



*Journal of the National College
Learning Center*

Style Guide

for publications



NATIONAL
COLLEGE LEARNING CENTER
ASSOCIATION

NCLCA

© 2016

Compiled by Meghan Smith and Michael Frizell

Designed by Meghan Smith

Contents

Preface	5
Mechanics of Editorial Style	7
Punctuation	
Quotation Marks	
Numbers and Equations	
Language and Writing Style	17
Grammar Usage	
Clear and Concise Writing	
Journal Design and Layout	23
Design Software for TLAR	
Page Layout	
Type	
Logo	
Approved Journal Colors	
Front and Back Matter	
Article Title Pages	
Lists	
Tables and Figures	
APA Citation Style	37
In-text Citations	
References	
Resources	43

Preface

The Learning Assistance Review (TLAR) is an official publication of the National College Learning Center Association (NCLCA). In keeping with its mission, the journal opens up a medium of discourse among scholars across the country, placing an emphasis on classroom-based research, innovative pedagogy, student assessments, and similar subjects pertaining to academics.

NCLCA's mission is to support learning center professionals as they develop and maintain learning centers, programs, and services to enhance student learning at the post-secondary level.

Every spring and fall, the NCLCA publishes a new edition of *The Learning Assistance Review*. This style guide should accompany those designing and preparing the publication for layout, thereby ensuring accuracy and consistency in grammar, mechanics, style, and format. Examples are provided for further clarification of rules and formats.

The Learning Assistance Review, as a scholarly publication, follows The American Psychological Association (APA) guidelines. This style guide also follows the style and formatting rules found in the *Publication Manual of the American Psychological Association* (6th edition), as well as Amy Einsohn's *The Copyeditor's Handbook* (3rd edition).

Mechanics of Editorial Style

When reviewing the publication for grammar or spelling, do not hesitate to consult a dictionary or usage guide when in doubt. Some elements of grammar have multiple correct forms, and these resources can help ensure consistency as well as accuracy. This style guide provides the appropriate forms for some of the problems most commonly encountered in *TLAR*.

See the Resources section on page 43 for a list of dictionaries, usage guides, and other materials to help you when editing *TLAR*.

Punctuation

Punctuation provides the rhythm for a sentence, and signals to the reader when they should stop, pause, or take a detour. Each type of punctuation denotes a different kind and length of pause, which is recognized and acknowledged by the reader. Many punctuation marks can have more than one use, and it is important to recognize the appropriate contexts for each one. Below is a list of the more common punctuation marks, along with guidelines for how they should be used within this publication.

Commas

A comma is used as a short pause, and joins together both independent and dependent clauses to form a compound sentence. The comma has several different uses, the most common of which are detailed below.

Use a comma to separate items in a series of three or more, and always include the Oxford comma.

A successful tutor needs to be understanding of student concerns, knowledgeable of the subject area the student needs help with, and mindful of the proper way to critique student work.

Use a comma to join two independent clauses with a coordinate conjunction.

The study supported our hypotheses, but further research is needed in this specific area of Learning Center administration.

The comma may be omitted when both clauses are short and there is no chance the reader will misconstrue the meaning.

Ten students participated and five researchers observed.

Use a comma to set off an introductory phrase from the rest of a sentence.

As Smith discussed in his book, many students are apprehensive about a making appointments at their university's Learning Center.

A comma is also used to set off a parenthetical phrase, or interrupter, from the rest of the sentence.

The results of our study, conducted over a period of two years, show the impact of online writing consultation on overall Writing Center traffic.

Use a comma to separate an author's name and date in an in-text citation.

(Jones, 1985).

Semicolons

Semicolons can be used in two distinct but often confusing ways. Sometimes they are a weak period that joins two independent clauses closer together than a period, and other times they act as a strong comma that separates two elements more clearly than a comma would.

Use a semicolon to connect two related independent clauses (weak period).

The participants in the first study were experienced tutors; those in the second were novices.

Use a semicolon to separate elements in a list that contain commas within each list item (strong comma).

