

Final Formatting, APA Style

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There are three rules for writing the novel. Unfortunately, no one knows what they are.

—W. Somerset Maugham

A hearty congratulations for completing the text of your master's thesis! You should feel really proud of yourself. Now that you have completed the bulk of the work, we will focus on putting on the final touches. Yes, every muscle and joint in your back aches from all the sitting, and you have blisters on your fingertips from all the typing. Your vision is fuzzy, and you feel light-headed from staring at the computer screen. But wait! What is that sound you hear? No, those are not voices in your head; those are the screams from your loved ones on the sidelines cheering you on! In fact, if you wipe away the sweat, you can actually see the finish line! Now is not the time to slow down but rather to regroup and reenergize for the last leg of the race. Depending on how much formatting you have completed up to this point, this may take a bit of time, so keep the momentum going knowing there are loved ones waiting for you on the other side of the finish line!

This chapter will focus on the style and format of the thesis using the sixth edition of the *Publication Manual of the American Psychological Association* (APA, 2010). As mentioned, the APA style is commonly used in various social science disciplines such as education, psychology, sociology, business, economics, nursing, and social work. The American Psychological Association uses the APA style to publish all of its books and journals. Two other common style forms are the Modern Language Association (MLA) style and the University of Chicago style. Check with your institution to find out which style form is required for your thesis. Typically, the style form requirements are included in documents made available from the graduate school or your department. However, confirm with your chairperson that you are following the correct form.

When referring to a particular style such as APA, publishers are focusing on the *editorial* style in addition to the writing style. This includes rules and guidelines on how to format level headings, citations, references, tables, figures, statistics, and so on. By following a particular style, the publisher ensures that the printed material is consistent and uniform (think of it like a common language). While this common language is important to publishers, it is of equal importance to academic disciplines and institutions of higher education for many of the same reasons. Keep in mind that style

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forms do change. When this occurs, the changes are published through revisions or addendums of the APA manual (check to make sure you are using the most current version). Updates also posted on the website (<http://apastyle.apa.org/>).

There is quite a bit of information in the publication manual, which can be overwhelming at first glance. However, much of it may not apply to the master's thesis. Therefore, in this chapter, I will focus on only those sections that are most relevant to the "typical" thesis. Depending on your discipline, you may have some rather unique formatting needs and will need to refer to the APA manual for specific queries. In this chapter, I will also make suggestions on other formatting issues that are not in the APA manual that I have found to be useful for the master's thesis.

Preparation and Organization

There are several tasks that need to be completed in preparation for the final formatting process. First, make sure you have all the sources that were cited in the text or know where to find them (we will discuss how to format the citations and references later). This is often the task that requires the most work if you have not been keeping track of the sources throughout the writing process. Second, make sure that you have all the data available in an easy-to-read format. These will be needed to prepare tables and figures. Third, make sure that all the text has been edited in Chapters One through Five. Since you will be developing a table of contents based on the existing document, the text needs to be in its final draft to determine the appropriate level headings and page numbers. Finally, prepare clean blank photocopies of all the materials and measurement instruments that were used, including the Institutional Review Board (IRB) cover letter, consent forms, intervention materials, surveys, tests, interview questions, observation protocols, and so on. These will be included as the appendixes. Doing these preparation and organizational tasks first will make the formatting process much quicker and less stressful for you in the end.

APA Style

Once you have completed all the necessary preparation tasks, you can start the final editorial process in APA style. I highly recommend that you have a copy of the APA publication manual handy at all times. The manual has over 200 pages of rules, guidelines, and examples. However, I do not recommend reading the manual from cover to cover (unless you are

having trouble sleeping). Instead, it is a great tool that you can refer to for specific style elements. The manual is divided into eight chapters. Chapter 1 focuses on different types of articles and ethical considerations for publishing. Chapters 2 and 8 focus on preparing manuscripts and the publication process for academic journals. I highly recommend reading these chapters when you are ready to submit your thesis for publication to a journal in your field. Chapter 3 and 4 focus on the "writing style" aspects such as the style, grammar, and mechanics. I will not focus on these two chapters (except for the APA heading style), but I do recommend that you read them as there are some very good writing strategies and examples for language usage and grammar (see Appendix D in this volume for additional writing tips). Chapters 5 and 6 of the APA manual focus on the "editorial style" aspects such as formatting tables and figures, citations, and references. There are numerous examples of reference examples in Chapter 7.

