GENERAL PAPER GUIDELINES

This is a general guide for the appearance of your papers. Papers must exhibit your capacity to engage in critical thinking and evidence your ability to integrate concepts and perspectives covered in class discussions, reading materials and films, into your learning. Check assignments, or with individual instructors, to determine if individual class requirements vary from this guide.

Follow the formatting style as described in the Publication Manual of the America Psychological Association (hereafter referred to as the APA manual.) Do not use the automatic footnote function on your computer; you must cite according to APA format and include a reference page. Following APA guidelines helps you prevent the possibility of plagiarism occurring. Plagiarism is taken very seriously and can result in failing grade for the assignment and/or the class, and possible referral to the Student Behavior Committee.

APA manual formatting specifications that you do need to follow include:

• Use of 8-by-11 inch white paper;
• Selection of clear, readable font (Times Roman 12 pt is excellent);
• left-margin justification, (do not justify right margin, this creates off spacing)
• page numbers in upper right-hand corner;
• turn hyphenation off;
• double-spacing between lines;
• indentation of the first line of every paragraph five spaces, or equal to one tab (with no extra spacing between paragraphs); and
• use of non-discriminatory language (see handout);
• Reference page required.
Please do not retype questions listed in the assignment to designate "headers" within your papers. Instead, to create a logical and interesting flow, use headers within the paper that are succinct and descriptive. Papers are to include an introduction, the body of the paper and conclusion. In the body of the paper, choose headers that are descriptive of the question being answered, or the material being presented. The APA manual provides information on creating headings, the use of which may help you to present your information more clearly and help create a logical flow to your papers. [Note you should use 1-inch margins rather that the 1.5 inch margins specified in the APA manual.] Further, you do not need to create a running head, cover page, or abstract, unless specified in the instructions given to you by your professor.

Be sure to proof read your paper and run spell and grammar checks. It is optimum to have someone else read your paper. Also, read your paper aloud. Your ear will often discern odd-sounding sentences. Papers are to be stapled in the upper left hand corner. Please do not use paper clips, report covers, or binders of any type. If an assignment requires attachment of additional materials to your paper, these are also to be stapled to the paper in the upper left hand corner. Double sided papers will be accepted, if students wish to print them in such a manner to save paper.

Have a strong introduction, using active voice.

Be succinct. Get your point across as briefly as possible.

Buy a Synonym Finder. If you use the same word more than twice on a page, you have used it too often.

Be sensitive to whether your paper flows. Make sure your points flow naturally from one to the next. Otherwise your paper will be choppy and difficult to read.

Be aware of your audience. Do not use acronyms. Avoid terms specific to your field, geographic area, or place of work.

MECHANICS

(Adapted from University of Phoenix writing lab)

Prepositions:
Never end sentences with prepositions.
Incorrect: Where do you come from?
Correct: From where does he come?
Remember: As Winston Churchill said, "Ending a sentence with a preposition is something up with which I will not put." Clearly, there are times when you must choose clarity over propriety.
Active versus Passive Voice: Structure sentences in an active rather than passive voice.
Active: The group wrote a letter.
Passive: A letter was written by the group.
Active: George eliminated the third rule.
Passive: The rule was eliminated by George.

Run-on Sentences
Do not use long sentences with multiple subjects. Avoid long rambling sentences. When in doubt, break into two or three sentences.

Using Myself, Himself, Herself
Do not use myself in place of I or me. Additionally, do not use other self words except as described below.
Adam and I are going to the store. (Not: Adam and myself are. . .)
Martha and you will present the introduction. (Not: Martha and yourself)
Use myself, himself, or herself when the subject and object are the same person.
In an uncontrollable fit of rage, I hit myself.
He admonished himself for missing the ball.
The client made a contract with herself about her eating habits.
Use myself, herself, or himself for emphasis after using another pronoun.
I, myself, have never enjoyed baseball.
Lucinda, herself, is responsible for her low grade.

"Sense" Verbs
When using feel, look, taste, and sometimes is, an adjective (called a predicate adjective) rather than an adverb usually follows the verb because it is modifying the subject, not the verb. For instance:

He feels bad. (Not: He feels badly, because bad is modifying he, not feels.)
She looks good. (Not: She looks well.)
But you may say, "She looks well," if you mean she looks healthy.
The torte tastes good. (Not: The torte tastes well.)
She is attractive. (Not: She is attractively.)

Who, Whom, Which, and That
When referring to a person or persons, use who or whom.
Euphemia was the one who forgot the wedding. (Not: She was the one that forgot. . .)
Barnaby is the man to whom I was referring. (Not: ...the man that I was referring to.)
When referring to a thing or things, use that (restrictive or defining) or which (nonrestrictive or not defining).
The last rule was the one that we could not follow.
The last rule, which was ambiguous, was unacceptable to us.
The pizza that we sent back was laden with anchovies.

Less and Fewer
Use less when you want to express quantity.
Use fewer when you are referring to number.
The generic brand costs less than the designer brand.
Fewer men prefer the designer brand if it costs more. (Not: Less men prefer the designer.)
He makes less money than I make.
But: He makes fewer mistakes than I make.
And: He makes fewer dollars than I make.

Parallel Construction
When combining series of words, phrases, or clauses, make sure that they are parallel in construction.
She paced, ruminated, and worried. (All are past-tense verbs.) (Not: She paced, is ruminating, and worries.)

The client will be encouraged to practice relaxation, to keep a log of her self-defeating thoughts, and to exercise daily. (Not: The client will be encouraged to practice meditation, keeping a log, and will sleep eight hours each night.

Consistency in Person
Be consistent in person throughout the document. That is, if you are speaking generally, using "people" or "clients," both of which are in third person, do not switch to "I," "you," or "one" unless it is necessary to the context. In addition, be sure to use pronouns that match the noun; that is, "people" and "they," and "the client" and "he" or "she" or "he or she."

Members of the group plan to continue their studies by Internet, but they have not gotten approval from their adviser. (Not: Members plan to continue his/her studies by Internet, but you cannot get immediate approval from one's advisers on this.) People are often insensitive to subtle signs of depression. They can easily miss the slightly flattened affect and avoidance of social contacts. (Not: People are often insensitive to subtle signs. You can easily miss the. . .")
In general, avoid speaking in first person (I, me, my) unless specifically directed to do so. It is generally accepted practice to say, "This writer has examined. . ."in place of using first person.

Consistency in Tense
Be consistent in verb tense; that is, speak or write in present, past, or future tense consistently unless there is an obvious reason to switch. He says he is depressed. He also says he is unwilling to work on it. (Not: He says he is depressed. He also said he is. . .)

Animate or Inanimate
Do not say, "Reality Therapy believes. . ." Not being alive, Reality Therapy cannot believe.
Instead say, "Reality Therapy theorists state. . .;" or "One of the tenets of Reality Therapy is . . ."

Avoid using "that".
Incorrect: He discovered that dinosaurs existed.
Correct: He discovered dinosaurs existed.