The study was conducted at learning centers in the cities of Chicago, IL; St. Louis, MO; Kenosha, WI; and Des Moines, IA.

Colons

Like semicolons, colons can be used to join two independent clauses into one sentence. They can also be used to join a list to an independent clause. A colon generally indicates that what follows it expands upon or illustrates what preceded.

Use a colon in proportions and ratios.

The ratio of tutors to students was 1:3.

Use a colon to introduce a list. Please note that what precedes the colon should always be an independent clause.

The study we conducted focused on three areas: How students interacted with tutors in the Learning Center, how students interpreted tutor feedback, and how successful students felt the tutoring to be.

In the References page, use colons to separate the place of publication and the publisher.

Berkeley, CA: University of California Press.

Hyphens and Dashes

This section presents rule for three different types of dashes; the hyphen, the em dash, and the en dash. Hard hyphens differ from soft hyphens, the latter of which are used at the end of a line of text to indicate that a word continues on the next line (this issue is covered in the Clear and Concise Writing section of this style guide). Likewise, the em dash and en dash are used for different, and specific, purposes within text.

Use a hyphen when connecting two separate words to join certain compound words.

The first-year tutors were interviewed about their experiences working with non-native students.

If you are unsure of whether to hyphenate two words, consult Table 4.1 in the *APA Manual* for rules of when to hyphenate.

Use an em dash to separate and element, usually to expand on or digress from the main clause.

The study—conducted at two university learning centers in Missouri—focused on the interaction between tutors and first-year students.

Do not use two hyphens (--) to indicate an em dash. There is also no space before or after the dash.

Use an en dash to display a range of numbers or months.

Participants in the study were between the ages of 18–26, and attended college for at least two semesters.

Quotation Marks

Double and single quotation marks are used for material quoted directly from a source, but they also have other uses within APA style. Below are some of the rules for how to use double and single quotes for the articles in TLAR.

Double Quotation Marks

Use double quotation marks to introduce a word or phrase that is considered slang, an ironic comment, or a coined phrase. Only use the quotation marks the first time the word or phrase is used.

One student responded that working with a tutor was “wicked fun.”

Use double quotation marks for the title of an article or chapter in a book or journal when mentioned in text.

Gillette's (1999) article "Pedagogy, Architecture, and the Virtual Classroom"

Use double quotation marks to recreate material from a test or instructions from participants.

The first test question was "How often do you visit your university's Learning Center?"

Use double quotation marks to enclose quoted material used in text.

Smith (2012) found that "students had a mostly positive experience working with writing tutors."

In block quotations, do not use double marks to enclose the block quotation. Do use double marks to enclose any text that is quoted material inside the block quotation.

Single Quotations Marks

Use single quotation marks within double quotation marks to indicate text that was enclosed in double quotation marks in the original source.

Jones (2005) found that "students had certain 'expectations' when visiting their university's Learning Center."

Punctuation with quotation marks

Periods and commas are placed within single and double quotation marks. Other punctuation marks are placed within quotation marks only when they are part of the quoted material.

A comma should be used to introduce a short quotation, while a colon is used for longer quotations.

For block quotations, a comma, colon, or period can be used depending on how the quotation is introduced.

Numbers and Equations

Putting technical elements such as quantitative data and equations on paper can be a tricky process. However, there are certain techniques to follow that can help make this material as clear and readable as possible.

Numbers

APA has a general rule for expressing numbers, along with specific guidelines on decimal points and word/numeral combinations. This section will cover when to use numerals in text and when numbers should be written as words, as well as other general rules that should be followed in TLAR. Some of these guidelines, such as the use of decimal points, apply to numbers in tables as well.

Use numerals to express numbers 10 or above.

The study had 120 student participants.

Use numerals for numbers in an abstract or in a graphical display.

Use numerals for numbers that come directly before a unit of measurement

a 5-ft perimeter

Numerals are also used to express numbers that represent the following:

- Statistical or mathematical functions
- Fractional or decimal quantities
- Percentages
- Ratios
- Percentiles and quartiles
- Time
- Dates
- Ages
- Scores and points on a scale
- Exact sums of money

Use numerals when referring to tables and figures within text

Table 3 shows. . .