In this chapter, I will focus on specific editorial style sections of the APA manual. I will discuss how to format the following elements since these are most relevant to the master's thesis and often confusing to students: (a) headings, (b) citations, (c) references, (d) tables, and (e) figures. Since presenting statistics was covered in Chapter 8 of this volume (see Chapter 4 in the APA manual), I will not review that information here. To guide you in this process, I will first discuss the APA style rules in general. Then I will provide examples of general templates and specific examples. I have also listed numerous resources at the end of the chapter to assist you with applying APA style.

In addition to covering APA style, I will discuss how to format sections of the master's thesis that I have used with my graduate students. These are not necessarily in APA style. These include the appendixes and a section that I call the "front pages." The front pages include the title and signature pages, acknowledgments, abstract, table of contents, and lists of tables and figures. Check with your chairperson to see if there are formatting rules and guidelines for the appendixes and front pages.

Levels of Heading

One element of APA style is determining the levels of heading to use in the thesis. This is like solving a Rubik's cube—very difficult to solve initially, but once you are proficient, it becomes routine. The levels of heading refer to the organizational structure or hierarchy of the sections. They inform the reader of the "importance" of the sections and whether they are main sections or subsections. Sections that are of equal importance are on the same number level heading, while subsections would be on a different number level heading. In the sixth edition of the APA manual, the heading style

was immensely simplified, so now it is much easier to determine how many levels of headings you need and how to format them.

In APA style, there are five levels of heading (see Figure 10.1). Keep in mind that the number of level headings is different from the number level heading. Huh? The *number of level headings* refers to the quantity of level headings you use. The maximum number of level headings is five. The *number level heading* refers to a specific heading location. There are five different locations, and the headings can be at Level 1, 2, 3, 4, or 5. Note in Figure 10.1 that the number level headings are in numerical order; the top level heading is Level 1, then Level 2, and so on. A good way to determine how many levels will be required in your thesis is to look at your initial outline. How many sections and subsections are there in each chapter? Are there larger sections that could be divided into smaller subsections? While changing the number of levels is not terribly cumbersome, it is better to know at the beginning how many levels of heading will be required.

In Figure 10.2, there is an example with five levels of heading from Chapter One of a sample thesis. As you read down the levels, each descending level acts as a subheading for the previous level (i.e., Level 2 is a subheading for Level 1, Level 3 is a subheading for Level 2, and so on). Note that even though Levels 3, 4, and 5 headings end with a period, the heading does not have to be a complete sentence. When you have multiple levels of heading, you can have as many of the same number level headings as necessary. These show that the sections are of equal importance. For example, you can have three Level 4 headings as subheadings to one Level 3 heading. In Figure 10.3, there is an example with four levels of heading from Chapter One of a sample thesis that also has multiple subheadings at the same number level. Note how the Level 3 heading, *Students with disabilities*, has two subheadings at Level 4, and the same is true for the Level 3 heading, *English learners*. In this figure, I have also indicated where you would start to write the text. Obviously, you would not include the labels of each level in your thesis—those are included here to help you see the different levels and how they relate to one other.

(Level 1)	Centered, Boldface, Uppercase and Lowercase Heading
(Level 2)	Flush left, Boldface, Uppercase and Lowercase Heading
(Level 3)	Indented, boldface, lowercase paragraph ending with a period.
(Level 4)	Indented, boldface, italicized lowercase paragraph ending with a period.
(Level 5)	Indented, italicized, lowercase paragraph heading ending with a period.

Figure 10.1. Five levels of heading in APA style.

For the master's thesis, it is rare that you would need five levels of headings; three or four levels are more common. Check with your chairperson as to how many levels of headings is recommended. I typically advise students

(Level 1)	Chapter One, Introduction
(Level 2)	Statement of the Problem
(Level 3)	Students with disabilities.
(Level 4)	<i>Students with learning disabilities.</i>
(Level 5)	<i>Reading comprehension difficulties.</i>

Figure 10.2. Five levels of heading from sample Chapter One.

