

PAPER SUBMISSION GUIDELINES (NEW)

Updated: 6/8/2022

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GENERAL REQUIREMENTS

Language and numbers

Please write your text in proper English; American or British usage is accepted, but not a mixture of both. When writing numbers, use a period, not a comma, to represent the decimal point and a space to separate numbers of more than five digits into groups of three, whether on the left or the right of the decimal point (i.e., 10000.471 85, but 1000.4718). We only accept manuscripts written in English.

Length of Paper

Papers between 3000 and 10000 words are preferred.

TITLE PAGE

Title

Be concise and informative. The title is often used in information-retrieval systems and should be no more than 30 words in length and not contain abbreviations or words that serve no purpose. If you choose to have a subtitle, it should be italicized and centered directly below the main title.

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The preferred form of an author's name is first name, middle initial(s), and last name; this form reduces the likelihood of mistaken identity. To assist researchers as well as librarians, use the same form for publication throughout your career; that is, do not use initials on one manuscript and your full name on a later one. Determining whether Juanita A. Smith is the same person as J. A. Smith, J. Smith, or A. Smith can be difficult, particularly when citations span several years and institutional affiliations. Omit all titles (e.g., Dr., Professor) and degrees (e.g., PhD, PsyD, EdD).

The authors' affiliation identifies the location of the author(s) at the time the research was conducted, which is usually an institution. Include a dual affiliation only if two institutions contributed substantial support to the study. Include no more than two affiliations per author. If an author has no institutional affiliation, list the city and state of his/her residence. The names of the authors should appear in the order of their contributions, centered between the side margins. For names with suffixes (e.g., Jr. and II), separate the suffix from the rest of the name with a space instead of a comma. Only provide a complete mailing address of the corresponding

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

Tables

Number tables consecutively by their appearance in the text. Place a table's caption above the table's body and its description below the body. Avoid vertical rules. Be sparing in the use of tables and ensure that the data presented in tables do not duplicate results described elsewhere in the article.

For example:

Table 1. Estimated Distance (cm) for Letter and Digit Stimuli

Condition	M(SD)	95%CI	
		LL	UL
Letters	14.5(28.6)	5.4	23.6
Digits	31.8(33.2)	21.2	42.4

Note. CI=confidence; LL=lower limit, UL=upper limit.

Source: Authors Calculation/If any

You may resize the tables to fit the page size. *Do not accept image table.*

Figures and Schemes

Number figures consecutively by their appearance in the text. Place a figure's caption and description below the figure body. A minimum resolution of 300 DPI is required. You may resize the figures or schemes to fit the page size.

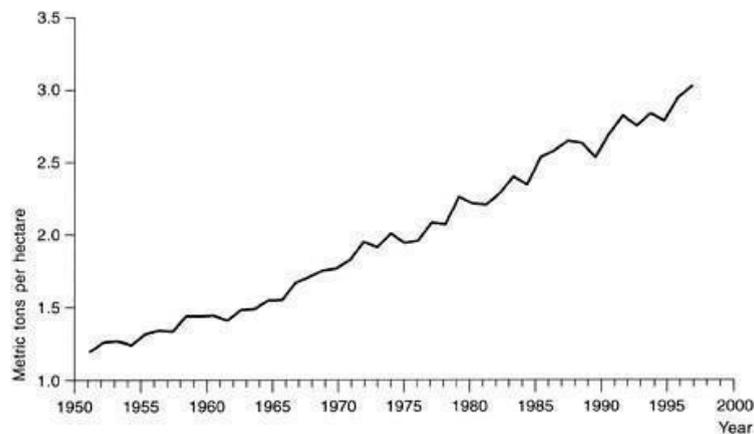


Figure 1. Figure Title

Note. *Avoid abbreviating the titles of tables, figures, and equations (i.e., Tab.1, Fig.2, and Eq.3) in the caption or in running text. Do not write "the table above/below" or "the figure on page 32," because the position and page number of a table or figure cannot be determined until the pages are typeset.*

