CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

COLLEGE OF EDUCATION
MASTERS COMMITTEE

GUIDE
FOR THESES AND PROJECTS

Second Edition

Original Front Material, from the November, 2002 Edition

The College of Education thanks Mr. Joe Gray, Dr. Irv Howard, Dr. Ellen Kronowitz, Dr. Al Wolf, and others for their original work in establishing the MA Core courses. The task of the Standing Committee, and the previous Ad Hoc Committee, was merely to retain, update, and adjust salient parts of that first round of work.

Ad Hoc Committee Membership, 1999-2001

Dr. Maria Balderrama, Department of Language, Literacy and Culture

Dr. Thom Gehring, Chair Department of Educational Psychology and Counseling

Dr. Enrique Murillo, Department of Language, Literacy and Culture

Dr. Donna Schnorr, Department of Educational Psychology and Counseling

Dr. Deborah Stine,Department of Educational Leadership and Curriculum

Dr. Dwight Sweeney, Ex-Officio, College of Education Associate Dean for Administration

Dr. Susan Verducci, Academic Year 1999-2000,Department of Educational Psychology and Counseling

Masters Committee Membership, 2001-2002

Dr. Carolyn Eggleston, Ex-Officio, College of Education Associate Dean for Administration

Dr. Thom Gehring, Chair,Department of Educational Psychology and Counseling

Dr. Enrique Murillo,Department of Language, Literacy and Culture

Dr. Judy Rymer, Ex-Officio, EDUC 306 Expository Writing Program

Dr. Joseph Scarcella, Department of Science, Mathematics and Technology

Dr. Donna Schnorr, Department of Educational Psychology and Counseling

Dr. Ann Selmi, Department of Special Education

Dr. Deborah Stine, Department of Educational Leadership and Curriculum

Preface

The Committee's intent in this *Guide* is to provide information to assist students and professors in the College of Education. It will help students plan their progress through the respective programs, and prepare them to work on (a) theses or projects, and (b) manuscripts for publication in professional journals. The *Guide* will also help professors organize student learning, and stabilize procedures for culminating activities.

Readers of the *Guide* should be alert to the Committee's threefold approach to its standards:

1. Our emphasis is on implementing the style contained in the Publication Manual of the American Psychological Association (APA), Fifth Edition. We selected these standards because they are widely acknowledged in the various fields of education, and by the journals that represent those fields. However,

2. There are several departures from strict APA style, explained throughout the *Guide* and listed in the section that begins on p. 116. In general, the departures accrue from the slightly different requirements of professional journals (as represented by APA) and theses and projects in our College of Education.

3. In addition to applying the standards set forth herein, students must also navigate their theses or projects through the standards advanced by (a) the Dean of Graduate Students (for formatting of the final draft), and (b) the Institutional Review Board (for protection of human subjects). Graduate students are expected to adhere to the criteria and schedules advanced by these two offices.

Since graduate students embark from various states of readiness, and use various paths to process information, the *Guide* has three parts. First, the format for theses and projects is presented and explained in Section I. It shows the parts that should be contained in a thesis or project, and their sequence. Second, the *Guide* has Illustrative Material in Section II which gives an idea about how actual pages of a thesis or project might be structured. Finally, it includes guidelines for technical or professional writing in Section III, the type of writing appropriate for theses, projects, and journal articles. We believe that students will benefit from the *Guide*'s explicit recommendations for research and scholarly writing. **Nevertheless, Education professors may adjust any specific concept contained in the *Guide*, as long as those adjustments will not conflict with the instructions contained in the Graduate Thesis and Project Handbook.** Throughout the adventure of scholarship and research, we hope your writing will express and help clarify your commitment to excellence in teaching and learning.

Contents

MAINTAIN READER INTEREST

PUNCTUATION AND ASSOCIATED ISSUES

GIVE CREDIT

IMPORTANT DETAILS

NUMBERS AND SEQUENCES

I. GUIDE FOR THESES AND PROJECTS

Note: Readers are reminded to refer periodically to the College of Education's list of departures to APA style, which begins on p. 116.

Section I may be of special use for EDUC 663 Introduction to Educational Research students, and those who are preparing a thesis, project, or, in some cases, a journal article. Theses and projects usually begin with a proposal. In the content outline that begins on p. 4, the proposal should include everything down to and including Chapter Three in the Quantitative Research Thesis column, the Qualitative Thesis column, and the Scholarly Project column. This does not mean that the material in the proposal will present a fully mature thesis from the beginning to Chapter Three. Rather, it will present a preliminary version sufficient to initiate the thesis or project process. Typically, students return to further develop the material that was originally presented in the proposal while they are waiting for data that they can collect, treat, and report.

As in all the sections of this *Guide*, Section I may be adjusted by your professor. The *Guide* is intended only to facilitate student and faculty planning and preparation; it is by no means "the last word." The professors who serve on your thesis or project committee have the last word, especially your first reader or committee chair. Within this context, the Committee hopes that the following section will prove useful for you.

Introduction and Basic Concepts

This *Guide* presents explanatory formats for research theses and scholarly projects. Graduate students should

1. Pursue research or scholarship that will further their own life goals or interests and be useful to field-based practitioners,

2. Select one of the formats explained in the *Guide* to further their personal and professional development,

3. Enlist the support and guidance of professors as committee members who will facilitate that development,

4. Exhibit and maintain an enthusiasm for the topic of the thesis or project, and

5. Dedicate themselves to successfully complete the initiative.

This will be a time to reduce distractions and devote yourself to a targeted task. You will only benefit from that task if you dedicate yourself to it.

There are three paths toward completion: quantitative research thesis, qualitative research thesis, or scholarly project (see examples in the illustrative material section). Each takes a great deal of work and is explained in this *Guide*. Graduate students can have a voice in the path they choose, under a faculty committee's guidance. First, they should consider the options.

Externally Prescribed Format	Naturalistic, Emergent Format	Internally Prescribed Format

<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>

QUANTITATIVE THESIS	**QUALITATIVE THESIS**	**SCHOLARLY PROJECT**

A student's topic, line of inquiry, literature review, and question(s) should suggest which of these three paths to pursue. Sometimes, after submitting a scholarly project, research-oriented work results, either in the same topic or a related one.

All research and scholarship requires thoughtful writing, but quantitative research findings are presented in numbers and treated with statistical procedures. Researchers in this milieu carefully plan their methodologies. Part of their credibility rests on how rigorously those methodologies are applied. Quantitative research involves deductive logic (general to specific), to obtain information that will help solve a particular problem. Controls to facilitate objectivity are emphasized. In education, quantitative research is usually pursued through quasi-experiments, survey or questionnaire studies, standardized tests, and/or observations, using samples of subjects that are randomly selected.

Qualitative research involves inductive logic (specific to general), to understand the meaning of a situation and its importance to the human condition. Findings are presented in narrative. Qualitative researchers apply emergent designs—they revise their plan and methodologies as new data become available. Qualitative research often uses interviews, observations, and/or artifacts, obtained from a carefully selected social scene, or through work with purposefully selected subjects. Qualitative researchers learn from and through their immersion in the study. This is accomplished through adept use of participant language, in naturalistic settings, rather than through inherent capabilities of a data collection instrument or a treatment procedure.

Scholarly projects typically consist of contributions to the field in the form of instructional materials, curricula, proposals, or extensive and detailed literature reviews, but other modes may

be acceptable. Graduate students who pursue projects should demonstrate they are willing and able to direct special time and effort to complete a contribution of identified benefit. Although parts of the project format are structured, the sequence of the largest section (Report or Product) is left to the graduate student and the committee, and especially to the committee chair. The chart below displays attributes of these three paths to completion:

	Quantitative Research Thesis	Qualitative Research Thesis	Scholarly Project
Purpose	Answer a question	Understand meaning	Complete a task
Portrayal of Central Findings	Numbers	Words	The mode the committee approves
Data Treatment	Statistical analysis	Narrative synthesis or grounded theory	Report/product, recommendations
Type of Planning	Intense/early	Preliminary/ongoing	Negotiate/monitor
Required Logic	Deductive	Inductive	Mixed emphases
Typical Form of Data Collection	Surveys, tests, observations	Interviews, observations, artifacts	Varies according to task
Sample Selection	Usually random	Purposeful	May not have a sample
Researcher Capabilities	Develop objectivity/control bias	Learn from disciplined subjectivity	Dedicated and systematic

Graduate students who plan to prepare a thesis or project should review any background materials that their committees might recommend. In addition many texts contain useful advice about relevant formats, components, and sequence. For example, graduate students can refer to McMillan and Schumacher, *Research in Education* (1997), and Borg and Gall, *Educational Research* (1989).

The thesis and project sections outlined in this *Guide* should be connected, with a flow of information through all the components, with each section adding new details. However, graduate students should not prepare each section in the final sequence. For example, the Abstract should be written after the Conclusion is complete, and the Title might be composed last. The chart on the next two pages shows typical components of theses and projects.

Quantitative Research Thesis	Qualitative Research Thesis	Scholarly Project

Quantitative	Qualitative	Scholarly
**Blank Page	**Blank Page	**Blank Page
Title Page*	Title Page*	Title Page*
Signature Page*	Signature Page*	Signature Page*
Copyright Page* (Optional)	Copyright Page* (Optional)	Copyright Page* (Optional)
Abstract*	Abstract*	Abstract*
Acknowledgments* (Optional)	Acknowledgments* (Optional)	Acknowledgments* (Optional)
Dedication** (Optional)	Dedication** (Optional)	Dedication** (Optional)
Table of Contents*	Table of Contents*	Table of Contents*
**List of Tables (If more than one)	**List of Tables (If more than one)	**List of Tables (If more than one)
**List of Illustrations (Optional)	**List of Illustrations (Optional)	**List of Illustrations (Optional)
CHAPTER ONE: INTRODUCTION	CHAPTER ONE: INTRODUCTION	CHAPTER ONE: FRONT MATTER
a General Statement of the Problem	a General Statement of the Problem	a General Introductory Remarks
b Significance of the Thesis	b Significance of the Thesis	b Significance of the Project
c Research Question(s) or Hypothesis	c Research Question(s)	c Statement of Needs
		d General Design
d Limitations and Delimitations	d Limitations and Delimitations	e Limitations and Delimitations
e Assumptions	e Assumptions	f Assumptions
f Definitions of Terms	f Definitions of Terms	g Definitions of Terms
CHAPTER TWO: REVIEW OF RELATED LITERATURE	CHAPTER TWO: REVIEW OF RELATED LITERATURE	CHAPTER TWO: REVIEW OF RELATED LITERATURE
	Foreshadowed Problems	
CHAPTER THREE: DESIGN AND METHODOLOGY	CHAPTER THREE: DESIGN AND METHODOLOGY	CHAPTER THREE: DESIGN AND METHODOLOGY
a Subjects	a Subjects and/or Case	Program Plan
b Instrumentation/Data Collection	b Instrumentation/Data Collection	
c Data Treatment Procedures	c Data Treatment Procedures	

Notes: *See Section II for examples of these typed pages.
**These sections are not discussed in the *Guide*.

(Cont. on next page)

(typical components of theses and projects, cont'd.)

Research Thesis	Research Thesis	Project
CHAPTER FOUR: FINDINGS	CHAPTER FOUR: FINDINGS	CHAPTER FOUR: PROJECT REPORT OR PRODUCT
CHAPTER FIVE: CONCLUSION*	CHAPTER FIVE: CONCLUSION*	CHAPTER FIVE: CONCLUSION* AND BACKMATTER Calendar Program Evaluation Procedure
Recommendations for Further Research	Recommendations for Further Research	Recommendations
Appendices	Appendices	Appendices
Endnotes (Optional)	Endnotes (Optional)	Endnotes (Optional)
References	References	References
**Blank Page	**Blank Page	**Blank Page

Many of the sections are not described in the following pages (blank page, Title Page, and so forth). Instead, most of these are addressed in Section II, the Illustrative Material. However, all of the sections with real narrative paragraphs are addressed herein. Also, this *Guide* is intended to be helpful, not rigid. Final authority for theses or projects resides in a graduate student's committee; decisions are usually made by the first reader (committee chair).

Notes: *A Conclusion brings together the document's main points. Many successful writers also provide a brief summary at the end of each section, and transitions between the sections.

**These sections are not discussed in this *Guide*.

Components of a Quantitative Thesis

Quantitative researchers believe there is a single,

objective reality which shapes the world. The purpose of research in education is to describe that reality accurately, or to make inferences based on probability, so we can help students learn and improve programs. Examples of completed quantitative theses are in the Pfau Library for your review. The following pages introduce format and sequence guidelines for quantitative research theses.

Title

Descriptive titles are best. This is the reader's first impression of your work; make it as helpful as possible.

Abstract

An Abstract or executive summary helps the reader get a general idea of all the information that will follow. This section should be limited to 200 words.

Table of Contents

A Table of Contents is an outline of the thesis, with page numbers indicated. Page numbers must be consecutive (1, 2, 3...); clustered page numbers are not acceptable (I-1, 2...II-1, 2, 3..., or A-1, 2..., B-1, 2, 3...). The Contents page(s) display the major sections of your thesis. Lists of tables or figures and charts, if relevant, appear in a separate List of Tables; a List of Illustrations may also appear.

CHAPTER ONE: INTRODUCTION

The Introduction is not a narrative. It is only a heading under which the following six narrative sections appear: General Statement of the Problem, Significance of the Thesis, Research Question(s) or Hypothesis, Limitations and Delimitations, Assumptions, and Definitions of Terms. These sections help the reader understand what will be presented in the thesis, and why.

a. General Statement of the Problem

"General" may be the most important aspect of this section. A clearly written paragraph or two may suffice. Use language that can be linked to the literature review and subsequent sections of the thesis. The paragraph(s) should begin with a sentence that expresses the entirety of the thesis. Then provide a general background or context for the thesis. Identify the field of education in which you

place the problem to be studied.

b. Significance of the Thesis

Address the social importance of the thesis in this section. Why is it important to study the issue now? How has information on it led to a point where the thesis will be useful now? In what ways may this thesis lead to important further research?

This is the section that will be most useful in explaining the thesis to interested people. You may include information about the generalizability or applicability of your findings. Generalizability is usually discussed in terms of basic, applied, or evaluation research. Basic research is very unusual in education; it is theory-based (not practical) and universally generalizable. Applied research is generalizable throughout a field (a discipline or profession—for example, wherever bilingual education, or secondary history education is practiced). Evaluation research is relevant only at the location or practice from which the data were collected, and is not presented to be generalizable to other locations. Part of the Significance of the Thesis section is about the expected generalizability of your findings.

The work on your thesis may be driven by personal enthusiasm, but the Significance of the Thesis section should be social: community- or field-oriented. Readers are typically more interested in what the thesis can do to improve education than in how it will satisfy the researcher's own needs or curiosity.

c. Research Question(s) or Hypothesis

Like the title, a question or hypothesis may characterize the whole thesis. It should be descriptive and concise.

Quantitative theses should have specific questions or hypotheses. Questions portray the themes of the entire thesis in thoughtfully worded questions or a series of related questions. Hypotheses describe the anticipated findings of the thesis (the "shape of the data") before any data are collected. There are various types of hypotheses—research hypotheses, null hypotheses, statistical hypotheses, and so forth. If you have an hypothesis, or several hypotheses, check with your committee about exactly how it should be organized and labeled.

d. Limitations and Delimitations

Begin this section with a brief introduction that reminds the reader about the purpose, scope, and methodology you employed in the thesis. You may restate or summarize procedures that were used to control for threats to internal and external validity.

Design flaws are called limitations and they are what you should write about under the first subheading of this section. Briefly and humbly present the flaws in your own design. The alternative, which is unacceptable, would be to leave the task of identifying flaws in your study to others who might be more critical. Be reasonable in your approach to the limitations; nothing will be gained from a defensive or perfectionist orientation. Most theses are limited by constraints of time and resources, small sample sizes, or by needed information that was not accessible or did not come in the expected format or in a timely way. Were there concerns that emerged during the search for relevant literature? Were there problems during the data collection phase? Is it possible that the Findings resulted, in part, from methodological flaws such as poorly designed instructions to the respondents or a noisy testing area? Could rival hypotheses, in addition to the one(s) you proposed, explain any significance that you found?

Delimitations are developed from a different perspective, under the second subheading of this section. Delimitations are the way the thesis topic was deliberately "narrowed." As a hypothetical example, you might have originally been interested in school dress codes and the issue of whether student uniforms should be adopted in public schools. Your first reader said you should do your thesis on either dress codes or uniforms, but not on both. As you studied the literature on school uniforms, you learned that different aspects of the issue were evident in elementary and high schools. Then you talked with your second reader and decided to focus on uniforms in elementary schools. Soon you learned that many jurisdictions were thinking about adopting uniforms to inhibit student identification with juvenile gangs. With the permission of your committee you narrowed the topic to school board policies about elementary school uniforms in three Southern California school districts. This was a process of delimitation. The committee recommended that the data you collect will probably be generalizable to other locations around the State.

Graduate students should delimit their work for a

thesis. Perhaps the dress code issue could carry over as a Ph.D. dissertation topic. In our hypothetical example, you remember one committee member's comment: "If you had kept the original topic of dress codes and uniforms in public schools, you would have made your thesis into a lifetime career—probably with enough work left over for your children and their children." The delimitations narrowed the topic to make it manageable. The content under the Delimitations subheading of this particular thesis can be summarized as follows: The study addressed only school board policies on elementary student uniforms in three Southern California school districts. It did not address private schools, how the school board policies were actually implemented, or the policies that were implemented for junior, middle, or high schools.

Sometimes the Limitations and Delimitations section can be a bit tricky. Beginning researchers tend to confuse Assumptions with Limitations. The focus under the Limitations subheading should be on methodological limitations, rather than on the ideas that underlie relationships or data. The Delimitations part should not be a catalogue of all the personal decisions that resulted in your more manageable topic. Instead, it need only be a paragraph that clearly states what was studied, and what was not studied. If in doubt, consult your committee.