Chapter One, Introduction (Level 1)	You would indent and start writing the text on the next line. Notice how the heading is centered and boldface with upper and lowercase font (like a book title).
Statement of the Problem (Level 2)	You would indent and start writing the text on the next line. Notice how the heading is flushed left and boldface with upper and lowercase font (like a book title).
Students with disabilities (Level 3)	You would start writing the text here after the period and keep wrapping around underneath the subheading like this. Notice how the heading is indented and boldface with upper and lowercase font (like at the beginning of a sentence).
Students with learning disabilities (Level 4)	You would start writing the text here after the period and keep wrapping around underneath the subheading like this. Notice how the heading is indented, italicized, boldface with upper and lowercase font (like at the beginning of a sentence).
Students with autism (Level 4)	Notice how this is on the same (equal) level as the previous Level 4 heading.
English learners (Level 3)	Notice how this is on the same (equal) level as the previous Level 3 heading.
Spanish-speaking English learners (Level 4)	Notice how this is on the same (equal) level as the previous Level 4 heading.
Other-language English learners (Level 4)	Notice how this is on the same (equal) level as the previous Level 4 heading.
Background and Need (Level 2)	Notice how this is on the same (equal) level as the previous Level 2 heading.

Figure 10.3. Four levels of heading from Chapter One with multiple subheadings.

to use three levels of heading because large sections can be divided into smaller subsections, which makes the text more reader friendly. In addition, with three levels, you can use the three parallel ladders strategy. For example, the title of the chapter is at Level 1 (e.g., Chapter One, Chapter Two), the main sections in the chapter are at Level 2 (e.g., *Statement of the Problem*, *Purpose of the Study*, *Procedures*), and the subsections for each main section are at Level 3 (e.g., *Problem area number one*). In Figure 10.4, there is an example with three levels of heading from Chapter One of a sample thesis. Note that both the *Statement of the Problem* and *Background and Need* sections have multiple Level 3 subheadings. These would be the three subsections for the three parallel ladders strategy.

Citations in Text

The next element in APA style is how to cite sources (referred to as “works”) in the text of the thesis. This is extremely important for several reasons. First, readers may want to read the source document, and they will need an accurate citation. Second, including citations from the research literature adds credibility to support your claims. Third, you should give appropriate credit to the work that you are citing. If you do not give appropriate credit to the original work, this is considered a form of plagiarism, which is a very serious offense akin to stealing. Citations of works are necessary when you use a direct quote or paraphrase someone else's words, ideas, or research findings. Be very careful when paraphrasing, as simply changing the order of the words or substituting a few words can still be considered plagiarism (see the website on plagiarism, <http://www.plagiarism.org/index.html>). Academic institutions typically have a zero tolerance for

<p>Chapter One, Introduction (Level 1)</p> <p>Statement of the Problem (Level 2)</p> <p>Reading difficulties. (Level 3)</p> <p>Math difficulties. (Level 3)</p> <p>Behavioral difficulties. (Level 3)</p> <p>Background and Need (Level 2)</p> <p>Reading strategies. (Level 3)</p> <p>Math strategies. (Level 3)</p> <p>Behavioral interventions. (Level 3)</p>

Figure 10.4. Three levels of heading from sample Chapter One.

any form of plagiarism, and this can result in not receiving your degree or having it revoked (not to mention any legal or monetary penalties).

Direct quotes. One of the items that you *must* cite is a direct quote. However, I would recommend using direct quotes sparingly and only if paraphrasing the original work would not capture the essence of the message. Since a page number is required for direct quotes, it is always preferable to have a PDF reproduction of the written material if possible. If you are quoting a lengthy passage (e.g., more than 500 words) from copyrighted material, you may need to get permission from the copyright holder.

If you cite a direct quote, put the exact words in quotation marks and write the author's last name, year of publication, and page number of where the quote is located in parentheses at the end of the quote. Here is an example:

“I am only using this direct quote because I could not paraphrase it” (Bui, 2013, p. 14).

If you are quoting a work from a website or webpage that does not have page numbers, list the paragraph number using the abbreviation “para.” or section heading and paragraph number instead. Here are two examples:

“I am using this direct quote from a webpage because I could not paraphrase it” (Bui, 2013, para. 5).

“I am using this direct quote from a webpage because I could not paraphrase it” (Bui, 2013, Conclusion section, para. 1).

Paraphrasing. Another case in which items must be cited in the text is when you paraphrase ideas, words, or findings. There are multiple ways to do this, depending on the number of authors, type of author, number of works, source of the material, and so on. I will give examples of how to reference a citation in the text for different numbers of authors, group as author, multiple works, websites and webpages, personal communications, and secondary sources. For specific queries or unusual circumstances, please refer to the APA manual or website.

One work, one author. A common citation is one work by one author. This consists of the author's last name and the year of publication. There are two different formats. The first format is when the author is the subject of the sentence. When this is the case, the year of publication is put in parentheses.