THE SUGGESTED SCHEME OF ARTICLE

Body of the paper consisting of part corresponding with steps of realization of aims of the paper should be divided into following sections: **Introduction / Literature Review / Materials and Methods / Results / Discussions / Conclusions.**

INTRODUCTION

The introductory paragraph outlines clearly the objectives and motivation for writing the paper. The introduction should provide a context for the discussion in the body of the paper and point explicitly the **purpose of the article.**

The checklist:

- The introduction includes the justification for the topic importance.
- The introduction section includes the aim/objective.
- The introduction section includes brief information on methods.
- The content of each section of the article is briefly described in the last paragraph of the introduction.

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LITERATURE REVIEW

The checklist:

- Is the literature review properly prepared?
- Is primary literature correctly summarized?
- The literature review shows who dealt with similar research topic before?
- The literature review shows what are the results of the prior studies?
- Did the Author position himself/herself among the previous researchers?
- Are different options/perspectives from the literature covered in the reviewed article?
- The difference with existing studies is explicitly identified and documented.
- The text includes references whenever necessary.

MATERIALS AND METHODS

This section is compulsory and it should provide specific description of the Materials and Method/ Research Methodology.

The checklist:

- The Materials and Method section includes the description of the material selection.
- The Materials and Method includes: the hypothesis (-es).
- The Materials and Method section includes the description of the research methods.
- The article identifies strengths and weaknesses of the Materials and Method and its findings.

RESULTS

The checklist:

- Are the results discussed in details?
- Is the research problem original and a kind of novelty?
- Is the reasoning sound?
- Has the Author given the appropriate interpretation of the data and references?
- Are the pieces of information used inside the paper comes from reliable sources?

DISCUSSION

The checklist:

- The article assesses and critiques the findings and/or the statistical analysis.
- Are the findings in the article compared to findings of other authors?

CONCLUSIONS

It should provide a neat summary and possible directions of future research. The checklist:

- Does this part include the general summary of the article, its results and findings?
- Does this part include implications and recommendations for practice?
- Does this part include research limitations?
- Does this part include suggestions for future research?

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Authors may declare any patents related to the published work, either those pending or already obtained. The aim of this section is to create a better link between research articles and new inventions to which they have contributed. This section is not obligatory, and there is no penalty for not declaring patents, but in most cases authors benefit from adding any relevant information here.

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Author Contributions: Each author is expected to have made substantial contributions to the conception or design of the work; or the acquisition, analysis, or interpretation of data; or the creation of new software used in the work; or have drafted the work or substantively revised it; AND has approved the submitted version (and version substantially edited by journal staff that involves the author's contribution to the study); AND agrees to be personally accountable for the author's own contributions and for ensuring that questions related to the accuracy or integrity of any part of the work, even ones in which the author was not personally involved, are appropriately investigated, resolved, and documented in the literature. The following statements should be used:- "Conceptualization, X.X. and Y.Y.; Methodology, X.X.; Software, X.X.; Validation, X.X., Y.Y. and Z.Z.; Formal Analysis, X.X.; Investigation, X.X.; Resources, X.X.; Data Curation, X.X.; Writing – Original Draft Preparation, X.X.; Writing – Review & Editing, X.X.; Visualization,

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X.X.; Supervision, X.X.; Project Administration, X.X.; Funding Acquisition, Y.Y.”. Authors have read and agreed to the published version of the manuscript.

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REFERENCES

Cite the work of those individuals whose ideas, theories, or research have directly influenced your work. They may provide key background information, support or dispute your thesis, or offer critical definitions and data. Citation of an article implies that you have personally read the cited work. In addition to crediting the ideas of others that you used to build your thesis, provide documentation for all facts and figures that are not considered common knowledge.

