

Handbook for the Preparation of the Thesis or Research Paper

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Introduction

The purpose of graduate study is to provide academic opportunities to extend the boundaries of knowledge and experience. These opportunities enable qualified individuals to obtain a comprehensive and thorough understanding of a more specific body of knowledge. A thesis or research paper constitutes a tangible measure of this academic achievement.

The candidate for a master's degree is expected to have a strong general knowledge of the field and competence in the research and applied skills recognized in that field. The candidate and the Advisory Committee share with the University the responsibility for protecting and improving this quality. The value of any research or scholarly activity is a direct result of the skill with which it is communicated to fellow specialists and other educated people. Bemidji State University subscribes to the highest ethical standards in the conduct of all scholarly endeavors. In this regard, all sources contained in the investigation shall be given proper credit.

The candidate, as the principal investigator and author, is expected to display initiative in planning a satisfactory program of investigation, in completing the investigation, and in writing a thesis or research paper in accordance with the requirements of both the general graduate guidelines and the department/program style requirements. Theses and research papers differ primarily in representing different levels of investigation, specialization, and presentation. Although there are important differences in the level of investigation represented by the master's thesis and research paper, both are similar end products of investigation. Both must conform to certain fundamental rules of literary and scholarly presentation.

A research project involves the collection, evaluation, and effective presentation of information pertaining to a clearly defined problem of a limited scope. The degree candidate is expected to perform in a manner that demonstrates respect for grammatical principles and to reflect competent literary style. The mode of scholarly presentation will vary according to the different fields of knowledge. The research process requires close contact between the degree candidate and the entire advisory committee.

Thesis, Research Paper, and Graduation Expenses

All thesis and research paper candidates are required to register via arranged course work for credit at which time the initial investigation commences. The precise number of thesis/research paper credits required may vary:

- The thesis credit requirement may not exceed six (6) semester hours.
- The research paper may not exceed two (2) semester hours.

The candidate is expected to meet with his/her advisor for the purpose of presenting an initial topic proposal to the Advisory Committee. This meeting should occur prior to initiating the investigative process. The candidate should also seek input and approval from all committee members on the research topic. Once the topic is approved by the committee, the student should submit a proposal and Form 3 – Graduate Research Paper/Thesis Proposal Approval Form to the School of Graduate Studies.

Expenses

The actual expenses incurred in the preparation and duplication of the thesis/research paper will vary. The following is a list of expenses that may be incurred:

1. A word processing service fee (optional).
2. Twenty-pound, 25 to 100 percent rag or cotton bond paper (required for the final thesis copy only).
3. Photocopying of the four draft copies to be provided to the three Oral Examination Committee members and the Graduate Faculty Representative.
4. Submission of final paper:
 - a. **Thesis:** Bindings for the two final copies of the thesis (one twenty-pound copy and one photocopy for the library and any additional for personal use) are to be submitted to the School of Graduate Studies once appropriate signatures have been secured.
 - b. **Research Paper:** A single research paper copy (with original signatures of committee members and Graduate Faculty Representative) for the department must be submitted to the School of Graduate Studies. Research papers are not provided to the library.

Eleven Steps to the Completion of the Thesis or Research Paper

1. Once approval has been given for Admission to Candidacy, the candidate selects a research topic or problem with the approval of the advisor.
2. The candidate determines the members of the master's committee in consultation with the advisor.
3. The candidate prepares a proposal on the research topic for presentation to the committee members. Once all committee members approve the topic, Form 3 – Proposal Approval Form, is signed by committee members and submitted to the School of Graduate Studies.
4. The candidate conducts the necessary investigation with the guidance of the advisor and in conjunction with the committee members. **If the investigation will involve human subjects**, approval must be secured PRIOR to implementation of data collection. Please visit the School of Graduate Studies website for appropriate approval forms.
5. The initial draft is provided to the advisor for review. Once the advisor has reviewed the draft, a copy is provided to all members of the master's committee.
6. The candidate will submit Form 4 – Application for Graduation. **Note: Candidates should register for the thesis/research paper credits with the advisor at this time, during the semester or summer session in which the oral defense is scheduled.**
7. When the members of the student's graduate committee have read and provided feedback to the student, the candidate will secure signatures on Form 5, Pre-Defense Signature, and submit the form to the School of Graduate Studies. Only *after* the student has submitted Form 5 will the School of Graduate Studies assign a Graduate Faculty Representative to the student's graduate committee.
8. An electronic AND hard copy of the approved draft is provided to the School of Graduate Studies **at least three weeks prior** to the date of the oral examination. The electronic copy will be reviewed for formatting and the hard copy will be forwarded to the appointed Graduate Faculty Representative.
9. The candidate defends the thesis/research paper at the oral examination. The committee may request modifications or changes to the draft, based on the oral defense.
10. All modifications or changes to the thesis/research paper must be completed to the satisfaction of the advisor and/or committee.

11. Provide the approved manuscript(s) to the advisor and committee for signatures. Then submit the manuscript(s) to the School of Graduate Studies.
 - a. The **thesis** candidate must provide two (2) approved manuscripts for signatures. One thesis copy must be on twenty-pound, 25 to 100 percent rag or cotton bond paper. The copies must be two- or three-hole punched and bound in a black left-sided, heavy-duty report cover with metal fasteners (provided by Graduate Studies). The exact title of the thesis and the full name of the author must appear on the front cover.
 - b. The **research paper** candidate must provide one (1) approved manuscript for signatures. Regular printer paper may be used for the research paper. The copy must be two- or three-hole punched and bound in a black left-sided, heavy-duty report cover with metal fasteners (provided by Graduate Studies). The exact title of the research paper and the full name of the author must appear on the front cover.

Page Sequence of a Thesis or Research Paper

Every thesis or research paper submitted to the School of Graduate Studies must conform in every aspect to the following requirements.

	Page
1. Label on front cover	17
2. Blank sheet (fly leaf) - unnumbered	
3. Address page – unnumbered	18
4. Title page - small Roman i	19
5. Author’s Statement/Approval page - (small Roman ii).....	20
6. Abstract page - (small Roman iii)	21
7. Acknowledgments page (optional) - (small Roman iv)	22
8. Table of Contents page(s) - (small Roman number)	24(APA), 40(MLA)
9. List of Tables page - (small Roman number)	28
10. List of Figures page – (small Roman number)	29
11. Text pages – numbered (Arabic)	
12. References/Works Cited page(s) - numbered (Arabic)	37(APA), 42(MLA)
13. Appendix page(s)* - numbered (Arabic)	
14. Blank sheet (fly leaf) - unnumbered	

Note: All page numbers, both Roman and Arabic, are to be placed in the upper right hand corner of the page. The placement is 1/2" from the top of the page and aligned with the right margin (*within the header*).

APA: Page numbers are required. A page header (the first two or three words of the title) is optional; see p. 288 of the APA Manual 5th Edition or p. 230 of the APA Manual 6th Edition.**

MLA: Last name of student and page number are required.

* The appendix page(s) follow the References or Works Cited pages **only if there are no references cited in any appendix**. If any appendix contains reference citations, the References or Works Cited pages follow the appendix pages.

** Students who began their program *before* Fall 2010 may use APA 5th or 6th Edition. All students who start their program in Fall 2010 or beyond are required to use APA 6th Edition unless otherwise agreed upon by advisor and committee. Should another style manual be used, it is the student’s responsibility to provide to the School of Graduate Studies a detailed accounting of the requirements.

General Guidelines

The mechanics: The department/program style manual (APA, MLA, etc.) takes precedence over all general guidelines with the exception of the front matter pages. Students should use the *Handbook for the Preparation of the Thesis or Research Paper* in order to correctly format their papers/projects and should supplement with other specialized handbooks that may come from their departments or are available online.

Abstract – The final **required** element in the preliminary or front matter (before the Table of Contents) is the abstract. The abstract should begin with a clear statement of the problem. The purpose of the abstract is to concisely summarize the methods of investigation, significant content, system of analysis, findings, and conclusions of the study. The abstract statement **should not exceed 300 words**. The abstract is to be written in the same person and tense as the text (See p. 21).

Acknowledgments – Acknowledgments recognize the person(s) to whom the student is indebted for encouragement, guidance and special assistance. This page should also include recognition of any grants or financial assistance that was received to support the research. **This page is optional**. No part of the thesis/research paper that is essential to the understanding of the main body of the text should appear on the acknowledgment page (See p. 22).

Appendix Pages – An appendix contains material that is useful for detailed review, but is not essential to the study. For example, an appendix is an appropriate section in which to place certain kinds of tabular and graphic material. This material is available as supporting data even though it may not be specifically utilized in the text. However, such material **must be referenced in the text**.

Each appendix is identified by a letter in a sequence independent of the numbering system used for the chapters. However, the pages of an appendix are numbered in sequence with those in the text. **Each appendix must begin on a new page and must be listed in the Table of Contents**.

The appendix pages follow the References or Works Cited pages **only if there are no references cited in any appendix**. Consult the required department/program style manual (APA, MLA, etc.) for correct formatting.

Author's Statement/Approval Form – There are two primary purposes for this page. The first indicates approval of the thesis/research paper by the student's advisor and the Dean, School of Graduate Studies. The second protects the research from unauthorized use. The author approval form should follow the title page (See p.20).

Back-to-Back Printing Option – Students wishing to utilize back-to-back printing for their thesis/research paper may do so by following **the guidelines in Appendices D-F**.

Heavier paper (25%, 32 lb. cotton paper for theses) will be required for all back-to-back printing.

