Title of Paper (up to 12 words, full title)

Your Name, Including Middle Initial, Last name

School

Class

Professor

Date

Abstract

(The word “Abstract” should be centered and typed in 12 point Times New Roman. Do not indent the first line of the abstract paragraph. All other paragraphs in thepaper should be indented.)

A concise summary of each section of your paper, using up to 250 words. Note that you do not

indent the first line. The abstract is a brief summary of the paper, allowing readers to quickly

review the main points and purpose of the paper. The abstract should be between 150-250

words. Abbreviations and acronyms used in the paper should be defined in the abstract.

Title of Paper (Full title)

(The title of the paper is centered and not bolded. The title should be centered on the page, typed in 12-point Times New Roman Font. It should not be bolded,underlined, oritalicized)

Your first paragraph (or two) should be an introduction to the broad topic of your paper.

Many people write the introduction after writing the rest of the paper! Information in your

introduction should provide a foundation for the hypotheses of your experiment (research

question). In your introduction, your goal is to convince readers that your research topic is (a)

interesting and (b) important. You may choose to begin your paper with a story, quotation, or

relevant statistics about your topic. You can think of your paper as a story about your dependent

variable. You generally will present broad background information about the topic in the first

paragraph of so. You will include at least two sections in the body of your paper. You will

summarize relevant information from prior research studies in the first section, which we refer to

as the “literature review” portion of a paper. You will present your detailed research proposal in

the second section (details are provided below). Some overall formatting rules to keep in mind

are: (a) use Times New Roman font, size 12; and (b) double-space the entire paper.

Remember the introduction presents the problem that the paper addresses. See the OWL

resources on introductions: http://owl.english.purdue.edu/owl/resource/724/01/

**Information about the Literature-review Section**

(If an article has three to five authors, write out all of the authors’ names the first time they appear. Then use the first author’s last name followed by “et al.” APA requires you to include the publication year because APA users are concernedwith the date of the article (the more current the better).

**Content.** In the first section of your paper, you should provide a literature review of prior

research and theory that relates to your paper and research questions. The information you

present should be from diverse sources (e.g., journal articles, book chapters, websites). Make

sure it is clear to the reader how information is related to your research question (hypotheses) or

procedure. So, if you are using their method, then talk about their method; if they found similar

results, talk about their results; if they operationally defined their DV like you want to, then talk

about that, etc. To make this section of your paper effective, you should explicitly relate

information from various sources to each other and to your proposed research. After you discuss

past research, you should make it clear how your research question is the next logical one, that

your paper improves upon past studies, that your study fills obvious holes left by the others.

**Citation of sources.** (In-text citations that are direct quotes should include the author’s authors’last name/s, the publication year, and page number/s. If you are paraphrasing a source, APA encourages you to include page numbers:(Smith,2009, p.76). Remember, If an article has three to five authors, write out all of the authors’ names the first time they appear. Then use the first author’s last name followed by “et al.” APA requires you to include the publication year because APA users are concernedwith the date of the article (the more current the better).)

Within the literature review, you should cite references throughout the

body of your paper. There are two ways to cite a source. The authors can be listed in the

sentence, with the year in parentheses: “The Davis (2001) website presents information about

American Psychological Association (APA) style rules.” Alternatively, the citation can be

entirely in parentheses: “The website presents information about American Psychological

Association (APA) style rules (Davis, 2001).” These are the only two acceptable ways to cite

sources in APA style. When citing a journal article, you should never include the title of the

paper or the first names or initials of the authors.

There are additional important rules when sources have more than one author. When

listing multiple authors in the text, write out the word “and”: “Brown and Milstead (1968)

examined . .” When listing multiple authors in parentheses, use the symbol “&” rather than the

word “and”: “The research findings were consistent with hypotheses (Brown & Milstead,

1968).” Another important rule applies to sources with three or more authors. The first time you

cite the article, list all three authors (e.g., Green, Campbell, & Finkel, 2001); any subsequent

time you cite the article, list the first author followed by the words “et al.” (e.g., Green et al.,

2001).

Citation rules become even more complex when it comes to citing websites. Websites

often do not have authors or dates listed. If a web site has no author listed, use the first few

words of the title in your citation: “APA style rules have changed dramatically (“APA Guide,”

1999).” If the web site has no date listed, use the letters “n.d.” in place of the year: “APA style

rules have changed dramatically (APA Guide, n.d.).”

Almost all of the information in the literature-review portion of your paper will be from

outside sources; it will be necessary to cite at least one source in each paragraph. (The exception

to this rule would be if you are writing a “short” research proposal and have been told by your

instructor that outside sources are not required.) You should be selective in the information you

choose to include from each source. Avoid quoting information from an article; it is rarely

necessary and is likely to disturb the flow of your paper. Also, avoid including information from

a source that is not relevant to your experiment; it is unnecessary to completely summarize all

articles that you cite. You may write only one sentence about one article, but an entire paragraph

about another, more relevant article. It is possible that several sources provide similar

information. If this is the case, then summarize the information and cite multiple sources at once:

Research suggests there is a relationship between X and Y (Davis, 2001; Davis & Rusbult, 2001;

Green et al., 2001). Note the format of this multiple-article citation: articles are in alphabetical

order and are separated by semicolons.