In seriation make sure all of the tenses and endings agree.
He went to the store, purchased bread, and drove home. (All past tense)
Incorrect: He loves to run, fencing, reading, and to rock climb.
Correct: He loves running, fencing, reading, and rock climbing.

Vocabulary

Affect and Effect

Affect, used as a noun, means emotion.
Portia displayed flat affect.
George's affect was muted.
Affect, used as a verb, means to have influence on.
This is a family affected by AIDS.
His stern words do not affect me.
Effect, used as a noun, means result or outcome.
The effect of Arturo's comments was minimal.
The drug had an immediate effect on Cybil's condition.
Effect, used as a verb, means to bring into existence or to produce as a result.
Thomas effected a change in the schedule.
Daphne effected order in a chaotic situation.

Other Vocabulary Errors
All right is two words. (Incorrect: alright.)
A lot is two words. (Incorrect: alot.)
There is no such word as "irregardless." The correct word is regardless.
The word "claimed" means "laid claim to." (Do not say "he claimed" when you mean "he asserted" or "he said."
Seeing as how is incorrect. The correct word is being or another similar word.

HOMOPHONES: Words that sound alike, but are spelled differently and have differing meanings.
accept/except – Accept is a meaning "to receive." Except is a preposition or conjunction that means "other than." as a verb, except means to "leave out."

affect/effect – Affect is a verb meaning "to influence." Effect can be a verb, meaning "to bring about," or a noun, meaning "result."

already/all ready – All ready means "completely repaired." Already means "by or before this or that time."

altar/alter – To alter is a verb meaning "to change." Altar is a noun meaning a sort of religious table.

assure/ensure/insure – Assure means "to tell confidently or to promise." Ensure and insure can be used interchangeably to mean "to make certain," but always use insure to mean "to protect people or property against loss."

bare/bear – to bare is to disrobe or uncover. A bear is a large hairy mammal.

bazaar/bizarre – A bazaar is a type of open-air market. Bizarre is an adjective meaning "very strange."

board/bored – A board is a flat piece of wood. To be bored is to feel as though your time is being wasted.

coarse/course – If something is rough or unmannered, it is coarse. A class or planned route is a course.

complement/compliment – A complement is something which completes or is compatible with something else. A compliment is a piece of praise.

discreet/discrete – Discreet meant "tactful", and discrete means " individual" or "separate"

elicit/illicit – Elicit is a verb meaning "to draw out" or to bring forth", and illicit is an adjective describing something that is illegal or prohibited.

eminent/imminent – If someone is distinguished or prominent, he or she is eminent. If something is just about to happen, it's imminent.

everyday/every day – Everyday is an adjective meaning commonplace or mundane, and every day is an adverbial phrase referring to the frequency with which something happens.

feet/feat – The objects at the end of your legs are feet. If you have an accomplishment or achievement, it's a feat.

fisher/fissure – A man who catches fish is a fisher. A crack in a surface is a fissure.

foul/fowl – If something is unpleasant or bad, it is foul. If you want to refer to poultry, use fowl.

Its/it's – It's is a contraction meaning "it is." It is a possessive pronoun.

morning/mourning – The first part of the day is morning. If you are grieving after someone's death, then you are in mourning.

passed/past – If you need a verb, use passed (I passed my math class). Past can work as a noun (You're living in the past), an adjective (In the past semester, I earned all A's), an adverb (I walked past the haunted house), or a preposition (I was awake past midnight).

pear/pair/pare – A pear is a fruit, a pair is a set of two things, and a pare is to trim (you can

pare your fingernails, for instance)

peace/piece – The approximate opposite of war is peace. A portion of something is a piece.

pray/prey – If you speak devotedly to a deity, you pray. If something is hunted, it is prey.

principal/principle – A principle is a guiding rule or fundamental truth. Principal can mean chief or most important, the head of an elementary or secondary school, or a sum of money lent or borrowed.

profit/prophet – A prophet is someone who foresees and tells the future. A profit is money that you make through some enterprise.

sole/soul – Sole means "only," and is also the proper word to refer to the bottoms of feet. A soul is one's spirit or essence.

stationary/stationery – If something is immovable or fixed in place, it's stationary. If you're writing a letter on paper, you're using stationery.

than/then – If you're demonstrating time order, use then (I ate my breakfast then I went to school.). If you're making a comparison, use than (My dad is taller than your dad.).

their/they're/there – There is a possessive plural pronoun. They're is a contraction meaning they are. There is a word indicating direction, as in "not over here, over there."

To/too/two – The preposition is to (I'm going to the store), the number is two, and if you want to use a word that means "also," use too.

who's/whose – If you are asking "who is," use the contraction who's. If you wish to use a possessive pronoun, use whose (as in "whose shoes are those?")

your/you're – If you want the possessive form of "you", use your (I love your sweater). If you want to say "you are", use you're.

CONFUSING WORDS: Words that, for some reason, frequently become confused in the mind of a freshman composition student.

advice/advise – Advice is a noun meaning "helpful opinion" or "counsel". If you advise someone, you give counsel or give advice (and I'm sure you sensed that advise is a verb.)

adverse/averse – Adverse means hostile, unfavorable, or difficult. Averse (generally followed to "to") indicates the opposition someone has to something. (I'm averse to playing golf in adverse weather).

allusion/illusion – An allusion is an indirect reference to something. An illusion is a false impression or misleading appearance (illusion is the word that you want if you're referring to a magic trick).

a lot/alot – Alot isn't a word. Don't use it.

Anecdote/antidote – Got a funny story? It's an anecdote. Drank poison by mistake? Then you need an antidote – and I'd hurry if I were you.

cloths/clothes – Cloths are pieces of fabric. Clothes are articles of apparel, or what people wear.

desert/dessert – If you're eating something sweet after dinner, you're eating dessert. If you're in a place with a lot of sand and very little water, then you're in the desert.

for all intensive purposes/for all intents and purposes – The correct phrase is for all intents and purposes (the other phrase is an incorrectly transcribed version of the correct phrase), but this phrase is unnecessary "filler" and should be avoided in academic writing.

formally/formerly – When you wear a tuxedo or ball gown, you are dressed formally. If you're writing about the way things used to be, you're writing of how things were formerly.

good/well – Good is an adjective (I love good food) and well is an adverb (I love to eat well.)

homey/homely – If a place is comfortable and like home, it's homey. If something is ugly or unattractive, it's homely.

real/really – Real means "actual", "not fiction". Really is an intensifier (That baby's head is really big), but you should try to find more specific and descriptive phrasing (That baby's head is mythologically enormous).

seize/cease – If you stop doing something you cease doing it. If you grab something, you seize it .

who/whom – When you need a subject or nominative pronoun, use who (Who wrote this poem? Janet is the girl who wrote the poem.) When you need an objective pronoun, use whom (To whom were you speaking?).