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Each reference cited in the text must appear in the reference list, and each entry in the reference list must be cited in the text. However, two kinds of material are cited only in the text: references to classical works such as the Bible and the Qur’an, whose sections are standardized across editions, and references to personal communication. References in a meta-analysis are not cited in-text unless they are also mentioned in the text.

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In all other instances, citations in the text should follow the referencing style used by the American Psychological Association.

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Name both authors in the signal phrase or in the parentheses each time you cite the work. Use the word “and” between the authors’ names within the text; use the ampersand in the parentheses.

Research by Wegener and Petty (1994)

supports... (Wegener & Petty, 1994)

❖ *Three or More Authors*

Use the first author’s last name followed by et al. in the signal phrase or in parentheses.

Harris et al. (2001)

argued... (Harris et

al., 2001)

❖ *Authors with the Same Last Name*

To prevent confusion, use first initials when citing two or more authors with the same

last name. (E. Johnson, 2001; L. Johnson, 1998)

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If the work does not have an author, cite the source by its title in the signal phrase or use the first word or two in the parentheses. Titles of books and reports are italicized; titles of articles, chapters, and Web pages are put in quotation marks.

A similar study was done of students learning to format research papers.

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(Anonymous, 2001)

❖ *Organization as an Author*

If the author is an organization or a government agency, mention the organization in the signal phrase or in the parenthetical citation the first time you cite the source.

According to the American Psychological Association (2000), ...

If the organization has a well-known abbreviation, include the abbreviation in brackets behind the full name of the organization the first time the source is cited and then use only the abbreviation in later citations.

First citation: (Mothers Against Drunk Driving

[MADD], 2000) Second citation: (MADD, 2000)

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As a minimum, the full URL should be given. Any further information (author names, dates, reference to a source publication, etc.), if known, should also be given. Web references can be listed separately (e.g., after the reference list) under a different heading if desired, or they can be included in the reference list.

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Please find the below information for basic rules in a reference list.

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- Reference list entries should be alphabetized by the last name of the first author of each work.
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- Capitalize all major words in journal titles.
- When referring to any work that is not a journal, such as a book, article, or Web page, capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns. Do not capitalize the first letter of the second word in a hyphenated compound word.

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The journal/publisher encourages authors to cite those items (journal articles, conference proceedings, book chapters, technical reports, working papers, dissertations, etc.) that have DOIs. When the cited items have DOIs, the authors should add DOI persistent links to the regular references. The DOI persistent links should be the last elements in the references. The persistent links should be active.

Format of persistent link: <https://doi.org/+DOI>

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The authors or editors may retrieve articles' DOIs at <http://www.crossref.org/SimpleTextQuery/>.

You can register a free account to start retrieving articles' DOIs. CrossRef allows you to check multiple references. Please read this webpage very carefully. Only articles with assigned DOIs can be retrieved through this webpage.

References

Examples Books

❖ *Book with one author*

Bernstein, T. M. (1965). *The careful writer: A modern guide to English usage* (2nd ed.). New York, NY: Atheneum.

❖ *Electronic book*

Replace place-of-publication and publisher information with the DOI.

Anderson, C. A., Gentile, D. A., & Buckley, K. E. (2007). *Violent video game effects on children and adolescents: Theory, research and public policy*.
<https://doi.org/10.1093/acprof:oso/9780195309836.001.0001>

Note: Insert a blank space if you need to break a URL across lines before most punctuation. Do not add a period after the URL.

❖ *Work with two authors*

Beck, C. A. J., & Sales, B. D. (2001). *Family mediation: Facts, myths, and future prospects*. Washington, DC: American Psychological Association. <https://doi.org/10.1037/10401-000>

❖ *Two or more works by the same author*

Arrange by the year of publication, the earliest first.

Postman, N. (1979). *Teaching as a conserving activity*. New York, NY: Delacorte Press.

Postman, N. (1985). *Amusing ourselves to death: Public discourse in the age of show business*. New York, NY: Viking.

If works by the same author are published in the same year, arrange alphabetically by title and

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distinguish the documents by adding a lowercase letter after the year of publication as indicated below.