Figure 1 represents. . .

Use words to express numbers below 10.

We interviewed three tutors for our study.

Use words for numbers that give an approximate for numbers of days, months, or years.

We first contacted tutors in the Learning Center about four months ago.

Use words to express common fractions.

We found that three quarters of the tutors worked with non-native students

Words should always be used for any number that begins a sentence, heading, or title. You should first try and reword the sentence to move the number as the first word.

Eight students had positive experiences with tutors, but 12 had at least one negative experience.

For numbers above 999 a comma should be used to set off the last three digits, except when those numbers are for addresses and page numbers.

The university has a population of about 20,000 undergraduate students and 3,000 graduate students.

When expressing decimal numbers less than one, a zero should always precede the decimal point. The zero helps to alert readers that the number is less than one, which can sometimes be overlooked, especially in smaller type sizes.

0.25 inch

0.75 foot

For numbers whose value cannot exceed one, such as probabilities, correlations, and levels of statistical significance, the zero should not be used.

When decimals are used in tables, the initial zero should be used consistently for all cells, unless the numbers represent the exceptions above.

Equations

All equations are punctuated whether they are in line with the text or displayed in a new line so that they follow their place within the sentence's syntax.

Always italicize letters that appear as variables in quantitative data.

$$y = 3x - 4$$

Short and simple equations should be placed in the line of text.

$$a = [(1 + b)/x]^{1/2}$$

Equations can also be displayed on their own line, especially if they must be numbered.

There should be spaces between operational signs.

$$(a + b)(c + d) = ac + ad + bc + bd$$

If an equation is longer than a line of text, the author should indicate where the equation can be broken. If they do not, you may need to make a note for the author when the draft is sent for review.

Language and Writing Style

The primary objective of any written communication is that it conveys information to the reader in a concise and readable manner. This section covers different ways to achieve a clear writing style, including different grammar usage rules and different structures to employ.

Grammar Usage

Below are some common grammatical rules, including those for forming complete sentences and properly identifying the subject in a clause. These rules aid in making a piece of writing understandable to the reader and leaving as little room for confusion as possible.

Subject and Verb Agreement

If the subject is singular, then the verb should also take the singular form. If the subject is plural, then the verb should take its plural form.

A verb must agree with its subject in number, regardless of phrases that occur between them.

*The **percentage** of students visiting the Learning Center **increases** as the semester progresses.*

*The **students** who visited the Writing Center regularly **report** a better understanding of basic grammar functions.*

The words *everybody* and *nobody* are always singular.

***Everybody** who has visited a tutor **has** benefited from it.*

***Nobody has** experienced a negative session with a tutor.*

Some words are either singular or plural depending on another word or phrase in the sentence, such as the word *some*.

***Some** of the Learning Center **is** dedicated to writing help and instruction.*

***Some** of the tutors **have** worked as writing consultants to non-traditional students.*

Pronouns

Pronouns replace nouns, and should agree in number and gender. They should also clearly refer back to the noun it replaces.

Dr. Jack Smith conducted a study with Learning Center tutors in which he looked at how these tutors interacted with students.

It is left up to the author's discretion how to use personal pronouns (singular *they* or generic *he*), but it should be consistent throughout the article. The following section contains some advice on reducing gender bias, as it may be necessary to make changes to an article for more gender neutral language.

Clear and Concise Writing

Along with the rules of grammar are the guidelines for writing style. The following suggestions serve to promote writing that is easy to read and comprehend. Please consult the *APA Manual* for more information on writing style.

Paragraph Structure

Make sure that paragraphs are concise—long enough to illustrate the point but short enough to keep the attention of the reader. Try to break up too-large paragraphs into multiple smaller ones when possible.

Active Voice

Whenever possible, avoid ambiguity by making the subject the active participant in the sentence.

Researchers conducted studies into the interaction between students and Writing Center consultants.

The passive voice can be used when you want the focus to be on the object or recipient of the action rather than the actor. Passive voice can also be used to present a negative situation without laying blame with an individual or group.