WORDS OFTEN WRITTEN AS MULTIPLE WORDS: These are words that are often written as two or three separate words, then they are actually just one word:
anyway
flashback

however
masterpiece
nonetheless
overnight
standpoint
therefore
throughout
viewpoint

WORDS OFTEN MISTYPED: These are words that many people mistype, but the common "typo" is also a word in English (so spellchecking won't find these mistakes).
quiet – quite
where – were
from – form
though – thought

Punctuation

Commas

Seriation (Where I notice many mistakes):
Three or more words in a series have a comma before the and.
Serge is frustrated, bored, and confused.
Ana is tired and confused.
Three or more phrases or clauses in a series also have a comma before the and.
Roberto wants to sow, to reap, and to harvest the wheat this year.
Sally paced the floor, rubbed her hands together, and muttered under her breath.
Belle shopped for the food, John prepared the dinner, and William washed the dishes.

Commas separating clauses:
Separate two or more independent clauses joined by a conjunction with a comma. The way to test whether or not there are two independent clauses is to take out the conjunction and read each clause separately. Can it stand on its own?
Adam sought counseling, because he wanted his wife to change.
Otto likes his job, but he says he does not make enough money.

Commas after introductory words, phrases, or clauses:
Yes, I am going to Paris.
Sir, you are beginning to annoy me.
If you must drum your fingers on the table, do it rhythmically.
As you are aware, George is the leader of this group.
Unaccustomed as I am to leading, I look forward to my role with some anxiety.
Commas around nonessential or parenthetical information:
George had, of course, offered to give up the leadership role.
The group, usually manic in its intensity, was subdued during the meeting.
George, our leader, did his best to encourage discussion.
Algernon, who is quite deranged, objected to everything suggested.

Quotation Marks
When quoting a person, put only the person's exact words within quotation marks.
The client reported that she was "tired and confused."
Samantha reported, "I am tired and confused." (Not: The client reported "she was tired and confused."

Quotation marks are placed on the outside of the punctuation.
Ian said, "What are we going to do?"
Isolde said she thought she was doing "a lot of foolish things."
Dexter said he thought the homework assignment was "insipid."

Hyphens
Virtually all self compounds are hyphenated.
self-esteem
self-respect

Exceptions:

Self Psychology
selfsame

Words starting with non are NOT hyphenated.
nonexistent
noncombatant

Do not create non words by simply starting a word with non when you are suggesting something is not or other than.

Incorrect: She is a nonappreciator of art.
Correct: She does not appreciate art.

If in doubt, check the dictionary.

Words starting with re are NOT hyphenated.
reexamine

redistribute

Exceptions:
If the word could be confused with another word, it is hyphenated.
He has introduced a new reform.
He has reformed and stopped drinking.
But: He will re-form the sculpture (as in to form again).

Compound Modifiers
In general, hyphenate compound modifiers.
full-time job
role-playing technique
stress-related illness
two-way street
(See APA for more information.)

Contractions
Do not use contractions in written work.
Bartholomew does not know what to do. (Not: He doesn't know what to do.)

Colons and Semicolons
Use a semicolon to separate two independent clauses that are not joined by a conjunction
but are closely related.

Lance's mother is flying in tomorrow; she visits him every year.
One problem the couple has argued about has been finances; another has been household
chores.

Use a semicolon to proceed however when joining two independent clauses.
Peter and Cordelia have had a long relationship; however, it has not been without discord.

A colon is usually used after an independent clause in order to amplify something.
A competent cook requires three tools to make an omelet: a whisk, a copper bowl, and a heavy skillet. (Not: A
competent cook requires: a whisk, a copper bowl, and. . .

He realized, too late, that he should have remembered the quotation from Shakespeare: ". . . to thine own self be
true. . ."
His favorite colors are red, white, and blue. (Not: His favorite colors are: red, white, and blue.

Apostrophes
Apostrophes are used primarily in the possessive case, which denotes ownership. One way to figure out where
the apostrophe should be placed is to turn the possessive around-instead of "John's face," say "the face of John."
This tells you that the apostrophe goes after "John" and before the "s."

When using plural nouns, the apostrophe goes after the s:
The Johnsons' decision; that is, the decision of the Johnsons.
Mary's hat (the hat of Mary)
Someone's ticket (the ticket of someone)
The Smiths' house (the house of the Smiths)

Personal pronouns, however, do not have apostrophes.
It is his decision.

The problem is hers.
The coffee table is theirs.
The error is ours.
The dog is chasing its tail.

Many people have difficulty with the word its. The only time the word "its" contains an apostrophe is when it is used as a contraction of the two words, "it is".
It's too late now. (It is too late now.)
He wants to stay together, but it's impossible. (...it is impossible.)
When used as a possessive, "its" never has an apostrophe.
The group wants to schedule its meeting (that is, the meeting of the group).
Its hair was in its tiny red eyes (the hair of it; the tiny red eyes of it).
The monster was licking its chops (the chops of the monster).

Apostrophes are used in contractions (don't, won't, wasn't, I'll), but you may not use contractions in written work, anyway, according to APA.

DO NOT use an apostrophe to form the plural.
Correct: I have many records, tapes, and CDs.
Incorrect: I have many record's, tape's, and CD's.

Capitalization errors are counted as punctuation errors.
Capitalization of Academic Degrees.

Correct: Master of Counseling, Master of Business, Bachelor of Science. (Incorrect: He has his Master's in Counseling.
Correct: He is getting his master's in counseling (meaning his master's degree).

Other Spelling issues
When a word has more than one accepted spelling, choose the preferred one and stick with it. APA decrees that Merriam-Webster's Collegiate Dictionary is the standard spelling reference for APA writing, and if the dictionary lists more than one spelling, you should choose the first one listed. For instance:

aging, not ageing
canceled, not cancelled
cannot, not can not
judgment, not judgement
counseling, not counselling
If in doubt, check the dictionary.

BASIC APA REFERENCE GUIDE

The following material is taken from the University of Toledo Library Guide, APA Style Reference Citations in Text, retrieved from: http://www.cl.utoledo.edu/help/guides/APAstyle.pdf

The Publication Manual of the America Psychological Association (5th ed, 2001), is a reference citation method of documentation needed to make your term papers acceptable for academic purposed and acknowledges the fact that the information used in a paper did not originate with the writer. It also gives authoritative sources for your work, helping the reader know you have researched your topic and helps the reader gain access to those sources, if he or she whishes to verify the information or to conduct further research.

Footnotes and end notes are not typically used in APA style, but an author/date style method of citation in which the author's last name and the year of the publication are inserted in the actual text of the paper. A reference page is included at the end of paper, listing citations in alphabetical order. An example not given in the University of Toledo Guide is citing a personal communication. An example would be:

Coulam (personal communication, August 30, 2007) stated in class………

On the reference page, it would be listed as:

Coulam, F. (2007). Personal Communication, class lecture August 30, Diversity and Social Justice Course, SW 6111-003.