Note that the verb “argued” is in the past tense to indicate that the research has already been conducted. Here is an example:

Bui (2013) argued that having a Chihuahua as a companion extended people's life spans.

The second format is used when the citation is at the end of the paragraphed sentence or paragraph. When this is the case, the author's last name and year of publication are separated by a comma and put in parentheses. Here is an example of the second format:

Having a Chihuahua as a companion may extend a person's life span (Bui, 2013).

One work, multiple authors. If there are multiple authors (between two and five) for one work, they are listed similarly with their last names and year of publication. If the authors are listed as subjects in the sentence, separate the names with commas and spell out the word "and" between the second to last and last author. The year of publication is in parentheses after the listing of the authors. If the citation is at the end of the sentence, put the authors' names in parentheses, separate them with commas, and use an ampersand (&) between the second to last and last author. After the last author, put a comma and the year of publication. Here are three examples of multiple authors in both formats:

Bui and Meyen (2013) argued that having a Chihuahua as a companion extended people's life spans. Having a Chihuahua as a companion may extend a person's life span (Bui & Meyen, 2013). [two authors]

Bui, Meyen, and Nguyen (2013) argued that having a Chihuahua as a companion extended people's life spans. Having a Chihuahua as a companion may extend a person's life span (Bui, Meyen, & Nguyen, 2013). [three authors]

Bui, Meyen, Nguyen, and Lee (2013) argued that having a Chihuahua as a companion extended people's life spans. Having a Chihuahua as a companion may extend a person's life span (Bui, Meyen, Nguyen, & Lee, 2013). [four authors]

Keep the listing of the authors in their original order from the article even if it is not in alphabetical order. This is critical as authors are usually listed in a particular order based on their contribution to the manuscript. If there are three, four, or five authors, you can shorten the citation to reduce space (after the first full citation) by using "et al." (which means "and others") after the first author's last name and then the publication date. If there are six or more authors for one work, you would automatically use the "et al." format. For example,

Bui et al. (2013) argued that having a Chihuahua as a companion extended people's life spans. Having a Chihuahua as a companion may extend a person's life span (Bui et al., 2013).

One work, group author. Sometimes the author of a work is not an individual but rather an organization or a group. The name of the group is spelled out entirely followed by the year of the publication. For example,

The University of San Francisco (2013) supports adopting animals from local shelters. Having a Chihuahua as a companion may extend a person's life span (University of San Francisco, 2013).

However, if it is a name that is commonly referred to in abbreviated form, you can list the entire name the first time and then use the abbreviated form in subsequent citations. Here is an example for the first citation:

The U.S. Department of Education (USDE, 2013) supports adopting animals from local shelters. Having a Chihuahua as a companion may extend a person's life span (U.S. Department of Education [USDE], 2013).

Then for the subsequent citations you would use the abbreviated form: (USDE, 2013).

Two or more works. Finally, there will be times when you need to cite two or more works with a variety of single or multiple authorships for the same idea. In this case, you would keep the individual authors in the order that they appear in the work and then list the works in alphabetical order by the first author's last name. The works are separated with semicolons. Here is an example:

Several studies have indicated that having a Chihuahua as a companion may extend the life span (Bui, 2013; Finley, 2011; Meyen & Lee, 2005; Nguyen, Edwards, Hawk, & Bobbett, 2007).

Note how the works are listed in alphabetical order, but within each work, the authors are listed as they would appear in a separate citation.

Websites and webpages. For periodicals and documents from websites and webpages, treat them like regular citations when the author's last name and year of publication are provided. Citing works on websites and webpages can be tricky because often the author or date is unknown. Here is what you should do when this information is missing.

First, when no author is listed, abbreviate the title of the webpage with one to two words with heading capitalization. **Heading capitalization** is when all the major words are capitalized like in the title of a movie.

Then put the title in quotation marks and list the publication year. Here is an example:

The senior participants all stated that they felt healthier and less stressed because of their new furry companions ("Chihuahua Love," 2013).

Second, if no date is given, use the abbreviation "n.d." to signify "no date." Here is an example:

The participants all stated that they felt healthier and less stressed because of their new furry companions ("Chihuahua Love," n.d.).

Third, if the author is an organization, write the full name of the organization followed by the date (if given).

The participants all stated that they felt healthier and less stressed because of their new furry companions (Animal Care and Control, 2013).

By following these three rules, you are giving appropriate credit to the source and helping the reader find the correct citation in the reference list.