Mistakes were made when coding the results from the study.

Hyphenation

There should be no soft hyphens at the end of lines of text. Make sure that hyphenation is turned off for all character and paragraph styles.

Reducing Gender Bias

While it is at the author's discretion how they want to use personal pronouns (such as singular they or generic he), the articles in *TLAR* must still be as gender neutral as possible. This section covers how to reduce gender bias in writing, and articles should be reviewed to see if they follow these guidelines. The following paragraphs are taken from the *APA Manual*. For more information on reducing gender bias, see section 3.12.

Remember that *gender* refers to role, not biological sex, and is cultural. Avoid ambiguity in sex identity or gender role by choosing nouns, pronouns, and adjectives that specifically describe your participants. Sexist bias can occur when pronouns are used carelessly, as when the masculine pronoun *he* is used to refer to both sexes or when the masculine or feminine pronoun is used exclusively to define roles by sex. The use of *man* as a generic noun or as an ending for an occupational title can be ambiguous and may imply incorrectly that all persons in the group are male. Be clear about whether you mean one sex or both sexes.

There are many alternatives to the generic *he*, including rephrasing, using plural nouns or plural pronouns, replacing the pronoun with an article, and dropping the pronoun. Replacing *he* with *he or she* or *she or he* should be done sparingly because the repetition can become tiresome. Combination forms such as *he/she* or *(s)he* are awkward and distracting. Alternating between *he* and *she* also may be distracting and is not ideal; doing so implies that he or she can in fact be generic, which is not the case. (*APA Manual*, pp. 73–74)

Levels of Heading

Below is the formatting for the levels of heading for articles in TLAR, and follow those outlined in the *APA Manual*. First and second levels of headings follow headline style. In this style the first and last words, as well as all interior words are capitalized, except for articles, prepositions, and coordinate conjunctions. All other heading levels follow sentence style, in which only the initial word of the title and subtitle are capitalized.

Level 1	Centered, Boldface, Headline Style Capitalization
Level 2	Left Justified, Boldface, Headline Style Capitalization
Level 3	Indented, boldface, sentence style capitalization ending with a period.
Level 4	Indented, boldface, italicized, sentence style capitalization ending with a period.
Level 5	<i>Indented, italicized, sentence style capitalization ending with a period.</i>

Journal Design and Layout

The cover of each edition of *TLAR* should not look identical to the one before it, but the contents of the journal should maintain a unique, distinct look that readers will recognize. In other words, *TLAR* should always look like *TLAR*.

Design Software for *TLAR*

Each issue of *TLAR* is constructed using a template built with Adobe InDesign. When starting a new issue, you should make a copy of the template file with the semester and year (Spring 2016, for example). Make sure you preserve the template file and do not work out of that version. The template was created using InDesign 2015 release.

As of the writing of this style guide (2016), the printer for *TLAR* uses InDesign CS6 to create the journal. As such, you will need to convert the completed issue into the file format of this earlier version of the software. To do this, you must have InDesign CS6 installed as well as the current version the issue was created in.

The front and back matter for each issue are already placed and formatted within the template. The Letter from the Editor and Table of Contents will need to be updated for each issue, but the other front and back matter will remain the same unless the Editor or the NCLCA create an updated version. The design and formatting for each article title page are also already present.

Page Layout

The Learning Assistance Review is constructed in a half-letter format with 12.7mm margins. It is constructed in booklet form that shows a two-page spread except for the front and back covers.

Running Heads and Page Numbers

Each page should include a running head with a title as well as a page number for the journal. The running heads for the journal articles should be an abbreviated version of the article title, should not exceed 50 characters. The running heads for the rest of the journal should contain the acronym *TLAR* and volume number.

