Instructor Guide for
Essay Formatting: APA, Chicago, MLA

(SPARK >> Exploring >> Essay Structure)

NOTE: This resource is a set of guidelines, rather than a worksheet. It illustrates the conventions for formatting such things as the margins, page headers, and section headings according to APA, Chicago, and MLA style. It could be used in conjunction with one of the three Style Overview resources in the Creating Bibliographies module. The Style Overviews illustrate the conventions for formatting in-text citations and reference lists.

Skills Addressed
• presenting an essay in accordance with the conventions of APA, Chicago, or MLA style

Suggested Uses
☑ **Independent student use**: Ask/ suggest that students read resource on their own and decide for themselves when/ if/ how they will use resource

☑ **Instructor-led Discussion**: Devote lecture/ tutorial time to describing the resource, its purposes and uses, and/or incorporate description and use of resource into broader discussion focusing on building the skills the resource targets

☐ **Small Group Discussion**: Use to stimulate informal class/ tutorial discussion, and/or small group discussion

Feedback / Evaluation Options
☑ **Personal reflection and/or self-assessment**

☐ **Informally, in small group discussion**: Assign to students to complete independently then bring completed resource(s) to class or tutorial, for sharing and discussion in small groups

☐ **Peer Evaluation:** Assign to students to complete independently, for more formal peer evaluation

☐ **Instructor Evaluation:** Assign to students to complete independently and hand in for formal instructor evaluation

☐ **Tracking Completion without Evaluating:** Assign to students to complete resource independently (on an ongoing basis, or at specific, appropriate times during the course), then hand in to instructor to track completion without assigning a specific grade to any individual completed resource

Potential Customization
Many instructors have personal preferences for essay formatting that do not match any of the three styles exactly. Such instructors could use the resource as a starting point and modify it to describe the way they would like their students to format their work.