McLuhan, M. (1970a). *Culture is our business*. New York, NY:

McGraw-Hill. McLuhan, M. (1970b). *From cliché to archetype*. New York, NY: Viking Press.

❖ *Book by a corporate author*

Associations, corporations, agencies, government departments, and organizations are considered authors when there is no single author.

American Psychological Association. (1972). *Ethical standards of psychologists*. Washington, DC: American Psychological Association.

❖ *A book with no author or editor listed*

Merriam-Webster's collegiate dictionary (10th ed.). (1993). Springfield, MA: Merriam-Webster.

❖ *A translated work and/or a republished work*

Laplace, P. S. (1814/1951). *A philosophical essay on probabilities* (F. W. Truscott & F. L. Emory, Trans.). New York: Dover.

Anthologies, Course Packs, & Encyclopedias

❖ *Anthology or compilation*

Gibbs, J. T., & Huang, L. N. (Eds.). (1991). *Children of color: Psychological interventions with minority youth*.

San Francisco, CA: Jossey-Bass.

❖ *Work in an anthology or an essay in a book*

Bjork, R. A. (1989). Retrieval inhibition as an adaptive mechanism in human memory. In H. L. Roediger III, &

F. I. M. Craik (Eds.), *Varieties of memory & consciousness* (pp. 309-330). Hillsdale, NJ: Erlbaum.

❖ *Work in a course pack*

Goleman, D. (2009). What makes a leader? In D. Demers (Ed.), *AHSC 230: Interpersonal communication and relationships* (pp. 47-56). Montreal, Canada: Concordia University Bookstore. (Reprinted from *Harvard Business Review*, 76(6), pp. 93-102, 1998).

❖ *Article in a reference book or an entry in an encyclopedia*

If the article/entry is signed, include the author's name; if unsigned, begin with the title of the entry

Guignon, C. B. (1998). Existentialism. In E. Craig (Ed.), *Routledge encyclopedia of philosophy* (Vol. 3, pp. 493-502). London, England: Routledge.

Articles

❖ *Article in a journal—for articles retrieved online*

Mellers, B. A. (2000). Choice and the relative pleasure of consequences. *Psychological Bulletin*, 126, 910-924.

<https://doi.org/10.1037/0033-2909.126.6.910>

Note: List only the volume number if the periodical uses continuous pagination throughout a particular volume. If each issue begins with page 1, then list the issue number as well.

Klimoski, R., & Palmer, S. (1993). The ADA and the hiring process in organizations. *Consulting*

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Psychology Journal: Practice and Research, 45(2), 10-36.
<https://doi.org/10.1037/1061-4087.45.2.10>

❖ *Articles in a journal, more than seven authors*

Gilbert, D. G., McClernon, J. F., Rabinovich, N. E., Sugai, C., Plath, L. C., Asgaard, G., Botros, N. (2004). Effects of quitting smoking on EEG activation and attention last for more than 31 days and are more severe with stress, dependence, DRD2 A 1 allele, and depressive traits. *Nicotine and Tobacco Research*, 6, 249- 267. <https://doi.org/10.1080/14622200410001676305>

❖ *Article in a newspaper or magazine*

Semenak, S. (1995, December 28). Feeling right at home: Government residence eschews traditional rules. *Montreal Gazette*, p. A4.

Schwartz, J. (1993, September 30). Obesity affects economic, social status. *The Washington Post*, pp.

A1, A4. Driedger, S. D. (1998, April 20). After divorce. *Maclean's*, 111(16), 38-43.

❖ *Article from an electronic source*

Zhao, S., Grasmuck, S., & Martin, J. (2008). Identity construction on Facebook: Digital empowerment in anchored relationships. *Computers in Human Behavior*, 24(5), 1816-1836.