The Limitations and Delimitations section need not be long. It should be presented in narrative format, usually with two to five full paragraphs.

e. Assumptions

This section may be presented in a numbered list format, with complete sentences. It should begin with words similar to "The following assumptions apply in this thesis..."

Assumptions are another strategy to narrow or delimit the scope of the thesis by expressing accepted ideas forthrightly. For example, one might assume that human beings are capable of learning from their mistakes, or that courses on educational methods help improve the quality of instruction. Make sure (a) your Assumptions are stated with clarity, preferably in a single sentence each, (b) avoid controversy, and (c) never justify your problem statement (justification is not the purpose of an assumption). In this section you will identify assumed concepts that do not need to be justified because they are commonly accepted. As a result, the work required for thesis completion will be

reduced.

Use the Assumptions section to address the theoretical bases of the thesis. For example, include information about the philosophical foundations, ideological implications implicit in the teaching-learning process, or teaching strategies that support your thesis. Be sure to reference theorists or contributors that expressed relevant ideas concisely or persuasively. This information will help your committee decide whether the decisions you made in planning and implementing your thesis were grounded in theory and research. Is the thesis consistent with the concepts outlined in the Assumptions? Is it supported with research from the related fields of education, and from the social or behavioral sciences? Spend enough time on this relatively brief section to be certain that the principles articulated here can be applied throughout the other sections of the document.

f. Definitions of Terms

Always define key variables and any terms that may be new to readers who are unschooled in the details of your topic. Include relevant abbreviations and acronyms only if they are absolutely necessary; it is usually best to write out the entire word or phrase. If you must use an acronym or abbreviation, write out the full term the first time it appears in your thesis, followed immediately by a parenthetic note with the shortened version. If you absolutely need to use some jargon, acronyms, or abbreviations be sure to limit them to no more than two or three terms for your entire thesis. If legal definitions have affected the field, use definitions from the statutes or regulations—or include a justification about why different definitions were applied.

Definitions should be operationalized, or presented in behavioral terms. For example, "recidivism" in prison education might be operationalized as "a felony recommitment to an institution within five years." Operationalizing allows the reader to identify precisely when the definition applies.

Always introduce this section with words similar to "For this thesis, the following definitions apply..." This language applies because your operationalized definitions may differ from commonly accepted or dictionary definitions of the same terms. Each definition should be a complete sentence (do not use colons), with the defined term underlined or in bold print or upper case in the sentence;

you need not always make the defined term the first word. The definition from the last paragraph might appear as follows:

"1. Recidivism occurs when a previously convicted felon is resentenced to an institution for a felony within five years after the last release."

CHAPTER TWO: REVIEW OF RELATED LITERATURE

This section outlines what you learned from previous contributors to the field. It brings the researcher and the reader up to date on what others did relevant to the topic. The Review of Related Literature section addresses the questions "How unique is this thesis?" "Is it a logical expansion of previous work?" and "Has this already been done?"

Identify gaps in the literature that support the current thesis. If you are unable to identify primary and secondary sources that address the topic of your thesis precisely, use sources that address the general topic or its attributes, the "related" literature.

Develop this section according to the natural divisions or subheadings that you find in the literature: trends in the field, schools of thought, methodological implications, clusters of elements, or a chronological review of relevant studies (early, recent). Organize headings and subheadings to represent these various divisions. If your narrative goes on without natural divisions, the reader may think it rambles. In a quantitative thesis, the literature review is structured according to the writer's own thoughtful perspective, peppered with the language of others. Make your narrative interesting to the reader; separate important information from the trivial. Be sure to find common themes and patterns found among many authors, researchers, or theorists—and when stating that theme cite as many supportive references as you found.

The literature review should provide evidence for the purpose and value of your study. A quantitative thesis literature review should emphasize the methodologies used by previous researchers, as well as their findings. Be sure to report interpretations of previous designs, and to provide any criticisms or concerns you have. It is acceptable to disagree with previous researchers if warranted by circumstances.

Although not absolutely required in the American

Psychological Association (APA) Fifth Edition manual, good form suggests page references should be within the parenthetic internal citations. This procedure will help subsequent researchers follow in your footsteps, and facilitate the practical application of your thesis. For our purposes, footnotes are not allowed in the required College of Education style.

The review of the related literature is a narrative about the state of the field in relation to the thesis topic. A useful literature review is much more than old quotes arranged in a new sequence, or annotations of separate, previous contributions to the literature. Use a concise, summary style in your own words, peppered with paraphrased material, useful references, and a few quotes. The last part of the literature review often contains an interpretive summary of previous studies. This does not mean that equal space should be directed to each study. If all previous contributions to the literature were treated equally the result would only put the reader to sleep. The researcher's task, in part, is to decide what to emphasize from the literature and what to deselect. Usually three or four of the most relevant studies are emphasized, and the rest are addressed in a summary word table (narrative chart) and/or paragraphs that portray their major attributes. Often quantitative researchers focus on the reports with the most effective methodologies.

Use plain language whenever possible, and write the entire thesis (except the Hypotheses) in the past tense. Write clearly, effectively, and unambiguously. Avoid using contractions. Demonstrate a mastery of grammar and spelling; avoid shifts in tense and subject-verb agreement. "Use the active rather than the passive voice, and select tense or mood carefully" (APA, 2001, p. 41). Use plurals such as "students" or "teachers" to avoid "he" or "she," or "he/she," etc. Readers will be distracted by cliches, poetic expressions, accidental rhymes, and long embellishments. If you quote an author who applied special emphasis (underlined phrases, etc.), add the following phrase within the internal citation: emphasis in original.

There is no reason to include copies of material that you read in the literature review or in an Appendix. Unless a special agreement exists between your committee and yourself, only your summary of the related literature will be needed for the thesis.

CHAPTER THREE: DESIGN AND METHODOLOGY

This is not a narrative, but a heading under which the sections on Subjects, Instrumentation/Data Collection, and Data Treatment Procedures appear. These sections are described in the next pages.

a. Subjects

Describe the population and the sample, the size of each, and the selection procedures (usually random, cluster, convenience, or matching). Provide a rationale or justification for your selection procedures. Use available information for this section, presented in a way that is consistent with the rest of your narrative.

Readers may decide that your thesis Findings are generalizable and relevant if they see parallels between the subjects you describe and their own target population. Provide as much general background information as you can: subject age, socio-economic status, racial-ethnic identity, level of education, interests, community attributes, employment status and level, patterns of religious identity, or other data you think may be useful. Then provide as much information as you can about the subjects from the perspective of your specific thesis topic.

b. Instrumentation/Data Collection

Summarize the data collection instrument, and establish the criteria you associate with its adequacy. For example, you may indicate any available information on its validity and reliability. Then present the instrument itself (survey or questionnaire, test battery, observation check list, inventory, etc.). If it is a published instrument, or long enough to interrupt the narrative, you may briefly describe it in this section and refer the reader to an Appendix in which a blank copy is located. Present a synopsis of published comments by various experts in this section. Summarize any information you have about the instrument's identified advantages and disadvantages for this study. For example, if you developed your own survey you might present the rationale for the survey objectives, how and why early drafts were prepared, the reasons for selecting the galley draft readers or pilot implementation site, and the reasons for various adjustments.

Quantitative researchers should be careful to state exactly what measures will be used to answer the research questions or accept/reject the hypothesis. In addition, a cluster of specific information should be included, as

follows: (a) Describe the extent of sample attrition. (b) Be explicit about the procedures that were applied to control threats to internal and external validity or extraneous variables. (c) Note discrepancies between the planned data collection strategies and the strategies that were actually applied, and provide reasons for the adjustments. (d) Report any unusual events that occurred during the data collection period.

Be explicit about the procedures that were applied to protect the rights of human subjects. Was the population considered legally competent? Was there a chance that the research procedures would produce psychological stress? Did the investigators identify themselves to respondents, and explain that they were conducting research? Were confidentiality and anonymity maintained? Were respondents asked to provide their names? Were they free to participate, or were there rewards or penalties? Were respondents asked to discuss sensitive aspects of their behavior? Will they be identified or labeled in any way that could prove detrimental in the future? Was there physical or emotional risk from participation? Was there a hidden research agenda, or were deceptive meanings or interpretations built into the research? Procedures to obtain permission for data access and consent from respondents should be discussed. Typically, the completed forms that are required by the College of Education are referenced here and included in an Appendix.

Data collection is often an intermittent process, with periods when information does not accumulate. Use these periods to refine the other sections of the thesis — especially the literature review.

No researcher can report on everything that was done in a study. Be selective about what you include, and decide what to omit. Let the reader know how the data were collected, with details sufficient to replicate your study. Be specific and brief. A quantitative thesis will attain credibility only if the researcher takes the instrument and data collection seriously.

c. Data Treatment Procedures

This section presents a brief description of thesis activities that resulted from the previous section on data collection. Explain the logistical procedures you employed in the treatment of the collected data. Identify the statistical procedure(s) that was applied for each question or hypothesis, then explain it, and provide a brief

narrative about the advantages and disadvantages of applying that procedure for this thesis. Describe whether assumptions were met in relation to the statistical analysis used. For example, an ANOVA assumes that the dependent variable measured has equal variance and is normally distributed. Nothing will be gained by applying complicated statistical treatments if simple ones will accomplish the required results. This is an important section; be as complete as possible.

However, there is no reason to present your untreated or partially treated data. Unless by special agreement with your first reader, you should not plan to use Appendices to show the actual steps you went through to arrive at your Findings. Instead, the Data Treatment Procedures section should summarize and portray those steps sufficiently to meet the standard criterion—to allow subsequent researchers to replicate your methods if they choose.

Quantitative theses should be written to promote reader understanding of deductive logic (general to specific). Structure this section so the reader will comprehend how it accrues directly from all the previous sections. The Data Treatment section should be guided by your search for specific information to answer the research question(s) or reject/accept the hypothesis.

CHAPTER FOUR: FINDINGS

This is an important thesis section, with narrative and other material attached. It includes your actual Findings, as well as sections on Conclusion, and Recommendations for Further Research.

Report and discuss your results here. Use charts, tables, and graphs when appropriate, but include a narrative that describes what you consider the most relevant information. Try to make each tabular display appear on a single page, so readers can see it at a glance. Present as many summary displays as appropriate, so you will not have to discuss every detail. Be sure to include potential implications, as well as the facts. Explain carefully how your Findings confirm or diverge from those of previous researchers.

Enthusiasm motivates researchers but is inappropriately revealed in a thesis. Avoid using dramatic language, exclamation points, underlined phrases (or all upper case, or bold print, etc.) for emphasis.

The Findings section should be organized according to the research question(s) or hypothesis. Restate the questions or hypothesis in this narrative, as headings under which the text appears. Relate each major finding to a question or hypothesis. For each, it is best to state the observed statistical significance, as well as the level that was used to reject or accept the hypothesis.

Apply Ocham's razor as an editorial tool: "that which can be done with fewer things is done vainly with more." Delete all words that are not needed throughout the entire thesis, but especially from the Findings. Use concise, report-like language. Refrain from stating that you have identified the "truth," expressing a personal belief that your descriptions of the facts are better than previous researchers', or "proving" or "disproving" anything. Be careful about claiming causality. It is usually safer to demonstrate that variables are associated, related, or correlated, either proportionally, nonproportionally, or inversely.

This section should include an interpretative discussion of the Findings. When interpreting the Findings, use previous research or literature to support the interpretations, as often as possible. Some researchers prefer to write a separate section for Interpretation or for Discussion of their Findings. If your committee recommends splitting the Findings section as portrayed here into two, or even three sections, apply that advice as you prepare your document. Otherwise, the intent of this *Guide* is that the Findings section should present both your actual Findings and a narrative that summarizes, interprets, or discusses them.

Only thoughtful, analytic writing is acceptable in a quantitative thesis. Avoid conversational language and unnecessary or undefined jargon. Never submit an unproofed copy for review by a committee member, even as a preliminary draft.

CHAPTER FIVE: CONCLUSION

Limit this section to a discussion of summarized data that were presented earlier in your thesis. Do not present new information. Use the Conclusion to articulate your main points with clarity; to reiterate, summarize, and perhaps resequence the Findings; and to start winding down your thesis narrative.

Recommendations for Further Research

This section functions like a note to subsequent researchers in your field or school of thought, and to others who may follow in your footsteps. Briefly outline research variables, topics, or questions that might be pursued by those who want to build on the foundation you established or extended in your thesis. It is often acceptable to recommend that qualitative designs should complement quantitative Findings in further research. Similarly, a recommendation for replication of your study, but with a larger sample, is usually included in this section. Longitudinal studies are frequently recommended for subsequent studies. After a concise narrative, a short roster of tasks with explanations will suffice. As in all the parts of a thesis, you should use complete sentences.

Appendices (Optional)

Use this section as a "catch all" for anything you think was important but too long to appear in the sections outlined above. It is sometimes wise to include long, detailed sections in Appendices, with notes in the body of the text to refer the reader to appropriate pages, rather than interrupting the flow of your thesis. For example, veteran researchers tend to include very long quotes in an Appendix, as well as long tables, letters of informed consent or permission, or extra supportive material. One Appendix may be devoted to annotated references on the most important primary and secondary sources. Appendices are designated by upper case letters: Appendix A, Appendix B, and so forth. They are listed in the Contents. Coordinate your use of Appendices, and all the other sections of this format, with your committee.

References

Always reference sources you discussed in your report, according to APA procedures. Do not reference sources you did not actually discuss or use in your text or narrative. Never cite reference services or abstracts in the References section. Please note that, while the CSUSB College of Education uses APA Fifth Edition style guidelines, several departures from this style apply. See the Guidelines for Technical Writing at the end of this *Guide* and consult with your committee to identify these departures. Eventually, of course, you may modify the style slightly to align with an editor's specifications for a journal in the field of

education.

Note: The sequence of the Appendices and References differs in the APA Manual and in the College of Education. The sequence presented in this *Guide* (Appendices, References) is the one that should be used in graduate theses.

SUMMARY OF THE QUANTITATIVE THESIS FORMAT

A quantitative thesis should be written carefully. Each section has a function, and there should be a logical flow of information between and among the sections. Detailed planning always precedes data collection, and the most salient findings are expressed with numbers. Quantitative researchers are expected to maintain their objectivity. Graduate students should consider the needs and interests of prospective readers as they prepare their theses. Feedback processes and multiple drafts are required. The difficult thing about research is that it requires thinking and rethinking. A researcher's credibility will be measured, to a very large extent, by what is committed to paper.

Components of a Qualitative Thesis

Qualitative researchers believe the world is shaped by multiple, socially constructed realities. Accordingly,

explanations of the researcher's orientation are emphasized, and a thorough style is required throughout the thesis. Researchers should be explicit about naming the design they are applying (ethnography, oral history, policy study, historical study, etc.), researcher role (observer-participant, participant-observer, etc.), the purposeful selection strategy they used, and their personal values toward the subject. These decisions impact all thesis tasks and their interpretation by the committee and other readers. Students should announce relevant decisions early, reiterate them in the opening pages of thesis drafts, and discuss with the committee relevant changes that unfold as preliminary drafts move to the final product stage. Examples of completed qualitative theses are in the Library for review. The following pages introduce format and sequence guidelines for qualitative research theses.

Title

Descriptive titles are best. This is the reader's first impression of your work; make it as helpful as possible.

Abstract

An Abstract or executive summary helps the reader get a general idea of all the information that will follow. No more than 200 words are permitted in this section.

Table of Contents

A table of Contents is an outline of the thesis, with page numbers indicated. Page numbers must be consecutive (1, 2, 3...); clustered page numbers are not acceptable (I-1, 2...II-1, 2, 3..., or A-1, 2, B-1, 2, 3...). The Contents page(s) will display the major sections of your thesis, and present any lists of tables or figures and charts.

CHAPTER ONE: INTRODUCTION

The Introduction is not a narrative. It is only a heading under which the following six narrative sections appear: General Statement of the Problem, Significance of the Thesis, Research Question(s), Limitations and Delimitations, Assumptions, and Definitions of Terms. These sections help the reader understand what will be presented in the thesis, and why.

a. General Statement of the Problem

"General" is the most important aspect of this section. A well written page or two should suffice. Use language that can be linked to the literature review and subsequent sections of the thesis. The page(s) should begin with a sentence that expresses the entirety of the thesis. Then provide a general background or context for the thesis. Inform the reader about the field of education in which you place the problem to be studied.

b. Significance of the Thesis

Address the social importance of the thesis in this section. Why is it important to study the issue now? How has information on it led to a point where the thesis will be useful now? In what ways may this thesis lead to important further research?

The Significance section is an important indicator of thesis topic "goodness of fit"—its resonance with the current milieu. Historical, conceptual, and policy studies should reference the time and place under examination. The focus of a qualitative study accrues from the inherent meaning of its social scene or situation.

Unlike the rest of the thesis, there would be no point to using participant language in this particular narrative, which should be written for a broad audience. This is the section that will help you explain the thesis to others.

You may include information about the generalizability or applicability of your findings. Is it basic, applied, or evaluation research? Basic research is very limited in education; it is theory-based (not practical) and universally applicable. Applied research is generalizable throughout a field (a discipline or profession—for example, wherever prison education, or secondary English education is practiced). Evaluation research is relevant only at the location or practice at which the data were collected, and is not written to be generalizable to other locations. Qualitative research is appropriate for either of these three levels of generalization, although it is unlikely that a thesis will be in the basic research category. Articulate clearly the expected generalizability of your thesis, so readers can accept your Findings in the spirit you present them.