Binding – The approved manuscript(s) with original signatures from the committee members and graduate faculty representative must be submitted to the School of Graduate Studies appropriately formatted and prepared for binding. For those who wish to bind their own work, a **black heavy-duty report cover with metal fasteners** (two- or three-hole punch) is required, and the exact title of the thesis or research paper and the full name of the author must appear on the front cover (see p. 17). See page 8 for correct page sequencing. The following indicates the correct number of copies that must be submitted to the School of Graduate Studies:

- **Thesis:** Two (2) approved manuscripts of the thesis must be submitted (See “**Paper**” for further details).
- **Research Paper:** One (1) approved copy of the research paper must be submitted.

***Those who wish to have additional copies bound must provide their own binders.**

Capitalization – All research projects must conform to standard rules in the use of capitalization (See the appropriate department/program style manual, i.e., APA, MLA, etc.).

Centering/Vertical Centering – When centering is required, all word-processed copies should be centered within the margins of the paper, not within the 8 1/2 x 11 inch page. The margin spacing will vary depending on the type style selected. This also applies to charts, tables, graphs, figures, or other reproductions. Some front matter pages require vertical centering. **Note: There are templates available on the School of Graduate Studies website, which already have the vertical centering done for you.**

To center text vertically on a page yourself:

Microsoft® Word 2007

1. Insert page breaks before and after the text to be vertically centered
2. Highlight the text to be vertically centered.
3. On the Page Layout tab, select the lower right corner of Page Setup
4. Go to the Layout tab
5. Under Page, Vertical alignment, select Center
6. Be sure that the “Apply to:” box shows “this section”
7. Click on OK

Microsoft® Word 2010

1. Insert page breaks before and after the text to be vertically centered
2. Highlight the text to be vertically centered.
3. On the Page Layout tab, select the lower right corner of Page Setup
4. Go to the Layout tab
5. Under Page, Vertical alignment, select Center
6. Be sure that the “Apply to:” box shows “selected section”
7. Click on OK

Chapter Headings – APA – see APA Manual 5th Edition, pages 113-115, APA Manual 6th Edition, pages 62-63, and pages 30-36 in this handbook; **MLA** – see page 41 of this handbook.

Copies Required – Four draft copies are required for the examination committee. One hard copy AND electronic copy is to be provided to the School of Graduate Studies **at least three weeks prior to the oral examination**. The hard copy will be provided to the Graduate Faculty Representative and the electronic copy will be reviewed for formatting

Copyright – Typically, theses are not copyrighted. If the student’s thesis will be published, it should be copyrighted. A copyright notice should be included in the title page (see p. 19).

Duplication – Two methods have been approved for the reproduction of a thesis/research paper. The first acceptable method consists of a photocopy of the original. The second method includes two copies produced on a word processor. All copies must be neat and clean. Inferior photocopies or those with dirty, smudged, or streaked backgrounds **will not be approved**. Pages of illustrations or graphs that cannot be corrected on a word processor may be printed by an approved alternative process. It is recommended that candidates consult with the School of Graduate Studies for the purpose of reviewing alternative processes.

Erasures and Strikeovers – Erasures and strikeovers are not permitted on the final copies. Correction fluid may not be used in the removal of errors.

Figures – All figure captions should conform to the guidelines in the approved style manual (APA, MLA, etc.). If figures are involved, a List of Figures page(s)

should immediately follow the Table of Contents and any List of Tables page(s) in the front matter.

Fly Leaf – The fly leaf sheets are not numbered. The purpose of these sheets is to protect the title page and back matter. The fly leaf blank sheets should precede the title page and follow the last page in the manuscript (see p. 8).

Front Matter – This section consists of all preliminary information (title page, statement by author, abstract, etc.) prior to the presentation of the text (see Appendix A).

List of Figures - The entries should be identical to the figure captions in the text and conform to the guidelines in the approved style manual. The List of Figures page(s) should immediately follow the Table of Contents and any List of Tables page(s) in the front matter (See p. 29).

List of Tables – The entries should be identical to the table titles in the text and conform to the guidelines in the approved style manual (APA, MLA, etc.). If tables are involved, the List of Tables page(s) should immediately follow the Table of Contents page(s) in the front matter (See p. 28).

Margins – The text margin guidelines are contained in the handbook. Additional margin guidelines may be included in the departmental/program style manual (APA, MLA, etc.). Generally, the **left margin** must be **one and one-half inches (1½")** in width with the **other margins** (top, right, bottom) **one inch (1")** in width. All typing, reproductions, appendices, and footnotes, must be within these margins. All page numbers are to be ½ " from top of page, aligned with the right margin. The text of the paper must be double spaced, with the exception of lengthy quotations (APA/MLA) and the references (APA). Consult with the required departmental/program style manual for additional information.

Page Numbering Sequence – All front matter pages (title page, abstract, etc.) must be numbered with Roman numerals. The title page is counted as the first page, and is numbered “i”. All text pages must carry Arabic numbers beginning with “1”. Every page must be accounted for in the numbering system with the exception of the fly leaf sheets and the address page. ***MLA:** Last name must appear on all numbered pages of the research/thesis paper.

Paper – The paper to be used for research papers and final library approved thesis manuscript copies must be 8½ x 11 inches in dimension.

- **Thesis papers** must be printed on **20-pound bond**, having **25 to 100 percent rag or cotton content** (the second copy may be a photocopy). Erase, correctable, or other erasable bond paper is not acceptable. Continuous feed paper cannot be used. The entire paper must be of the same quality, brand, and degree of whiteness. Bond paper is water marked. The paper should be arranged so the watermark is both **right side and top-side up** (see Word Processing).

- **Research papers** may be printed on **20-pound, non-cotton** printer paper.

Photocopying – Very specific rules and guidelines govern the circumstances under which photocopying may occur. Contact the University Library when using copyrighted works in the text. Guidelines are also available in the Copyright Office Circular R21, “Reproduction of Copyrighted Works by Educators and Librarians.” This publication is available through the United States Copyright Office.

Preface – (See “**Acknowledgments**”)

Questionnaires, Surveys, and Related Materials – The purpose of illustrative material is to present information or data in a format more clearly than it can be stated in words alone (see “**Figures**”). All illustrative materials must be presented on an 8½ x 11 inch page and within the acceptable margins. The candidate is encouraged to consult with the department/program style manual (APA, MLA, etc.) because of the variability in the nature of illustrations. ***Students who plan to use human subjects in their research must seek approval from the Human Subjects Committee *prior* to collecting the data. Appropriate approval forms may be accessed on the School of Graduate Studies website.**

References or Works Cited – All studies must contain source information. In most instances, the source information is called “References” (APA) or “Works Cited” (MLA) and consists only of sources cited in the text or appendices. The References or Works Cited pages should follow the text, and the pages are numbered in sequence with the text. **If any appendix contains reference citations, the References or Works Cited pages follow the appendix pages.** Consult the appropriate department/program style manual for the correct form.

Special Mountings with Adhesives – A large photograph or a full page of photographic illustrations should be directly on photographic paper 8½ x 11 inches. However, if photographs or other materials requiring special mountings are included, the paper for mounts should be “**Alexis**” **Lietz Sequbio (#1005)**, or **pliable Bristol Board** in sheets 8½ x 11 inches. The adhesive may be **Kodak Dry Mounting Tissue** or a polyvinyl plastic adhesive, such as **Duratite, Wilhold, or Borden’s**. ***Do not use rubber cement under any circumstances.** Double-faced scotch tape may be used if special care is exercised so as not to allow the tape to show.

Style Manuals – Each department/program has a required style manual to be used for the thesis/research paper. The most recent edition is to be used in all research.

APA – Students who begin their program ***before* Fall 2010**, may use the *Publication manual of the American Psychological Association*, 5th Ed. OR 6th Ed., Washington, D.C.: American Psychological Association; Students who begin their program ***by or after* Fall 2010**, must use *Publication manual of the American*

Psychological Association, 6th Ed., Washington, D.C.: American Psychological Association.

MLA – Modern Language Association of America. *MLA Style Manual and Guide to Scholarly Publishing*, 3rd Ed. New York, NY: 2008.

- **Biology** – After consent with their advisors, students will follow the format of the *Publication Manual of the American Psychological Association* or an appropriate journal in their area of expertise. ***Students *must* provide a complete description and examples for the journal format they wish to use to the School of Graduate Studies when they submit their final draft for formatting review.**
- **Business Administration (MBA)** - *Publication Manual of the American Psychological Association*
- **Counseling Psychology** - *Publication Manual of the American Psychological Association*
- **Education** – *Publication Manual of the American Psychological Association* (see “APA” section above for specific edition).
- **English** – The thesis or research paper is written using either the APA (see “APA” section above for specific edition) or MLA style manual as determined by the major advisor.
- **Environmental Studies** – After consent with their advisors, students will follow the format of the *Publication Manual of the American Psychological Association* or an appropriate journal in their area of expertise. ***Students *must* provide a complete description and examples for the journal format they wish to use to the School of Graduate Studies when they submit their final draft for formatting review.**
- **Industrial Technology** – *Publication Manual of the American Psychological Association* (see “APA” section above for specific edition).
- **Mathematics** – *Publication Manual of the American Psychological Association* (see “APA” section above for specific edition).
- **Science** – The body of the thesis/research paper must conform to the recommendations of the style manual specified in the catalog by the area of science in which the thesis/research paper is written.
- **Sport Studies (Physical Education)** – *Publication Manual of the American Psychological Association* (see “APA” section above for specific edition).

Table of Contents – The Table of Contents is a complete listing with page numbers of all sections of the thesis or research paper. Since most theses and research papers do not have an index, it is desirable to have the Table of Contents be a detailed listing of all major subdivisions of the text rather than a simple list of chapter headings.