Personal communications. In addition to printed or electronic works, a source can also be a personal communication. A **personal communication** is a source of information in the form of a letter, e-mail, interview, phone conversation, and so on. These are only cited in the text and not included in the reference list unless they are from archival sources. To cite a personal communication, provide the source's initials and last name followed by the *exact date* on which the information was obtained. Here are two examples:

Y. N. Bui confirmed that Munsterlander dogs have wonderful dispositions (personal communication, March 9, 2013).

Munsterlander dogs have wonderful dispositions (Y. N. Bui, personal communication, March 9, 2013).

Secondary sources. Finally, there may be times when you want to cite a work that was mentioned in another work but the original work was not available. This is referred to as a secondary source because the information was not obtained from the original work. These should be used sparingly. For example, you read an article by Bobbett (2013) who included a quote by Hawk (1990), and you want to use the quote by Hawk. In this case, you would cite both authors in the text. Here is an example:

"The temperament of English Setters is hard not to love" (Hawk, 1990, p. 68, as cited by Bobbett, 2013).

In the reference list, you would only list the secondary source, Bobbett (the one you actually read), and not the original work, Hawk (the one you did not read). However, you may find that by reviewing the original source, you will gain more accurate information. That way you can cite the original source rather than a secondary source in the reference list. I will discuss how to format the reference list in the next section.

Reference List

All of the works that are cited in the text (excluding the few exceptions) will be included in the reference list at the end of the thesis. Therefore, it is imperative that they match! In other words, if the work is cited in the text, it must be in the reference list, and vice versa. In addition, the citation in the text (e.g., spelling and order of the authors, year of publication) will be exactly the same as the citation in the reference list. Thus, be very careful not to miss any references in either location, and you should also compare them to make sure they are identical. The reference list is intended to give credit to the source and allow readers to retrieve the sources that were cited in your thesis. This means providing as much specific information as possible about the author, year, title, source, and retrieval location (for online sources).

The different ways to list references are so numerous that Chapter 7 (30 pages!) in the APA manual is devoted to this cause. Thus, it would be impractical to discuss every possible configuration you might encounter. Therefore, I will focus on only the most common and relevant references for the thesis. These include typical references for periodicals, books and book chapters, reports, and online sources. For the print references, you will need to locate the author's last name and initials, date of publication, title of the work, and publishing data such as journal title, volume, issue, page numbers, and location. The online sources require the same information as the print references as well as the retrieval location (i.e., Internet address). Thus, it is recommended to have access to the original documents or a search engine while formatting the reference list.

Order and format. APA has strict rules about how to order and format the reference list. The references are listed in alphabetical order by the last name of the first author, name of the group, or title of the work when there is no author provided. In general, the listing follows typical rules for alphabetical order (see APA manual for exceptional cases). For example, the author/group/title starting with "A" would precede those starting with "B," and so on. The APA manual recommends double spacing in the reference list for a journal manuscript, but single spacing is allowed within references (use a double space between references) for the thesis. Check with your chairperson to see if single or double spacing is preferred for your thesis.

For the purposes of this chapter, I will use single spaces within references to make them easier to read.

There are a few general formatting rules. First, list each reference using a hanging indent. A hanging indent is when the first line is flushed all the way to the left margin and the rest of the lines in the reference are indented one-half inch. This makes it easier to read down the list to find specific references and helps to separate the references from each other. Second, in addition to listing the last name, always include the first and middle initials (if given) of the author's full name. This helps to distinguish between authors with the same last name. Third, list the publication year in parentheses or "n.d." if no date is provided. Finally, use sentence capitalization to write the title of the work. **Sentence capitalization** is when only the first word of the title and proper nouns are capitalized (like in a regular sentence). Unlike the citations in the text, the titles do not have quotation marks around them in the reference list. In Figure 10.5, there is a sample reference list. Note how there are many different types of references, including a journal article, book, book chapter, and online source. I will next discuss how to reference each specific type of material.