Your work may be driven by personal enthusiasm, but the Significance of the Thesis section should be social: community- or field-oriented. Readers are typically more

interested in what the thesis can do to improve the world than how it will satisfy the researcher's own curiosity.

c. Research Question(s)

This section portrays the thrust of the entire thesis in a thoughtfully worded question or series of related questions. Qualitative theses can be organized around specific research questions which may be reformulated as data collection and treatment processes unfold. In some cases the language of the final research questions may not be formulated until after the Conclusion is written. Questions are typically prepared in preliminary form and revised periodically until the theme of the thesis is well developed.

This ability to reformulate is consistent with the emergent design of a qualitative thesis. Students can present preliminary questions to a recently organized thesis committee. The emergent design principle emphasizes careful inquiry and the researcher's ability to learn from the process. In qualitative research, the maturation or development of the researcher's understanding is highly valued.

d. Limitations and Delimitations

Begin this section with a brief introduction that reminds the reader about the purpose, scope, and methodology you employed in the thesis. You may restate or summarize procedures that were used to control for threats to internal and external validity, and to identify participant meanings in a naturalistic setting.

Design flaws are called limitations and they are what you should write about under the first subheading of this section. Briefly and humbly present the flaws in your own design. The alternative, which is unacceptable, would be to leave the task of identifying flaws in your study to others who might be more critical. Be reasonable in your approach to the limitations; nothing will be gained from a defensive or perfectionist orientation. Most theses are limited by constraints of time and resources, or by needed information that was not accessible, or that did not come in a timely way or in the expected format. Were there concerns that emerged during the search for relevant literature? Were there problems during the data collection phase? Is it possible that the Findings resulted, in part, from methodological flaws such as lack of triangulation techniques for data collection and scrutiny?

Delimitations are developed from a different perspective, under the second subheading of this section. Delimitations are the way the thesis topic was deliberately "narrowed." As a hypothetical example, you might have originally been interested in school dress codes and the issue of whether student uniforms should be adopted in public schools. Your first reader said you should do your thesis on either dress codes or uniforms, but not on both. As you studied the literature on school uniforms, you learned that different aspects of the issue were evident in elementary and high schools. Then you talked with your second reader and decided to focus on uniforms in elementary schools. Soon you learned that many jurisdictions were thinking about adopting uniforms to inhibit student identification with juvenile gangs. With the permission of your committee you narrowed the topic to school board policies about elementary student uniforms in three Southern California school districts. The committee recommended that the data you collect will probably be generalizable to other locations around the State.

Graduate students can make the personal decision to study related issues at a later time that cannot be worked directly into their theses, such as dress codes. Perhaps that issue could carry over as a Ph.D. dissertation topic. In our hypothetical example, you remember one committee member's comment: "If you had kept the original topic of dress codes and uniforms in public schools, you would have made your thesis into a lifetime career—probably with enough work left over for your children and their children." Your delimitations narrowed the topic to make it manageable. The content under the Delimitations subheading of this particular thesis can be summarized as follows: the study addressed only school board elementary student uniform policies in three Southern California school districts. It did not address private schools, how the school board policies were actually implemented, or the policies that were implemented for junior, middle, or high schools.

Sometimes the Limitations and Delimitations section can be a bit tricky. Beginning researchers tend to confuse Assumptions and Limitations. The focus under the Limitations subheading should be on methodological limitations, rather than on the ideas that underlie relationships or data. The Delimitations part should not be a catalogue of all the personal decisions that resulted in your more manageable topic. Instead, it need only be a paragraph that clearly states what was studied, and what was not studied. If in doubt, consult your committee.

e. Assumptions

This section may be presented in a numbered list format, with complete sentences. It should begin with words similar to "The following assumptions apply for this thesis..."

Assumptions are another strategy to narrow or delimit the scope of the thesis by expressing accepted ideas forthrightly. For example, one might assume that teachers care about student learning, or that adult students want to use their educational experiences to further their own maturation or development. Make sure (a) your assumptions are stated with clarity, preferably in one sentence each, (b) avoid controversy, and (c) never justify your problem statement. In this section you will identify assumed concepts that do not need to be justified because they are commonly accepted. The result will be a reduction of the work required for thesis completion.

Use the Assumptions section to address the theoretical bases of the thesis. For example, include information about the philosophical foundations, ideological implications implicit in the teaching-learning process, or teaching strategies that support your thesis. Be sure to reference theorists or contributors that expressed relevant ideas concisely or persuasively. This information will help your committee decide whether the decisions you made in planning and implementing your thesis were grounded in theory and research. Is the thesis consistent with the concepts outlined in the Assumptions? Is it supported with research from the related fields of education, and from the social or behavioral sciences? Spend enough time on this relatively brief section to be certain that the principles articulated here can be applied throughout the other sections of the document.

f. Definitions of Terms

Define any terms that may be new to readers who are unschooled in the details of your topic. Include relevant abbreviations or acronyms only if they are absolutely necessary—it is usually best to write out the entire word or phrase. If you must use an abbreviation or acronym, write out the full term the first time it appears in your thesis, followed immediately by a parenthetic note with the shortened version. Keep jargon and abbreviations minimal, with a maximum of two to three technical terms. If legal definitions have affected the field, use definitions from

the statutes or regulations, or include a brief justification about why different definitions were applied.

Definitions should be operationalized, or presented in behavioral terms. For example, "the con's game" might be operationalized as "deliberately scoring low on early achievement tests so later scores appear to show learning gains." Operationalizing allows one to identify precisely when the definition applies.

Always introduce this section with words similar to "For this thesis, the following definitions apply..." This is because your operationalized definitions may differ from commonly accepted or dictionary definitions of the same terms. Each definition should be a complete sentence (do not use colons), with the defined term underlined or in bold print or upper case in the sentence; you need not always make the defined term the first word. The definition from the last paragraph might appear as follows:

"1. The con's game occurs when inmates deliberately score low on an early achievement test administration so later school scores appear to show learning gains."

CHAPTER TWO: REVIEW OF RELATED LITERATURE

This section outlines what you learned from previous contributors to the field. It brings the researcher and the reader up to date on what others did relevant to the topic. The Review of Related Literature section addresses the questions "How unique is this thesis?" "Is it a logical expansion of previous work?" and "Has this already been done?"

Identify gaps in the literature that support the current thesis. If you are unable to identify primary and secondary sources that address the topic of your thesis precisely, use sources that address the general topic or its attributes—the "related" literature.

Develop this section according to the natural divisions or subheadings that emerge from your reading of the literature: trends in the field, schools of thought, themes, major implications, clusters of elements, or chronological review of the most important studies (early, recent). Organize headings and sub-headings to represent these various divisions. If your narrative goes on without natural divisions or subheadings, the reader may think it rambles.

A literature review may imply why and how the problem should be studied. A qualitative thesis literature review should emphasize the inherent meaning of previous findings. The "compare and contrast" mode is often applied. Your readers should learn how meanings changed as the field developed, and how the topic is perceived in various communities and settings.

Although not absolutely required, good form suggests page references should be included in the parenthetic internal citations. This procedure will help subsequent researchers follow in your footsteps. Footnotes are not needed in the College of Education's application of required American Psychological Association (APA) style.

A useful literature review is much more than old quotes arranged in a new sequence. Apply a concise, summary style in your own words, peppered with paraphrased material, salient references, and a few quotes. A qualitative literature review, and the other sections of a thesis, are narrative prose. Make it interesting to the reader by separating important information from the trivial.

A review that treats all of the contributions to the literature in the same way, with equal emphasis on each, will be boring. The researcher must decide which contributions should be emphasized; usually three or four are selected, and the others are treated in summary fashion, sometimes in a narrative chart or word table that displays their major attributes. The last part of the literature review frequently consists of an interpretation of previous studies, to give the reader an idea of the state of the field with regard to the topic under scrutiny. It is acceptable, when warranted, to criticize previous contributions to the field.

Qualitative research includes anecdotal information to support the findings, and is often portrayed as the process of telling a narrative story. The result is an immersion into the setting itself, with a writing style reflecting participant perspectives, thoughts, and behaviors.

Use plain language whenever possible, and write the entire thesis, except quotes (which cannot be adjusted) and Foreshadowed Problems, in the past tense. Write effectively, unambiguously, and with clarity. Demonstrate a mastery of grammar and spelling; avoid shifts in tense and subject-verb agreement. Do not use contractions. Readers will be distracted by cliches, accidental rhymes, poetic expressions, idiosyncracies, and long embellishments. Use

plurals such as "they" or "students" to avoid gender oriented pronouns such as "he," "she," or "s/he." "Use the active rather than the passive voice, and select tense or mood carefully" (APA, 2001, p. 41). If you quote an author who used special emphasis (underlined phrases, and so forth), add the following phrase within the internal citation: emphasis in original.

There is no reason to include actual articles or copies of material you read, either in the literature review or in an Appendix. Unless a special agreement exists between your committee and yourself, only your summary of the related literature will be needed for the thesis.

Foreshadowed Problems

Foreshadowed problems should describe projected issues of logistics, data access and treatment, researcher role, setting, "what/why/how" questions, and anticipated thesis findings. The last category functions like an hypothesis but is not called an hypothesis; there are no hypotheses in qualitative research. Usually projected problems about data collection are emphasized in this section. A relatively comprehensive array of issues can be addressed in five to ten foreshadowed problems. Typically researchers brainstorm this section as they prepare the Introduction materials, then circulate a galley draft for feedback from colleagues and authorities who are reasonably informed on the topic of the thesis.

Naturalistic inquiry and the emergent design principle require that foreshadowed problems may be reformulated until final thesis submission. However, the graduate student should communicate regularly with committee members as the foreshadowed problems are refined.

In educational research, qualitative researchers are known for long, laborious periods of data collection and treatment. At least one of your foreshadowed problems should relate to the expected duration of your field residence and other dimensions of the thesis schedule, projected according to your best thinking. However, it is not considered contradictory to adjust your schedule as the work unfolds. The best anyone can expect is that you will report honestly and periodically to your first reader, and stay on task.

CHAPTER THREE: DESIGN AND METHODOLOGY

a. Subjects and/or Case

Describe the population and the sample, the size of each, and the purposeful selection procedures that were applied. Qualitative researchers do not apply random selection techniques. Rather, they provide a comprehensive rationale or justification for purposeful selection procedures. Qualitative samples are expected to be "information-rich" because the interview process is so labor intensive that small samples are acceptable. These constraints require that you be explicit about the purposeful selection procedures you apply, and the extent to which attrition has reduced the size of the sample.

Readers will find your thesis findings generalizable and relevant if they see parallels between the subjects you describe and their own target populations. Provide as much general background information as you can: subject age, socio-economic status, racial-ethnic identity, level of education, interests, community attributes, employment status and level, patterns of ideological or religious identity, and other data you think may be useful. Then provide as much information as you can about the subjects regarding the specific topic under consideration.

An ethnographer should describe the case, the social situation that is under study, and why it is meaningful. A program evaluator should describe the major attributes of the site or practice, and of the personnel there. The same applies for historical, policy, ethnology, and conceptual designs. If your topic relates directly to instruction or curriculum, be certain to describe the patterns of instruction or curriculum that are associated with the case. In addition, provide a brief history of the site.

Qualitative researchers are expected to provide rich descriptions of the subjects and case. Tell how your site selection procedures resulted in participants who were well informed about the research question(s) and foreshadowed problems. Even oral historians should use "thick or rich, descriptive language, told in loving detail" to identify the attributes of the data collection site or milieu. This is the section where the time spent on site selection and "mapping the field" will be useful, as well as your field residence and copious notes.

b. Instrumentation/Data Collection

Summarize the data collection instrument(s) and establish the criteria you associate with its adequacy. Then present the instrument itself, usually an interview

schedule or protocol, observation check list, or criteria for evidence from unobtrusive measures or portfolios. If the data collection instrument is longer than a page you may describe it in this section and refer the reader to an Appendix in which a blank copy is located. This procedure will minimize interruptions to your narrative. If you use an interview schedule, make sure the copy is triple or quadruple spaced, so the committee knows it was designed to be used for note taking in the field.

Summarize any information you have about the instrument's identified advantages and disadvantages for this thesis. For example, in interview protocol development you might present the rationale for interview objectives and early drafts, the reasons for selecting the galley draft readers or pilot implementation site, and the logic for various adjustments. If you used a published protocol, report published information about its validity and reliability. If you developed your own, describe steps you applied for control of threats to internal and external validity.

Describe the interview settings, and pre-arranged prompts or follow-up guides that were used to elicit meaningful responses. Who collected the data? Where and when? What triangulation methods were used? How long were the interviews? What unexpected logistical concerns arose? What safeguards were applied to preserve confidentiality? To obtain access to data and consent from interviewees?

Be explicit about the procedures that were applied to protect the rights of human subjects. Was the population considered legally competent? Was there a chance that the research procedures would produce psychological stress? Did the investigators identify themselves, and explain that they were conducting research? Were confidentiality and anonymity maintained? Were respondents asked to provide their names? Were they free to participate, or were there rewards or penalties? Were respondents asked to discuss sensitive aspects of their behavior? Will they be identified or labeled in any way that could prove detrimental in the future? Was there physical or emotional risk from participation? Was there a hidden research agenda, or were deceptive meanings or interpretations built into the research? Procedures to obtain respondent permission for data access and consent should be referenced. Typically, the required College of Education forms are referenced in the narrative of this section and included in an Appendix.

What note taking procedures were used in the field and afterward, and how did they relate to the tape recording process? Coordinate with your committee about whether the taped and typed transcripts will be included in this section or an Appendix.

State clearly the discrepancies that occurred between your preliminary plans for data collection and the actual strategies that were applied in the field. Explain thoroughly any unusual occurrences during the data collection period (fire drills, earthquakes, a substitute teacher in the class, and so forth). Be selective about which details to include, and which to omit. Let the reader know how the data were collected, in a manner sufficient to replicate your study. Qualitative theses should provide information about multiple methods of data collection and triangulation, the length of the residence, field note procedures, access to data, and controls for internal and external validity or generalizability. Reiterate summarized information about the role of the researcher. Oral history, ethnography, ethnology, and policy study procedures should be summarized in full.

Qualitative researchers typically rely on interactive, multiple methods of data collection. In addition, they should describe and explain how the data collection and treatment phases of the thesis interacted and overlapped. Historical and concept study researchers typically devote themselves to the study of relevant documents.

c. Data Treatment Procedures

This section presents a brief description of thesis activities after the data were collected. Explain the logistical procedures you applied in the treatment of collected data. For qualitative theses, this frequently involves the "code and chunk" procedure. First the transcripts of taped interviews or other raw data are coded according to identified attributes, then the coded material is categorized and resequenced ("chunked"). This process results in a Findings section that can be presented topically, rather than by respondent. In addition, you should provide a brief narrative about the advantages and disadvantages of applying the selected data treatment procedures for this thesis.

There is no reason to present partially treated data. Unless by special agreement with your chair, you should not plan to use the narrative or Appendices to show the incremental code/chunk steps you went through to arrive at your Findings. Instead, the Data Treatment Procedures

section should summarize and portray all those steps comprehensively. Write about them, perhaps with examples, rather than describing everything you did in every step.

You are not expected to observe or record everything, so you cannot be expected to report everything. Be selective about what you report. Keep the narrative lively without being dramatic. You are expected to be disciplined in your research presentation, without denying your subjectivity. Unlike quantitative researchers, qualitative researchers do not struggle to appear objective.

Qualitative theses should be written to promote reader understanding of inductive logic. Structure this section so the reader will see how it accrues from all the previous sections, consistent with grounded theory and emergent design principles. In historical research this emphasis is termed the "discovery orientation," and special focus is placed on search, selection, and internal and external criticism of relevant documents. In all qualitative theses, the treatment of the data should be guided by synthesized information to answer the research question(s) and demonstrate the meaningful nature of your Findings.

CHAPTER FOUR: FINDINGS

For purposes of the thesis format, the Findings division is both a heading and a narrative section. In addition to being the repository for reporting your actual study results, it includes sections on Conclusion, and Recommendations for Further Research.

Report and discuss your results here. Qualitative researchers need not be shy about using charts, numeric tables, or graphs when appropriate—but make sure the narrative describes what you consider the most important information, and why it is important. Summary displays, word tables and narrative charts save you the burden of discussing every detail. If you use tables or charts, make sure that each one is presented completely on a single page whenever possible, so the reader will not have to page forward or backward to comprehend your idea.

Readers expect your narrative to be lavish, thick, and detailed, peppered with participant language and anecdotal information from your data collection, and consistent with the themes you identified in the field and subsequent reflection. If your Findings section does not include some actual participant language, readers may not think you did a good job of learning from the participants. On the other

hand, if you do not paraphrase and summarize some of the themes, readers may not think you assimilated the knowledge you gained. A good mix of direct quotes to explanatory narrative is approximately 15% to 85%, but you should talk with your committee about their expectations.

This section should be replete with descriptions of the natural setting, and of the quality and patterns of human interaction within it. Do not be overly concerned about adjusting your interpretation of the data as you emerge from the prolonged data collection phase, but make certain you advise your committee as the product develops.

Organize your Findings under subheadings from the reiterated language of the research questions. This procedure will help structure your narrative, and facilitate reader understanding. If it works out neatly, use the Foreshadowed Problems as subheadings. Qualitative researchers frequently write about the implications of their Findings. Explain whether they tend to confirm or support previous research, or diverge from the published findings of other authors.

Enthusiasm motivates researchers but is inappropriately revealed in thesis language. Avoid using dramatic words, exclamation points, underlined phrases (or all upper case, or bold print, etc.) for emphasis.

Apply Ocham's razor as an editorial tool: "that which can be done with fewer things is done vainly with more." Delete words and phrases that are not needed. Use concise, report-like language. Refrain from stating that you have identified the "truth," "proving" or "disproving" any particular theory, or expressing a personal belief that your descriptions of the facts are better than previous researchers'. Refrain from suggesting causal relationships and correlations, although your Findings may tend to support or not support theories and connections. It is always safe to identify associations and relationships. Be humble in your manner of presentation, but write with the authority of one who has taken time to investigate the topic in depth.