40 | *TLAR*, Volume 21, Number 2

in the learning assistance profession is why college students who are struggling the most seem the least likely to seek academic help (Dembo & Praks Seli, 2004; Karebenic & Knapp, 1991; Pellegrino,

Figure 1. Example of a left running head in *TLAR*

Barriers to Tutoring Services | 41

2005), and learning-goal orientation (Dembo & Praks Seli, 2004; Pillai, 2010; Ryan et al., 2001; Thoman et al., 2013), which are personal characteristics that influence students' ability to recognize

Figure 2. Example of an article running head in *TLAR*, which will only be on the right page of each article

Paragraphs and Spacing

The body text for *TLAR* is Garamond, 12 pt., single-spaced with 14.4 pt. leading. Indent the first line of each paragraph by 10 mm (.3937 in).

Type

TLAR primarily uses two typefaces: Century Gothic for titles and Garamond for body text. Using a serif font in a print publication improves readability, and using a sans-serif font for the titles creates contrast.

COVER PAGE 1

Minion Pro

(Semibold, 22 pt., tracking: -30, vertical scale: 175%)

COVER PAGE 2

Century Gothic

(Bold Italic, 14 pt.)

COVER PAGE FOOTER

Century Gothic

(Bold, 10 pt.)

ARTICLE TITLES

Century Gothic

(Regular, 14 pt.)

BODY TEXT

Garamond

(Regular, 12 pt.)

RUNNING HEADS

Garamond

(Regular, 10 pt.)

Logo

The image below is the official logo of the NCLCA and is intended for use only on documents associated with the organization. This logo should be used on the front cover or each issue of TLAR. For the Fall issues, the logo created for the NCLCA's annual conference can be used on the covers as well. The logo is shown both in color and in black and white, though the color version is the preferred logo for the journal cover.



Figure 4. Color NCLCA logo

Figure 5. Black and white NCLCA logo



Approved Journal Colors

The colors used for TLAR are taken from the NCLCA's logo and official website. These approved colors are to be used when designing the front and back covers of the journal. There should not be any other colors used in the cover design with the exception of the Fall issue, which can also incorporate colors used in the conference logos as accents. The Editor should be consulted, however, before making this design choice.

PRIMARY COLORS

SECONDARY COLORS

Dark Red

CMYK (33, 93, 73, 38)
 RGB (122, 34, 48)
 Hex #7A2230

Black

CMYK (0, 0, 0, 100)
 RGB (0, 0, 0)
 Hex #000000

White

CMYK (0, 0, 0, 0)
 RGB (255, 255, 255)
 Hex #FFFFFF

Blue

CMYK (75, 32, 0, 0)
 RGB (46, 144, 206)
 Hex #2E90CE

Red

CMYK (16, 100, 95, 6)
 RGB (196, 33, 43)
 Hex #C4212B

Grey

CMYK (29, 21, 17, 0)
 RGB (182, 187, 195)
 Hex #B6BBC3

Front and Back Matter

The front and back matter of the journal, which contain information about the publication and the NCLCA, follow slightly different formatting guidelines than the rest of the publication. The following sections cover the elements that need to be on these pages, and also how they should be formatted.

Cover Page

Include the full publication name in the title with the full name of the NCLCA in the subtitle with the words Journal of preceding it. At the bottom of the page, include the volume and issue number, the semester and year of output, and the ISSN. The NCLCA logo should also appear on the front cover. The design of the cover can change from one issue to the next, as long as these elements are always present.

Table of Contents

Include a Table of Contents preceding the Letter from the Editor. Include the full titles of all articles listed in the edition, as well as the names of every author. Also include the pages for the back matter in the Table of Contents. This page should be titled Contents and not Table of Contents.

<p>Adaptation and Flexibility when Conducting and Planning Peer Study Group Review Sessions</p> <p>David R. Arendale Amanda R. Hanes</p>	9
---	---

Figure 5. Sample Table of Contents entry

About *TLAR* and the NCLCA

As part of the front matter, this page provides a description of the NCLCA, its mission, and how *TLAR* works toward that mission. This page should come before the Editorial Board. It is technically the first page of the journal, and should be the third page in the InDesign template.

Letter from the Editor

Allot at least two pages for the Letter from the Editor, which should come directly after the Table of Contents and before the first article of the journal. The running head for the Letter from the Editor should have the journal acronym, volume and issue number, and page number.