<https://doi.org/10.1016/j.chb.2008.02.012>

URL for an online periodical:

Cooper, A., & Humphreys, K. (2008). The uncertainty is killing me: Self-triage decision making and information availability. *E-Journal of Applied Psychology*, 4(1). Retrieved from <http://ojs.lib.swin.edu.au/index.php/ejap/article/view/124/129>

Cress, C. M. (2009). *Curricular strategies for student success and engaged learning* [PowerPoint slides]. Retrieved from http://www.vtcampuscompact.org/2009/TCL_post/presenter_powerpoints/Christine%20Cress%20-%20Curricular%20Strategies.ppt

Doctoral Dissertations and Master's Theses

❖ *Unpublished theses and dissertations*

Jordan, J. J. (2005). *Psychosocial effects of gifted programming* (Unpublished master's thesis). University of Saskatchewan, Saskatoon, Canada.

Berg, D. H. (2003). *Prospective leadership development in colleges and universities in Canada: Perceptions of leaders, educators and students* (Unpublished doctoral dissertation). University of Saskatchewan, Saskatoon, Canada.

❖ *Electronic theses and dissertations*

Hiebert, R. W. (2006). *The education of children from poverty: A descriptive case study of a public school and a community school* (Doctoral dissertation). Available from ProQuest Dissertation & Theses: Full Text (NR18185).

Richet, E. (2007). *The citizenship education system in Canada from 1945-2005: An overview and assessment* (Master's thesis, University of Saskatchewan, Saskatoon, Canada). Retrieved from <http://library2.usask.ca/etd>

Meetings and Symposia

❖ *Proceedings published in a book form*

McKay, G. (1999). Self-determination in Aboriginal education. In L. B. Muller (Ed.), *Changing the climate: Proceedings of the 1998 Conference for Graduate Students in the Social Sciences and Humanities* (pp. 1- 11). Saskatoon, Canada: University of Saskatchewan.

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❖ *Proceedings published regularly online*

Herculano-Houzel, S., Collins, C. E., Wong, P., Kaas, J. H., & Lent, R. (2008). The basic nonuniformity of the cerebral cortex. *Proceedings of the National Academy of Sciences*, *105*, 12593-12598. <https://doi.org/10.1073/pnas.0805417105>

❖ *Paper presentation or poster session*

Liu, S. (2005, May). *Defending against business crises with the help of intelligent agent based early warning solutions*. Paper presented at the Seventh International Conference on Enterprise Information Systems, Miami, FL. Abstract retrieved from http://www.iceis.org/iceis2005/abstracts_2005.htm

Multimedia

❖ *Television or radio program*

MacIntyre, L. (Reporter). (2002, January 23). Scandal of the century [Television series episode]. In H. Cashore (Producer), *The fifth estate*. Toronto, Canada: Canadian Broadcasting Corporation.

❖ *Film, video recording or DVD*

Kubrick, S. (Director). (1980). *The shining* [Motion picture]. United States: Warner Brothers.

❖ *Online lecture notes and presentation slides (such as Moodle)*

Cress, C. M. (2009). *Curricular strategies for student success and engaged learning* [PowerPoint slides]. Retrieved from http://www.vtcampuscompact.org/2009/TCL_post/presenter_powerpoints/Christine%20Cress%20-%20Curricular%20Strategies.ppt

Web pages

❖ *Web pages and non-periodical documents on the Internet*

Library and Archives Canada. (2008). *Celebrating women's achievements: Women artists in Canada*. Retrieved from <http://www.collectionscanada.gc.ca/women/002026-500-e.html>

Geography of Canada. (2009, September 29). In *Wikipedia, the free encyclopedia*. Retrieved September 30, 2009, from http://en.wikipedia.org/wiki/Geography_of_Canada

NOTES

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APPENDICES

The appendices come after the references and the notes. In the text, refer to appendices by their labels: e.g., produced the same results for both studies (see **Appendix A and B for complete proofs**). Please see the paper template (<https://www.acseusa.org/paper-submission-guidelines.php>) for examples.

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