Periodicals. The first common type of reference is a periodical. A periodical refers to items that are published on a regular basis such as articles in

Becker, L. B., Vlad, T., Huh, J., & Prime, J. (2001). Annual enrollment report: Number of students studying journalism and mass communication at all-time high. <i>Journalism & Mass Communication Educator</i> , 56(3), 28–60. Retrieved from http://www.grady.uga.edu/annualsurveys/Enrollment_Survey/Enrollment_2000/Enrollment2000.pdf
Creswell, J. W. (2013). <i>Qualitative inquiry and research design</i> (3rd ed.). Thousand Oaks, CA: Sage.
Ethical principles: The Belmont Report. (n.d.). Retrieved from Duke University, Office of Research Support website: http://www.ors.duke.edu/irb/regpolicy/ethical.html
Gillberg, C. (1991). Clinical and neurobiological aspects of Asperger syndrome in six family studies. In U. Frith (Ed.), <i>Autism and Asperger syndrome</i> (pp. 122–146). Cambridge, UK: Cambridge University Press.
Niolin, R. (2001). <i>Families and substance abuse</i> . Retrieved from http://www.psychpage.com/family/library/familysubstanceabuse.htm
Ponterotto, J. G., & Grieger, I. (2007). Effectively communicating qualitative research. <i>The Counseling Psychologist</i> , 35(3), 404–430. doi:10.1177/0011000006287443

Figure 10.5. Condensed sample reference list.

journals, magazines, newsletters, or newspapers. For the purpose of the thesis, it is most likely that you will find articles in journals. To reference a journal article, write the author(s) by last name, first and middle initials, and publication year in parentheses. If there are more than six authors, list only the first six authors and write "et al." at the end of the sixth author. Next, write the title of the article using sentence capitalization with a period at the end. Then, write the title of the journal in italics using heading capitalization. Finally, write the volume number (italicized) and issue number (in parentheses) of the journal, beginning and ending page numbers separated by an en dash (–), and end with a period. Include the digital object identifier (DOI) if one is assigned. The DOI is a unique code of letters and numbers that provide a link to the article's location on the Internet (think of it as a tracking device). Typically, the DOI can be found on the first page of the article and should be copied exactly as it is written. If you retrieved the periodical online and there is no DOI, list the URL home page for the journal (you do not need to include the retrieval date). Here are examples of general templates:

Author's last name, A. B. (year). Title of article in sentence capitalization. *Title of Journal in Heading Capitalization and Italicized*, Volume(Issue), #-#-#. doi:xx.xxxxxxx

Author's last name, A. B. (year). Title of article in sentence capitalization. *Title of Journal in Heading Capitalization and Italicized*, Volume(Issue), #-#-#. Retrieved from <http://www.nameofjournal.html>

In Figure 10.6, there are different examples of journal articles from a reference list. Notice how they are listed in alphabetical order by the author's last name.

Books and book chapters. The next common types of reference are books, reference books (e.g., encyclopedias), and book chapters. To reference a book or reference book, write the author's last name, first and middle initials, and publication year in parentheses. Sometimes you will encounter an edited book. An edited book is a book where the individual chapters are written by different authors. There can be one or multiple editors. If the book is an edited book, write (Ed.) if there is one editor or (Eds.) if there are multiple editors before the publication year. If there are more than six authors, only list the first six authors and write "et al." at the end of the sixth author. The author of a book can also be an association. In this case, write the entire name of the association followed by a period before the publication year. Next, write the title of the book using sentence capitalization in italics with a period at the end. Sometimes you will encounter a book that has been revised or is a new edition. In this case, write the

Hallinger, P., & Snidvongs, K. (2008). Educating leaders: Is there anything to learn from business management? *Educational Management, Administration, & Leadership*, 36(1), 9–31. doi: 10.1177/1741143207084058 [two authors with DOI]

O'Mahony, S., Blank, A., Simpson, J., Persaud, J., Huvane, B., McAllen, S., et al. (2008). Preliminary report of a palliative care and case management project in an emergency department for chronically ill elderly patients. *Journal of Urban Health*, 85(3), 443–451. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2329741/?tool=pubmed/> [more than six authors with URL]

Proctor, E. K. (2008). Notation of depression in case records of older adults in community. *Social Work*, 53(3), 243–253. doi:10.1093/sw/53.3.243 [one author with DOI]

Smith, L., Foley, P. F., & Chaney, M. P. (2008). Addressing classism, ableism, and heterosexism in counselor education. *Journal of Counseling & Development*, 86(3), 303–309. doi:10.1002/j.1556-6678.2008.tb00513.x [three authors with DOI]

Figure 10.6. Examples of journal articles in reference list.

abbreviations (Rev. ed.) to indicate a revised edition or (3rd ed.) to indicate the number of the edition (use ordinal numbers 2nd, 3rd, 4th, etc.) after the title of the book. Be sure to note the volume number(s) for reference books. Finally, write the location of where the book was published and the name of the publisher. If the city is a common one, such as San Francisco or New York, you do not have to list the state. If the city is uncommon, then list the city, comma, and the abbreviation of the state. After the location, put a colon and write the name of the publisher ending with a period. Here is an example of a general template:

Author's last name, A. B. (Ed. if editor). (year). *Title of book in sentence capitalization and italicized* (# ed. if a new edition). City, State abbreviation: Name of Publisher.

