

The title should be 4 lines down from the top, in **bold**, centralized and use title caps

All papers must have double line spacing (unless your lecturer states otherwise), from title page to References to Appendices

Student papers must have the page number on the top right hand corner of the header

The Title of Your Student Paper in Title Caps

Your subject code and name of the subject as in your subject outline

Student Name

AB1234: Name of Subject

Lecturer's/Tutor's Name

This is the date of submission

29 February 2020

Use the **same font throughout** the whole paper

Recommended fonts are:

- San serif fonts: Calibri 11, Arial 11, Lucida Sans Unicode 10
- Serif fonts: Times New Roman 12, Georgia 11

Indent first line of every paragraph 0.5"

Title of the paper: **Bold**, Centralised, Title caps

The Title of Your Student Paper in Title Caps

Your introduction is in this paragraph. No need to write the first level heading "Introduction" unless, in your subject outline, your lecturer specifically requires it. This introduction should have a succinct explanation of the context of your paper, and the roadmap of your paper. That means, you state briefly the main issues you will be discussing in this paper.

In-text citation: Within parenthesis, group author

All paragraphs must be indented 0.5" or 1.25cm from the left. Remember to cite your sources in the correct APA style based on the 7th edition of the Publication Manual of the American Psychological Association (APA; American Psychological Association, 2020). Ensure that you have the relevant reference for the citation in your References list at the end of the paper (APA, 2020).

You can start your Literature review here without a heading. Just remember to start the literature review section with a sentence that introduces it. This is a suggested beginning. The purpose of this literature review is to examine the changes that have taken place in the referencing style of the APA since its beginning in 1929 (APA Style, 2020). You can use the first-person pronoun to state the main focus of the inquiry. My focus is the impact of sleep deprivation on college students' academic performance. State focus of your review, be it limitations or possibilities for further research of the kind you wish to embark on.

Left alignment for paragraphs. Do not use left-and-right justification, unless otherwise instructed by lecturer.

Second Level Heading in Title Caps, Left Aligned and Bold Font

The second level heading states your first area of inquiry. The second level heading should be in title caps, left aligned and in bold font. Introduce the discussion for this sub-area of inquiry. Then, in subsequent paragraphs, focus on different research studies that are relevant to your line of inquiry.

In-text citation: Within parenthesis format for three or more authors, use of et al.

State your first study (Eliasson, et al., 2009) for your literature review discussion and point out the main issues. Explain the main ideas in this study, the methodology, results and conclusion.

In-text citation: Narrative format, one author

Evaluate its importance and relevance to your broad area of inquiry. You can state the next study, **Gaultney (2010)** is relevant for these reasons. Then move onto the next paragraph or sub-area.

You can discuss the study mentioned in the last line above, and even add another similar study here. State the main learning issues (Gaultney, 2010). Indicate that this is confirmed by Brooks et al. (2009), whose study, and you provide the necessary details here. Explain the main ideas, the methodology, results and conclusion. Evaluate its importance and relevance to your broad area of inquiry. You can also just include another similar study as substantiation without going into details (Engle-Friedman et al., 2003). Then move onto the next paragraph or sub-area.

Second Level Heading in Title Caps, Left Aligned and Bold Font

This second level heading states your next area of inquiry. The second level heading should be in title caps, left aligned and in bold font. Introduce the discussion for this sub-area of inquiry. In subsequent paragraphs, focus on different relevant research studies.

State the study, Trockel et al. (2000), for your literature review discussion and point out the main results and conclusion. Evaluate its importance. **In-text citation: Within parenthesis, format for two or more citations, in alphabetical order of first authors** add a few more similar studies that validate this **(Brooks et al., 2009; Curcio et al., 2006; Eliasson et al., 2006)**.

If this is the last study in your literature review, then summarise the main ideas in this new paragraph. The next paragraph should introduce the current study, its purpose and research questions.

Second level heading, title caps, left aligned and bold font

Purpose of Present Study

This paragraph is where you explain the rationale and purpose for your study, supported by the studies from your literature review (Brooks et al., 2009; Eliasson, et al., 2009; Gaultney, 2010; Trockel et al., 2000).

In this paragraph, state the research question(s) driving your study. Write clear summary of your present study giving important details of the study you have conducted, such as the target group, the method for testing, the tests you are using, the time frame, and other important details. If you are using a standard measure/test, please state the correct name and credit the source of the measure/test. An example is the Job Stress Survey (PAR, 2020) by Vagg and Spielberger (1999).