Editorial Board

The Editorial Board reviews the submissions for *TLAR* and decides which articles make it into the publication. Include a list of the board's members prior to the Table of Contents. Also include the university and address (city, state) for each board member. The list of board members should be formatted as a table, with alternating columns in gray for readability.

Editorial Board 2016-2018	
Ashley Babcock	Montgomery College Rockville, MD
Stacey Blackwell	Rutgers Piscataway, NJ

Figure 6. Example of the Editorial Board layout

Publishing Parameters

This is the first section of back matter, and should come directly after the last article in the issue. This section outlines what authors can submit to the journal, and how the submission process works. It also includes information on the review process and the contact information for the journal editor. This part of the back matter serves as a resource for authors who want to publish in TLAR.

Membership Information

Include information in the back matter of the journal for how to become a member of the NCLCA. Be sure to provide fees and deadlines if applicable. This section follows the Pertinent Publishing Parameters.

The three previous sections may change for future issues, so be sure to check with the Editor or the NCLCA of information has been updated.

Layout of Journal Sections

Below is the general layout that each issue should adhere to.

Front Cover	About TLAR
	Editorial Board
	Contents
	Letter from the Editor
	Articles/Book Reviews
	Publishing Parameters
Back Cover	Membership Information

Article Title Pages

Each new section or article in the journal should begin on the right page of the spread. Title pages are somewhat different in layout than other pages, allowing them to stand out.

The section or article title should be justified on the left, and framed on the right and bottom by a linework design (already set up in the template). This lets the title stand apart from the rest of the article. Directly under the title design, the authors' names and universities (if provided) should be listed and centered on the page. If an Author Note is included, it should come directly after this information, followed by the abstract (if included) or article introduction.



Figure 7. Example of the text and linework design for article title pages

Lists

Indent first-level list items by 10 mm and second-level list items by 20 mm. Apply the following formatting guidelines to all lists in *TLAR* to make the publication look uniform throughout. Check to make sure the authors have used the correct list type in their original manuscript, and apply the correct style to all lists in the publication.

Bulleted Lists

Use bullets for lists with no specified order.

- Indent 10mm (.3937 in) for first level-list items, and use a solid dot.
 - Indent 20mm (.7874 in) for second-level list items, and use an open dot.

Numbered Lists

Use numbered lists to signify an importance of order or hierarchy.

1. Indent 10mm (.3937 in) for first-level list items, and use an Arabic numeral followed by a period.
 - a. Indent 20mm (.7874 in) for second-level items, and use a lowercase letter followed by a period.

Tables and Figures

All visual elements that go into *TLAR* must be in grayscale and have a resolution of at least 300 dots per inch (dpi). The sections below provide you with the basic guidelines for how tables and figures should be formatted in the journal.

Tables

Generally tables will be formatted differently in each manuscript submitted to *TLAR*. When laying out each issue in InDesign, you must make sure each table is consistent in design but still maintains the accuracy of the author's data. This sections provides details on how tables should be formatted in *TLAR*, and provides examples for different issues you may encounter.

Tables should be formatted so that the fit within the margins, and should be centered on the page. All table and cell borders should also be displayed, and the line weight should be set at 0.5 pt. Generally, you should follow the author's manuscript for which cells should be boldface, but for ease of readability, table heads should be boldface in both columns and rows.

Table titles should be boldface and centered, and subtitles are italicized and centered. The font used in tables is the same as the body text (Garamond, 12 pt.), but size 11 pt. font can be used if the table is too large to fit within the margins. There should be a space before and after the table to separate it from the rest of the body text. If a table has a note, it should be in 10.5 pt. font with the word *note* in italics followed by a period. Below is an example of a basic table.

Table 1

Example of a Basic Table in TLAR

Head 1	Head 2	Head 3
Row 1	Data	Data
Row 2	Data	Data
Row 3	Data	Data
Row 4	Data	Data

Note. Note text is in 10.5 font and left justified.

Table rows should be the same height, and width should be distributed as evenly across the width of the page.

For more complex tables that have more than one row of headers, or other features that may hinder readability, you can add gray to a row or column. This will help differentiate the different level of table headers, and help overall readability. This design feature should be used sparingly, however, and only when absolutely necessary to increase clarity. Below is an example of a table with this design feature.