Examples of Reference in Text

1. If author's name occurs in the text, follow it with year of publication in parentheses. Example: Piaget (1970) compared reaction times…

2. If author's name is not in the text, insert, in parentheses, the last name and year, separated by a comma. Example: In a recent study of reactions times (Piaget, 1978)

3. If the author's name and the date of publication have been mentioned in the text of your paper, they should not be repeated within parentheses. Example: In 1978, Piaget compared reaction times…

4. Because material within a book is often difficult to locate, authors should, whenever possible, give page numbers in body to assist readers. Page numbers (preceded by p. or pp.) follow the year of publication, and are separated from it by a comma.
Example: Hunt (1974, pp. 25-69) confirms the hypothesis…

5. If a work has two authors, always cite both names every time the reference occurs in the text. Connect both names by using the word "and." Example: Piaget and Smith (1972) recognize… or Finberg and Skipp (1979, pp. 37-52) discuss….

6. If a work has two authors and they are not and they are not included in the text, insert, within parentheses, the last names of the author joined by an ampersand (&), and the year separated from the authors by a comma. Example: …to organize accumulated knowledge and order sequences of operations (Piaget & Smith, 1973)
 or
…to organize accumulated knowledge and order sequences or operations (Piaget & Smith, 1973, p. 410)

7. If a work has more than two authors (but fewer than six), cite all authors the first time the reference occurs; include the last name followed by "et al." and the year in subsequent citation of the same reference. Example: First occurrence: William, French and Joseph (1962) found…

 Subsequent citations:
Williams et al. (1962) recommended…

8. Quotations: Cite the source of direct quotations by enclosing it in parentheses. Include author, year, and page number. Punctuation differs according to where the quotation falls.

1) If the quoted passage is in the middle of a sentence, end the passage with quotation marks, cite the source in parentheses immediately, and continue the sentence.

Example: Many inexperienced writers are unsure about "the actual boundaries of the grammatical abstraction called a sentence"
(Shaughnessy, 1977, p. 24) or about which form of punctuation they should use.

2) If the quotation falls at the end of a sentence, close the quotation with quotation marks, and cite the source in parentheses after the quotation marks. End with the period outside the parentheses.

Example: Fifty percent "of spontaneous speech is estimated to be non-speech" (Shaughnessy, 1977, p. 24)

3) If the quotation is longer than forty words, it is set off without quotations marks in an indented block (double spaced). The source is cited in parentheses after the final period.
Example: This is further explained by Shaughnessy's (1977) following statements:

In speech, pauses mark rates of respiration, set off certain works for rhetorical emphasis, facilitate phonological maneuvers, regulate the rhythms of thought and articulation and suggest grammatical structure. Modern punctuation, however, does not provide a sore for such a complex orchestration. (p. 24)

Reference List

APA style suggests using a reference list for references cited in the text of paper rather than a bibliography. A reference list includes only those references which were actually cited in the text of one's paper. There must be a total agreement between the two. (See example of a reference list on the last page.) A bibliography includes all literature consulted which was "immediately relevant" to the research process, even though the material was not cited in the text of one's paper.

When compiling a reference list one needs to pay particular attention to the following: 1) sequence; 2) punctuation and spacing; 3) capitalization; and 4) underlining. (See APA manual for further explanation).

Order of References in Reference List

1) Arrange entries in alphabetical order by surname of the first author.

2) Single-author entries precede multiple-author entries beginning with the same surname:
Kaufman, J.R. (1981)
Kaufman, J.R., & Cochran, D.C. (1978)

3) References with the same first author and different second or third authors are arranged alphabetically by the same surname of the second author, and so on:
Kaufman, J.R., Jones, K., & Cochran, D.F. (1982).
Kaufman, J.R. & Wong, D.F. (1978)

4) References with the same authors in the same order are arranged by year of publication, the earliest first:
Kaufman, J.R., Jones, K. (1977)
Kaufman, J.R., Jones, K. (1980)

5) Order of several works by different authors with the same surname are arranged alphabetically by the first initial:
Eliot, A.L. (1983)
Eliot, G.E. (1980)

Example of Items of Reference List
Although the format for books, journal articles, magazine articles and other media is similar, there are some slight differences. Pay close attention to these differences in the examples below. NOTE: The following

examples are single-spaced, however, double space when typing your reference list. Also, use hanging indents: entries should begin flush left, and the second and subsequent lines should be indented.

BOOKS:
One author:
Castle, E.B. (1970) The teacher. London: Oxford University Press.
Two authors:
McCandless, B.R., & Evans, E.D. (1973) Children and youth: Psychosocial development. Hindsdale, IL: Dryden Press.
Three or more authors: (List each author)
Smith, V., Barr, R., & Burke, D. (1976) Alternatives in education: Freedom to choose. Bloomington, IN: Phi Delta Kappa, Educational Foundation.
Society, association, or institution as author and publisher: American Psychiatric Association. (1980). Diagnostic and statistical manual of mental disorders (3rd ed.) Washington, D.C.: Author. Editor or compiler as author: Rich, J.M. (Ed.). (1972). Readings in the philosophy of education (2nd ed.). Belmont, CA: Wadsworth.

Chapter, essay, or article by one author in a book or encyclopedia edited by another:
Medley, D.M. (1983). Teacher effectiveness. In H.E. Mitzel (Ed.), Encyclopedia of educational research (Vol. 4, pp. 1894-1903). New York: The Free Press.

JOURNAL ARTICLES:
One author:
Herrington, A.J. (1985) Classrooms as forums for reasoning and writing. College Composition and Communication, 36, 404-413.
Two authors:
Horowitz, L.M., & Post, D.L. (1980). The prototype as a construct in abnormal Psychology. Journal of Abnormal Psychology, 90, 575-585.
Society, association, or institution as author:
Institute on Rehabilitation Issues. (1975). Critical issues in rehabilitating the severely handicapped. Rehabilitation Counseling Bulletin, 18(4), 205-213.

NEWSPAPER ARTICLE:
No author:
More jobs waiting for college grads. (1986, June 17). Detroit Free Press, pp. 1A, 3A.

MAGAZINES:
One author:
Powledge, T.M. (1983, July). The importance of being twins. Psychology Today, 19, 20-27
No author:
CBS invades Cuba, returns with Irakere: Havana jam. (1979, May 3) Down Beat,

MICROFORMS:

ERIC report:

Plantes, Mary Kay, (1979). The effect of work experience of young men's earnings. (Report No. IRP-DP-567-79). Madison: Wisconsin University.
Madison Institute for Research on Poverty. (ERIC Document Reproduction
Service No. ED 183 687)

ERIC paper presented at a meeting:

Whipple, W.S. (1977, January). Changing attitude through behavior
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Article in an Internet-only journal:
Dungworth, D. (1997, Spring). Iron Age and Roman copper alloys from northern Britain. Internet Archaeology.
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AUDIOVISUAL MEDIA AND SPECIAL INSTRUCTIONAL MATERIALS:
This category includes the following types of non-book materials:
 Audio record Flashcard Motion picture Slide
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Filmstrip Kit Realia Video recording

A bibliography/reference format for these non-print materials is as follows:

Author's name (inverted.----Authors function, i.e., Producer, Director, Speaker, etc. in parentheses.----Date of publication in parentheses----Title.---- Medium in brackets after title, [Filmstrip]. HOWEVER, if it is necessary to use a number after a medium for identification or retrieval purposes, use parentheses instead of brackets, i.e., (Audio record No. 4321).----Place of publication: Publisher.