First level heading, title caps, centralised and bold

Method

Participants

Second level heading, title caps, left aligned and bold font

This is where you describe how you recruited your participants, and their characteristics. This is also where you explain how you organised them into control and experimental groups.

Measures

Second level heading, title caps, left aligned and bold font

This is where you discuss the measures you used to test for the variables in your research study.

Study Indicators

Second level heading, title caps, left aligned and bold font

This is where you discuss the indicators you studied in your research project.

Procedure

Second level heading, title caps, left aligned and bold font

This is where you discuss the procedures used in your research study to test the indicators for your research question(s).

First level heading, title caps, centralised and bold font

Results

This is the section where you describe the analyses of the results of your research study. You can include tables and your graphs from your analyses in this section. It is a good idea to organise the analyses based on your study indicators.

Study Indicator 1

Second level heading, title caps, left aligned and bold font

Present the analyses and discussion in relation to the appropriate research question(s).

Present important statistical results can be found in a table. Number your tables from 1 to N, based on the order they appear in your paper. Even if you only have one table, still label it Table 1. Ensure you refer to important details in the table when referring to it in your text. For example, Table 1 shows the results of the baseline characteristics of college students and their sleep patterns.

Table 1

Table number, title caps, left aligned and bold font

Table heading, letter caps, left aligned and in italics

Sociodemographic Characteristics of Participants - Baseline

Baseline	No naps		Naps		Total	
characteristics	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Gender						
Female	46	63	27	37	73	60.8
Male	39	82	8	17	47	39.2
Marital status						
Single	41	75	14	25	55	45.8
Married/partnered	13	71	5	29	18	15.0
Divorced/widowed	14	68	6	32	20	16.7
Other	11	42	16	58	27	22.5
Children	17	63	10	37	27	22.5

Note: N = 120 (*n* = 60 for each condition). Details of participants that are important for the analysis should be included here. Do not repeat details already in your text above.

Link these baseline characteristics to those used in your literature review studies, if relevant (Brooks et al., 2009; Trockel et al., 2000). Evaluate the implications for your first research question.

Study Indicator 2

Second level heading, title caps, left aligned and bold font

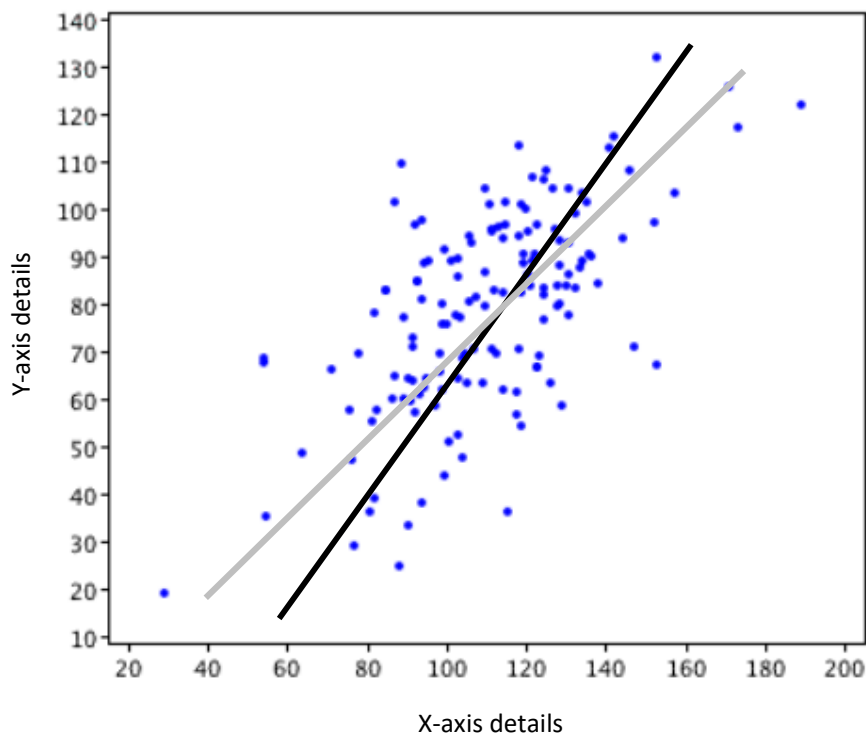
Present the analyses and discussion in relation to the appropriate research question(s). If you need to include a graph, embed it as a figure. Number your figures from 1 to N, based on the order they appear in your paper. Even if you only have one figure, still label it Figure 1. Ensure you refer to important details in the figure when referring to it in your text. For example, Figure 1 shows the correlation between frequency of naps taken by college students during two semesters and their academic results.