This section should include an interpretative discussion of the Findings. Some researchers prefer to write a separate section for Interpretation or for Discussion of the Findings. If your committee recommends splitting the Findings section as portrayed here into two, or even three sections, apply that advice as you prepare your document. Otherwise, the intent of this *Guide* is that

the Findings section should present both your actual Findings and a narrative that summarizes, interprets, or discusses them.

Only thoughtful writing is acceptable in a thesis. Avoid conversational language, contractions, and unnecessary or undefined jargon, unless it is part of the quoted participants' language. Never submit an unproofed copy for review by a committee member, even as a preliminary draft.

Although greater planning time is often required for quantitative theses than for qualitative, qualitative data typically take longer to treat than quantitative data. Your data collection-treatment-reporting task will be "labor intensive;" that is the path to synthesis and understanding. When you sense an overwhelming redundancy in your work, it is time to wind down. Discuss the flow of the work periodically with your first reader.

CHAPTER FIVE: CONCLUSION

Limit this section to a discussion of summarized data that were presented earlier in your thesis. Many qualitative researchers find it difficult to be concise; readers often assume that a wordy conclusion means the researcher lacks clarity of thought. Synthesis can be fostered by a two-step summary process: summarize your Findings for a preliminary draft, and then summarize the summary for the final draft. Use the Conclusion to articulate your main points with clarity, to reiterate and perhaps resequence the Findings, and to start bringing the narrative to a close.

Recommendations for Further Research

This section is a note to subsequent researchers in your school of thought, and to others who may follow in your footsteps. Briefly outline steps that might be pursued by those who want to build on the foundation you established or extended in your thesis. It may be acceptable to recommend that quantitative procedures should complement the naturalistic methodology you applied, or that a longitudinal study should be implemented. After a concise narrative, a short list of tasks with explanations will suffice. Use complete sentences.

Appendices (Optional)

Appendices can help you avoid interrupting the flow of the text with cumbersome materials. Use this section as a planned "catch all" for anything you think was important but

too long to appear in the sections outlined above. Many writers use Appendices for extra supportive materials, lengthy quotations, long tables, letters of permission or informed consent, and so forth. Some qualitative theses include annotated reference lists. Always identify appendices by upper case letters: Appendix A, Appendix B, etc., and make sure they are listed in the Contents. Coordinate your use of Appendices with your chair, and all the other sections of this format.

References

Always reference sources you discussed in your report, using APA procedures. Never reference sources you did not discuss or use in your text or narrative. Do not reference services or abstracts in your References section. Although the College of Education uses APA style, there are several required departures from APA for theses and projects. Consult the Guidelines for Technical Writing section below, and your committee, to learn about these departures so you can save yourself the trouble of yet another preliminary draft.

Note: The sequence of the Appendices and References differs in the APA Manual and in the College of Education. The sequence presented in this *Guide* (Appendices, References) is the one that should be used in graduate theses.

SUMMARY OF THE QUALITATIVE THESIS FORMAT

A thesis should be written carefully. Each section has a function, and there should be a logical flow of information between and among the sections. Qualitative researchers use an emergent design, prolonged field residence, multiple data sources, and participant language; they spend time selecting a site, "mapping the field," writing copious notes, and directing long periods to interpreting and reinterpreting the phenomenon on which they report. These procedures facilitate the understanding of multiple realities in social settings. Qualitative researchers are expected to be immersed within the context under inquiry, yet disciplined. Graduate students should consider the needs and interests of prospective readers as they prepare their theses. Feedback processes and multiple drafts are required. A researcher's credibility will be

measured, to a very large extent, by what is committed to paper.

Components of a Scholarly Project

Scholars apply previous research and scholarly findings to tasks that will improve the world through specific instruction, curricula, or program development. Usually

this takes the form of refinements in program capabilities — curricula or handbooks for implementation. However, scholarly projects may also be innovative technological or artistic initiatives. In the past, graduate projects have included computer software, graphic or plastic arts projects, and videotaped instructional materials. Four criteria apply: every project must (a) emerge from a comprehensive literature review, (b) be related directly to a field of education, (c) have the endorsement of a CSUSB College of Education faculty project committee, and (d) be written up in a well developed submission. Examples of completed projects are in the Library for review. The following pages introduce format and sequence guidelines for scholarly projects.

Title

Descriptive titles are best. This is your reader's first impression of your work; make it as helpful as possible.

Abstract

An Abstract or executive summary helps the reader get a general idea of all the information that will follow. This section should have no more than 200 words.

Table of Contents

A Table of Contents is an outline of the project, with page numbers indicated. Page numbers must be consecutive (1, 2, 3...); clustered page numbers are not acceptable (I-1, 2...II-1, 2, 3..., or A-1, 2...B-1, 2, 3...). The Contents page(s) display the major sections of your project as presented in this *Guide*, and any lists of illustrations, tables, figures, charts, and Appendices.

CHAPTER ONE: FRONT MATTER

Front Matter is not a section with its own narrative, but a collection of sections that have narrative or other material. It includes six important parts: General Introductory Remarks, Significance of the Project, Statement of Needs, General Design, Limitations and Delimitations, Assumptions, and Definitions of Terms. These sections help the reader understand what will be presented in the project, and why.

a. General Introductory Remarks

Usually a clearly written page or two will suffice for this section. Use language that can be linked to the literature review and subsequent parts of the project. The page(s) should begin with a paragraph that expresses the entirety of the project. Then provide a general background or context for the project, and a relatively complete summary of the procedure that was applied.

b. Significance of the Project

Address the social importance of the project in this section, from a broader perspective than you will use in the Statement of Needs section that follows. Why is it important to act on the issue now? How has information on it led to a point where the project will be useful now? In what ways may the project lead to important further initiatives? This is the section that will be most useful in explaining the project to interested readers. Although the work may be driven by personal enthusiasm, the Significance of the Project section should be social: community- or field-oriented.

c. Statement of Needs

This is an important section. Provide the best, most specifically detailed information you can obtain to justify project implementation. Needs may include generally accepted assumptions, treated data from the literature, or general background data. Examples of each type appear in the next paragraph. In education it is always important that student needs should be the foundation for all other efforts.

A generally accepted assumption might be that California juveniles are increasingly concerned about violence in their schools, or that community attention has emphasized issues associated with gun control. An assumption of this nature should be supported with facts, perhaps a few direct quotes from news magazines. Examples of treated data might be that 98% of sentenced California juveniles are eventually returned to the same communities from which they were removed, or that 42.5% of the aggregate incarcerated population is reported to have educational disabilities. General background data might include the following: California has embarked on an unprecedented program of prison and juvenile institution construction, but there are no State credential standards for institutional educators.

Present as much useful information as you can in this section; it will be the basis for much of the project. Be sure to inform the reader about the field of education in which you place the Needs: special education, vocational education, correctional education, etc. Many writers find it helpful to present data in tables or charts, with accompanying narrative that explains the most important attributes. You need not reduce all data to numbers; narrative charts are popular, especially to summarize changing ideas or perspectives. If you use tables or charts, make sure that each one is presented completely on a single page whenever possible. Do not ask your reader to page forward and backward to piece together material from the project. Your task is to make useful information available at a single glance.

d. General Design

This is a summary section; additional details will be presented in section 9, "Program Plan" below. For now all that is required is a narrative sketch, with one or two pages about the design and procedures you expect to implement in your project. If it will help to explain the general design, you may also present a simple display(s) of what your project is. Readers of this section should obtain a general description of your plan, sufficient to set the pace for the next section's explanation of what your project is not.

e. Limitations and Delimitations

Begin this section with a brief introduction that reminds the reader about the purpose, scope, and procedures you employed in the project. You may summarize identified Needs if it will help.

Design flaws are called Limitations and they are what you should write about under the first subheading of this section. Briefly and humbly present the flaws in your own design. The alternative, which is unacceptable, would be to leave the task of identifying flaws to others who might be more critical. Be reasonable in your approach to the limitations; nothing will be gained from a defensive or perfectionist orientation. Most projects are limited by constraints of time and resources. Were there organizational concerns that had to be overcome? Were there problems coordinating schedules or personnel? Is there a more attractive way to satisfy the Needs that is economically inappropriate or contrary to expressed community interests?

Delimitations are developed from a different perspective, under the second subheading of this section. Delimitations are how the project topic was deliberately "narrowed." As a hypothetical example, you might have originally been interested in reforming school dress codes and adopting student uniforms in public schools. Your first reader said you should do your project on either dress codes or uniforms, but not on both. As you studied the literature on student uniforms, you learned that different aspects of the issue were evident in elementary and high schools. Then you talked with your second reader and decided to focus on uniforms in elementary schools. Soon you learned that many jurisdictions were considering whether to adopt uniforms to inhibit juvenile gang activities. With the permission of your committee and an elementary school principal you narrowed the project topic to the task of implementing student uniforms at one Southern California school. This was a process of delimitation.

Graduate students can make the personal decision to study related issues at a later time that cannot be worked directly into their projects, such as dress codes. Perhaps those issues could carry over as a Ph.D. dissertation topic. In our hypothetical example, you remember one committee member's comment: "If you had kept the original topic of dress codes and uniforms in public schools, you would have made your project into a lifetime career—probably with enough work left over for your children and their children." The delimitations narrowed the topic to make it manageable. The content under the Delimitations subheading of this particular project can be summarized as follows: the project addressed only official elementary school uniform policies in a Southern California elementary school. It did not address private schools, school district policies, or student uniform adoption practices in junior, middle, or high schools.

Sometimes the Limitations and Delimitations section can be a bit tricky for beginning scholars. Limitations are design flaws that the scholar should explain honestly to readers. The Delimitations part should not be a catalogue of each and every personal decision that resulted in your more manageable project. Instead, Delimitations need only be a paragraph that clearly states what was not addressed. If in doubt, consult your committee.

f. Assumptions

Assumptions are another strategy to narrow or delimit

the scope of the project by expressing accepted ideas forthrightly. For example, one might assume that human beings are capable of learning from their mistakes, or that courses on educational methods help improve the quality of instruction. Make sure your Assumptions are stated with clarity—preferably in a single sentence each—and that they avoid controversy. In this section you will identify assumed concepts that do not need to be justified because they are commonly accepted. As a result, the work required for project completion will be reduced.

This section may be presented in a numbered roster or list format, with complete sentences. It should begin with words similar to "The following assumptions apply for this project..."

Use the Assumptions section to address the theoretical bases of the project. For example, include information about the philosophical foundations, ideological implications of the teaching-learning process, or teaching strategies that support your project. Be sure to reference theorists or contributors that expressed the relevant ideas concisely or persuasively. This information will help your committee decide whether the decisions you made in planning and implementing your project were grounded in theory and research. Is the project consistent with the concepts outlined in the Assumptions? Is it supported with research from the related fields of education, and from the social or behavioral sciences? Spend enough time on this relatively brief section to be certain that the principles articulated here can be applied throughout the other sections of the document.

g. Definitions of Terms

Define any terms that may be new to readers who are unschooled in the area of your project. Include relevant abbreviations and acronyms only if they are absolutely necessary—it is usually best to write out the entire word or phrase. If you must use abbreviations or acronyms limit them to no more than two or three, and always write out the full term the first time it is used, followed immediately by the shortened version in a parenthetic note. If legal definitions have affected the field, use definitions from the statutes or regulations, or include a brief justification about why different definitions were applied.

Definitions should be operationalized, or presented in behavioral terms. For example, "correctional school district" might be operationalized as "a prison education

service delivery organization that is recognized by the state education agency as possessing all the rights and obligations of a local education agency." Operationalizing allows one to identify precisely when the definition applies.

Always introduce this section with words similar to "For this project, the following definitions apply..." This is because your operationalized definitions may differ from commonly accepted definitions of the same terms. Each definition should be a complete sentence, with the defined term underlined or in bold print or upper case; you need not always make the defined term the first word in the sentence; do not use colons. The definition from the last paragraph might appear as follows:

"1. A correctional school district exists wherever a prison education service delivery organization is recognized by the state education agency as possessing all the rights and obligations of a local education agency."

CHAPTER TWO: REVIEW OF RELATED LITERATURE

This section outlines what you learned from previous contributors to the field. It brings the researcher and the reader up to date on what others did relevant to the topic. The Review of Related Literature section can help address the questions "How unique is this project?" "Is it a logical expansion of previous work?" and "Has this already been done?"

Identify gaps in the literature that support or justify the current project. If you are unable to identify primary and secondary sources that address the topic of your project precisely, use sources that address the general topic or its attributes—the "related" literature.

Develop this section according to the natural divisions or subheadings that you find in the literature: trends in the field, schools of thought, patterns of implementation, clusters of elements, or chronological review of the most important studies (early, recent). Organize headings and subheadings to represent these various divisions. If your narrative goes on without natural divisions, the reader may think it rambles.

The literature review should imply reasons why and how the problem should be addressed. Although it is not absolutely required, good form suggests page references should be included within the parenthetic internal citations. This procedure will help subsequent scholars

follow in your footsteps, and facilitate practical applications of your project report. Footnotes are not needed in the required American Psychological Association style as it is implemented by the CSUSB College of Education.

A useful literature review is much more than old quotes arranged in a new sequence, or an unconnected summary of previous contributions to the field, presented in a uniform manner. Typically, three or four contributions are especially useful, and the writer compares and contrasts them in the literature review. Other contributions are addressed in a summary fashion, sometimes in a word table or narrative chart that displays their major attributes. The last part of this section often consists of an interpretation of the state of the field in relation to the current project.

Use a concise, summary style in your own words, peppered with paraphrased material, important references, and a few quotes. Write unambiguously; demonstrate a mastery of grammar and spelling; avoid shifts in tense and subject-verb agreement. Readers may be distracted by accidental rhymes, cliches, long embellishments, idiosyncracies, or poetic expressions. Use plain language whenever possible, and write the entire Review of Related Literature section in the past tense, except for quotations (which cannot be adjusted). Use plurals such as "they" or "students" to avoid "he" or "she," or "she/he." "Use the active rather than the passive voice, and select tense or mood carefully" (APA, 2001, p. 41). If you quote an author who uses special emphasis (underlined phrases, etc.), add the following phrase within the internal citation: emphasis in original.

There is no reason to include actual articles or copies of material that you read, either in the literature review or in an Appendix. Unless a special agreement exists between your committee and yourself, only your summary of the related literature will be needed for the project.

CHAPTER THREE: DESIGN AND METHODOLOGY

The Design and Methodology heading merely announces a major component of the project. No narrative is expected between this heading and the major section that follows, the Program Plan.

Program Plan

This section contains a goal(s), objectives, titles, strategies, and measures. A goal is a purpose or mission statement. It expresses an aspiration for student learning or program improvement, or both, in a single statement. Goals are never really attained. Instead, we make progress toward their attainment. An example of a goal might be "To help Sanderson School students learn by improving staff morale through professional development activities."

Objectives, on the other hand, are explicit statements of concrete expectations. Each objective should pass Ryan's "SPAMO" test: it should be specific, pertinent, attainable, measurable, and observable. Write your objectives in behavioral terms. An example of an objective might be "To develop and pilot the Sanderson School teacher inservice needs assessment survey so the final draft can be implemented this academic year." Your Program Plan may have several objectives. Usually goals and objectives begin with the word "To." They are merely statements, but they are constructed to appear like complete sentences.

Scholars are advised to let the entire project develop logically from carefully identified and developed Needs. Goals and objectives are said to "cascade down" from well crafted Needs.

Titles are very concise phrases that summarize the entirety of the objective in a few words, usually two to five. An example of a title that builds from the previous objective follows: Teacher Inservice Survey.

Strategies and measures help to structure your project. Strategies are activities that can be pursued to accomplish discrete objectives. An example of a strategy might be "Teachers will dialogue to establish survey parameters and questions."

Measures are criteria that will demonstrate whether the objectives were actually attained, with the anticipated date of projected attainment (usually by month). An example of a measure would be "The survey report will be disseminated to Sanderson School and central office personnel before the end of December."

Program Plan components—goal(s), objectives, titles, strategies, and measures—should not be developed separately, in separate sections that will confound the reader. Instead, they should be integrated into a coherent Program Plan narrative. It would be a mistake to cluster

the components, to put all the objectives together, followed by all the titles, and then all the objectives. That sequence would only alienate your readers, because they would have to leaf forward and backward to make sense of your plan. The following hypothetical Program Plan segments are presented in a framework that will allow you to introduce the components in a logical, user friendly way.

Goal 1: To help students learn by improving staff...

Objective 1: To establish a staff development academy...

Title: Staff Development

Strategy: (1) Hire qualified personnel director...
(2)...

Measure: The report will be submitted by...

Objective 2: To reward faculty who participate...

Title: Salary Increment Plan

Strategy: (1) Obtain budget expansion consistent with...

Measure: The salary increment plan will be in effect...

Goal 2: To extend student time on task in academic...

Objective 3: Hire a cadre of substitute teachers...

These components enhance the usefulness of the project. They are the standards by which the work will be conceptualized, implemented, and monitored. The titles can become headings for discussion of projected implementation schedules for each objective (see Calendar section below). The measures will be used in the Program Evaluation section.

Anyone who can write a lesson plan can probably write a Program Plan. The plan rests on identified Needs, and forms the schema or framework on which the remainder of the project is constructed. Within this section, goals express program improvement aspirations. They are very global.

Objectives identify particular initiatives that will be implemented to help attain the goal(s). Strategies are specific activities that will bring the objectives to fruition. Measures are precise criteria to demonstrate how the objectives will be attained. Measures are based on the "show me" approach, and usually answer the questions "when?" and "exactly how will we know it is attained?" They often result in a paper trail that demonstrates that progress is being realized. In sum, the Program Plan articulates clearly what the project is. By contrast, the next section begins the actual "winding down" of the project, by presenting the summative report of all relevant activities.