- **Entries** – It is essential that wording in the Table of Contents listing be **identical** to that of the heading in the text in every case. A sample Table of Contents is provided on pp. 24-27 (APA) and 40 (MLA).
- **Page Numbers** – Align the page numbers flush right with dot leaders.
 - **In Microsoft® Word 2007**, from the Home tab, go to the Paragraph section and select the small arrow in the lower right corner. Select **T**abs in the lower left corner of the Paragraph window. Select or type in the tab stop position and select Alignment **R**ight and Leader **2** Click Set and Ok.
 - **In Microsoft® Word 2010**, from the Home tab, go to the Paragraph section and select the small arrow in the lower right corner. Select **T**abs in the lower left corner of the Paragraph window. Select or type in the tab stop position and select Alignment **R**ight and Leader **2** Click Set and Ok.

Tables – All Tables and table titles should conform to the guidelines in the approved style manual (APA, MLA, etc.). If tables are involved, the List of Tables page(s) should immediately follow the Table of Contents page(s) in the front matter (See p. 28). The table titles should be identical to the entries in the List of Tables.

Word Processing – The final copy must be produced on a letter quality printer. Students are permitted to use Printing Services (Memorial Hall) or access the BSU Library to print their final drafts.

- **Text** – The text is the main body of the thesis/research paper. Text is generally double-spaced, except where otherwise indicated (e.g. block quotes, table titles and headings, figure captions, notes in tables and figures, and footnotes). See the appropriate department/program style manual (APA, MLA, etc.) for more information on single-spacing within a text. The text is divided into sections called headings (i.e. chapters, subdivisions). **There must be an exact correspondence between the headings in the text and the entries in the Table of Contents.**
- **Title Page** – The title page contains the exact title of the thesis or research paper, the full name of the author, the degree to be awarded, the institution granting the degree, and the year the degree will be granted (see p.19). The title page is to be followed by the Author’s Statement/Approval page (see p. 20). There is no difference between the title page of a thesis paper or research

paper. If the title is more than one line, an inverted pyramid must be used. **No title should be more than three lines.**

- **Type Styles and Symbols** – One size of type (12 pt. font preferably) must be used throughout the paper (with committee approval, a creative thesis may have exceptions). Hand-drawn symbols should be in India ink or other high-contrast black ink. In fields such as Environmental Studies, special circumstances may require the use of a color on a map or diagram. Color may be used only when it is standard practice in the specific field.

Appendix A

Traditional Sample Front Matter Pages

Label for Front Cover

This is a sample of the label that goes on the front of the binder(s) for the thesis or research paper.

***Do not include this
in your paper.***

THE TITLE IS IN ALL CAPS, CENTERED, AND
SINGLE SPACED FOR THE THESIS OR
RESEARCH PAPER

(1 blank line)

by

(1 blank line)

John H. Doe

Label size is approximately 2"x 4". Text must be centered vertically and horizontally. The label must be affixed to the front cover of the bound thesis copies (2) or research paper (1).

Address Page

*Establish a **left margin of 1.5 inches** on **ALL** pages for binding purposes and be certain to maintain a margin of at least 1 inch on the top, right, and bottom of the page.*

From the 1-inch top margin, text begins on line 33, typed in upper and lower case, single-spaced, and centered. Do not place a page number on this page.

School of Graduate Studies
Bemidji State University
1500 Birchmont Dr NE, #48
Bemidji, MN 56601-2699
218-755-2027

Title Page

Margins: 1.5 " left; 1" top, right, and bottom. Center the text vertically on this page (see Word Processing, Text, p. 13). Use Roman numeral page numbers on Front Matter pages; place the numbers ½ inch from top edge, flush with right margin.

A DISCRIMINATIVE STUDY OF METHODS FOR
THE QUALITATIVE DETERMINATION OF FLORINE

(1 blank line)

by

(1 blank line)

William Robert Howard

(7 blank lines)

(line is 20 spaces long)

(7 blank lines)

A Thesis Submitted to the Faculty of the
DEPARTMENT OF BIOLOGY

(1 blank line)

In Partial Fulfillment of the Requirements
For the Degree of

(2 blank lines)

MASTER OF SCIENCE IN BIOLOGY

(2 blank lines)

BEMIDJI STATE UNIVERSITY

Bemidji, Minnesota, USA

(1 blank line)

June 2010

(1 blank line)

Copyright 2010 by William Robert Howard
(optional copyright notice)

Author's Statement/Approval Page

The Title and Statement by the Author must begin 3 inches from the top edge of the paper or 11 blank lines from the 1-inch top margin. Candidates completing a research paper should substitute "research paper" for "thesis" where it appears on this page. The first paragraph contained below is not required for the research paper. Roman numeral page number must be ½ inch from top edge and flush with right margin.

STATEMENT BY THE AUTHOR

(1 blank line)

This thesis has been submitted in partial fulfillment of requirements for an advanced degree at Bemidji State University and is deposited in the University Library to be made available to borrowers under the rules of the library. **(First paragraph is to be included in thesis papers only – delete for research paper.)**

(1 blank line)

Brief quotations from this thesis are allowable without special permission, provided accurate acknowledgement of the source is indicated. Requests for permission to use extended quotations or to reproduce the manuscript in whole or in part may be granted by **(insert name of department/program)** or the Dean, School of Graduate Studies when the proposed purpose is in the interest of scholarship. In all other instances, however, permission must be obtained from the author.

(1 blank line)

Signed: _____

(Student: Please sign final paper before you submit it to your advisor.)

(3 blank lines)

(line is 50 spaces, centered)

(2 blank lines)

APPROVAL BY THESIS ADVISOR

(2 blank lines)

THIS THESIS HAS BEEN APPROVED ON THE DATE SHOWN BELOW:

(3 blank lines)

 (Name of Professor),
 Committee Chair
 Professor of (Department Name)

 Date

 Dean, College of (college name)
***Do not list the name of the Dean**

 Date

Abstract Page

*Margins: 1.5 " left, 1" top, right, and bottom. **Center the text vertically on this page** (see *Word Processing, Text, p. 13*). **Title and name must match those on the title page.** Title and name must match those on the title page. Title must be in all caps and centered; author's name is typed in upper- and lower-case lettering and centered. **The abstract statement should not exceed 300 words.** Roman numeral page numbers must be ½ inch from top edge, flush with right margin.*

LEARNING ABOUT THE VALUE OF GLOBAL COOPERATION

(1 blank line)

John Q. Public

(2 blank lines)

As a corollary to Robert Angell's measures of world order, this study examines nation-state differences in support for world order as a function of learning through involvement in the United Nations. Differences in national support for world order are analyzed in terms of "role-taking" and "cue-taking" in the United Nations. Seven types of roles, based on the degree to which nation-states approximated support for the norms of the organization, are identified. Correlational analysis indicates that these roles function as good predictors to variance among nations in their support for world order. Alternatively, nations which could not be classified as taking on a definitive role were hypothesized to be "taking cues" about the value of global cooperation from their regional counter parts. This predicted outcome was also supported. Finally, analysis of "deviant" cases indicated that for some nations, both role-taking and cue-taking may be equally salient for supporting world order.

(1 blank line)

Approved by:

(2 blank lines)

Committee Chair

Date

Committee Member

Committee Member

Graduate Faculty Representative

(2 blank lines between Committee Chair and signature lines throughout)

Acknowledgments Page

This page is optional. Margins: 1.5" left, 1" top, right, and bottom. Roman numeral page number must be ½ inch from top edge and flush with right margin. Text should be centered and begin 3" from top of paper or 11 blank lines from the 1-inch top margin.

ACKNOWLEDGMENTS

The author wishes to thank Jane Doe
for her special assistance in the
preparation of this manuscript.

***For Sample Table of Contents formatting, see the appropriate style example appendix.**

Appendix B

Traditional APA Style Examples

- **Table of Contents Sample 1: APA 5th Ed.**
- **Table of Contents Sample 2: APA 6th Ed.**
- **Sample List of Tables**
- **Sample List of Figures**
- **Sample Chapter Headings (APA 5th and 6th Ed.)**
- **Sample References**

Sample Tables of Contents (TOC) (APA 5th Ed. and 6th Ed. Styles)

TOC Sample 1: APA 5th Ed. *The following example is consistent with a **three levels of heading** paper in the **APA 5th Edition format**. For a two, four, or five levels of heading paper, please refer to the **APA Manual, 5th Ed. (pp. 113-115)**, and pages 30-33 of this handbook. **Headings must be presented in a format identical to the format used in text.***

Roman numeral page number must be ½ inch from top edge and flush with right margin. Margins are 1.5" left, 1" top, right, and bottom. Center all text vertically within the margins unless the TOC extends beyond one page.

(small Roman numeral)

TABLE OF CONTENTS

	(1 blank line)	
LIST OF TABLES		vii
	(1 blank line)	
LIST OF FIGURES		viii
	(1 blank line)	
Chapter		Page
1. Introduction		
<i>Statement of the Problem</i>		1
<i>Background of the Problem</i>		2
<i>Limitations and Assumptions of Study</i>		3
<i>Definitions of Terms</i>		4
	(1 blank line)	
2. Review of Literature (Level 1)		
<i>General Components of Service Learning (Level 3)</i>		7
<i>Examination of Current School-Community Relationship (Level 3)</i>		10
<i>Methods of examinations (Level 4)</i>		10
<i>Results of examinations (Level 4)</i>		12
<i>Matching Service Learning Outcomes to School and Community</i>		
<i>Expectations (Level 3, heading too long for one line)</i>		17
<i>Direct benefits for those being served (Level 4)</i>		22
<i>Problems encountered within established programs (Level 4)</i>		25
<i>Working together for success (Level 4)</i>		27
	(1 blank line)	
3. Results		
<i>Demographics of Respondents</i>		31
<i>First subheading title</i>		31
<i>Second subheading title</i>		31
<i>Question 1, Important Issues Facing Districts</i>		32
<i>Title of the first issue</i>		32
<i>Title of the second issue</i>		32

(small Roman numeral)

<i>Question 2, Teaching Values in Public Schools</i>	32
<i>Question 3, Rating the School-Community Relationship</i>	33
<i>Question 4, Making the Relationship Stronger</i>	33
4. Discussion	
<i>Interpretation of Survey Results</i>	34
<i>Implications Service Learning Could Have on This District</i>	37
<i>Suggestions for Further Research</i>	39
	(1 blank line)
References	40
	(1 blank line)
Appendix A. Survey Questionnaire.....	41
	(1 blank line)
Appendix B. Survey Results.....	43

Two-page TOC – If the Table of Contents is too long for one page, insert a break between sections and continue on the next page. **Begin the continuation at the 1-inch top margin.**

Page Numbers – ***Align the page numbers flush right with dot leaders.***

- ***In Microsoft® Word 2007***, from the Home tab, go to the Paragraph section and select the small arrow in the lower right corner. Select Tabs in the lower left corner of the Paragraph window. Select or type in the tab stop position and select Alignment Right and Leader 2 Click Set and Ok.
- ***In Microsoft® Word 2010***, from the Home tab, go to the Paragraph section and select the small arrow in the lower right corner. Select Tabs in the lower left corner of the Paragraph window. Select or type in the tab stop position and select Alignment Right and Leader 2 Click Set and Ok.