Figure 1

Figure number, title caps, left aligned and bold

Figure heading, letter caps, left aligned and in italics

Association Between Naps Taken and Academic Results



Note: This is a fictitious scatter plot. Each dot represents nothing. Describe the details of the scatter plot here in these notes.

Complete the analysis here. Cite any of the studies covered in your literature review that correspond with this analysis (Curcio et al., 2006; Gaultney, 2010) and evaluate the implications for your second

research question. When you have finished the analyses and presentation of results, move to the next section, the discussion.

First level heading, title caps, centralised and bold

Discussion

In this section, you discuss the evaluations and implications of the analyses from the above section. Discuss relating the analyses to the literature review readings, citing where relevant. This is a very important part of your paper as this is where you showcase your critical thinking abilities.

You can have sub-sections here for limitations and future directions, ending with your concluding paragraph(s).

Second level heading, title caps, left aligned and bold font

Limitations and Future Directions

Discuss the limitations of your research study, and the implications these have on your analyses and evaluations. Relate these to the relevant studies discussed in your literature review.

Consider the future directions that other researchers can embark on in their research studies in the light of what you have found out in your analyses and evaluations. Possible new directions or ideas arising from your study can be postulated here.

First level heading, title caps, centralised and bold

Conclusion

The conclusion is where you summarise, in a few succinct sentences, the main issues and your final evaluations from your research study. You do not introduce any new ideas in a conclusion.

First level heading, title caps, centralised and bold

References

Book with edition and online access

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

Indent second and subsequent lines for each reference

<https://apastyle.apa.org/products/publication-manual-7th-edition>

URL of online source

APA Style. (2020). About APA style. <https://apastyle.apa.org/about-apa-style>

Journal article

Brooks, P. R., Girgenti, A. A., & Mills, M. J. (2009). Sleep patterns and symptoms of depression in college students. *College Student Journal*, 43(2), 464-472.

Buboltz, W. C., Brown, F., & Soper, B. (2001). Sleep habits and patterns of college students: A preliminary study. *Journal of American College Health*, 50(3), 131-135.

DOI for online source of article
Use this format: <https://doi.org/CodeNumber>

<https://doi.org/10.1080/07448480109596017>

Curcio, G., Ferrara, M., & De Gennaro, L. (2006). Sleep loss, learning capacity and academic performance. *Sleep Medicine Reviews*, 10, 323-337.

<https://doi.org/10.1016/j.smrv.2005.11.001>

Three or more authors reference format
List all authors up to a maximum of 19

Engle-Friedman, M., Riela, S., Golan, R., Ventuneac, A.M., Davis, C.M., Jefferson, A.D., & Major, D. (2003). The effect of sleep loss on next day effort. *Journal of Sleep Research*, 12, 113-124.

<https://doi.org/10.1046/j.1365-2869.2003.00351.x>

Eliasson, A. H., Lettieri, C. J., & Eliasson, A. H. (2009). Early to bed, early to rise! Sleep habits and academic performance in college students. *Sleep Breath*, 14, 71-75.

<https://doi.org/10.1007/s11325-009-0282-2>

Gaultney, J. F. (2010). The prevalence of sleep disorders in college students: Impact on academic performance. *Journal of American College Health*, 59(2), 91-97.

<https://doi.org/10.1080/07448481.2010.483708>

PAR. (2020). *Job stress survey*. PAR Inc. <https://www.parinc.com/Products/Pkey/210>

Trockel, M. T., Barnes, M. D., & Egget, T. L. (2000). Health-related variables and academic performance among first-year college students: Implications for sleep and other behaviors.

Journal of American College Health, 49(3), 125-131.

<https://doi.org/10.1080/07448480009596294>

Vagg, P. R., & Spielberger, C. D. (1999). The job stress survey: Assessing perceived severity and frequency of occurrence of generic sources of stress in the workplace. *Journal of Occupational Health Psychology*, 4(3), 288-292. <https://doi.org/10.1037/1076-8998.4.3.288>