CHAPTER FOUR: PROJECT REPORT OR PRODUCT

The format of this section is individualized and will be established by you and your committee. Projects may include narrative, computer software, curriculum development initiatives, portfolios, art work, video presentations, craft work, collections of scholarly papers, handbooks, or illustrative artifacts.

Stay in touch with your first reader periodically, and get in the habit of reporting on the project work as you move through the process, answering questions, preparing special summaries upon request, rearranging material to meet unfolding needs, and summarizing problems and progress. One of your tasks is to let your committee know how the project initiative is helping you mature and develop—to dedicate and discipline your mind for current and subsequent work—and to demonstrate this development to others. Do your best. Both analysis and synthesis are expected from a scholar. This is reflective, as well as an active work. Take the project to the highest threshold of which you are capable during this period of your professional life.

CHAPTER FIVE: CONCLUSION AND BACKMATTER

As in all conclusions, limit your discussion to a summary or perhaps a modest extension of information that was presented earlier in the project. Use this section to articulate your main points with clarity, to reiterate and perhaps resequence key information, and to bringing your project to its natural end.

Like the Front Matter, the Back Matter is not a specific narrative. Instead, it is a collection of sections that are developed through narrative: Conclusion, Calendar, Program Evaluation, and Recommendations.

Calendar

This is a graphic timeline, chart, or narrative that displays the planned sequence of objectives attainment. The Calendar is arranged chronologically; it may therefore diverge from the sequence of the Program Plan (which was presented according to the goals under which the objectives appeared). Use the titles from the Program Plan as convenient references or headings to represent the objectives. The titles are shorter and easier to manipulate than the full objectives. Include the monthly dates for accomplishment, as they appeared in the associated measures.

Program Evaluation Procedure

This section builds on the measures that were established for each objective. The Program Evaluation presents a plan for determining whether the Program Plan was implemented as written. This is done by checking on the criteria for adequacy that were described in the various measures. The Program Evaluation section is not usually long.

A good Program Evaluation has formative and summative components, utilizing the services of both staff that are close to the project and outside experts. Typically, "in-house" staff implement the formative evaluation, and outside experts implement the summative evaluation. Formative procedures are implemented while Program Plan activities are still unfolding, often with recommendations that can result in mid-stream modifications. Summative procedures are implemented after the project results or products have been collected, treated, and reported. Summative evaluation can result in continuation, modification, or termination of the activity. Summative recommendations often appear as Needs for the next period of implementation (usually the next fiscal period, after your project is completed).

Reference the name of the Program Evaluation model that will apply in this section, and provide a brief narrative about its perceived advantages and disadvantages for this project. The names of the most popular models follow: decision-oriented, objectives-based, Discrepancy Evaluation Model (DEM), evaluability assessment, and naturalistic evaluation. Scholars should beware: each model represents an ideology, and contains subtle assumptions and emphases. For example, the decision-oriented model assumes that educational decision-makers are able and willing to prioritize student learning needs over other identified needs (those of their own careers, program or community

needs, and so forth). It de-emphasizes the role of classroom teachers. At the other extreme, the evaluability assessment procedure assumes that field-based practitioners (usually teachers) are in the best position to interpret program activities. It de-emphasizes the role of supervisors and administrators. Procedures associated with some of the most popular models can be found in the Schumacher and McMillan text that is referenced at the beginning of this *Guide*, and other relevant texts.

Although an important project task is to articulate a meaningful Program Evaluation plan, it is not required that the graduate scholar implement that plan or oversee its implementation. Instead, the Program Evaluation section may be prepared to demonstrate that the scholar has a vision and an plan for transforming that vision into a reality—complete with a program monitoring and improvement capability.

Recommendations

This section consists of notes about initiatives that might build on your project, for scholars and decision-makers who follow in your footsteps. What policy or program changes can be suggested? What steps might subsequent scholars pursue if they want to build on the foundation you established in your project? Be responsible and comprehensive. After a concise narrative, a short list of tasks with explanations may suffice, written in complete sentences.

Appendices (optional)

Use this section as a "catch all" for anything you think is important but was too long to appear in the ongoing narrative. Interview transcripts, illustrations, catalogued artifacts, and anything else you choose to include in your report can be appended. Many writers use Appendices for long supportive materials that would otherwise interrupt the flow of the project, and for very long quotes, letters of support or permission, lengthy tables, annotated lists of important secondary sources, and so forth. If you have an Appendix, negotiate its contents with your committee. Make sure it appears in the Contents and is introduced or referenced in the Project Report or Product section. Each Appendix is labeled by an upper case letter: Appendix A, Appendix B, etc.

References

Always reference sources you discussed or used in your Statement of Needs, Review of Literature, Report or Product, and any other sections of the project, according to American Psychological Association procedures. Avoid referencing sources you did not actually discuss or use in the project; it is not permissible to "pad" your References section. Never cite abstracts or data reference services in the References section.

Note: The sequence of the Appendices and References differs in the APA Manual and in the College of Education. The sequence presented in this *Guide* (Appendices, References) is the one that should be used in graduate projects.

SUMMARY OF THE SCHOLARLY PROJECT FORMAT

A project should be written carefully. Its purpose is to improve the world through specific program development or an initiative based on identified need(s). The project submission is an assessment of needs, a chronicle, and a "paper trail" that documents what was done and why. Each section has a function, and there should be a logical flow of information between and among the sections. Writers should consider the needs and interests of prospective readers as they prepare their reports. The minimally structured official project format demands that scholars pursue ongoing communication and periodic liaison with their committees. For most projects, feedback processes and multiple drafts are required. A scholar's credibility will be measured, to a very large extent, by what is committed to paper.

II. ILLUSTRATIVE MATERIAL

Note: The College of Education's list of departures to APA style begins on p. 116.

Section II shows how pages of a theses or project should actually appear on the page. This material is not intended to be a conceptual template into which your actual narrative must fit. Instead, it offers examples of how others have structured selected parts of their work.

Like Section I, Section II is organized for easy reference according to the three types of documents under discussion: quantitative theses, qualitative theses, and scholarly projects. The first pages of each part shows pages from typical theses or projects: the title page, signature page, copyright page, abstract, acknowledgments, and table of contents; one page of text is also included at the end of this Section. Each segment begins with the example of how the completed page should actually be structured, and is followed with a similar page that displays notes about margins, type, spacing, and so forth.

The page numbers in this Section correspond to the consecutive pagination of this *Guide*, not to those of the original theses or projects from which the Illustrative Materials were taken. The copyright, sign-off, abstract, acknowledgments, and table of contents pages should be numbered with consecutive lower case Roman numerals, before the Arabic numbers used for the rest of the manuscript. Use a Courier font for your entire thesis or project manuscript.

Pages 4-5 in Section I above outlined the parts that should be included in a quantitative thesis, qualitative thesis, or scholarly project. The samples presented here are not exhaustive or complete. Readers may refer to the Reserves section of Pfau Library (first floor, near the Circulation Desk), under "College of Education, Selected MA Materials" for samples of completed theses and projects. Additional samples are housed on the fifth floor, in the Circulating, "Oversized L" section.

Each of the following materials is presented in two forms. First, the actual text from a thesis or project appears, followed by the same material with helpful notes in italics. Chevrons (<, >, ^) indicate format notes which show how the material should be configured in your thesis or project. Please remember that final authority for theses and projects resides in the graduate student's committee.

LEARNING TO SPELL: A STUDY OF DEVELOPMENTALLY APPROPRIATE

SPELLING ACTIVITIES FOR ENGLISH LEARNERS

_____

A Thesis

Presented to the

Faculty of

California State University,

San Bernardino

_____

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

in

Education:

Bilingual/Cross Cultural

_____

by

Martha Jaime Betancourt

December 2000

^Margin is at least 1.25 inches
^Quantitative Research Thesis (Title Page)
>Notice type is UPPER CASE, double spaced

>All text is centered; create a balanced look

SPELLING ACTIVITIES FOR ENGLISH LEARNERS

_____

^2 inch line

A Thesis

Presented to the

Faculty of

California State University,

San Bernardino

<Margin 1.5 inches Margin 1 inch>

_____

^2 inch line

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

in

Education:

Bilingual/Cross Cultural

_____

^2 inch line

by

Martha Jaime Betancourt

^Spell out full name; include middle name; no initials

December 2000

^Date refers to month and year you will graduate; not month you complete thesis; degrees granted in September, December, March, June

>Margin at least 1.25 inches to bottom of page

This page is not numbered

LEARNING TO SPELL: A STUDY OF DEVELOPMENTALLY APPROPRIATE

SPELLING ACTIVITIES FOR ENGLISH LEARNERS

_____

A Thesis

Presented to the

Faculty of

California State University,

San Bernardino

_____

by

Martha Jaime Betancourt

December 2000

Approved by:

_____ _____
Maria V. Balderrama, Ph.D., First Reader Date

_____
Thom Gehring, Ph.D., Second Reader

_____
Joseph Pblyskii, Ed.D., Third Reader

^Margin is at least 1.25 inches

>(Signature Page)

>Notice type is UPPER CASE, double spaced

LEARNING TO SPELL: A STUDY OF DEVELOPMENTALLY APPROPRIATE SPELLING ACTIVITIES FOR ENGLISH LEARNERS

>All text is centered

<Margin 1.5 inches Margin 1 inch>

_____

^2 inch line

>Note: Title from this page and Title Page should line up.

A Thesis

Presented to the

Faculty of

California State University,

San Bernardino

_____

^2 inch line

by

Martha Jaime Betancourt

^Spell out full name; include middle name; no initials

December 2000

_____

^2 inch line

Approved by:

_____ _____

Maria V. Balderrama, Ph.D., First Reader Date

^"Ph.D." or "Ed.D." is optional ^.5 inch between Signature and Date

_____

Thom Gehring, Ph.D., Second Reader

_____

Joseph Pblyskii, Ed.D., Third Reader

^Signatures begin flush left at margin

>Margin at least 1.25 inches to bottom of page

This page is not numbered

>(Copyright Page is optional)

^Text is 4 inches from top of page

>All text is centered

^Spell out full name; include middle name; no initials

<Margin 1.5 inches Margin 1 inch>

>This page is not numbered

ABSTRACT

This study examines the effects of developmentally appropriate word study activities with 50 Spanish-speaking, English learners to help students improve their spelling skills. The research was conducted with sixth graders in a middle school in San Bernardino County, located in Southern California. Students identified as intermediate level English learners were administered two preinventory tests to determine developmental spelling levels in English. Students were taught spelling for six months by a certificated teacher.

The hypothesis in this study predicted that developmentally appropriate spelling activities in English only would improve spelling levels of students. Six months following the preinventory tests the same assessments were administered as an inventory measure to determine whether spelling growth had occurred. The results did not support the hypothesis; no significant statistical differences were observed in the spelling growth of students. A discussion of the results, including possible explanations for the lack of improvement in spelling are provided.

^Margin is at least 1.25 inches

>Notice the only heading is "ABSTRACT," in UPPER CASE

ABSTRACT

>Double spaced

This study examines the effects of developmentally appropriate word study activities with 50 Spanish-speaking, English learners to help students improve their spelling skills. The research was conducted with sixth graders in a middle school in San Bernardino County, located in Southern California. Students identified as intermediate level English learners were administered two preinventory tests to determine developmental spelling levels in English. Students were taught spelling for six months by a certificated teacher.

The hypothesis in this study predicted that developmentally appropriate spelling activities in English only would improve spelling levels of students. Six months following the preinventory tests the same assessments were administered as an inventory a measure to determine whether spelling growth had occurred. The results did not support the hypothesis; no significant statistical differences were observed in the spelling growth of students. A discussion of the results, including possible explanations for the lack of improvement in spelling are provided.

<Margin 1.5 inches ***Margin 1***

inch>

>Use lower case, Roman numeral for Abstract page is #iii
>Margin at least 1.25 inches to bottom of page

ACKNOWLEDGMENTS

I am indebted to my mentors and professors, Drs. Balderrama and Gehring, for their support in this thesis. You believed in my ideas and the importance of research with English learners.

^Margin is at least 1.25 inches

>Notice the only heading is "ACKNOWLEDGMENTS," in UPPER CASE

ACKNOWLEDGMENTS

I am indebted to my mentors and professors, Drs. Balderrama and Gehring, for their support in this thesis. You believed in my ideas and the importance of research with English learners.

<Margin 1.5 inches Margin 1 inch>

>This is an optional page
>Use lower case, Roman numeral for page #
>Margin 1.25 inches to bottom of page

TABLE OF CONTENTS

^Margin at least 1.25 inches

<Margin 1.5 inches TABLE OF CONTENTS ***Margin 1 inch>***

^Note: Periods appear every other space, and must line up
>Put page # in lower case, Roman numeral
>Margin at least 1.25 inches to bottom of page

THE EFFECT OF RECIPROCAL TEACHING ON HISPANIC STUDENTS'

PARTICIPATION IN READING COMPREHENSION ACTIVITY

_____

A Thesis

Presented to the
Faculty of

California State University,

San Bernardino

_____

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

in Education:

Bilingual/Crosscultural

_____

by

Maria Carmona Hassan

December 1996

^Margin is at least 1.25 inches

>Qualitative Research Thesis (Title Page)

>Notice title is UPPER CASE, double spaced

THE EFFECT OF RECIPROCAL TEACHING ON HISPANIC STUDENTS'

>All text is centered; create a balanced look

PARTICIPATION IN READING COMPREHENSION ACTIVITY

_____

^2 inch line

A Thesis

Presented to the

Faculty of
California State University,

San Bernardino

<Margin 1.5 inches ***Margin 1 inch>***

_____

^2 inch line

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts in

Education:

Bilingual/Crosscultural

_____

^2 inch line

by

Maria Carmona Hassan

^Spell out full name; include middle name; no initials

December 1996

^Date refers to month and year you will graduate; not month you complete thesis; degrees granted in September, December, March, June

>Margin 1.25 inches to bottom of page

This page is not numbered

THE EFFECT OF RECIPROCAL TEACHING ON HISPANIC STUDENTS'

PARTICIPATION IN READING COMPREHENSION ACTIVITY

_____

A Thesis

Presented to the

Faculty of

California State University,

San Bernardino

_____

by

Maria Carmona Hassan

December 1996

Approved by:

_____ _____

Esteban Diaz, Ed.D., First Reader Date

_____
Jose Hernendez, Ph.D., Second Reader

_____
Cheryl Pbliskii, Ph.D, Third Reader

>(Signature Page

^Margin is at least 1.25 inches

>Notice type is UPPER CASE, double spaced

THE EFFECT OF RECIPROCAL TEACHING ON HISPANIC STUDENTS'

>All text is centered

PARTICIPATION IN READING COMPREHENSION ACTIVITY

<Margin 1.5 inches Margin 1 inch>

>Note: Title from this page and Title Page should line up.

_____

^2 inch line

A Thesis
Presented to the

Faculty of

California State University,

San Bernardino

_____

^2 inch line

by

Maria Carmona Hassan

^Spell out full name; include middle name; no initials

December 1996

Approved by:

_____ _____

Esteban Diaz, Ed.D., First Reader Date

^"Ed.D." or "Ph.D." is optional between Signature and Date ^.5 inch

_____

Jose Hernendez, Ph.D., Second Reader

_____

Cheryl Pbliskii, Ph.D., Third Reader

^Signatures flush left at margin

>Margin 1.25 inches to bottom of page

This page is not numbered

>(Copyright Page is optional)

^Text is 4 inches from top of page

>All text is centered

^Spell out full name; include middle name; no initials

<Margin 1.5 inches ***Margin 1 inch>***

>This page is not numbered

ABSTRACT

This study explored reciprocal teaching as a technique to promote reading comprehension. This approach was contrasted with isolated drill and practice activities such as letter-sound relationships and word pronunciation done in the primary grades (k-3). Reciprocal teaching was presented as a strategy to promote comprehension of text through the social process of constructing meaning from text. This social process involved three kinds of contexts: (a) a linguistic context, (b) a situational context, and (c) a cultural context.

This study demonstrated that reciprocal teaching can

be a very effective tool in teaching comprehension of text to poor readers and language minority students. The study took place in a first grade bilingual classroom at a school of low-socioeconomic background in the Coachella Valley of California.

^Margin is at least 1.25 inches
>Notice the only heading is "ABSTRACT," UPPER CASE

ABSTRACT

>Double spaced

This study explored reciprocal teaching as a technique to promote reading comprehension. This approach was contrasted with isolated drill and practice activities such as letter-sound relationships and word pronunciation done in the primary grades (k-3). Reciprocal teaching was presented as a strategy to promote comprehension of text through the social process of constructing meaning from text. This social process involved three kinds of contexts: (a) a linguistic context, (b) a situational context, and (c) a cultural context.

This study demonstrated that reciprocal teaching can be a very effective tool in teaching comprehension of text to poor readers and language minority students. The study took place in a first grade bilingual classroom at a school

of low-socioeconomic background in the Coachella Valley of California.

>Margin 1.5 inches Margin 1 inch>

>Use lower case, Roman numeral for Abstract is page #iii
>Margin 1.25 to bottom of page

ACKNOWLEDGMENTS

I would like to express my sincere thanks and appreciation to the professors at California State University, San Bernardino for all their help and support in the completion of this project. I would especially like to thank Dr. Esteban Diaz, my first reader, for his patience, support and guidance and Dr. Jose Hernendez, my second reader, for his understanding, support and continuous guidance through this process of growth.

I also wish to thank Dr. Barbara Flores for her encouragement and inspiration. Special thanks are due to my friends Yolanda Baltazar and Estella Dahl for their love and continuous support. Finally, I want to thank my children, Sarah, Laura, and Joseph for all their patience

and endurance. Their love and understanding helped make the completion of this project possible.