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REDUCING BIAS IN LANGUAGE

Gender Bias

While you should always be clear about the sex identity of your participants (if you conducted an experiment), so that gender difference are obvious, you should not use gender terms when they aren't necessary. In other words, you should not use "he," "his" or men as generic terms applying to both sexes. Replacing "he" with "he or she," "she or he," "he/she," "(s)he," "s/he" or alternating between "he" and "she" are not recommended because they are awkward and can distract the reader from the point you are trying to make. The pronouns "he" or "she" inevitably cause the reader to think of only that gender, which may not be what you intend.

How do you avoid using "he"? There are actually several ways to do this:

1. Rephrase the sentence
2. Use plural nouns or plural pronouns – this way you can use "they" or "their"
3. Replace the male pronoun with an article – instead of "his" use "the"
4. Drop the pronoun – many sentences sound fine if you just omit the troublesome "his" from the sentence
5. Replace the pronoun with a noun such as "person," "individual," "child," "researcher," etc.

For more about this, see the APA's discussions of removing bias in language and the OWL's handout on non-sexist language use.

The National Council of Teachers of English (NCTE) suggests the following guidelines:

Although MAN in its original sense carried the dual meaning of adult human and adult male, its meaning has come to be so closely identified with adult male that the generic use of MAN and other words with masculine markers should be avoided.

Examples and Alternatives
mankind
humanity, people, human beings

man's achievements
human achievements

man-made
synthetic, manufactured, machine-made

the common man
the average person, ordinary people

man the stockroom
staff the stockroom

nine man-hours
nine staff-hours

chairman
coordinator (of a committee or department),

moderator (of a meeting),
presiding officer, head, chair

businessman
business executive

fireman
firefighter

mailman
mail carrier

steward
stewardess flight attendant

policeman
policewoman police officer

congressman
congressional representative

Give each student his paper as soon as they are finished.
Give the student their papers as soon as he is finished.

The average student is worried about grades
The average student is worried about his grade

If the student was satisfied with A student who was satisfied his performance on the pretest, he with her or his
performance took the post-test. on the pretest took the post-test.

Let each student participate. Has Let each student participate.
he had a change to talk? Could Has she had a chance to talk?
he feel left out? Could he feel left out?

This page is located at http://owl.english.purdue.edu/handouts/print/general/gl_nonsex.html

To contact OWL, please visit our contact information at http://owl.english.purdue.edu/lab/contact.html to find
the right person to call or email.

Disabilities

The use of certain words or phrases can express gender, ethnic, or racial bias, either intentionally or
unintentionally. The same is true of language referring to persons with disabilities, which in many instances can
express negative and disparaging attitudes.

It is recommended that the word disability be used to refer to an attribute of a person, and handicap to the
source of limitations. Sometimes a disability itself may handicap a person, as when a person with one arm is
handicapped in playing the violin. However, when the limitation is environmental, as in the case of attitudinal,
legal, and architectural barriers, the disability is not handicapping—the environmental factor is. This distinction

is important because the environment is frequently overlooked as a major source of limitation, even when it is far more limiting than the disability. Thus, prejudice handicaps people by denying access to opportunities; inaccessible buildings surrounded by steps and curbs handicap people who require the use of a ramp.

Use of the terms non-disabled or persons without disabilities is preferable to the term normal when comparing persons with disabilities to others. Usage of normal makes the unconscious comparison of abnormal, thus stigmatizing those individuals with differences. For example, state "a non-disabled control group," not "a normal control group."

The guiding principle for non handicapping language is to maintain the integrity of individuals as whole human beings by avoiding language that (a) implies that a person as a whole is disabled (e.g., disabled person), (b) equates persons with their condition (e.g., epileptics), (c) has superfluous, negative overtones (e.g., stroke victim), or (d) is regarded as a slur (e.g., cripple).

For decades, persons with disabilities have been identified by their disability first, and as persons, second. Often, persons with disabilities are viewed as being afflicted with, or being victims of, a disability. In focusing on the disability, an individual's strengths, abilities, skills, and resources are often ignored. In many instances, persons with disabilities are viewed neither as having the capacity or right to express their goals and preferences nor as being resourceful and contributing members of society. Many words and phrases commonly used when discussing persons with disabilities reflect these biases.

Listed below are examples of negative, stereotypical, and sometimes offensive words and expressions. Also listed are examples of preferred language, which describes without implying a negative judgment. Even though their connotations may change with time, the rationale behind use of these expressions provides a basis for language reevaluation. The specific recommendations are not intended to be all-inclusive. The basic principles, however, apply in the formulation of all non-handicapping language.

1. Put people first, not their disability
Comment: Preferred expressions avoid the implication that the person as a whole is disabled or defective.

PROBLEMATIC
PREFERRED

• disabled person
• person with (who has) a
• defective child disability
• mentally ill person
•child with a congenital disability
• child with a birth impairment
• person with mental illness or psychiatric disability

2. Do not label people by their disability
Comment: Because the person is not the disability, the two concepts should be separate.

PROBLEMATIC
PREFERRED

• schizophrenics
• people who have
• epileptics schizophrenia
• amputee
•individuals with epilepsy
• paraplegics
•person with an amputation
• the disabled
•individuals with paraplegia
• the retarded
• people with disabilities
• the mentally ill
• children with mental
• the CMI or SPMI retardation
• people with a mental illness or psychiatric disability
• people with long term or serious and persistent mental illness or psychiatric disabilities

3. Do not label persons with disabilities as patients or invalids
Comment: These names imply that a person is sick or under a doctor's care. People with disabilities should not be referred to as patients or invalids unless the illness status (if any) is under discussion or unless they are currently residing in a hospital.

4. Do not overextend the severity of a disability
Comment: Preferred expressions limit the scope of the disability. Even if a person has a particular physical disability, this does not mean that the person is unable to do all physical activities. Similarly, a child with a learning disability does not have difficulty in all areas of learning nor does mental retardation imply retardation in all aspects of development. Chronicity in physical illness often implies a permanent situation, but persons with psychiatric disabilities are able to recover.

PROBLEMATIC
PREFERRED

• the physically disabled
• individuals with a physical
• the learning disabled disability
• retarded adult
• children with specific learning
• chronic mental illness disabilities
• adult with mental retardation
• long-term or persistent mental illness or psychiatric disability

5. Use emotionally neutral expressions
Comment: Objectionable expressions have excessive, negative overtones and suggest continued helplessness.

PROBLEMATIC

PREFERRED

• stroke victim
• individual who had a stroke
• afflicted with cerebral
• person with cerebral palsy
palsy
•people who have multiple
•suffering from multiple sclerosis
sclerosis

6. Emphasize abilities, not limitations
Comment: The person is not confined to a wheelchair but uses it for mobility, nor is a person homebound who is taught or who works at home.