Book chapter references from edited books are similar to book references. The difference is that the author of the chapter is the listed author in the reference. The first and middle initials and last name of the editor(s) of the book are written with the title of the book followed by the beginning and ending page numbers of the chapter. Here is an example of a general template:

Author's last name, A. B. (year). In C. D. Editor's last name (Ed.), *Title of book in sentence capitalization and italicized* (# ed. if a new edition, pp. #-##). City, State abbreviation: Name of Publisher.

In Figure 10.7, there are different examples of books and book chapters from a reference list in alphabetical order.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. [association as author, sixth edition]

Borgatta, E. F., & Montgomery, R. (Eds.). (2001). *Encyclopedia of sociology* (2nd ed., Vols. 1–5). New York: Macmillan Reference. [edited reference book, second edition]

Fraenkel, J. R., & Wallen, N. E. (2009). *How to design and evaluate research in education* (7th ed.). New York: McGraw Hill. [two authors, seventh edition]

Heer, D. M. (2001). International migration. In E. F. Borgatta & R. Montgomery (Eds.), *Encyclopedia of sociology* (2nd ed., Vol. 2, pp. 1431–1438). New York: Macmillan Reference. [chapter in edited reference book, second edition]

Kemmis, S., & Wilkinson, M. (1998). Participatory action research and the study of practice. In B. Atweh, S. Kemmis, & P. Weeks (Eds.), *Action research in practice: Partnerships for social justice in education* (pp. 21–36). New York: Routledge. [chapter in edited book]

Figure 10.7. Examples of books, reference books, and book chapters in a reference list.

Online sources. The next set of common references is online sources retrieved from the Internet. These are a bit more complicated as there is a large variety of sources including online periodicals, documents, and websites or webpages. In the next few sections, I will review only the ones most common to the thesis. For other specific queries, please refer to the APA manual or website.

Remember that the reference list is intended to give credit to the source and allow readers to retrieve the sources that were cited in your thesis. For online sources, this means providing additional information beyond what is required for printed material. You want to give as much specific information as possible about the author, title, retrieval location (if no DOI is available), and the date on which you retrieved the source (for non-APA citation formats). The retrieval location is the URL Internet address. Here is an example URL:

http://library.nmu.edu/guides/userguides/style_apa.htm#

Referencing the location of electronic sources can be tricky because URLs can change, move, or be deleted altogether. Thus, you need to be very careful when copying the URL; the best way is to copy and paste it directly from the computer rather than type in the individual letters. Do not underline the URL in the reference list; sometimes your computer will automatically do this, so make sure you undo the line. In addition, be careful not to add any spaces or punctuation marks

to the end of the URL as this may make it unreadable. If the URL is very long and you need to continue the address on the next line, do not put in a hyphen; separate before a punctuation mark such as a slash or period. After you have listed the URL in the reference list, test it to make sure that it works!

Online journal articles and documents. One common type of online source is journal articles. The reference for journal articles retrieved online or from online journals looks very similar to regular journal citations with the author's last name and initials, publication year, title of article, title of periodical, volume (issue) number, and page numbers (if paginated). However, additional information of retrieval location is required. Here is a template for a journal article retrieved from the Internet:

Author's last name, A. B. (year). Title of article in sentence capitalization. *Title of Journal in Heading Capitalization and Italicized*, Volume(Issue), #-#-#. Retrieved from URL address to journal home page.

In addition to journal articles, you may also need to cite different types of online documents such as reference materials (e.g., encyclopedia, dictionary), research reports, and government documents. There are a variety of different types of online documents, so I will provide some general tips here. Please refer to the APA manual for specific queries.

References to online documents are fairly similar to those for online journal articles with the author's name, title, and retrieval location. In the case of a document from an organization, there will often not be a single author listed. In this case, write the name of the organization in heading capitalization ending with a period before the publication date. If there is no organization or author identified, write the title of the document in sentence capitalization before the publication date. If there is no date provided, use (n.d.) to indicate "no date." For documents with multiple pages or reference materials, write the URL address of the source's home page rather than a direct link to the document. For documents from university or government agency websites, write the name of the host organization before the URL. Here are four examples of general templates:

Organization as Author in Heading Capitalization. (year). Retrieved from Title of Agency Department or University website: URL direct address to document or source's home page depending on type of document.