^Margin is at least 1.25 inches
>Notice the only heading is "ACKNOWLEDGMENTS," in UPPER CASE

ACKNOWLEDGMENTS

I would like to express my sincere thanks and appreciation to the professors at California State University, San Bernardino for all their help and support in the completion of this project. I would especially like to thank Dr. Esteban Diaz, my first reader, for his patience, support and guidance and Dr. Jose Hernendez, my second reader, for his understanding, support and continuous guidance through this process of growth.

I also wish to thank Dr. Barbara Flores for her encouragement and inspiration. Special thanks are due to my friends Yolanda Baltazar and Estella Dahl for their love and continuous support. Finally, I want to thank my

children, Sarah, Laura, and Joseph for all their patience and endurance. Their love and understanding helped make the completion of this project possible.

<Margin 1.5 inches Margin 1 inch>

>This page is optional
>Use lower case, Roman numeral for page #
>Margin 1.25 inches to bottom of page

TABLE OF CONTENTS

^Margin is at least 1.25 inches

<Margin 1.5 inches TABLE OF CONTENTS

Margin 1 inch>

^Note: Periods appear every other space, and must line up
>Use lower case, Roman numeral for page #
>Margin at least 1.25 to bottom of page

LEARNING STYLES: A STUDENT GUIDE TO

SELF-ASSESSMENT AND ACCOMMODATION

_____

A Project

Presented to the

Faculty of

California State University,

San Bernardino

_____

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

in

Education

_____

by

Donna Lou Shea

June 2000

^Margin is at least 1.25 inches

>Scholarly Project (Title Page)

>Notice title is UPPER CASE, double spaced

LEARNING STYLES: A STUDENT GUIDE TO

>All text is centered; create a balanced look

SELF-ASSESSMENT AND ACCOMMODATION

_____

^2 inch line

A Project

Presented to the

Faculty of

California State University,

San Bernardino

<Margin 1.5 inches Margin 1 inch>

_____

^2 inch line

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts in

Education

_____

^2 inch line

by

Donna Lou Shea

^Spell out middle name; include middle name; no initials

June 2000

>Date refers to month and year you will graduate; not month you complete thesis; degrees granted in September, December, March, June

>Margin 1.25 inches to bottom of page

This page is not numbered

LEARNING STYLES: A STUDENT GUIDE TO SELF-ASSESSMENT AND ACCOMMODATION

_____

A Project

Presented to the

Faculty of

California State University,

San Bernardino

_____

by

Donna Lou Shea

June 2000

Approved by:

_____ _____
Joseph A. Scarcella, Ph.D., First Reader Date

_____
Kenneth E. Lane, Ed.D., Second Reader

_____
Deborah Stine Ph.D., Third Reader

^Margin is at least 1.25 inches

>(Signature Page)

LEARNING STYLES: A STUDENT GUIDE TO

>Notice type is UPPER CASE, double spaced

SELF-ASSESSMENT AND ACCOMMODATION

>All text is centered

>Margin 1.5 inches Margin 1 inch>

>Note: Title from this page and Title Page should line up.

_____

^2 inch line

A Project

Presented to the

Faculty of

California State University,

San Bernardino

_____

^2 inch line

by

Donna Lou Shea

^Spell out full name; include middle name; no initials

June 2000

Approved by:

_____ _____

Joseph A. Scarcella, Ph.D., First Reader Date

^"Ph.D." "Ed.D." is optional ^.5 inch between Signature and Date

_____

Kenneth E. Lane, Ed.D., Second Reader

_____

Deborah Stine, Ph.D., Third Reader

^Signatures flush left at margin

>Margin 1.25 to bottom of page

This page is not numbered

>(Copyright Page is optional)

^Text is 4 inches from top of page

>All text is centered
^Spell out full name; include middle name; no initials

<Margin 1.5 inches Margin 1 inch>

>This page is not numbered

ABSTRACT

This project presented adult students with a self-assessment guide for the identification and accommodation for their individual learning style. Furthermore, it attempted to draw a bridge between the educational behavior psychologists and the lateralist neuroscientists via application of brain mapping, and described a process that identified specific cognitive focal areas while establishing the cooperative function of the brain in total.

A textbook proposal presented self-assessment tools and references with easily applied strategies for different learning styles and multiple intelligences. The project's goal was to encourage skill development to enhance the educational experience and promote greater academic success for the adult learner. Through examination of current educational trends and issues, as well as the unification of current theory, the anticipated results of this proposal were an understanding of metacognition and identification of individualized learning styles.

^Margin is at least 1.25 inches
>Notice the only heading is "ABSTRACT," in UPPER CASE

ABSTRACT

>Double spaced

This project presented adult students with a self-assessment guide for the identification and accommodation for their individual learning style. Furthermore, it attempted to draw a bridge between the educational behavior psychologists and the lateralist neuroscientists via application of brain mapping, and described a process that identified specific cognitive focal areas while establishing the cooperative function of the brain in total.

A textbook proposal presented self-assessment tools and references with easily applied strategies for different learning styles and multiple intelligences. The project's goal was to encourage skill development to enhance the educational experience and promote greater academic success for the adult learner. Through examination of current educational trends and issues, as well as the unification of current theory, the anticipated results of this proposal were an understanding of metacognition and identification of individualized learning styles.

<Margin 1.5 inches Margin 1 inch>

>Use lower case, Roman numeral for Abstract page is #iii
>Margin 1.25 to bottom of page

ACKNOWLEDGMENTS

Many people assisted me in unlocking the awesome possibilities of the human potential. I am honored and fortunate to have been gifted with so much support throughout this project. I would like to thank my Advisory committee and readers, Joseph Scarcella, Ph.D., Kenneth Lane, Ed.D., Thomas Gehring, Ph.D., and Deborah Stine, Ph.D. Not only did they read the manuscript, but also

provided support.

^Margin is at least 1.25 inches

>Notice the only heading is "ACKNOWLEDGMENTS," in UPPER CASE

ACKNOWLEDGMENTS

Many people assisted me in unlocking the awesome possibilities of the human potential. I am honored and fortunate to have been gifted with so much support throughout this project. I would like to thank my Advisory committee and readers, Joseph Scarcella, Ph.D., Kenneth Lane, Ed.D., Thomas Gehring, Ph.D., and Deborah Stine,

Ph.D. Not only did they read the manuscript, but also provided support.

<Margin 1.5 inches Margin 1 inch>

>This page is optional
>Use lower case, Roman numeral for page #
>Margin 1.25 to bottom of page

TABLE OF CONTENTS

^Margin is at least 1.25 inches

<Margin 1.5 inches TABLE OF CONTENTS ***Margin 1 inch>***

^Note: Periods appear every other space, and must line up

>Use lower case, Roman numeral for page #

>Margin at least 1.25 inches from bottom of page

Consequently, the school was to remedy the deprivation by providing compensatory Federal programs such as Head Start, Compensatory Education, Migrant Education, Title I, and Title VII (Bilingual Education). Teachers often related success in reading to a good command of English vocabulary. The child's competency in Spanish was regarded

as a handicap and mixing the languages was an indication of not knowing either well.

According to Flores (1982, p. 19), in the 1970s the problem was providing an "equal educational opportunity for the culturally and linguistically different child." The bilingual movement made significant growth in beginning to provide equal educational opportunities. Many books were written about this subject, which in turn gave birth to many professional organizations. Some of these are: The National Clearinghouse for Bilingual Education (NCBE); the National Association of Bilingual Educations (NABE), and the California Association of Bilingual Educators (CABE). Despite the growing knowledge about language development and acquisition, "English language was the focus and often the single yardstick for educational attainment" (Flores, 1982, p.22).

^Margin is at least 1.25 inches

>(Sample Text Page--from a Review of the Related Literature)

Consequently, the school was to remedy the deprivation

>Text must be double spaced

by providing compensatory Federal programs such as Head Start, Compensatory Education, Migrant Education, Title I, and Title VII (Bilingual Education). Teachers often related success in reading to a good command of English vocabulary. The child's competency in Spanish was regarded

as a handicap and mixing the languages was an indication of not knowing either well.

According to Flores (1982, p. 19), in the 1970s the problem was providing an "equal educational opportunity for the culturally and linguistically different child." The bilingual movement made significant growth in beginning to provide equal educational opportunities. Many books were written about this subject, which in turn gave birth to many professional organizations. Some of these are: The National Clearinghouse for Bilingual Education (NCBE); the National Association of Bilingual Educations (NABE), and the California Association of Bilingual Educators (CABE). Despite the growing knowledge about language development and acquisition, "English language was the focus and often the single yardstick for educational attainment" (Flores, 1982, p.22).

<Margin 1.5 inches Margin 1 inch>

>Margin at least 1.25 inches to bottom of page

III. GUIDELINES FOR TECHNICAL WRITING

Note: The College of Education's list of departures from APA style begins on p. 116.

Section III amounts to a summarized version of the Fifth Edition of the APA Manual, along with material that outlines elements of good technical, professional, or expository writing,

the kind of writing required for research-oriented and scholarly pursuits. It is included in this *Guide* for several reasons. First, experience suggests that many graduate students either do not know or do not apply the general parameters of good writing, or they apply them intermittently. Second, research or scholarly writing differs substantially from creative writing, so these differences should be articulated. Finally, almost everyone can benefit from periodic review of the elements of good expository writing.

The Committee intends that Section III will be used in many ways: as a tool for students who are planning theses or projects, and to supplement the MA Core courses (EDUC 603, 605, and 607) and the EDUC 306 Expository Writing course. We recommend that students study Section III completely, and keep it for reference in all their courses and professional endeavors.

Readers should note that, as in all the sections of this *Guide*, individual professors may emphasize important details or approaches that are not covered in this general outline. The most we can do is provide information tailored to the "center of gravity" that most professors and journals apply. You should also inquire about any special emphases or specifics that your professor, or your journal editor, requires.

Finally, the Committee wishes to put the concepts and rules of good writing in realistic perspective. Graduate students in education at CSUSB, as well as all educational professionals who contribute to their field, are required to master these concepts. The only choice you have is when you will master them. Our purpose in providing this concise outline is to facilitate that process. We hope you find Section III useful.

INTRODUCTION

This material presents technical writing style parameters that students can apply for personal/professional plans, program plans, research proposals, reports, and essays. The material is tailored especially to meet needs encountered at California State University, San Bernardino. It is organized under 15 major headings, with 81 specific elements. Some elements are self-explanatory, so they are not embellished. Many have brief explanations and others are developed with examples of correct and incorrect applications to enhance their usefulness.

Interested students should consult (a) the American Psychological Association Manual, Fifth Edition, and the CSUSB manuals prepared for theses and projects by (b) the Office of the Graduate Dean, and (c) the College of Education. Individual

professors may suggest strategies that diverge from these parameters. If students have specific questions or concerns about style, they should consult their professor.

THE RATIONALE FOR WRITING

1. Write for your own personal and intellectual growth.

Writing fosters clarity of thinking and personal and intellectual growth. It enhances the assimilation of concepts, often more effectively than hands on activities, readings, or instruction. Careful writing is reflective, although external and internal/external factors also influence it. Thoughtful writers frequently experience epiphany— intense joy from insight and discovery. Writing tasks should therefore be approached with dedication and careful scrutiny. To approach them as burdens that can be accomplished quickly and then forgotten is to miss the point. Use your writing to help you move from your current condition toward your ideal condition.

2. Identify with your writing: write to find your voice.

Find yourself through your writing. Then nurture and develop yourself. Writing is a process of discovering your ideas. Observe how writing tasks help you connect with larger issues, how you connect with your Self, how you and others separate and converge. Become invested in the process.

Integrity in writing demands personal investment in the words and concepts portrayed on the page. This is serious business. By organizing, articulating, and clarifying your ideas and aspirations you will get in touch with the themes and trends of your community —your school of thought, which connects you to the larger human adventure.

3. Write thoughtfully and carefully. Plan out and logically organize your writing.

a. Do not think you can write well AND write in haste.

b. Write multiple drafts.

First drafts are often inappropriate and lacking depth. Avoid sloppy phrases, formatting errors, and unnecessary words. Thoughtful writing is almost always accomplished through successive refinements.

4. Write for your audience.

Keep the needs and interests of your reader(s) in mind as you craft your narrative. Walk a mile in their shoes. The result will be genuine connections between writer and reader.

Clarity is necessary for communication of your ideas to an audience. It promotes growth. Readers who learn and grow from your material will be inclined to read the next thing you prepare and to recommend your work to others. This is how credibility develops.

5. Make your writing compelling.

Write to keep your reader engaged. Appeal to the readers' imagination, articulate dimly perceived concepts, organize known facts in new configurations that shed light on current issues. "Just the facts" can be redundant and boring. Write to be insightful, coherent, illuminating, bold, profound, funny.

INTERPERSONAL AND GROUP ISSUES

6. Avoid committing to writing inappropriate or negative emotions.

Understand the differences between opinions and analysis, and use each appropriately. Whatever is set down in writing may come back to haunt you. Be careful. Records can be subpoenaed by the court, and once that process is in motion it cannot be stopped. No one can predict human behavior—so anything that is written down is at risk of being subpoenaed. Everyone "cherishes old wounds" from time to time, but it is not wise to express bitterness in writing. Sarcasm, anger, nastiness, or brutalization in any form—racism, sexism, or any type of chauvinism are inappropriate in technical writing. It may be therapeutic to "spill your soul" in a first draft. However, if anger shows up, make it your business to purge it from the copy as soon as possible. Invest in interpersonal healing, rather than exacerbating ancient hatreds.

Also, why use *chairman*, when *chair* will suffice? Why discuss *manning the station* when *staffing* is just as efficient? Aside from its ideological implications, sexist language may give readers an excuse to focus on your words instead of your message. Voluntarily proffer no such excuses and attend carefully when friendly readers offer constructive criticism on this issue.

7. Avoid melodrama.

In writing, drama is often expressed through extra emphasis: exclamation points, bold print, underlined phrases, or all uppercase. This is poor form in technical writing, because the words on the page should be sufficient to portray your meaning

without crutches. An alternative to using drama yourself is to use direct quotes from authors who applied unacceptable levels of drama. If melodrama shows up in your own words from an early draft, purge it.

For example, it would be inappropriate to write "It is absolutely necessary and desirable to staff the schools consistent with the workload." The word "absolutely" can be deleted, since it adds nothing to the sense of the sentence, and the remaining language should appear without the underline. On the other hand, if you found that same sentence in published material, you could quote it directly—with the phrase "emphasis in original" embedded in the reference citation: "It is absolutely necessary and desirable to staff the schools consistent with the workload" (Pierce, 1993, p. 179; emphasis in original).

8. Avoid referring to groups with the preface *the*.

To use phrases like *the administrators..., the women..., the African Americans..., the students..., the Russians..., or the union members...* is to betray a tendency to dehumanize or brutalize groups, to treat them as objects. This is unacceptable in technical writing.

9. Avoid sexist language or dehumanizing terminology.

This is another element of good writing that has ideological implications. To write, "I used a secretary to rearrange the files" is to reduce a secretary to an object. This idea would be better expressed by writing, "I used the services of the secretary..." or "I used secretarial services..." A similar problem sometimes shows up when students use language like "I service 36 students in my English class." It would be better to write "I serve...," because the word service has multiple meanings. In these examples, a small difference in words can result in a large difference in understanding.

10. Avoid writing about *my people, his people* or *Ted's people*.

Despite the way the language is commonly used, supervisors do not own workers and teachers do not own students. Instead of "my student Tony," try "Tony, a student in my class."

MAKE IT EASY FOR YOUR READER

11. Use short, descriptive titles, headings, and subheadings.

The title is the reader's first impression of the entire document. It should provide a succinct idea of the content. Cute

titles such as *Project H.O.P.E.*, or *Tempest in a Teacup*, with meanings that are not really descriptive or helpful are inappropriate in technical writing.

12. Paginate.

Everyone gets a page out of sequence sooner or later. By numbering the pages you help the reader correct this problem, and give added meaning to the table of contents. How will readers discuss the parts of your material with each other if the pages are not numbered? In the CSUSB College of Education, we number the pages at the bottom, centered —this is a departure from the style of the American Psychological Association. See the end of this section for a complete list of such departures. Examples of properly numbered pages appear in the illustrative section of this manual. If you are preparing an article for publication, you should check and comply with the journal's procedures.

13. Have an abstract and a table of contents.

Abstracts and tables of contents continue the service that started with the descriptive title, they establish an early context so the reader can be engaged and derive maximum benefit from what you have written. An abstract is usually a paragraph or two that offers a very concise description of the entire narrative. In most documents the abstract follows the title page, and is followed in turn by the table of contents (if your material contains figures or tables, they may be listed in a special, subsequent table). The actual narrative comes after all this "front matter" —usually on a new page that begins the numbering sequence.

The table of contents should be spread out vertically over the page; list only the first page of each section; connect the headings with the page numbers, to keep readers from getting confused about matching the headings with the page numbers. Line up the numbers by digits, as you would in addition. For example, if one section begins on page 1, and the next begins on page 10, the "0" in "10" should appear beneath the "1." Double check to make sure the pages listed in your table of contents correspond to the page numbers in the narrative. Examples of an abstract table and of contents appear below; others are offered in the illustrative section of this manual; readers should note that the abstract of a thesis or project should be double spaced.

Abstract

This article uses Wilber’s (1995) integral framework to interpret Holl’s (1971) prison management literature review.

Holl's systems of prison management are discussed according to the "all quadrants, all levels" advice and other elements of Wilberian thought. The article examines some of Holl's claims, presents education in each of his management systems, and addresses concerns that appear in neither Holl's review nor Wilber's framework. The author's purpose is to introduce elements of integral thought and apply them in the context of correctional education history.

Contents

14. Use opening quotes if they will help.

Many authors prefer to begin a document, or sections, with short quotes that set the pace for the attitude readers should assume as they approach the material. This user friendly strategy builds on the advantages of the title, abstract, and table of contents.