**Discussion**

(A Level 1 heading should be centered, bolded, and uppercase and lowercase (also referred to as title case).

In the Discussion section, you will broadly evaluate your proposed research. What are

the strengths and limitations of the past research? Are there other ways to test the same

hypothesis? What might future experiments be important? Are there any ethical concerns about

your paper? You should touch back on ideas that you mentioned in your introduction as

well. Because all research has its limitations, it is important to discuss the limitations of articles

under examination.

**Limitations of These Studies.**

(A Level 2heading should be flush with the left margin, bolded, and title case.)

The discrepancies identified may result from a number of limitations found in the

materialsreviewed by Cummings et al. These limitations can result from technological

constraints, demographic factors, or issues of modality. Each of these limitations will be

examined in further detail below.

**Technological limitations**. First, one reviewed study by Cummings et al. (2002)

examined only email correspondence for their CMC modality. Therefore, the study is

limited to only one mode of communication among other alternatives, e.g., IM as studied

by Hu et al. (2004). Because of its many personalized features, IM provides more

personal CMC. For example, it is in real time without delay, voice-chat and video

features are available for many IM programs, and text boxes can be personalized with the

user’s picture, favorite colors and text, and a wide variety of emoticons, e.g., :). These

options allow for both an increase in self-expression and the ability to overcompensate

for the barriers of CMC through customizable features, as stated in Tidwell and Walther (2002).

Self-disclosure and intimacy may result from IM’s individualized features, which are not as

personalized in email correspondence.

(A Level 3 heading should indented 0.5” from the left margin, bolded, and lower case (except for the first word). Text should follow immediately after. If you use more than three levels of headings, consult section 3.02 of the APA manual (6th ed.) or the OWL resource on APA headings: <http://owl.english.purdue.edu/owl/resource/560/16>)

**Demographic limitations.** In addition to the limitations of email, Cummings et

al. (2002) reviewed studies that focused on international bank employees and college

students (see Appendix B for demographic information). It is possible the participants’

CMC through email was used primarily for business, professional, and school matters

and not for relationship creation or maintenance. In this case, personal self-disclosure

and intimacy levels are expected to be lower for non-relationship interactions, as this

communication is primarily between boss and employee or student and professor.

Intimacy is not required, or even desired, for these professional relationships.

**Modality limitations.** Instead of professional correspondence, however,

Cummings et al.’s (2002) review of the HomeNet project focused on already established

relationships and CMC’s effect on relationship maintenance. The HomeNet researchers’

sole dependence on email communication as CMC may have contributed to the lower

levels of intimacy and closeness among Internet relationships as compared to non-

Internet relationships (as cited in Cummings et al., 2002). The barriers of non-personal

communication in email could be a factor in this project, and this could lead to less

intimacy among these Internet partners. If alternate modalities of CMC were studied in

both already established and professional relationships, perhaps these results would have

resembled those of the previously mentioned research.

**Conclusions and Future Study**

Conclusion restates the problem the paper addresses and can offer areas for further research.

See the OWL resource on conclusions: <http://owl.english.purdue.edu/owl/resource/724/04/>

In order to gain a complete understanding of CMC’s true effect on both online

and offline relationships, it is necessary to conduct a study that examines all aspects of

CMC. This includes, but is not limited to, email, IM, voice-chat, video-chat, online

journals and diaries, online social groups with message boards, and chat rooms. The

effects on relationships of each modality may be different, and this is demonstrated by

the discrepancies in intimacy between email and IM correspondence. As each mode of

communication becomes more prevalent in individuals’ lives, it is important to examine

the impact of all modes of CMC on online and offline relationship formation,

maintenance, and even termination.

References

(Start the reference list on a new page, center the title “References,” and alphabetize the entries. Do not underline or italicize the title. Double-space all entries. Every source mentioned in the paper should have an entry.)

Cummings, J. N., Butler, B., & Kraut, R. (2002). The quality of online social

relationships. Communications of the ACM, 45(7), 103-108.

Hu, Y., Wood, J. F., Smith, V., & Westbrook, N. (2004). Friendships through IM:

Examining the relationship between instant messaging and intimacy. Journal of

Computer-Mediated Communication, 10, 38-48.

Tidwell, L. C., & Walther, J. B. (2002). Computer-mediated communication effects on

disclosure, impressions, and interpersonal evaluations: Getting to know one

another a bit at a time. Human Communication Research, 28, 317-348.

Underwood, H., & Findlay, B. (2004). Internet relationships and their impact on primary

relationships. Behaviour Change, 21(2), 127-140.