Please note that the page numbers are not italicized.

Very Long Heading – Be sure no heading extends into the page listing area. Continue a long heading indented on the next line. List the page number opposite the last line of the heading.

TOC Sample 2: APA 6th Ed. The following example is consistent with a five levels of heading paper in the **APA 6th Edition format**. For a two, three, or four levels of heading paper, please refer to the **APA Manual, 6th Ed. (pp. 62-63)**, and pages 33-36 of this handbook. Headings must be presented in a format identical to the format used in text.

Roman numeral page number must be ½ inch from top edge and flush with right margin. Margins are 1.5" left, 1" top, right, and bottom. Center all text vertically within the margins unless the TOC extends beyond one page.

(small Roman numeral)

TABLE OF CONTENTS

	(1 blank line)	
LIST OF TABLES		vii
	(1 blank line)	
LIST OF FIGURES		viii
	(1 blank line)	
Chapter		Page
1. Introduction		
Statement of the Problem		1
Background of the Problem		2
Limitations and Assumptions of Study		3
Definitions of Terms		4
	(1 blank line)	
2. Review of Literature (Level 1)		
General Components of Service Learning (Level 2)		7
Examination of Current School-Community Relationship (Level 2)		10
Methods of examinations (Level 3)		10
<i>Method 1 (Level 4)</i>		10
<i>Participant selection (Level 5)</i>		10
<i>Assessments and measures (Level 5)</i>		11
<i>Method 2 (Level 4)</i>		11
<i>Participant selection (Level 5)</i>		11
<i>Assessments and measures (Level 5)</i>		12
<i>Method 3 (Level 4)</i>		12
<i>Participant selection (Level 5)</i>		12
<i>Assessments and measures (Level 5)</i>		13
Results of examinations (Level 3)		14
Matching Service Learning Outcomes to School and Community		
Expectations (Level 2, heading too long for one line)		17
Direct benefits for those being served (Level 3)		22
Problems encountered within established programs (Level 3)		25
Working together for success (Level 3)		27

(small Roman numeral)

3.	Results	
	Demographics of Respondents	31
	First subheading title	31
	Second subheading title	31
	Question 1, Important Issues Facing Districts	32
	Title of the first issue	32
	Title of the second issue	32
	Question 2, Teaching Values in Public Schools	32
	Question 3, Rating the School-Community Relationship	33
	Question 4, Making the Relationship Stronger	33
4.	Discussion	
	Interpretation of Survey Results	34
	Implications Service Learning Could Have on This District	37
	Suggestions for Further Research	39
	(1 blank line)	
	References	40
	(1 blank line)	
	Appendix A. Survey Questionnaire	41
	(1 blank line)	
	Appendix B. Survey Results	43

Two-page TOC – If the Table of Contents is too long for one page, insert a break between sections and continue on the next page. **Begin the continuation at the 1-inch top margin.**

Page Numbers – **Align the page numbers flush right with dot leaders.**

- ***In Microsoft® Word 2007***, from the Home tab, go to the Paragraph section and select the small arrow in the lower right corner. Select Tabs in the lower left corner of the Paragraph window. Select or type in the tab stop position and select Alignment Right and Leader 2
- ***In Microsoft® Word 2010***, from the Home tab, go to the Paragraph section and select the small arrow in the lower right corner. Select Tabs in the lower left corner of the Paragraph window. Select or type in the tab stop position and select Alignment Right and Leader 2

Please note that the page numbers are not italicized.

Very Long Heading – Be sure no heading extends into the page listing area. Continue a long heading indented on the next line. List the page number opposite the last line of the heading.

Sample List of Tables

Roman numeral page number must be ½ inch from top edge and flush with right margin. Margins are 1.5" left, 1" top, right, and bottom. Begin the text at the 1-inch top margin.

(small Roman numeral)

LIST OF TABLES

(1 blank line)

Table		Page
1.	<i>Title of the First Table</i>	2
(1 blank line)		
2.	<i>Title of the Next Table</i>	5

Page Numbers – Align the page numbers flush right with dot leaders.

- ***In Microsoft® Word 2003***, go to the Format menu and select *Tabs*. Select or type in the tab stop position and select Alignment Right and Leader 2 Click Set and Ok.
- ***In Microsoft® Word 2007***, from the Home menu, go to the Paragraph section and select the small arrow in the lower right corner. Select Tabs in the lower left corner of the Paragraph window. Select or type in the tab stop position and select Alignment Right and Leader 2 Click Set and Ok.

Please note that the page numbers are not italicized.

Sample List of Figures

Roman numeral page number must be ½ inch from top edge and flush with right margin. Margins are 1.5" left, 1" top, right, and bottom. Begin the text at the 1-inch top margin.

(small Roman numeral)

LIST OF FIGURES (1 blank line)

Figure		Page
1.	Caption for the first figure, serving as an explanation of the figure and as a figure title.	7
(1 blank line)		
2.	Caption for the second figure.	10

Captions -- Be sure no caption extends into the page listing area. Continue a long caption on the next line. If a caption is lengthy, the entry in the List of Figures may be shortened to the first common point of punctuation (comma, colon, semi-colon, or period), and all entries must be consistent with the format chosen. List the page number opposite the last line of the caption.

Page Numbers – Align the page numbers flush right with dot leaders.

- **In Microsoft® Word 2007**, from the Home tab, go to the Paragraph section and select the small arrow in the lower right corner. Select Tabs in the lower left corner of the Paragraph window. Select or type in the tab stop position and select Alignment Right and Leader 2 Click Set and Ok.
- **In Microsoft® Word 2010**, from the Home tab, go to the Paragraph section and select the small arrow in the lower right corner. Select Tabs in the lower left corner of the Paragraph window. Select or type in the tab stop position and select Alignment Right and Leader 2 Click Set and Ok.

Please note that the page numbers are not italicized.

Sample Chapter Headings (APA 5th Ed. and 6th Ed. Styles)

Arabic page number must be ½ inch from top edge and flush with right margin. Margins are 1.5" left, 1" top, right, and bottom.

APA Style: Please refer to the **APA Manual, 5th Edition** (pp. 113-115) or **APA Manual, 6th Edition*** (pp. 62-63), to determine how your headings should appear. Find the section of your paper that breaks into the finest level of subordinate categories. Then use the guidelines that follow to determine the level, position, and arrangement of headings.

* Students who began their program *before* Fall 2010 may use APA 5th or 6th Edition. All students who start their program in Fall 2010 or beyond are required to use APA 6th Edition.

APA Manual 5th Edition (for those who started their program before Fall 2010)

One level. Only use **Level 1**. **Start each chapter on a new page.**

Example:

(Arabic page number)

Centered Uppercase and Lowercase Heading

The indented, double-spaced text starts here. All headings (Level 1) are centered and uppercase and lowercase.

Two Levels. Use **Levels 1** and **3**. **Start each chapter on a new page.**

Example:

(Arabic page number)

Chapter 1: Title of the Chapter

The indented, double-spaced text starts here. The chapter headings (Level 1) are centered and uppercase and lowercase.

Sub-heading Title

The indented, double-spaced text starts here. The sub-headings (Level 3) are flush left, italicized, and uppercase and lowercase.

Three Levels. Use Levels **1, 3,** and **4. Start each chapter on a new page.**

Example:

(Arabic page number)

Chapter 2: Title of the Chapter

The indented, double-spaced text starts here. The chapter headings (Level 1) are centered and uppercase and lowercase.

Sub-heading Title

The indented, double-spaced text starts here. The sub-headings (Level 3) are flush left, italicized, and uppercase and lowercase.

Sub-heading of the sub-heading. These sub-headings (Level 4) are italicized and indented five spaces. Only the first word in the subheading is capitalized, and the sub-heading ends in a period. Double-spaced text immediately follows the sub-heading on the same line.

Four Levels. Use Levels **1, 2, 3,** and **4. Start each chapter on a new page.**

Example:

(Arabic page number)

Chapter 3: Title of the Chapter

The indented, double-spaced text starts here. The chapter headings (Level 1) are centered and uppercase and lowercase.

Sub-heading of the Chapter

The indented, double-spaced text starts here. The sub-headings of the chapter (Level 2) are centered, italicized, and uppercase and lowercase.

Sub-heading Title

The indented, double-spaced text starts here. These sub-headings (Level 3) are flush left, italicized, and uppercase and lowercase.

Sub-heading of the sub-heading. These sub-headings (Level 4) are italicized and indented five spaces. Only the first word is capitalized, and the sub-heading ends in a period. Double-spaced text immediately follows the sub-heading on the same line.