Table 2

Example of a Table with Grey Design Feature

	Head 2		Head 3	
Head 1	Subhead	Subhead	Subhead	Subhead
Row 1	Data	Data	Data	Data
Row 2	Data	Data	Data	Data
Row 3	Data	Data	Data	Data
Row 4	Data	Data	Data	Data

Every attempt should be made to keep a table on one page; however, for tables that are longer than half a page they can be split across two pages. If a table continues onto a second page, the column heads must be repeated at the top of the continuation page.

Table 3

Example of a Table that Spans Two Pages

Head 1	Head 2	Head 3
Row 1	Data	Data
Row 2	Data	Data
Row 3	Data	Data
Row 4	Data	Data
Row 5	Data	Data

Head 1	Head 2	Head 3
Row 6	Data	Data
Row 7	Data	Data
Row 8	Data	Data
Row 9	Data	Data
Row 10	Data	Data

In most cases, you will not need to create a table from scratch, but can drop the table in the Microsoft Word manuscript into the InDesign template, and then format it according to these guidelines.

Forms

Some articles may include forms in addition to tables. These forms must also retain the formatting of the original while fitting within the page size of *TLAR*. The best method is to copy the entire form from the original manuscript into the InDesign file. This will allow you to manipulate text and lines to make the form fit on the journal page. You may have to make the font size smaller than the body text in order for there not to be overflow. For examples of complex forms in an article see the Fall 2016 issue.

Figures

Within this publication, figures encompass charts, graphs, diagrams, and illustrations. Regardless of type, all figures should be treated the same way when designing and issue. Below are some of the guidelines to follow during the layout process for the journal.

All figures must be in grayscale before being placed in the journal. You may have to use Microsoft Word or another program to convert a figure into grayscale before inserting it in the journal. As with tables, the figure needs to fit within the margins of the page, but the figure should be centered on the page.

Figure titles should be placed below the figure and numbered in chronological order of when it appears in the article. Figure titles should be italicized in an 11 pt. font size. There should be a period after the figure number. Below is an example of how a figure should be formatted.

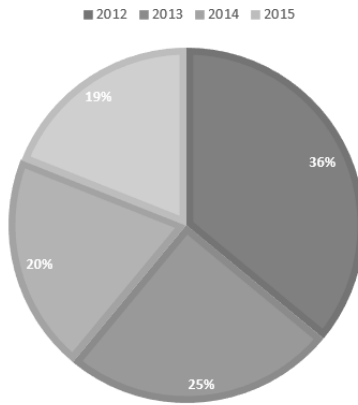


Figure 8. Example of Format for a Figure in TLAR

APA Citation Style

Because the journal itself follows APA style, the citations in every article included in the journal must follow APA style as well. This is mentioned in the publishing parameters, but it may be necessary for you to check an author's manuscript for correct citation style when laying out an issue. Below are some of the most common formats for both in-text and reference page citations. For more information on the different types of citations, see sections 6.11–6.32 in the *APA Manual*.

In-Text Citations

APA uses an author-date format for in-text citations. Below are some examples for the most common in-text citation formats you will encounter.

One author

If the author is mentioned in the sentence then the date of publication must follow in parentheses.

Smith (2006) studied the use of online consultation in university writing centers.

If the author is not mentioned in the sentence, then the author's last name and date is placed at the end of the sentence in parentheses.

(Smith, 2006).

Note that the terminal period comes after the in-text citation and not before.

Page numbers

If the source is directly quoted from in a sentence, a page number or page range must be included in the in-text citation.

(Smith, 2006, p. 24).

(Smith, 2006, pp. 24-26).

Note that p. is used for a single page number and pp. is used for a page range.

Multiple authors

If the source has two authors, an ampersand should be used in the in-text citation rather than the word *and*.

(Smith & Jones, 2008).

If the authors are mentioned in the sentence, then an ampersand is not used.

Smith and Jones (2008) found that most students who visited the Learning Center had a positive experience.