15. Keep your writing as simple as possible, and be yourself.

16. Avoid long insertions that disrupt your narrative.

If you have charts, tables or excerpts that will disrupt the flow of your writing by extending beyond one page, put them in separate attached sheets or an appendix. In the narrative you can refer the reader to the attachment or appendix and discuss some of the attributes of the inserted material. As a general rule, anything that takes up more than a page probably belongs in an appendix instead of in the narrative.

17. Make text relationships clear to readers.

Avoid making the reader turn from page to page to make sense of something. If you have a numbered list of questions or objectives in one section and you refer to them by numbers only in another section, the reader will have to go back and forth to make sense of the narrative. No one will remember how the numbers were applied several pages back. Making your readers flip back and forth is not a good way to win fans.

Another strategy is to assign short titles to the questions or objectives and then use those short titles in the subsequent narrative. For example, an objective "To reduce the number of disciplinary infractions by participating inmates during the ten month program" might be summarized by the short title "Reduce Infractions." Then, in the schedule or calendar that portrays when the objectives will be attained, or in a discussion of evaluation methods, the short title could be used instead of the entire objective. Short titles are just one strategy to avoid making the reader go back and forth; they can save the whole relationship with your audience.

18. Use special notations sparingly.

When people see an asterisk, they expect to find a note at the bottom of that page. Make your copy correspond to that expectation. The American Psychological Association Manual practically eliminates the need for footnotes.

HELP READERS FOCUS ON THE INFORMATION

19. Use traditional sentence structure.

Syntax is complex, but most readers have an intuitive idea of how sentences should be constructed in modern American English. This is incorrect: "In two the inmate students' pencils would have to be split, explained the institutional superintendent, because of budget constraints, at a recent meeting." This is reasonably correct: "At a recent meeting the institutional superintendent explained that, because of budget constraints, inmate students would have to split their pencils in two."

20. Keep your ideas simple, under an easily explained banner, heading, or theme.

Stay organized. It will enhance the likelihood that the readers will attend to your message.

21. Have a beginning, a middle, and an end in each document you write.

In the beginning, readers expect to be informed about the general rationale, structure, and contents of the document. Ideas should be developed in the middle and summarized briefly again at the end. Except for very short narratives, this rule always applies.

22. Provide transitions between the parts of your narrative.

Let your readers know what to expect. Surprise transitions from one theme to another will result in readers losing interest. Provide a clear introduction, body, and conclusion.

23. Make your copy self-explanatory.

The document should stand by itself. Readers should not have to refer to other documents or ask questions to understand what they read.

24. Write timely summaries throughout the narrative to help readers stay focused and build an expectation that the material is taking them somewhere.

25. Keep your terms, language, and ideas within the bounds of propriety.

There is no place in technical writing for racist, sexist, or otherwise chauvinist phrases, or for sensuous, profane, or licentious language. Help the reader focus on your ideas.

MAINTAIN YOUR PURPOSE

26. Define your terms the first time they are used.

Many readers consider it confusing to use multiple definitions of the same terms. Readers expect all writers to thoroughly explain any jargon or specialty language. It is often wise to have a separate section or paragraph in the beginning of your work that consists of nothing but the definitions of the few pertinent specialty terms, acronyms, and phrases that will be used in the narrative. Regardless, the best rule is try to avoid using jargon.

27. Connect your ideas.

Never assume readers will connect the ideas you presented in your theme. Explain how the ideas are connected. A standard pattern is to introduce the parts, describe each one and how it relates to the others, and then explain how they all fit together.

28. State relevant assumptions when appropriate.

Assumptions, when stated, should be written forthrightly, to avoid confusion. (To refrain may be demagoguery or outright propaganda, a hidden agenda.) As with definitions, it is best to write your major assumptions in a separate section or paragraph.

29. Make the final summary or conclusion useful and concise.

Relate your conclusion back to the information you presented earlier. Readers often have short memories; remind them briefly. Summaries or conclusions should never include new information.

Writers sometimes have difficulty being concise with their summaries. They have directed much thought to their work and feel unable to streamline their ideas into a brief paragraph or two—especially without repeating the same language that was used in the abstract. It may be useful to actually summarize your first draft of the summary; this procedure tends to foster concise narrative.

MAINTAIN READER INTEREST

30. Be humble.

Humility is good. Arrogant or self-righteous language turns off readers. Be careful to understate rather than overstate, persuade rather than manipulate, and avoid browbeating.

31. Prepare narrative chart(s).

Narrative charts present maximum data in minimal space. Some people respond to right brain, graphic displays. Use narrative charts to introduce or summarize major points, display complex relationships at a glance, and show you know your subject. Readers generally appreciate them. The ideal chart is a page or less. In charts that extend beyond a page, always begin the next page by repeating the column headings. If a chart does not fit into the space you intend, leave a few lines of empty space on the page before the chart, so you can start off fresh on the next page. The following is an example of a narrative chart or word table. Note: the box used to highlight examples in this manual are optional.

Figure 6: Historic Themes in Corrections

Reform-Oriented Group	Their Idea About What was Needed by People Who Erred	Name of the Resultant System	The Problem With that System
Devout Quakers	A peaceful place for reflection (solitary	Pennsylvania Prison	Devout Quakers rarely commit violent crime
Enterprising 19th Century Merchants	Harsh regimentation (lockstep, striped uniforms, hard work)	Auburn Prison Discipline	Enterprising merchants rarely commit violent crime

Industrious Capitalists	Factory work	Industrial Prisons	Industrious capitalists rarely commit violent crime
Psychiatrists, Psychologists	Quiet hospitalization	Prison Hospitals	Psychiatrists and psychologists rarely commit violent crime
Modern, conscientious employees	Get a job	Emphasis on literacy, coping, and vocational skills	Modern, conscientious employees rarely commit violent crime

SUMMARY: Various reform groups have influenced prisons, each projecting its own needs onto the system. All these systems failed.

32. Avoid conversational phrases.

Phrases like *...and the like, as it were,* and *due to...* add no meaning to your narrative. *It is obvious* is almost always redundant. If it is obvious, why write it? Writing should either be conversational as in a friendly letter or technical, as in anything you will write for the CSUSB College of Education. Do not mix and match.

33. Avoid using the same word(s) or phrase(s) repeatedly.

Some beginning writers seem unable to begin a sentence without the word *The*. Never end one sentence with the same word that begins the next sentence, and avoid using "that that...," as in the following paragraph.

"A problem in correctional education is the relationship between institutional administration and the teaching/learning process. That that relationship fosters barriers to student achievement and staff professionalization is well documented..."

Writers should cherish their thesaurus, enliven their language without showing off, and generally encourage reader enthusiasm. A thesaurus can help writing come alive; it should never become a tool for finding big or complicated words to impress readers. Be as effervescent, ardent, lively, and charming as you can—or as informative or perhaps a bit strident. Do this within the admittedly close confines of good technical writing style. Devote sufficient time to a writing task to find your own voice. You will know when it all comes together, in a style and rhythm expressive

of your message and palatable to relevant audience(s).

PUNCTUATION AND ASSOCIATED ISSUES

34. Use quotation marks appropriately.

a. Avoid having too many quotes.

Your writing should be your own narrative, not a compilation of quotes from other writers. Borrow others' words selectively to support your message, but not to substitute for your own words.

Use quotes wisely. The best quotes are used because (1) a recognized authority's view meets your purpose, (2) the quote is more controversial or dramatic than you feel you should be, or (3) it is very concise, useful, and helps clarify your narrative.

b. Apply the block quotation guideline.

If the quote is 40 words or more, indent on both sides. The APA Manual requires that it be indented on the left and prohibits single spacing, but in actual practice most writers indent on both sides. Quotation marks are not required because borrowed narrative is already set apart visibly from the rest of the page. It is acceptable to do the same if a quote is less than 40 words and you want to set it apart in this way. However, if you indent a quote, you must provide an internal citation that includes the exact page number. If the quote is 500 words or more, you must obtain written permission from the publisher, note it in your narrative, and include the letter in an appendix.

c. Quote correctly.

Do not manipulate a quote to make it appear that the author agreed with your position. If you delete language, use ... to show that words were deleted; if you delete language that goes beyond the end of the sentence, use .... to show it. Do not make changes in quotes to conform to correct grammar; display them in the way they originally appeared.

Check to make sure each quote has a beginning and an end.

Put punctuation within the quotation marks.

Incorrect: "...and the officer wrote him up".

Correct: "...and the officer wrote him up."

Incorrect: Today we will discuss the terms "crime", "recidivism", "community corrections", and "Unified Crime Reports".
Correct: Today we will discuss the terms "crime," recidivism," "community corrections," and "Unified Crime Reports."

35. Paraphrase with citations when possible, to avoid having too many quotes.

36. Use apostrophes correctly.

a. Do not use apostrophes with numbers that indicate calendar years.

Incorrect: "During the 1960's everything was better."
Correct, at least with regard to the apostrophe: "During the 1960s everything was better." Since there is no possession, no apostrophe is needed.

b. Do not use apostrophes as quotation marks, except for quotes within quotes or quotes from British authors.

Incorrect: 'I will not use that room to administer the achievement test' he said. 'It is too noisy.'
Correct: "I will not use that room to administer the achievement test," he said. "It is too noisy."
Correct: "In his report the teacher wrote 'I will not use that room to administer the achievement test. It is too noisy.'"

c. Be careful about singular and plural possessives.

Put the apostrophe in the correct place. If the name is singular, add 's to show possession: "It was Fran's." If the name is plural, add s' to show possession: "The employees' fund." There are exceptions to this rule. For example, if a singular name ends in an s, use s' to show possession: "Thomas' manuscript." Also, some pronouns are already plural, so you need only add an 's to show possession: "The children's hour."

37. Type two empty spaces after periods and colons.

If you are using a word processor that makes two spaces look like it is only one space after a period or colon, then leave three spaces—or whatever it takes to make the printed version look like there are two spaces. This also applies after question marks and exclamation marks, though exclamation marks should be excluded whenever possible.

38. Avoid overusing commas and semi-colons.

Incorrect: "A number of years ago, a poor fellow, was sent here. His first night, in prison, was so terrible, a nervous strain upon him, as it apparently is, to all prisoners, that he could not keep from, hysterically crying. The officer, on guard, ordered him to stop, but he could not, control himself. So, the officer removed him, from the population."

Correct: "A number of years ago a poor fellow was sent here. His first night in prison was so terrible a nervous strain upon him, as it apparently is to all prisoners, that he could not keep from hysterically crying. The officer on guard ordered him to stop, but he could not control himself. So the officer removed him from the population."

Incorrect: "Prison reformer Mary Carpenter was in regular correspondence with Queen Victoria; they often presented together at conferences; and sent flowers to each other to celebrate holidays; Carpenter also corresponded with Florence Nightingale."

Correct: "Prison reformer Mary Carpenter was in regular correspondence with Queen Victoria; they often presented together at conferences and sent flowers to each other to celebrate holidays. Carpenter also corresponded with Florence Nightingale."

GIVE CREDIT

39. Give credit for ideas, as well as for quoted words.

It can be perceived as arrogance, or worse, if you avoid giving credit to other authors. Always err on the side of humility. Whenever there is a question about whether credit should be given, give credit.

40. Apply APA standards in narrative.

APA practically eliminates footnotes. Parenthetic citations are embedded in the narrative instead. Never use first names; use first initials only when two authors whose material is used in the same document have the same last name. Examples follow: (MacCormick, 1931). (Egan, S., 1988). (Egan, W., 1988).

Always list the year of publication. If one author has two publications from the same year used in the same document list one as *a* and the other as *b*. Examples follow: (Wallack, 1939a). (Wallack, 1939b). If an idea can or should be referenced by several sources, separate them with semi-colons, as in the following example: Medieval heretics refused to take oaths (Bloch,

1984, p. 237; Peters, 1989, p. 201; Erbstosser, 1990, p. 90).

All internal citations must end with a period. Those that reference only one sentence should be included before the punctuation that ends the sentence (usually a period). For example:

One early author noted that "the best behaved prisoner may become the worst citizen after release" (Brockway, 1912, p. 413). Note that there is only one space between the end of the quote and the parenthesis that begins the internal citation.

Internal citations that reference more than a sentence should be included after the relevant material in the narrative. In this case allow two spaces after the culminating punctuation and then the citation appears, followed by a period.

41. Use page numbers in your internal citations.

Although the APA Manual does not require internal citations with page numbers—except for direct quotes—they are required by the standards of good scholarship. Readers cannot efficiently consult original sources without page numbers. Proper form follows: (MacCormick, 1931, pp. 211-214). (Ross & Fabiano, 1985, p. 178).

The only exception to this rule should be concepts that permeate an entire book or article, but are not concisely stated on any particular page. For example:

Although he did not use Scudder's precise language, the concept that prisoners were people was a major theme of MacCormick's work (MacCormick, 1931).

42. Structure your reference section at the end of the document according to APA guidelines.

The general sequence of information appears in this manner: author's last name, author's initial(s). (Year of publication). Title. City of publication: Publisher. Page numbers, if relevant (do not use *p.* or *pp.*). The first line of each entry should be flush left at the margin. The second, and all subsequent lines, should have a one half inch indent, away from the left margin.

Never use first names—always use first initials. Do not use upper case for titles. The only exceptions to the lower case rule are for the first letter of the title, the first letter after a colon, proper nouns, and proper adjectives. Avoid using quotation

marks around titles, even titles of articles and chapters. Use italics for book or journal titles in a reference section.

In reference section entries for journal articles, the volume number is italicized, followed immediately (no space) by the edition number in parens. Page numbers are not usually included in the reference section, except for articles and chapters. Do not number the entries in a reference section. See the "Departures..." material at the end of this section for College of Education requirements that do not correspond with APA style.

A properly referenced book by one author appears below:

MacCormick, A. (1931). *The education of adult prisoners.* New York: National Society of Penal Information.

For multiple authors:

Ross, R.R., & Fabiano, E.A. (1985). *Time to think: A cognitive model of delinquency prevention and offender rehabilitation.* Johnson City, TN: Institute of Social Sciences and Arts, Inc.

For a journal article:

Duguid, S. (1988). To inform their discretion: Prison education and empowerment. *Journal of Correctional Education, 39(4)*, 174-181.

For chapters in edited books:

Petersilia, J. (1996). Recidivism. In McShane, M., & Williams, F. (Ed.s), *Encyclopedia of American Prisons,* (pp. 378-383). New York: Garland.

For newspaper articles:

Associated Press. (2000, January 5). N.Y. State to pay inmates $8 million over Attica riot. *The Corona Norco Press Enterprise,* p. A-8.

For translations:

Makarenko, A.S. (1954). *A book for parents.* (R. Daglish, Trans.). Moscow: Foreign Languages Publishing House. (Original work published 1937).

For Internet materials:

Van Slambrouck, P. (2000). Push to expand book-learning behind

bars. *The Christian Science Monitor*. Retrieved September 15, 2000, from http://www.prisoneducation.org

For legal proceedings:

Senate Bill No. 1845, An act to add Chapter 10.7 (commencing with Section 6500) to Title 7 of Part 3 of, and to repeal Section 2053.4 of, the Penal Code, relating to prisons. (Introduced by Senator Polanco). (February 24, 2000).

These formats are required. For additional information consult the APA Manual.

IMPORTANT DETAILS

43. Use plurals to avoid using *he, or she, or s/he*.

Author ideology about sexism should be avoided in technical writing. At best, gender specific pronouns are distracting. At worst, they are a barrier between the writer and the reader. Try using *teachers, students, them*, or other plurals to avoid gender specific pronouns. However, individual authors may be referred to as "he" or "she." See the entries above about avoiding inappropriate, sexist, or dehumanizing language.

44. Check to make sure subject and verb agree.

This is incorrect: "Each convict who participated in the graduation ceremony last July reads from the printed program." It is incorrect because "last July" requires past tense and "reads" suggests the present. This is better: "Each convict who participated in the graduation ceremony last July read from the printed program."

45. Be cautious about singular/plural agreement.

This is incorrect: "Each student should have their materials ready when the bell rings." This is better: "Each student should have his or her materials ready when the bell rings." This is best: "Students should have their materials ready when the bell rings." See item #43 above. If you do not feel comfortable with the subject/verb or singular/plural aspects of writing, have a friend who writes well proof your copy before it is due. Take time to learn the rules of correct grammar. The CSUSB Writing Center can help students with their drafts.

46. Avoid the first person whenever possible.

In expository, technical, or research writing, refer to yourself by role (teacher, the current writer, or this author), or

use plurals (students who plagiarize...), or the third person (one who plagiarizes...). This rule cannot apply to personal/ professional plans, but it should be applied in most other technical writing.

47. Make sure the predicate verb appears near the subject.

Start each sentence with as much of the complete idea as possible, so the reader will not have to wait until the end to make sense of your language. This is difficult: "For three weeks after his parole was denied, yelling at imaginary visitors and erratic in his bodily motions, Ted acted crazy." This is easier to read: "Ted acted crazy for three weeks after his parole was denied, yelling at imaginary visitors and erratic in his bodily motions."

48. Make sure the reader will comprehend to whom pronouns refer.

This is difficult: "Kendall and Wallack maintained that both vocational prisoner students and civilian teachers at inservice would reject content if they did not master enough to get a 'kick' out of learning. They rejected suggestions that 'hands on' experience was the only way to learn." The problem is who *they* are. Is it Kendall and Wallack, civilian teachers, or prisoner students? This is clearer: "Kendall and Wallack maintained that both vocational prisoner students and civilian teachers at inservice would reject content if they did not master enough to get a 'kick' out of learning. These authors rejected suggestions that 'hands on' experience was the only way to learn."

Whenever possible, avoid using passive phrases.

Not preferred (passive): The book was read by the student.