PROBLEMATIC
PREFERRED

• confined to a wheelchair
• uses a wheelchair
• homebound
• child who is taught at home

7. Avoid offensive expression

PROBLEMATIC
PREFERRED

• cripple
• person who has a limp
• deformed
• person with a shortened arm
• mongoloid
• child with Down Syndrome
• crazy, paranoid
• person with symptoms of mental illness

8. Focus on the right and capacity of people with disabilities to express their own goals and preferences and to exercise control over their own services and supports Comment: In many instances, persons with disabilities are not given opportunities to participate in decisions regarding the services or supports they will receive as part of a treatment or rehabilitation program. Instead, they are viewed as requiring "management" as patients or cases, rather than as individuals with goals and preferences that should be taken into account.

PROBLEMATIC
PREFERRED

• placement
• discussion of suitable and preferred
• professional judgment living arrangements
• patient management,
• include a consideration of a person's
case management goals and preferences

• care coordination, supportive services,
resource coordination, assistance

9. Seeing people with disabilities as a resource and as contributing community members, not as a burden or problem.

Comment: Discussions regarding the service needs of persons with disabilities and their families often use terms that define the individual as a burden or a problem. Instead, terms which reflect the special needs of these persons are preferable, with a clear recognition of the responsibility of communities for inclusion and support of persons with disabilities.

PROBLEMATIC
PREFERRED

• family burden
• family supports needs
• problem of mental
• challenges which people with illness or of the mentally psychiatric disabilities face ill
• responsibilities of
• community support communities for inclusion needs of individuals and support Race & Ethnicity

"APA as an organization is committed both to science and to the fair treatment of individuals and groups,…[and] authors of journal articles are required to avoid writing in a manner that reinforces questionable attitudes and assumptions about people" (APA 1983, p. 43) The current edition of APA's Publication Manual advises authors on the use of nonsexist language. The next edition will contain an expanded section on using language that is free as well of racial or ethnic bias, heterosexism, bias toward people with disabilities, ageism, and other kinds of bias. The guidelines for Avoiding Racial/Ethnic Bias that follow constitute one of the working papers that will be used in the development of the expanded section. This working paper was prepared jointly by the Board of Ethnic Minority Affairs and the Publications and Communications Board of the APA.

It is critical that the science and practice of psychology adequately describe its research participants and clientele. Demographic variables, such as gender, race/ethnicity, age, and so forth, are important in a host of psychological and behavioral phenomena. Adequacy of designation is essential if comparisons are to be made across groups or if the potential exists for such comparisons in replications, literature reviews, or secondary data analyses. When relevant to the investigation, authors should report the results of analyses examining the role of these demographic variables.

It may also be necessary to indicate the group membership or the investigator or author when that membership could influence the responses of subjects or the author's interpretations. Similarly, when referring to women or minority groups, authors should avoid the passive voice, subordinate clauses, and the "understood" subject. The passive voice suggests individuals are acted on rather that being actors (e.g., the students were given the survey). Subordinate clauses can suggest that persons are viewed as incidental (e.g., the experiment, with the 25 subjects, lasted on hour). By using the "understood" subject, authors assume reade4rs know the subjects without naming them directly (e.g., The students were from the inner city).

General Principles

Authors must avoid language that may intentionally or unintentionally reflect racial and ethnic bias. Biased language involves problems or designation and problems of explicit or implicit evaluation.

Problems of Designation

The problems of racial/ethnic designation are twofold: authors must determine when to report these descriptions and how to refer to ethnic minority samples or other special interest groups. Researchers must determine the extent to which their investigation should report real or potential racial/ethnic variation. When such variation exists, racial/ethnic factors should be reported in theoretical and empirical aspects of the research. Reporting the racial/ethnic composition of research participants in these investigations is also necessary for determining the generalizability of results. When racial/ethnic variables are unimportant to the investigation, authors should state the bases for this assumption.

Perhaps more difficult is the selection of appropriate terminology to describe racially and ethnically diverse people. Name designations of racial/ethnic groups change over times, and members of a group may disagree about their preferred name at a specific time. When possible, authors should use the more specific rather than the less specific term (e.g., Choctaws is more specific that American Indian; Cubans is more specific than Hispanic.

When it is important for the interpretation of results, authors should report subjects' national origin, generation, language preference and use, and geographical locale. For example, in a study of Japanese Americans, the percentage of subjects who are first, second, or third generation, along with language preference and use in each generational group, may need to be reported.

Where necessary, the composition of heterogeneous groups (multi-racial/ethnic, multinational, etc.) should be detailed. In other instances, the author may need to report the mixed ancestral heritage of individual subjects.

If a language other than English is used in the collection of information, the language should be specified. When an instrument is translated into another language, the specific method of translation should be described (e.g., in "black translation," language is translated from on language to another and then back to the first, in an interactive process).

Racial/ethnic groups are designated by proper nouns and are capitalized. When names of colors are used to refer to human groups, they are capitalized (e.g., Blacks instead of blacks; Whites instead of whites). Hyphens are not used in multiword labels (e.g., Mexican Americans instead of Mexican-American)

Authors are encouraged to write in accordance with the principles of cultural relativism, that is, perceiving, understanding, and writing about individuals in their own terms. Thus, indigenous self-designations are as important as designations by others, although authors must be cognizant of the fact that members of different groups may disagree about their appropriate group designations and that theses designations my change over time.

Problems of Evaluation

Problems of implicit or explicit evaluation of racial/ethnic difference arise from a number of sources. Bias may occur when the writer uses one group (usually the writer's own group) as the standard against which other are evaluated. The term culturally deprived, for example, implies that one culture is the accepted standard against which others are judged. Authors should recognize that differences arising from racial/ethnic caparisons do no imply deficits.

More subtle forms of implicit group comparisons may occur by the use of adjectives (i.e., stereotypes) to apply to most or all members of a group. Stereotypes may be positive (e.g., intelligent, industrious, superior, attractive) or negative (e.g., sinister, violent, lazy, superstitious). Qualifying adjectives, even when positive, may communicate bias (whether intentional or unintentional). For example, the phrase "the intelligent Black student" may imply that this student is an "exception to the rule."

Problematic and Preferred Examples

These general principles and the examples that follow illustrate the subtle ways that language may intentionally or unintentionally create or convey intergroup attitudes. Authors should recognize the changing nature of language and remain current in terms of appropriate and in appropriate terminology for their situation.

Problems of Designation

1. PROBLEMATIC: The sample included 400 undergraduate students PREFERRED: The sample of 400 undergraduate students included 250 Whites (125 males and 125 females) and 150 Blacks (75 males and 75 females).
Comment: When relevant, human subject samples should be fully described with respect to gender and race or ethnicity. Where appropriate, additional information should be presented (e.g., generation, linguistic background, socioeconomic status, national origin, sexual orientation, special interest group membership, etc.).