Five Levels. Use **Levels 1-5.** **Start each chapter on a new page.**

Example:

(Arabic page number)

CHAPTER 2: REVIEW OF THE LITERATURE

The indented, double-spaced text starts here. The chapter headings (Level 5) are centered and uppercase.

General Components of Service Learning

The indented, double-spaced text for this section of Chapter 2 starts here. The heading (Level 1) is centered and uppercase and lowercase. ...

Methods of Examinations

The indented, double-spaced text for this sub-section of Examination of Current School-Community Relationship (in Chapter 2) starts here. The heading (Level 2) is centered, italicized, and uppercase and lowercase. ...

Survey Document

The indented, double-spaced text for this sub-section of *Methods* starts here. The heading (Level 3) is flush left, italicized, and uppercase and lowercase. ...

Response Results. These sub-headings (Level 4) are italicized and indented five spaces. Only the first word is capitalized, and the sub-heading ends in a period. Double-spaced text immediately follows the sub-heading on the same line.

APA Manual 6th Edition (for those who started their program in **Fall 2010** and beyond)

One level. Only use **Level 1.** **Start each chapter on a new page.**

Example:

(Arabic page number)

Centered, Boldface, Uppercase and Lowercase Heading

The indented, double-spaced text starts here. All headings (Level 1) are centered, boldface, and uppercase and lowercase.

Two Levels. Use **Levels 1** and **2.** **Start each chapter on a new page.**

Example:

(Arabic page number)

Chapter 1: Title of the Chapter

The indented, double-spaced text starts here. The chapter headings (Level 1) are centered, boldface, uppercase and lowercase.

Sub-heading Title

The indented, double-spaced text starts here. The sub-headings (Level 2) are flush left, boldface, uppercase and lowercase.

Three Levels. Use Levels 1, 2, and 3. **Start each chapter on a new page.**

Example:

(Arabic page number)

Chapter 2: Title of the Chapter

The indented, double-spaced text starts here. The chapter headings (Level 1) are centered, boldface, uppercase and lowercase.

Sub-heading Title

The indented, double-spaced text starts here. The sub-headings (Level 2) are flush left, boldface, uppercase and lowercase.

Sub-heading of the sub-heading. These sub-headings (Level 3) are indented, boldface, lowercase paragraph ending with a period. Only the first word in the subheading is capitalized. Double-spaced text immediately follows the sub-heading on the same line.

Four Levels. Use Levels 1, 2, 3, and 4. **Start each chapter on a new page.**

Example:

(Arabic page number)

Chapter 3: Title of the Chapter

The indented, double-spaced text starts here. The chapter headings (Level 1) are centered, boldface, uppercase and lowercase.

Sub-heading of the Chapter

The indented, double-spaced text starts here. The sub-headings of the chapter (Level 2) are flush left, boldface, uppercase and lowercase.

Sub-heading title. The indented, double-spaced text starts here. These sub-headings (Level 3) are indented, boldface, lowercase paragraph ending with a period. Only the first word in the subheading is capitalized. Double-spaced text immediately follows the sub-heading on the same line.

Sub-heading of the sub-heading. The indented, double-spaced text starts here. These sub-headings (Level 4) are indented, boldface, italicized lowercase paragraph ending with a period. Only the first word is capitalized. Double-spaced text immediately follows the sub-heading on the same line.

Five Levels. Use **Levels 1-5.** **Start each chapter on a new page.**

Example:

(Arabic page number)

Chapter 2: Review of the Literature

The indented, double-spaced text starts here. The chapter headings (Level 1) are centered, boldface, uppercase and lowercase.

General Components of Service Learning

The indented, double-spaced text starts here. The sub-headings of the chapter (Level 2) are flush left, boldface, uppercase and lowercase.

Methods of examinations. The indented, double-spaced text starts here. These sub-headings (Level 3) are indented, boldface, lowercase paragraph ending with a period.

Only the first word in the subheading is capitalized. Double-spaced text immediately follows the sub-heading on the same line.

Survey document. The indented, double-spaced text starts here. These sub-headings (Level 4) are indented, boldface, italicized lowercase paragraph ending with a period. Only the first word is capitalized. Double-spaced text immediately follows the sub-heading on the same line.

Response results. These sub-headings (Level 5) are indented, italicized lowercase paragraph ending with a period. Only the first word is capitalized. Double-spaced text immediately follows the sub-heading on the same line.

Sample References

Arabic page number must be ½ inch from top edge and flush with right margin. Margins are 1.5" left, 1" top, right, and bottom.

Follow instructions in your thesis/research paper manual:

*Publication Manual of the American Psychological Association 5th Edition** – see Chapter 4, Reference List (pp. 215-281, 299)

*Publication Manual of the American Psychological Association 6th Edition*** – see Chapter 7, Reference examples (pp. 193-224)

- **References** – only the sources that are cited in your thesis or research paper
- **Bibliography** – sources for background or for further reading; you may include descriptive notes with the source listings
- **Annotated Bibliography** – contains additional information about the reference source; formatting will require additional guidance from your committee

* Only students who began their program before Fall 2010 may use APA 5th or 6th Edition

** All students who start their program in Fall 2010 or beyond are required to use APA 6th Edition

The following formats are used for APA. Either format may be utilized for the APA 5th and 6th editions. The following are simply examples of each. **If a resource listing breaks between two pages, start the resource on a new page.**

Format 1 (using APA 5th Ed.): Hanging indent, single spaced, 1 blank line between each resource.

(Arabic page number)

References

(1 blank line)

Kyle, R. M. J. (1965). *School-to-work transition and its role in systemic reform of education*. Washington, DC: National Institute for Work and Learning, Academy for Educational Development.

(1 blank line)

Luecking, R., & Fabian, E. (2000). Paid internships and employment success for youth in transition. *Career Development for Exceptional Individuals*, 23(2), 205-210.

(1 blank line)

National Organization on Disability. (2002). *What is the employability gap?* Retrieved December 2, 2004, from <http://www.nod.org/content.cfm?id=968>

Format 2 (using APA 6th Ed.): Hanging indent, double spaced throughout.

(Arabic page number)

References

- Kyle, R. M. J. (1965). *School-to-work transition and its role in systemic reform of education*. Washington, DC: National Institute for Work and Learning, Academy for Educational Development.
- Luecking, R., & Fabian, E. (2000). Paid internships and employment success for youth in transition. *Career Development for Exceptional Individuals*, 23(2), 205-210.
- National Organization on Disability. (2002). *What is the employability gap?* Retrieved December 2, 2004, from <http://www.nod.org/content.cfm?id=968>

Appendix C

Traditional MLA Style Examples

- **Sample Table of Contents**
- **Sample Chapter Headings**
- **Sample Works Cited**

Sample Table of Contents (MLA)

The following example is consistent with a paper in the *MLA format*. Please refer to the *MLA Style Manual and Guide to Scholarly Publishing 3rd Edition*. Headings must be presented in a format identical to the format used in text.

Roman numeral page number must be ½ inch from top edge and flush with right margin. Margins are 1.5" left, 1" top, right, and bottom. Center all text vertically within the margins unless the TOC extends beyond one page.

(Last Name and small Roman numeral)

TABLE OF CONTENTS

(1 blank line)

Chapter		Page
1.	Introduction	1
	(1 blank line)	
2.	Literature	10
	(1 blank line)	
3.	Discussion.....	22
	(1 blank line)	
4.	Conclusion.....	37
	(1 blank line)	
	Works Cited.....	40
	(1 blank line)	
	Works Consulted	41
	(1 blank line)	
	Appendix	43

Two-page TOC – If the Table of Contents is too long for one page, insert a break between sections and continue on the next page. **Begin the continuation at the 1-inch top margin.**

Page Numbers – ***Align the page numbers flush right with dot leaders.***

- ***In Microsoft® Word 2007***, from the Home tab, go to the Paragraph section and select the small arrow in the lower right corner. Select Tabs in the lower left corner of the Paragraph window. Select or type in the tab stop position and select Alignment Right and Leader 2 Click Set and Ok.
- ***In Microsoft® Word 2010***, from the Home tab, go to the Paragraph section and select the small arrow in the lower right corner. Select Tabs in the lower left corner of the Paragraph window. Select or type in the tab stop position and select Alignment Right and Leader 2 Click Set and Ok.

Please note that the page numbers are not italicized.

Very Long Heading – Be sure no heading extends into the page listing area. Continue a long heading indented on the next line. List the page number opposite the last line of the heading.

Sample Chapter Headings (MLA)

Arabic page number must be ½ inch from top edge and flush with right margin. Margins are 1.5" left, 1" top, right, and bottom.

MLA Style: *Please refer to the MLA Style Manual and Guide to Scholarly Publishing 3rd Edition.*

Start each chapter on a new page.

(Last Name and Arabic page number)

Chapter I
(1 blank line)
Introduction
(1 blank line)

Indent five or use automatic indent (0.5") and begin typing text. Text should be double spaced throughout the research or thesis paper. Chapters should begin on a new page. Works Cited is to be included in paper but not considered a chapter.

(Last Name and Arabic page number)

Chapter II
(1 blank line)
Title of the Chapter
(1 blank line)

Indent five or use automatic indent (0.5") and begin typing text. Text should be double spaced throughout the research or thesis paper. Chapters should begin on a new page. Works Cited is to be included in paper but not considered a chapter.

***Note:** If using subheadings, they must be included in the Table of Contents and appear in **Boldface** (Dr. Rosalie Weaver, Chair; English Dept., Spring 2011).

Sample Works Cited

Arabic page number must be ½ inch from top edge and flush with right margin. Margins are 1.5" left, 1" top, right, and bottom.