If a source has three or more authors, the lead author's last name should be used, followed by et al.. This is used whether or not the authors are mentioned in the sentence itself.

(Jones et al., 2012).

Jones et al. (2012) studied non-native students' interactions with Learning Center tutors.

No author

If there is no author for a source, then use the first few words of the title. Use double quotations if it is an article title, and italics if it is a book title.

("Article title," 2008).

(Book title, 2010).

Multiple citations

If more than one source is cited in an in-text citation, a semicolon should be used to separate them.

(Smith, 2006; Jones et al., 2012).

If the multiple sources are from the same author, but published in different years, use a comma to separate the year for each source.

(Smith, 2006, 2009, 2014).

If two of the sources by the same author and published in the same year, add suffixes a, b, c, and so on after the year. These suffixes should be assigned in the References page and mirrored in the in-text citation.

(Jones, 2003a, 2003b, 2006).

References

Below are the formats for the most common types of sources you will encounter working with *TLAR*. The examples shown are the basic form for each source type. The most important things to check are that citations have elements in the correct order, a hanging indent, titles and other elements italicized properly, and the correct publication data included.

Book

Smith, C. A. (2003). *Book title, sentence style capitalization*. Location: Publisher.

Chapter or article in an edited book

Jones, W. S. (2013). Article title, sentence style capitalization. In J. Johnson & S. A. Harrison (eds.), *Book title (page range)*. Location: Publisher.

Edited book with no author

Jackson, S. B. (Ed.). (2012). *Book title, sentence style capitalization*. Location: Publisher.

Journal article

Smith, B. B., Jones, R. T., & Brooks, F. (2004). Title of article, sentence style capitalization. *Title of journal, sentence style capitalization*, volume number(issue number), pages. DOI for article.

If there is no DOI, then the URL for the article is used, preceded by the words Retrieved from.

If the journal article was used in its print form, then the DOI or URL is omitted at the end of the citation.

Sources from the same author in the same publication year

Jones, J. J. (2003a). Article or book title. Publication data.

Jones, J. J. (2003b). Article or book title. Publication data.

The order of the suffixes for each source is determined by the title of the source. The sources should be ordered alphabetically by title.

Online article from a non-periodical source

Nielsen, J. (2012, Jan 4). Title of article, sentence style capitalization. *Name of website*. Retrieved from URL.

For additional electronic resources not found in the *APA Manual*, you can visit Purdue OWL for citation examples.

To create the hanging indent in InDesign, the left indent should be set at 8.467mm (.3333in), and the first line left indent should be set at -8.467mm (-.3333in).

Resources

In addition to the *APA Manual* and *The Copyeditor's Handbook*, there are numerous resources you can consult when designing TLAR. These materials can be used as references for questions you may have about grammar usage, word choice, or proper spelling of a word. Listed below are a number of resources listed by category, many of which are suggested in *The Copyeditor's Handbook* as well. Those highlighted are the resources used in constructing this style guide.

Dictionaries

American Heritage College Dictionary
Merriam-Webster's Collegiate Dictionary
Random House Webster's College Dictionary
Webster's New World Dictionary

Thesauruses

Merriam-Webster's Collegiate Thesaurus
Merriam-Webster's Dictionary of Synonyms
Random House Webster's College Thesaurus
Rodale's Synonym Finder
Roget's International Thesaurus

Grammar Handbooks

The Handbook of Good English
 Edward D. Johnson
The New Webster's Grammar Guide
The Elements of Grammar
 Margaret Shertzer

Usage Guides

The Careful Writer: A Modern Guide to English Usage

Theodore Bernstein

Fowler's Modern English Usage (3rd ed.)

R. W. Burchfield

Garner's Modern American Usage (3rd ed.)

Bryan Garner

Merriam-Webster's Dictionary of English Usage

Modern American Usage: A Guide

Wilson Follett

For more information on these resources, and other suggestions, see Chapter 3 of *The Copyeditor's Handbook*.

TLAR

Style
Guide



NATIONAL
COLLEGE LEARNING CENTER
ASSOCIATION

NCLCA