2. PROBLEMATIC: The 50 American Indians
PREFERRED: The 50 American Indians represented… (25 Choctaw, 15 Hopi, and 10 Seminole)…

Problems with Evaluation

3. PROBLEMATIC: … The articulate Mexican American professor…
PREFERRED: … The Mexican American professor…
Comment: Qualifying adjectives may subtly suggest that the "articulate" Mexican

American professor is an exception to the norm (for Mexican American professors).

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Sexuality

This document was developed to assist authors in avoiding bias when writing specifically about lesbians, gay men, and bisexual persons, as well as in general discussions of sexuality. Because no universal agreement exists on terminology, and because language and culture continually change, the ideas in this article should be considered helpful suggestions rather than rigid rules. Writers should try to understand the rationale for the suggestions offered here, and should be sensitive to social changes that might dictate the use of language not specifically discussed in this article.

History of the development of the guidelines

The Committee on Lesbian and Gay Concerns (CLGC) has considered issues of heterosexual bias in language since its beginning in 1980. A first draft of the "CLGC Nomenclature Guidelines for Psychologists" was approved at the September 1985 meeting. Comments were solicited from APA's Division 44 and from the Association of Lesbian and Gay Psychologists. A revised document was approved by the committee in October 1985 and by the Board of Social and Ethical Responsibility in Psychology (BSERP) in spring 1987.

Problems occur in language concerning lesbians, gay men, and bisexual persons when language is too vague or concepts are poorly defined. There are two major problems of designation. First, language may be ambiguous in reference, so that the reader is not clear about its meaning or its inclusion and exclusion criteria. Second, "homosexuality" has been associated in the past with deviance, mental illness, and criminal behavior, and these negative stereotypes may be perpetuated by bias.

1. Sexual orientation is a preferred term for psychological writing over "sexual preference" and refers to sexual/affectional relationships of lesbian, gay, bisexual, and heterosexual people. The word "preference" suggests a degree of voluntary choice that is not necessarily reported by lesbians and gay men and that has not been demonstrated in psychological research.

The terms "lesbian sexual orientation," "heterosexual sexual orientation," "gay male sexual orientation," and "bisexual sexual orientation" are preferable over "lesbianism," "heterosexuality", "homosexuality", and "bisexuality", respectively. The former terms focus on people and some of the latter terms have in the past been associated with pathology.

2. Lesbian and gay male are preferred to the word "homosexual" when used as an adjective referring to specific persons or groups, and lesbians and gay men are preferred terms over "homosexuals" used as a noun when referring to specific persons or groups. The word "homosexual" has several problems of designation. First, it may perpetuate negative stereotypes because of its historical associations with pathology and criminal behavior. Second, it is ambiguous in reference because it is often assumed to refer exclusively to men and thus renders lesbians invisible. Third, it is often unclear. The terms "gay male" and "lesbian" refer primarily to identities and to the modern culture and communities that have developed among people who share those identities. They should be distinguished from sexual behavior. Some men and women have sex with others of their own gender but do not consider themselves to be gay or lesbian. In contrast, the terms "heterosexual" and "bisexual" currently are used to describe identity as well as behavior.

The terms "gay" as an adjective and "gay persons" as a noun have been used to refer to both males and females. However, these terms may be ambiguous in reference since readers who are used to the term "lesbian and gay" may assume that "gay" refers to men only. Thus it is preferable to use "gay" or "gay persons" only when prior reference has specified the gender composition of this term.

Such terms as "gay male" are preferable to "homosexuality" or "male homosexuality" and so are grammatical reconstructions (e.g., "his colleagues knew he was gay" rather than "his colleagues knew about his homosexuality"). The same is true for "lesbian" over "female homosexual", "female homosexuality", or lesbianism."

3. Same-gender behavior, male-male behavior, and female-female behavior are appropriate terms for specific instances of same-gender sexual behavior that people engage in regardless of their sexual orientation (e.g., a married heterosexual man who once had a same-gender sexual encounter). Likewise, it is useful that women and men not be considered "opposites" (as in "opposite sex") to avoid polarization, and that heterosexual women and men not be viewed as opposite to lesbians and gay men. Thus, male-female behavior is preferred to the term "opposite sex behavior" in referring to specific instances of other-gender sexual behavior that people engage in regardless of their sexual orientation.

When referring to sexual behavior that cannot be described as heterosexual, gay, lesbian, or bisexual, special care needs to be taken. Descriptions of sexual behavior among animal species should be termed "male-male sexual behavior" or "male-female sexual behavior" rather than "homosexual behavior" or "heterosexual behavior," respectively.

4. Bisexual women and men, bisexual persons, or bisexual as an adjective refer to people who relate sexually and affectionally to women and men. These terms are often omitted in discussions of sexual orientation and thus give the erroneous impression that all people relate exclusively to one gender or another. Omission of the term "bisexual" also contributes to the invisibility of bisexual women and men. Although it may seem cumbersome at first, it is clearest to use the term "lesbians, gay men, and bisexual women or men" when referring inclusively to members of these groups.

5. Heterosexual as an adjective is acceptable for people who have male-female affectional/sexual relationships and who do not engage in sexual relationships with people of the same gender.

6. Use of gender instead of sex. The terms "sex" and "gender" are often used interchangeably. Nevertheless, the term "sex" is often confused with sexual behavior, and this is particularly troublesome when differentiating between sexual orientation and gender. The phrase "it was sexual orientation, rather than gender, that accounted for most of the variance" is clearer than "it was sexual orientation, rather than sex, that accounted for most of the variance." In the latter phrase, "sex" may be misinterpreted as referring to sexual activity. It is generally more precise to use the term "gender."

Goals for Reducing Heterosexual Bias in Language

1. Reducing heterosexual bias and increasing visibility of lesbians, gay men, and bisexual persons. Lesbians, gay men, and bisexual men and women often feel ignored by the general media which take the heterosexual orientation of their readers for granted. Unless an author is referring specifically to heterosexual people, writing should be free of heterosexual bias. Ways to increase the visibility of lesbians, gay men, and bisexual persons include:

- Using examples of lesbians, gay men, and bisexual persons when referring to activities (e.g., parenting, athletic ability) that are erroneously associated only with heterosexual people by many readers.
- Referring to lesbians, gay men, and bisexual persons in situations other than sexual relationships. Historically, the term "homosexuality" has connoted sexual activity rather than a general way of relating and living.
- Omitting discussion of marital status unless legal marital relationships are the object of the writing. Marital status per se is not a good indicator of cohabitation (marital couples may be separated; unmarried couples may live together), sexual activity, or sexual orientation (a person who is married may be in a gay or lesbian relationship with a partner). Further, describing people as married or "single" renders lesbians, gay men, and bisexual persons as well as heterosexual people in cohabiting relationships invisible.
- Referring to sexual and intimate emotional partners by both male and female pronouns (e.g., "the adolescent males were asked about the age at which they first had a male or female sexual partner").
- Using sexual terminology that is relevant to lesbians and gay men as well as bisexual and heterosexual people (e.g., "when did you first engage in sexual activity?" rather than "when did you first have sexual intercourse?").
- Avoiding the assumption that pregnancy may result from sexual activity (e.g., "it is recommended that women attending the clinic who currently are engaging in sexual activity with men be given oral contraceptives" instead of "it is recommended that women who attend the clinic be given oral contraceptives").