Follow instructions in your thesis/research paper manual:

*MLA Style Manual and Guide to Scholarly Publishing 3rd Edition**** – see Chapter 6, Documentation (pp.163-239)

- **Works Cited** – all works cited in your text, including not only books and articles but also films, recordings, television programs, and other non-print sources
- **Works Consulted** – includes works not mentioned in your text but play an important part in your research (this section should follow your “Works Cited” section but start on a new page)
- **Annotated Bibliography** – contains additional information about the reference source; formatting will require additional guidance from your committee

The following format is used for MLA. **If a resource listing breaks between two pages, start the resource on a new page.**

Format: Hanging indent, double spaced throughout.

(Last Name and Arabic page number)

Works Cited (1 blank line)

Kyle, Robert. *School-to-Work Transition and Its Role in Systemic Reform of Education*.

Washington, D.C.: National Institute for Work and Learning, Academy for Educational Development, 1965.

Luecking, R., and E. Fabian. “Paid Internships and Employment Success for Youth in Transition. *Career Development for Exceptional Individuals* 23.2 (2000): 205-210.

National Organization on Disability. “What Is the Employability Gap?” 2 Dec. 2004

<<http://www.nod.org/content.cfm?id=968>>

Appendix D

Optional Back-to-Back Sample Front Matter Pages

Label for Front Cover

This is a sample of the label that goes on the front of the binder(s) for the thesis or research paper.

***Do not include this
in your paper.***

THE TITLE IS IN ALL CAPS, CENTERED, AND
SINGLE SPACED FOR THE THESIS OR
RESEARCH PAPER

(1 blank line)

by

(1 blank line)

John H. Doe

Label size is approximately 2"x 4". Text must be centered vertically and horizontally. The label must be affixed to the front cover of the bound thesis copies (2) or research paper (1).

Address Page

Establish left and right margins of 1.25 inches on ALL pages for binding purposes and be certain to maintain a margin of at least 1 inch on the top and bottom of the page. From the 1-inch top margin, text begins on line 33, typed in upper and lower case, single-spaced, and centered. Do not place a page number on this page.

School of Graduate Studies
Bemidji State University
1500 Birchmont Dr NE, #48
Bemidji, MN 56601-2699
218-755-2027

(no page number at bottom of this page)

Title Page

Margins: 1.25" left and right; 1" top and bottom. Center the text vertically on this page (see Word Processing, Text, p. 13). Use Roman numeral page numbers on Front Matter pages; place page number in the bottom center.

A DISCRIMINATIVE STUDY OF METHODS FOR
THE QUALITATIVE DETERMINATION OF FLORINE

(1 blank line)

by

(1 blank line)

William Robert Howard

(7 blank lines)

(line is 20 spaces long)

(7 blank lines)

A Thesis Submitted to the Faculty of the
DEPARTMENT OF BIOLOGY

(1 blank line)

In Partial Fulfillment of the Requirements
For the Degree of

(2 blank lines)

MASTER OF SCIENCE IN BIOLOGY

(2 blank lines)

BEMIDJI STATE UNIVERSITY

Bemidji, Minnesota, USA

(1 blank line)

June 2010

(1 blank line)

Copyright 2010 by William Robert Howard

(optional copyright notice)

Author's Statement/Approval Page

*The Title and Statement by the Author must begin 3 inches from the top edge of the paper or 11 blank lines from the 1-inch top margin. Candidates completing a research paper should substitute "research paper" for "thesis" where it appears on this page. **The first paragraph contained below is not required for the research paper. Roman numeral page number must be centered at bottom of the page.***

STATEMENT BY THE AUTHOR

(1 blank line)

This thesis has been submitted in partial fulfillment of requirements for an advanced degree at Bemidji State University and is deposited in the University Library to be made available to borrowers under the rules of the library. **(First paragraph is to be included in thesis papers only – delete for research paper.)**

(1 blank line)

Brief quotations from this thesis are allowable without special permission, provided accurate acknowledgement of the source is indicated. Requests for permission to use extended quotations or to reproduce the manuscript in whole or in part may be granted by **(insert name of department/program)** or the Dean, School of Graduate Studies when the proposed purpose is in the interest of scholarship. In all other instances, however, permission must be obtained from the author.

(1 blank line)

Signed: _____

(Student: Please sign final paper before you submit it to your advisor.)

(3 blank lines)

(line is 50 spaces, centered)

(2 blank lines)

APPROVAL BY THESIS ADVISOR

(2 blank lines)

THIS THESIS HAS BEEN APPROVED ON THE DATE SHOWN BELOW:

(3 blank lines)

(Name of Professor),
Committee Chair
Professor of (Department Name)

Date

Dean, College of (college name)
***Do not list the name of the Dean**

Date

Abstract Page

Margins: 1.25" left and right, 1" top and bottom. Center the text vertically on this page (see Word Processing, Text, p. 13). Title and name must match those on the title page. Title and name must match those on the title page. Title must be in all caps and centered; author's name is typed in upper- and lower-case lettering and centered. The abstract statement should not exceed 300 words. Roman numeral page number must be centered at bottom of the page.

LEARNING ABOUT THE VALUE OF GLOBAL COOPERATION

(1 blank line)

John Q. Public

(2 blank lines)

As a corollary to Robert Angell's measures of world order, this study examines nation-state differences in support for world order as a function of learning through involvement in the United Nations. Differences in national support for world order are analyzed in terms of "role-taking" and "cue-taking" in the United Nations. Seven types of roles, based on the degree to which nation-states approximated support for the norms of the organization, are identified. Correlational analysis indicates that these roles function as good predictors to variance among nations in their support for world order. Alternatively, nations which could not be classified as taking on a definitive role were hypothesized to be "taking cues" about the value of global cooperation from their regional counter parts. This predicted outcome was also supported. Finally, analysis of "deviant" cases indicated that for some nations, both role-taking and cue-taking may be equally salient for supporting world order.

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Approved by:

(2 blank lines)

Committee Chair

Date

Committee Member

Committee Member

Graduate Faculty Representative

(2 blank lines between Committee Chair and signature lines throughout)

Acknowledgments Page

This page is optional. Margins: 1.25" left and right, 1" top and bottom. Roman numeral page number must be centered at bottom of the page. Text should be centered and begin 3" from top of paper or 11 blank lines from the 1-inch top margin.

ACKNOWLEDGMENTS

The author wishes to thank Jane Doe
for her special assistance in the
preparation of this manuscript.

***For Sample Table of Contents formatting, see the appropriate style example appendix.**

Appendix E

Optional Back-to-Back APA Style Examples

- **Table of Contents Sample 1: APA 5th Ed.**
- **Table of Contents Sample 2: APA 6th Ed.**
- **Sample List of Tables**
- **Sample List of Figures**
- **Sample Chapter Headings (APA 5th and 6th Ed.)**
- **Sample References**

Sample Tables of Contents (TOC) (APA 5th Ed. and 6th Ed. Styles)

TOC Sample 1: APA 5th Ed. *The following example is consistent with a **three levels of heading** paper in the **APA 5th Edition format**. For a two, four, or five levels of heading paper, please refer to the **APA Manual, 5th Ed. (pp. 113-115)**, and pages 30-33 of this handbook. **Headings must be presented in a format identical to the format used in text.***

Roman numeral page number must be centered at bottom of the page. Margins are 1.25" left and right, 1" top and bottom. Center all text vertically within the margins unless the TOC extends beyond one page.

TABLE OF CONTENTS	
	(1 blank line)
LIST OF TABLES	vii
	(1 blank line)
LIST OF FIGURES	viii
	(1 blank line)
Chapter	Page
5. Introduction	
<i>Statement of the Problem</i>	1
<i>Background of the Problem</i>	2
<i>Limitations and Assumptions of Study</i>	3
<i>Definitions of Terms</i>	4
	(1 blank line)
6. Review of Literature (Level 1)	
<i>General Components of Service Learning (Level 3)</i>	7
<i>Examination of Current School-Community Relationship (Level 3)</i>	10
<i>Methods of examinations (Level 4)</i>	10
<i>Results of examinations (Level 4)</i>	12
<i>Matching Service Learning Outcomes to School and Community</i>	
<i>Expectations (Level 3, heading too long for one line)</i>	17
<i>Direct benefits for those being served (Level 4)</i>	22
<i>Problems encountered within established programs (Level 4)</i>	25
<i>Working together for success (Level 4)</i>	27
	(1 blank line)
7. Results	
<i>Demographics of Respondents</i>	31
<i>First subheading title</i>	31
<i>Second subheading title</i>	31

(small Roman numeral centered at bottom of page)

	<i>Question 1, Important Issues Facing Districts</i>	32
	<i>Title of the first issue</i>	32
	<i>Title of the second issue</i>	32
	<i>Question 2, Teaching Values in Public Schools</i>	32
	<i>Question 3, Rating the School-Community Relationship</i>	33
	<i>Question 4, Making the Relationship Stronger</i>	33
8.	Discussion	
	<i>Interpretation of Survey Results</i>	34
	<i>Implications Service Learning Could Have on This District</i>	37
	<i>Suggestions for Further Research</i>	39
	(1 blank line)	
	References	40
	(1 blank line)	
	Appendix A. Survey Questionnaire.....	41
	(1 blank line)	
	Appendix B. Survey Results.....	43

(small Roman numeral centered at bottom of page)

Two-page TOC – If the Table of Contents is too long for one page, insert a break between sections and continue on the next page. **Begin the continuation at the 1-inch top margin.**

Page Numbers – **Align the page numbers flush right with dot leaders.**

- *In Microsoft® Word 2007, from the Home tab, go to the Paragraph section and select the small arrow in the lower right corner. Select Tabs in the lower left corner of the Paragraph window. Select or type in the tab stop position and select Alignment Right and Leader 2 Click Set and Ok.*
- *In Microsoft® Word 2010, from the Home tab, go to the Paragraph section and select the small arrow in the lower right corner. Select Tabs in the lower left corner of the Paragraph window. Select or type in the tab stop position and select Alignment Right and Leader 2 Click Set and Ok.*

Please note that the page numbers are not italicized.