Preferred (active): The student read the book.

Be careful to attend to important details like this. Most grammar check software will identify this error. Do not give readers any reason to discount your writing.

49. Avoid overuse of the slash, hyphen and dash.

Whenever possible, minimize these varieties of casual punctuation. They can be avoided or minimized by careful writers.

50. Use *a* and *an* correctly.

Use "a" before a word that begins with a consonant sound, and "an" before a word that begins with a vowel sound. For example, a ball, an egg; a fence, an inmate; a sally port, an umbrella. An exception is with words that begin with "h" in which case either "a" or "an" can be acceptable. For example, a historical figure or an historical figure.

51. Avoid having sentences end in prepositions.

Do not be fooled by British writers; this rule is different in British and American English. This is incorrect: "To avoid burnout, good teachers sometimes take time to study topics they are interested in." This is better: "To avoid burnout, good teachers sometimes take time to study topics in which they are interested."

52. Do not assign human characteristics to objects.

This is not the preferred style: "Colleges throughout the system applauded the new policy." This is also not preferred: "The University requires that APA style be used in the College of Education." These are better: "College staffs throughout the system applaud the new policy." "The University president requires that APA style be used in the College of Education."

NUMBERS AND SEQUENCES

53. Use numbers correctly.

a. If numbers appear at the beginning of a sentence, write out the number: "Ninety-four students were tested during the second shift."

b. Write out the words for numbers one to nine: "One, two, three ...nine."

c. Use Arabic numbers for 10 and greater (10, 11, 12, 13, 14...).

d. Only use Roman numerals in outlines or for some other genuine and compelling reason.

e. Be careful about using letters for lists.

A list of letters can only have 26 sensible entries; after that you have to shift from upper case to lower case or use double letters (aa, bb,...). Although you may think a list will be short, it could end up being long. Therefore, whenever possible, use Arabic numbers to designate the elements of a list. See the Departures... section below.

f. Avoid using both the word and the number: "There were four (4) parts to the test."

54. Indent lists properly.

It is disorderly to have text under the number or letter that introduces it. This is disorderly:

1. A study of ancient languages must at once be comparative and derivative. Linguists compare and contrast modern languages.

This is neater:

1. A study of ancient languages must at once be comparative and derivative. Linguists compare and contrast modern languages.

55. Align numbers on a list according to their right digit.

Make sure your narrative has a consistent left margin (besides paragraph indentations), with the possible exception of outlines, which frequently have left margins that vary according to the level of element (I., A., a., b., c., B., II., and so forth). The example which appears on the next page is taken from the table of contents that appeared earlier:

I. Introduction: Holl's Work and Wilber's Integral Framework

II. Holl's Literature Review: Four Systems of Prison Management

A. Pennsylvania
B. Auburn
C. Reformatory Prison Discipline
D. Anti-Institututional Institututions

1. Inherent Problems with the Term
2. Misunderstandings of Early Exemplars
3. Exclusion of Applicable Exemplars
4. Lack of Explanation for Systems that Holl did not Review

In all lists, watch your digits. The *0* in *10* should appear under *9*. Also, it is customary to put a period after the numbers of elements in a list, followed immediately by an empty space. This is correct:

> Monitoring Language Changes Over the Centuries
>
> 8. Words that indicate body parts.
> 9. Words that remain constant, such as water, up, down, etc.
> 10. Words that change with the culture, such as record player, …

56. If you have an *A*, make sure there is a *B*; if there is a *one*, there should be a *two*.

If there is cause to have a single entry, an *A* without a *B*, then record it without a number or letter identifier. This is correct:

I. Nineteenth century prison reform groups

A. Former Napoleonic War POWs
B. Religious humanitarians

II. British South Pacific prison reformer during the 1840s

Alexander Maconochie

Similarly, in narrative lists (within a paragraph), avoid having numbers or letters that identify the elements if there are fewer than three. If there are only two elements, most readers can follow the text without identifiers. For example, part I (above) could appear in the following narrative list without identifiers: "Nineteenth century prison reform groups generally fit into two main categories: former POWs from the Napoleonic Wars and religious humanitarians."

57. In narrative lists containing commas, use semi-colons.

If an element of a narrative list has commas to divide it into subparts, readers get confused about the level of elements. This is incorrect: "The membership of the Correctional Education Association Executive Board consists of representatives from the national organization, regions, and the ten special interest groups: jails, special education, juvenile education, postsecondary education, teachers of women prisoners, vocational education, Chapter I education, New York State Adjudicated Youth, ESL/bilingual education, and community corrections." Does this list have three major parts, or as many as 13? It only has three,

because everything that follows the term special interest groups is a subpart of that element.

This is better: "The membership of the Correctional Education Association Executive Board consists of representatives from three main groups: (a) the national organization; (b) regions; and (c) the ten special interest groups: (1) jails, (2) special education, (3) juvenile education, (4) postsecondary education, (5) teachers of women prisoners, 6) vocational education, (7) Chapter I education, (8) New York State Adjudicated Youth, (9) ESL/bilingual education, and (10) community corrections."

The following rules about how to use semi-colons correctly appear in the APA Manual:

> Use a semicolon
>
> > **to separate two independent clauses that are not joined by a conjunction.**
> >
> > The participants in the first study were paid; those in the second were unpaid.
> >
> > **to separate elements in a series that already contain commas.**
> >
> > ...The color order was red, yellow, blue; blue, yellow, red; or yellow, red, blue.... (2001, p. 80).

BASICS

58. Write only complete sentences.

Complete sentences present whole ideas. Each sentence has, or implies, a subject noun and a predicate verb.

This is incorrect: "Each state has a structure for delivering correctional education to confined learners. Such as traditional organizations, bureaus, and statewide school districts." It is incorrect because the words in the second part (Such as... districts) are not a sentence, despite the fact that they begin with an upper case letter and end with a period. It lacks both subject and predicate. Several related versions would be acceptable, including:

Combined in one sentence

"Each state has a structure for delivering correctional education to confined learners, such as traditional organizations, bureaus, and statewide school districts."

Divided into two sentences

"Each state has a structure for delivering correctional education to confined learners. These structures can be categorized as traditional organizations, bureaus, and statewide school districts."

59. Avoid run-on and very long sentences.

60. Vary the length of sentences.

61. Vary the length of paragraphs.

62. Indent paragraphs.

This might seem rigid, since block paragraph style might be part of the repertoire of an experienced writer. However, readers sometimes have difficulty identifying when a block style paragraph ends. This is true if one paragraph ends at the bottom of a page, and the next begins on the first line of the new page. To avoid this problem, indent paragraphs.

63. Avoid one sentence paragraphs.

If your draft includes a single sentence paragraph, try adding it to the previous paragraph. If that does not work, experiment with it in the next paragraph. The same rule that requires a *B* if there is an *A* in a list applies to sentences in paragraphs. Concepts that are important usually need more than one sentence of explanation.

MORE BASICS

64. Avoid unnecessary transitions between tenses.

Most formats suggest a particular tense. For example, research reports record work that has been done, so the past tense is used almost consistently. A program plan recommends what should be done, so the future tense is used almost consistently. The historic section of a personal/professional plan suggests the past tense and the aspirations section suggests future tense. It is important to remain as consistent as possible regarding tense within the flow of a narrative. Otherwise the reader might get disoriented and distracted from your message.

65. Do not vacillate between scholarly and conversational language.

66. Avoid British spelling, unless you are quoting a British writer or writing for a British audience.

67. Adopt standards.

    a. If you use dashes, do so in a consistent manner.

        Writers prefer different standards for the dash, which is an unconventional but sometimes useful form of punctuation. Some of these differences follow: "Readers should be cautious — writers often come highly self-recommended." "Readers should be cautious -- writers often come highly self-recommended." "Readers should be cautious - writers often come highly self-recommended." There is no correct procedure about dashes, but do not let readers confuse a dash with a hyphen. It is important, however, that you apply whatever standard you adopt consistently. Avoid using one type of dash in one part of your narrative and another type later.

    b. Be thoughtful about widows and orphans.

        These are formatting issues. A widow is the first line of a paragraph that appears at the bottom of a page, and an orphan is the last line that appears at the top of a page. It is common practice to avoid widows and this is probably good advice. Widows look careless, and are likely to distract readers. One line elements from a longer section of an outline or list should be treated the same way. Some editors recommend avoiding orphans, as well, but most readers are more sensitive to widows than to orphans. Do not have single lines dangling at the bottom of pages. Similarly, avoid having headings appear at the bottom of the page if there is associated narrative.

    c. Use commas in a list correctly.

        Each element in a narrative list should be separated by a comma. The exception applies to the last two, where writer discretion technically adheres. However, publishers generally prefer that a comma be inserted between the last two elements of a narrative list, as well. This preferred style is shown below:

        "The largest confined populations in the U.S. are in the states of California, New York, and Texas."

    d. Resolve the level of headings issue.

        Levels correspond to the sequence of importance in an

outline. These are inherent in the strata of an outline, the identifiers or headings: I., A., 1., 2., B., and II. For example, levels 1 and 2 above are subsumed under part A, which is subsumed under heading I. The levels of headings issue is about levels of abstraction or detail. The APA Manual, Fifth Edition—your best source on technical writing style, lists five levels of headings (2001, pp. 289-290). In the College of Education we implement them in the following manner:

correct format	**level**
CENTERED UPPERCASE HEADING (the title of your thesis or project)	1
Centered Uppercase and Lowercase Heading (for example, your Chapter One)	2
Centered, Italicized, Uppercase and Lowercase Heading (the first level within your Chapter)	3
Flush Left, Italicized, Uppercase and Lowercase Side Heading (a second level within your Chapter)	4
Indented, italicized, lowercase paragraph heading ending with a period. (if you have a third level within a Chapter)	5

Consult the APA Manual and the Departures section near the end of this material for additional information.

e. Consistently apply the personalized writing style standards you establish.

68. Avoid contractions such as don't, aren't, isn't, etc.

69. Avoid jargon to the extent possible. See item #26 above.

70. Avoid acronyms and abbreviations.

This is an issue about democracy and its application in the written word. It is a general guideline, as opposed to a hard and fast rule with absolutely no exceptions. As with jargon, acronyms and abbreviations are elitist language. Even if you are writing for a very prescribed target audience, it is a matter of respect to avoid elitist language whenever possible. Try to keep your language simple, with a lay audience in mind, one that is

unschooled in all the particulars of your school of thought. It is usually acceptable to use a few terms and acronyms (two to three is a good parameter), especially if they are well defined in your narrative. If you use an acronym, always write out the complete title or term the first time it appears in your narrative, and put the acronym in parens that immediately follow. For example, "the prison reform/correctional education Research Discussion Group (RDG)."

71. Be careful not to overuse parenthetic comments.

Usually the content of a parenthetic comment can be worked into an existing sentence or put in a new sentence. Some writers find it difficult to avoid parenthetic asides, but it can be done.

72. Avoid rhymes and alliteration; they only distract.

Whether deliberate or accidental, rhymes divert attention. So does alliteration: "wild and woolly" or "national educational."

APPEARANCE

73. Use a word processor if possible.

It is unrealistic to expect that you will be able to produce a final copy in the first draft. If you want to get it right, to write thoughtfully and carefully, you should expect to do several drafts. Word processors facilitate additional drafts. With software you can resequence, add, delete, and generally improve without having to retype the entire text. Some writers claim this capability even enhances their thinking. They find it is easier to spend time improving their drafts when they do not have to retype the whole paper each time.

The use of this text rewrite capability warrants a special caution: do not confuse neatness on the page with good writing. Nevertheless, word processing can be a tool for improved writing. If you do not have access to a user friendly word processor, use one at the University Computer Center. By bringing your own disc, you can take your personal work home with you, to return and work on it again according to your own schedule.

74. Justify only the left margin (right margin should be uneven).

The purpose of this rule is to let the reader see how you use empty spaces, for example after periods and colons. An even right margin adjusts the spaces between words and makes reading difficult. If you use a word processor and have not been able to turn off the right justification function, consult someone who

knows how to turn it off. If you still cannot solve this problem, consult the professor.

75. Make your copy attractive.

Try not to overcrowd your pages. It scares readers. Use white space to make the pages appear balanced. Watch your margins. Make sure to apply the required left margin so readers can bind or punch holes in your copy.

76. Use special types sparingly, if at all.

Special types include all uppercase, bold, italics, shadows, and small all upper case. They should be avoided in technical writing because they denote drama. See item #7 above. Do not change fonts to squeeze in more information or meet a page requirement—your professors have probably done this themselves, so they will recognize it quickly. Also, avoid using colors, except with the professor's permission.

MAKE IT ALL FIT TOGETHER

77. Apply Ocham's razor.

Ocham was an important 14th century Oxford professor. Ocham's razor has two forms: "That which can be done with fewer things is done vainly with more," and "Plurality should not be posited without necessity." This guideline is also known as being concise, the principle of parsimonious expression, brevity, or economy of language.

Use Ocham's razor as an editorial tool to slash away paragraphs, sentences, phrases, and even syllables that are not needed. The only rule is that the editor or writer/editor should not sacrifice clarity for the sake of brevity.

Write *use* instead of *usage* or *utilize*. Delete words and phrases like *obviously, of course, naturally, really, very, truly,* and *due to the fact that*. This rule should be applied seriously.

78. Circulate a galley draft.

"Two heads are better than one." Invite someone you respect to read your draft and try to remain open to the adjustments that person recommends. There is no point to criticism such as "I thought it was good," or "Too long," however, because it is not helpful. If you do not get useful positive and constructive criticism from your first reader, request help from another reader. Go to your family, your colleagues, or your neighbors. In addition, some writers can conceptualize their material better when

they read it aloud to themselves. You might want to experiment with this procedure to see if it helps. Remember, the CSUSB Writing Center can be of great assistance.

Everyone makes mistakes, and no one is perfect. Your responsibility is to submit the best copy you can at your present stage of readiness and nothing less than that will be acceptable. In order to meet your responsibility, you need help from galley draft readers.

79. Let it sit and then edit it again.

Plan your time so you can write, rewrite, and then rewrite your draft again. Unless you are a genius, your first draft will probably not be your best. Let it sit and pick it up again, until you cannot stand it anymore or have become numb to needed improvements.

Never consider anything written as finished. At best, it is done for the moment. If it is important, you will probably have a more mature or informed view about it later.

80. Pepper your narrative with subheadings.

Even excellent technical writing that goes on for several pages without a subheading is likely to be perceived as rambling and verbose. Break up your narrative into paragraphs, sections, parts. If potential subheadings do not come immediately to mind in the first draft, study it and break it up in the second or third draft. Usually the subheadings emerge intuitively, but sometimes they follow traditional categories or the headings used by others who have written on the same topic. Either way is acceptable. The copy should make sense to you and be framed in a structure that will make sense to others. Be careful to use the levels of headings introduced in item #67 d above.

81. Do a final proof of your copy.

Since everybody makes mistakes, it may be acceptable to your professor if you make a few last minute corrections with a pen or pencil. This procedure is usually much better than letting the mistakes go without correction. However, the frequency of mistakes is an important indicator of whether the writer was thoughtful. Consult the dictionary, use a spellcheck, and ask someone who knows about good writing to read and comment on your syntax and style. Pour yourself into your writing, so you can be proud of your product.

THE LAST WORD

Professors may have various approaches to the advice set forth in this material. You should always check with your professor when you have a question. If you can manage your time appropriately, ask the professor to review a draft that is at a reasonable state of readiness, so you can get additional tips in a timely way.

Reference

American Psychological Association (APA). (2001). *Publication of the American Psychological Association: 5th ed.* Washington, D.C.: APA.

Departures from APA Format

Several procedures have been acceptable in the California State University, San Bernardino College of Education, despite their divergence from strict APA format. For example, the Fifth Edition of the APA Manual calls for "running heads," a way to put the title on each page of the manuscript. This was never applied in the College of Education. Other departures are listed on the following pages:

1. APA Fifth Edition calls for only double spacing. However, in the College of Education some sections may be single spaced. These include the following:

   a. The Reference section at the end of the paper.

   b. Headings or subheadings that are longer than a single line.

   Check with your professor.

2. It is permissible to put the page numbers on the bottom of the page, in the center.

3. It is generally acceptable in narrative series to use lower case letters within parens to designate elements [(a), (b)...], except when the series is part of a larger text element that uses letters — in that case numbers within parens are permissible [(1), (2)...]. Additionally, it is permissible to use a single paren after the letter or number that designates an element instead of two parens [a), b)...]. See item #53, part e above.

4. Double quotation marks are inappropriate for quotes within quotes. Instead, use apostrophes to indicate interior quotes, and quotation marks to indicate exterior quotes. For example, "Ben said to Jerry 'they stole our new ice cream flavor.'" See item #36, part b above.

5. References should appear at the very end of your manuscript. This is to facilitate reference checks by your committee members as they read the document. For purposes of the College of Education, any thesis or project Appendices should appear before the References section.

6. The first line of each reference in the References section should be flush left (at the left margin). Any subsequent lines of the reference should be indented one half inch away from the left margin, as one would indent the beginning of a paragraph. This is not a departure from the APA Fifth Edition, but it is a departure from some earlier APA editions, and it has been a source of some confusion. In the College of Education, consistent with Fifth Edition style, we indent any second, and all subsequent, lines of each entry. See pp. 102-103 above for examples.

7. APA requires one space after punctuation that ends a sentence — usually a period. However, College of Education students are urged to leave two spaces, the traditionally preferred pattern. The same applies after a colon. Consistency is more important than whether you apply the "one space after a period" rule, or use the preferred two spaces; do not alternate between one and two spaces. The spacing in the References section must be consistent with the rule you apply. For example, if you are using the two spaces rule, then the Reference entries should have two spaces after every period, as well; if the one space rule, apply the same in the References entries. See p. 100, item 37.

   Additional departures will be reported as they are identified.