2. Clarity of expression and avoidance of inaccurate stereotypes about lesbians and gay men. Stigmatizing or pathologizing language regarding gay men and lesbians should be avoided (e.g., "sexual deviate," "sexual invert"). Authors should take care that examples do not further stigmatize lesbians, gay men, or bisexual persons (e.g., an example such as "psychologists need training in working with special populations such as lesbians, drug abusers, and alcoholics" is stigmatizing in that it lists a status designation (lesbians) with designations of people being treated.

3. Comparisons of lesbians or gay men to parallel groups. When comparing a group of gay men or lesbians to others, parallel terms have not always been used. For example, contrasting lesbians with "the general public" or to "normal women" portrays lesbians as marginal to society. More appropriate comparison groups might be "heterosexual women," "heterosexual men and women," or "gay men and heterosexual women and men."

Problematic and Preferred Examples

Issues of Designation: Ambiguity of Referent

1. PROBLEMATIC: Sexual preference
PREFERRED: Sexual orientation
Comment: Avoids connotations of voluntary choice that may not be appropriate.

2. PROBLEMATIC: The sample consisted of 200 adolescent homosexuals
PREFERRED: The sample consisted of 200 gay male adolescents
The sample consisted of 100 gay male and 100 lesbian adolescents
Comment: Avoids use of "homosexual" and specifies gender of subjects.

3. PROBLEMATIC: None of the subjects were homosexual or bisexual.
PREFERRED: None of the subjects were lesbians, gay men, or bisexual persons
All of the subjects were heterosexual
Comment: Avoids use of "homosexual" and increases the visibility of lesbians.

4. PROBLEMATIC: Manuscript title: "Gay relationships in the 1990s"
PREFERRED: Manuscript title: "Gay male relationships in the 1990s"

Comment: Specifies gender of gay persons before the term gay is used to describe women and men; avoids invisibility of lesbians.

5. PROBLEMATIC: Subjects were asked about their homosexuality.
PREFERRED: Subjects were asked about the experience of being a lesbian or a gay man.
Comment: Changes sentence construction to avoid use of the term "homosexuality".

6. PROBLEMATIC: The women reported lesbian sexual fantasies.
PREFERRED: The women reported female-female sexual fantasies.
Comment: Avoids confusion of lesbian orientation and specifies sexual behaviors.

7. PROBLEMATIC: The two bisexual subjects had engaged in both gay and heterosexual sexual encounters in the past year.
PREFERRED: The two bisexual subjects had engaged in both male-male and male-female sexual encounters in the past year.
Comment: Avoids confusing sexual orientation (bisexual) with specific sexual behaviors.

8. PROBLEMATIC: The male antelopes were bisexual.
PREFERRED: The male antelopes were observed to engage in both male-male and male-female sexual behavior.
Comment: Increases specificity; does not use sexual orientation terms with animal species.

9. PROBLEMATIC: It was subjects' sex, not their sexual orientation, that affected number of friendships.
PREFERRED: It was subjects' gender, not their sexual orientation, that affected number of friendships.
Comment: Avoids confusing gender with sexual activity.

Problems of Designation: Stereotyping

10. PROBLEMATIC: Homosexual abuse of children.
PREFERRED: Sexual abuse of male children by adult men.
Comment: Does not imply sexual orientation of participants; does not imply that gay men are rapists.
Problems of Evaluation: Ambiguity of Reference

11. PROBLEMATIC: Questionnaire item: Have you ever engaged in sexual intercourse?
PREFERRED: Questionnaire item: Have you ever engaged in penile/vaginal intercourse?
Comment: Increased specificity if penile/vaginal intercourse is the purpose of the item.

PREFERRED: Have you ever engaged in sexual activity?
Comment: Avoids assumption of heterosexual orientation if sexual activity is the purpose of the item.

12. PROBLEMATIC: When the mother is employed, her partner may discover that his share of childcare has increased.

PREFERRED: When the mother is employed, her partner may discover that his or her share of childcare has increased.
Comment: Avoids assumption of heterosexuality and is more precise; increases descriptions of lesbians in nonsexual situations.
Problems of Evaluation: Stereotyping

13. PROBLEMATIC: Ten subjects were married and five were single.
PREFERRED: Ten subjects were legally married, three were living with heterosexual partners, and two were living with lesbian partners.
Comment: Increases specificity and avoids assumption of legal marriage as the only form of committed relationship.

14. PROBLEMATIC: AIDS education must extend beyond the gay male population into the general population.
PREFERRED: AIDS education must not focus only on selected groups.
Comment: Does not refer to gay men as set apart from the general population.

15. PROBLEMATIC: Psychologists who work with special populations (e.g., lesbians, drug abusers, survivors of sexual abuse) need extra training.
PREFERRED: Psychologists who work with minority populations (e.g., Latinos, lesbians, Black women, older women) need extra training.
Comment: Avoids equating lesbians with pathology.

16. PROBLEMATIC: A client's lesbian sexual orientation may not be the primary reason for seeking therapy; rather, other issues (e.g., incest, addictions) may be apparent once therapy has begun.
PREFERRED: A client's lesbian sexual orientation may not be the primary reason for seeking therapy; rather, other issues (e.g., work stress, parenting) may be apparent once therapy has begun.
 Comment: Avoids equating lesbian sexual orientation with pathology; uses examples often associated only with heterosexual people.

17. PROBLEMATIC: Women's sexual partners should use condoms.
PREFERRED: Women's male sexual partners should use condoms.
Comment: Avoids assumption of heterosexuality.

Endnotes

The following people contributed substantially to the development of this document: Clinton Anderson, Anthony D'Augelli, Linda Garnets, Gregory Herek, Douglas Kimmel, Letitia Anne Peplau, and Esther Rothblum. This document represents the "best fit" of the authors' opinions and reflects many discussions and written drafts.

Meanwhile, in an independent effort, a corresponding document entitled "Guidelines for Avoiding Racial/Ethnic Bias" was developed by the Board of Ethnic Minority Affairs (BEMA) and by an ad hoc committee of the Publications and Communications Board (P&C). Over several revisions by the authors and several reviews by P&C, the racial/ethnic bias guidelines became the model for the several working papers being prepared for P&C for use in an expanded section on language bias of the next edition of the Publication Manual of the American Psychological Association.

CLGC has continued to revise the "CLGC Nomenclature Guidelines for Psychologists" to adhere to the format used in the "Guidelines for Avoiding Racial/Ethnic Bias." The revisions included a change in the title to "Avoiding Heterosexual Bias in Language." The guidelines were submitted to P&C in October 1989 and this current edition includes revisions responding to P&C's comments.