Very Long Heading – Be sure no heading extends into the page listing area. Continue a long heading indented on the next line. List the page number opposite the last line of the heading.

TOC Sample 2: APA 6th Ed. *The following example is consistent with a **five levels of heading** paper in the **APA 6th Edition format**. For a two, three, or four levels of heading paper, please refer to the **APA Manual, 6th Ed. (pp. 62-63)**, and pages 33-36 of this handbook. **Headings must be presented in a format identical to the format used in text.***

Roman numeral page number must be centered at bottom of the page. Margins are 1.25" left and right, 1" top and bottom. Center all text vertically within the margins unless the TOC extends beyond one page.

TABLE OF CONTENTS

	(1 blank line)	
LIST OF TABLES		vii
	(1 blank line)	
LIST OF FIGURES		viii
	(1 blank line)	
Chapter		Page
5. Introduction		
Statement of the Problem		1
Background of the Problem		2
Limitations and Assumptions of Study		3
Definitions of Terms		4
	(1 blank line)	
6. Review of Literature (Level 1)		
General Components of Service Learning (Level 2)		7
Examination of Current School-Community Relationship (Level 2)		10
Methods of examinations (Level 3)		10
<i>Method 1 (Level 4)</i>		10
<i>Participant selection (Level 5)</i>		10
<i>Assessments and measures (Level 5)</i>		11
<i>Method 2 (Level 4)</i>		11
<i>Participant selection (Level 5)</i>		11
<i>Assessments and measures (Level 5)</i>		12
<i>Method 3 (Level 4)</i>		12
<i>Participant selection (Level 5)</i>		12
<i>Assessments and measures (Level 5)</i>		13
Results of examinations (Level 3)		14
Matching Service Learning Outcomes to School and Community		
Expectations (Level 2, heading too long for one line)		17
Direct benefits for those being served (Level 3)		22
Problems encountered within established programs (Level 3)		25
Working together for success (Level 3)		27

(small Roman numeral centered at bottom of page)

7.	Results	
	Demographics of Respondents	31
	First subheading title	31
	Second subheading title	31
	Question 1, Important Issues Facing Districts	32
	Title of the first issue	32
	Title of the second issue	32
	Question 2, Teaching Values in Public Schools	32
	Question 3, Rating the School-Community Relationship	33
	Question 4, Making the Relationship Stronger	33
8.	Discussion	
	Interpretation of Survey Results	34
	Implications Service Learning Could Have on This District	37
	Suggestions for Further Research	39
	(1 blank line)	
	References	40
	(1 blank line)	
	Appendix A. Survey Questionnaire	41
	(1 blank line)	
	Appendix B. Survey Results	43

(small Roman numeral)

Two-page TOC – If the Table of Contents is too long for one page, insert a break between sections and continue on the next page. **Begin the continuation at the 1-inch top margin.**

Page Numbers – **Align the page numbers flush right with dot leaders.**

- ***In Microsoft® Word 2007***, from the Home tab, go to the Paragraph section and select the small arrow in the lower right corner. Select Tabs in the lower left corner of the Paragraph window. Select or type in the tab stop position and select Alignment Right and Leader 2 Click Set and Ok.
- ***In Microsoft® Word 2010***, from the Home tab, go to the Paragraph section and select the small arrow in the lower right corner. Select Tabs in the lower left corner of the Paragraph window. Select or type in the tab stop position and select Alignment Right and Leader 2 Click Set and Ok.

Please note that the page numbers are not italicized.

Very Long Heading – Be sure no heading extends into the page listing area. Continue a long heading indented on the next line. List the page number opposite the last line of the heading.

Sample List of Tables

Roman numeral page number must be centered at bottom of the page. Margins are 1.25” left and right, 1” top and bottom. Begin the text at the 1-inch top margin.

LIST OF TABLES (1 blank line)

Table		Page
3.	<i>Title of the First Table</i>	2
	(1 blank line)	
4.	<i>Title of the Next Table</i>	5

(small Roman numeral)

Page Numbers – Align the page numbers flush right with dot leaders.

- ***In Microsoft® Word 2007***, from the Home tab, go to the Paragraph section and select the small arrow in the lower right corner. Select Tabs in the lower left corner of the Paragraph window. Select or type in the tab stop position and select Alignment Right and Leader 2 Click Set and Ok.
- ***In Microsoft® Word 2010***, from the Home tab, go to the Paragraph section and select the small arrow in the lower right corner. Select Tabs in the lower left corner of the Paragraph window. Select or type in the tab stop position and select Alignment Right and Leader 2 Click Set and Ok.

Please note that the page numbers are not italicized.

Sample List of Figures

Roman numeral page number must be centered at the bottom of the page. Margins are 1.25" left and right, 1" top and bottom. Begin the text at the 1-inch top margin.

LIST OF FIGURES

(1 blank line)

Figure		Page
3.	Caption for the first figure, serving as an explanation of the figure and as a figure title.	7
(1 blank line)		
4.	Caption for the second figure.	10

(small Roman numeral)

Captions -- Be sure no caption extends into the page listing area. Continue a long caption on the next line. If a caption is lengthy, the entry in the List of Figures may be shortened to the first common point of punctuation (comma, colon, semi-colon, or period), and all entries must be consistent with the format chosen. List the page number opposite the last line of the caption.

Page Numbers – **Align the page numbers flush right with dot leaders.**

- **In Microsoft® Word 2007**, from the Home tab, go to the Paragraph section and select the small arrow in the lower right corner. Select Tabs in the lower left corner of the Paragraph window. Select or type in the tab stop position and select Alignment Right and Leader 2 Click Set and Ok.
- **In Microsoft® Word 2010**, from the Home tab, go to the Paragraph section and select the small arrow in the lower right corner. Select Tabs in the lower left corner of the Paragraph window. Select or type in the tab stop position and select Alignment Right and Leader 2 Click Set and Ok.

Please note that the page numbers are not italicized.

Sample Chapter Headings (APA 5th Ed. and 6th Ed. Styles)

Arabic page number must be centered at bottom of the page. Margins are 1.25” left and right, 1” top and bottom.

APA Style: Please refer to the **APA Manual, 5th Edition** (pp. 113-115) or **APA Manual, 6th Edition*** (pp. 62-63), to determine how your headings should appear. Find the section of your paper that breaks into the finest level of subordinate categories. Then use the guidelines that follow to determine the level, position, and arrangement of headings.

* Students who began their program *before* Fall 2010 may use APA 5th or 6th Edition. All students who start their program in Fall 2010 or beyond are required to use APA 6th Edition.

APA Manual 5th Edition (for those who started their program before Fall 2010)

One level. Only use **Level 1**. **Start each chapter on a new page.**

Example:

Centered Uppercase and Lowercase Heading

The indented, double-spaced text starts here. All headings (Level 1) are centered and uppercase and lowercase.

Two Levels. Use **Levels 1** and **3**. **Start each chapter on a new page.**

Example:

Chapter 1: Title of the Chapter

The indented, double-spaced text starts here. The chapter headings (Level 1) are centered and uppercase and lowercase.

(Arabic page number)

Sub-heading Title

The indented, double-spaced text starts here. The sub-headings (Level 3) are flush left, italicized, and uppercase and lowercase.

Three Levels. Use Levels 1, 3, and 4. **Start each chapter on a new page.**

Example:

Chapter 2: Title of the Chapter

The indented, double-spaced text starts here. The chapter headings (Level 1) are centered and uppercase and lowercase.

Sub-heading Title

The indented, double-spaced text starts here. The sub-headings (Level 3) are flush left, italicized, and uppercase and lowercase.

Sub-heading of the sub-heading. These sub-headings (Level 4) are italicized and indented five spaces. Only the first word in the subheading is capitalized, and the sub-heading ends in a period. Double-spaced text immediately follows the sub-heading on the same line.

(Arabic page number)

Four Levels. Use Levels 1, 2, 3, and 4. **Start each chapter on a new page.**

Example:

Chapter 3: Title of the Chapter

The indented, double-spaced text starts here. The chapter headings (Level 1) are centered and uppercase and lowercase.

Sub-heading of the Chapter

The indented, double-spaced text starts here. The sub-headings of the chapter (Level 2) are centered, italicized, and uppercase and lowercase.

Sub-heading Title

The indented, double-spaced text starts here. These sub-headings (Level 3) are flush left, italicized, and uppercase and lowercase.

Sub-heading of the sub-heading. These sub-headings (Level 4) are italicized and indented five spaces. Only the first word is capitalized, and the sub-heading ends in a period. Double-spaced text immediately follows the sub-heading on the same line.

(Arabic page number)

Five Levels. Use Levels 1-5. Start each chapter on a new page.

Example:

CHAPTER 2: REVIEW OF THE LITERATURE

The indented, double-spaced text starts here. The chapter headings (Level 5) are centered and uppercase.

General Components of Service Learning

The indented, double-spaced text for this section of Chapter 2 starts here. The heading (Level 1) is centered and uppercase and lowercase. ...

Methods of Examinations

The indented, double-spaced text for this sub-section of Examination of Current School-Community Relationship (in Chapter 2) starts here. The heading (Level 2) is centered, italicized, and uppercase and lowercase. ...

Survey Document

The indented, double-spaced text for this sub-section of *Methods* starts here. The heading (Level 3) is flush left, italicized, and uppercase and lowercase. ...

Response Results. These sub-headings (Level 4) are italicized and indented five spaces. Only the first word is capitalized, and the sub-heading ends in a period. Double-spaced text immediately follows the sub-heading on the same line.

(Arabic page number)

APA Manual 6th Edition (for those who started their program in **Fall 2010** and beyond)

One level. Only use **Level 1.** **Start each chapter on a new page.**

Example:

Centered, Boldface, Uppercase and Lowercase Heading

The indented, double-spaced text starts here. All headings (Level 1) are centered, boldface, and uppercase and lowercase.

(Arabic page number)

Two Levels. Use **Levels 1** and **2.** **Start each chapter on a new page.**

Example:

Chapter 1: Title of the Chapter

The indented, double-spaced text starts here. The chapter headings (Level 1) are centered, boldface, uppercase and lowercase.

Sub-heading Title

The indented, double-spaced text starts here. The sub-headings (Level 2) are flush left, boldface, uppercase and lowercase.

(Arabic page number)

Three Levels. Use Levels **1, 2, and 3.** **Start each chapter on a new page.**

Example:

Chapter 2: Title of the Chapter

The indented, double-spaced text starts here. The chapter headings (Level 1) are centered, boldface, uppercase and lowercase.

Sub-heading Title

The indented, double-spaced text starts here. The sub-headings (Level 2) are flush left, boldface, uppercase and lowercase.

Sub-heading of the sub-heading. These sub-headings (Level 3) are indented, boldface, lowercase paragraph ending with a period. Only the first word in the subheading is capitalized. Double-spaced text immediately follows the sub-heading on the same line.

(Arabic page number)

Four Levels. Use Levels **1, 2, 3, and 4.** **Start each chapter on a new page.**

Example:

Chapter 3: Title of the Chapter

The indented, double-spaced text starts here. The chapter headings (Level 1) are centered, boldface, uppercase and lowercase.

Sub-heading of the Chapter

The indented, double-spaced text starts here. The sub-headings of the chapter (Level 2) are flush left, boldface, uppercase and lowercase.

Sub-heading title. The indented, double-spaced text starts here. These sub-headings (Level 3) are indented, boldface, lowercase paragraph ending with a period. Only the first word in the subheading is capitalized. Double-spaced text immediately follows the sub-heading on the same line.

Sub-heading of the sub-heading. The indented, double-spaced text starts here. These sub-headings (Level 4) are indented, boldface, italicized lowercase paragraph ending with a period. Only the first word is capitalized. Double-spaced text immediately follows the sub-heading on the same line.

(Arabic page number)

Five Levels. Use Levels 1-5. **Start each chapter on a new page.**

Example:

Chapter 2: Review of the Literature

The indented, double-spaced text starts here. The chapter headings (Level 1) are centered, boldface, uppercase and lowercase.

General Components of Service Learning

The indented, double-spaced text starts here. The sub-headings of the chapter (Level 2) are flush left, boldface, uppercase and lowercase.

Methods of examinations. The indented, double-spaced text starts here. These sub-headings (Level 3) are indented, boldface, lowercase paragraph ending with a period. Only the first word in the subheading is capitalized. Double-spaced text immediately follows the sub-heading on the same line.

Survey document. The indented, double-spaced text starts here. These sub-headings (Level 4) are indented, boldface, italicized lowercase paragraph ending with a period. Only the first word is capitalized. Double-spaced text immediately follows the sub-heading on the same line.

Response results. These sub-headings (Level 5) are indented, italicized lowercase paragraph ending with a period. Only the first word is capitalized. Double-spaced text immediately follows the sub-heading on the same line.

(Arabic page number)

Sample References

Arabic page number must be centered at the bottom of the page. Margins are 1.25" left and right, 1" top and bottom.

Follow instructions in your thesis/research paper manual:

*Publication Manual of the American Psychological Association 5th Edition** – see Chapter 4, Reference List (pp. 215-281, 299)

*Publication Manual of the American Psychological Association 6th Edition*** – see Chapter 7, Reference examples (pp. 193-224)

- **References** – only the sources that are cited in your thesis or research paper
- **Bibliography** – sources for background or for further reading; you may include descriptive notes with the source listings
- **Annotated Bibliography** – contains additional information about the reference source; formatting will require additional guidance from your committee

* Only students who began their program before Fall 2010 may use APA 5th or 6th Edition

** All students who start their program in Fall 2010 or beyond are required to use APA 6th Edition

The following formats are used for APA. Either format may be utilized for the APA 5th and 6th editions. The following are simply examples of each. **If a resource listing breaks between two pages, start the resource on a new page.**

Format 1 (using APA 5th Ed.): Hanging indent, single spaced, 1 blank line between each resource.

References

(1 blank line)

Kyle, R. M. J. (1965). *School-to-work transition and its role in systemic reform of education*. Washington, DC: National Institute for Work and Learning, Academy for Educational Development.

(1 blank line)

Luecking, R., & Fabian, E. (2000). Paid internships and employment success for youth in transition. *Career Development for Exceptional Individuals*, 23(2), 205-210.

(1 blank line)

National Organization on Disability. (2002). *What is the employability gap?* Retrieved December 2, 2004, from <http://www.nod.org/content.cfm?id=968>

(Arabic page number)

Format 2 (using APA 6th Ed.): Hanging indent, double spaced throughout.

References

- Kyle, R. M. J. (1965). *School-to-work transition and its role in systemic reform of education*. Washington, DC: National Institute for Work and Learning, Academy for Educational Development.
- Luecking, R., & Fabian, E. (2000). Paid internships and employment success for youth in transition. *Career Development for Exceptional Individuals, 23*(2), 205-210.
- National Organization on Disability. (2002). *What is the employability gap?* Retrieved December 2, 2004, from <http://www.nod.org/content.cfm?id=968>

(Arabic page number)

Appendix F

Optional Back-to-Back MLA Style Examples

- **Sample Table of Contents**
- **Sample Chapter Headings**
- **Sample Works Cited**

Sample Table of Contents (MLA)

The following example is consistent with a paper in the **MLA format**. Please refer to the **MLA Style Manual and Guide to Scholarly Publishing 3rd Edition**. **Headings must be presented in a format identical to the format used in text.**

Roman numeral page number must be centered at the bottom of the page. Margins are 1.25" left and right, 1" top and bottom. Center all text vertically within the margins unless the TOC extends beyond one page.

(Last Name)

TABLE OF CONTENTS		
(1 blank line)		
Chapter		Page
5.	Introduction	1
(1 blank line)		
6.	Literature	10
(1 blank line)		
7.	Discussion	22
(1 blank line)		
8.	Conclusion.....	37
(1 blank line)		
Works Cited		40
(1 blank line)		
Works Consulted.....		41
(1 blank line)		
Appendix		43

(small Roman numeral)

Two-page TOC – If the Table of Contents is too long for one page, insert a break between sections and continue on the next page. **Begin the continuation at the 1-inch top margin.**

Page Numbers – **Align the page numbers flush right with dot leaders.**

- ***In Microsoft® Word 2007***, from the Home tab, go to the Paragraph section and select the small arrow in the lower right corner. Select Tabs in the lower left corner of the Paragraph window. Select or type in the tab stop position and select Alignment Right and Leader 2 Click Set and Ok.
- ***In Microsoft® Word 2010***, from the Home tab, go to the Paragraph section and select the small arrow in the lower right corner. Select Tabs in the lower left corner of the Paragraph window. Select or type in the tab stop position and select Alignment Right and Leader 2 Click Set and Ok.

Please note that the page numbers are not italicized.

Very Long Heading – Be sure no heading extends into the page listing area. Continue a long heading indented on the next line. List the page number opposite the last line of the heading.

Sample Chapter Headings (MLA)

Arabic page number must be centered at the bottom of the page. Margins are 1.25" left and right, 1" top and bottom.

MLA Style: *Please refer to the MLA Style Manual and Guide to Scholarly Publishing 3rd Edition.*

Start each chapter on a new page.

(Last Name)

Chapter I
(1 blank line)
Introduction
(1 blank line)

Indent five or use automatic indent (0.5") and begin typing text. Text should be double spaced throughout the research or thesis paper. Chapters should begin on a new page. Works Cited is to be included in paper but not considered a chapter.

(Arabic page number)

(Last Name)

Chapter II
(1 blank line)
Title of the Chapter
(1 blank line)

Indent five or use automatic indent (0.5") and begin typing text. Text should be double spaced throughout the research or thesis paper. Chapters should begin on a new page. Works Cited is to be included in paper but not considered a chapter.

(Arabic page number)

***Note:** If using subheadings, they must be included in the Table of Contents and appear in **Boldface** (Dr. Rosalie Weaver, Chair; English Dept., Spring 2011).

Sample Works Cited

Arabic page number must be centered at the bottom of the page. Margins are 1.25" left and right, 1" top and bottom.

Follow instructions in your thesis/research paper manual:

MLA Style Manual and Guide to Scholarly Publishing 3rd Edition*** – see Chapter 6, Documentation (pp.163-239)

- **Works Cited** – all works cited in your text, including not only books and articles but also films, recordings, television programs, and other non-print sources
- **Works Consulted** – includes works not mentioned in your text but play an important part in your research (this section should follow your “Works Cited” section but start on a new page)
- **Annotated Bibliography** – contains additional information about the reference source; formatting will require additional guidance from your committee

The following format is used for MLA. **If a resource listing breaks between two pages, start the resource on a new page.**

Format: Hanging indent, double spaced throughout.

(Last Name)

Works Cited

(1 blank line)

Kyle, Robert. *School-to-Work Transition and Its Role in Systemic Reform of Education*.

Washington, D.C.: National Institute for Work and Learning, Academy for Educational Development, 1965.

Luecking, R., and E. Fabian. “Paid Internships and Employment Success for Youth in Transition. *Career Development for Exceptional Individuals* 23.2 (2000): 205-210.

National Organization on Disability. “What Is the Employability Gap?” 2 Dec. 2004

<<http://www.nod.org/content.cfm?id=968>>

(Arabic page number)