Author's last name, A. B. (Ed.). (year). *Title of reference material in sentence capitalization and italicized* (# ed. if a new edition, Vol. #). City, State abbreviation: Name of Publisher. Retrieved from URL address to reference home page.

Author's last name, A. B. (year). Title of work in sentence capitalization. In A. B. Editor's last name (Ed.), *Title of reference material in sentence capitalization and italicized* (# ed. if a new edition, Vol. #, pp. #-#-#). City, State abbreviation: Name of Publisher. Retrieved from URL address to reference home page.

Title of document in sentence capitalization. (n.d. if no date). In *Title of reference material in sentence capitalization and italicized*. Retrieved from URL to specific webpage.

In Figure 10.8, there are examples of different online journal articles and documents from a reference list in alphabetical order.

<p>Davidson, G., Devaney, J., & Spratt, T. (2010). The impact of adversity in childhood outcomes in adulthood: Research lessons and limitations. <i>Journal of Social Work, 10</i>(4) 369-390. Retrieved from http://jsw.sagepub.com/content/10/4/369.refs [URL directly to article]</p> <p><i>Institutional Review Board for the Protection of Human Subjects manual.</i> (2008). Retrieved from University of San Francisco website: http://www.usfca.edu/uploadedFiles/Destinations/School_of_Education/documents/IRBPHS/irbManual.pdf [no author, document on university website]</p> <p>Neighborhood. (n.d.). In <i>Merriam-Webster online dictionary</i>. Retrieved from http://www.merriam-webster.com/dictionary/neighborhood [online reference material, no author, no date, URL to source's home page]</p> <p>Sleeter, C. (2008). An invitation to support diverse students through teacher education. <i>Journal of Teacher Education, 59</i>, 212-219. Retrieved from http://jte.sagepub.com/ [URL to journal home page]</p> <p>U.S. Department of Health and Human Services. (1979). <i>The Belmont Report</i>. Retrieved from http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.htm [government report, organization as author, URL directly to report]</p>
--

Figure 10.8. Examples of different online journal articles and documents in a reference list.

Websites and webpages. Finally, a common online source is a website or webpage. When listing a source from a website or webpage, treat it similarly to a regular citation and list the author's last name and initials, publication date, title, and URL directly to the work or home page. One of the difficulties in referencing material from websites and webpages is that the information provided varies. Often the author is unknown. In this case, the title of the webpage is listed in sentence capitalization with a period at the end before the publication date. If the publication date is unknown, use "n.d." Here are examples of general templates:

Author's last name, A. N. (year). Retrieved from URL direct address to webpage.

Title of document in sentence capitalization. (n.d. if no date). Retrieved from URL direct address to webpage.

In Figure 10.9, there are examples of different websites and webpages from a reference list in alphabetical order.

Tables

Tables are another element of APA style that students often have difficulty with in the thesis. Since there are 42 pages devoted to how to format tables in the APA manual (Chapter 5), I can definitely sympathize! A table is an alternative method to communicate ideas, words, or findings in the thesis. Number tables are typically used to portray data from a quantitative study (e.g., results in Chapter Four), and word tables are sometimes necessary for findings from a qualitative study. Researchers will also sometimes include a table to describe participants' demographic data (e.g., methods in Chapter Three). When considering whether or not to include a table in the thesis, you should first decide if it is necessary. Sometimes it is more effective to present information in text format (and will save you a lot of time and effort). However, there are a few occasions when it is recommended to use a table. First, the table should increase efficiency for the reader. Sometimes presenting information in the text, especially when there are a lot of data, can be dense or rambling, and the reader can get lost in all the words. A table is a great way to convey information in a more efficient manner. Second, the table should supplement the text rather than duplicate it. In other words, the information in the table should extend or enhance

the information that is in the text. If the table matches exactly what is in the text, then decide which is more efficient and select only one approach. Third, the table should allow for easy comparison between groups or participants. For example, in quantitative studies, sometimes you will have pre and posttest scores or scores from different groups. In qualitative studies, you might have quotes to support a major theme. Presenting this information in text might be too cumbersome and confusing for readers to keep track of which group performed better or who said what, so a table is a great way to show comparative data between participants and groups.

If you have decided to include a table, follow the three "C" rules for design: comprehensibility, clarity, and consistency. The first rule is comprehensibility. Since a table is a communicative tool, the reader should be able to understand it instantly. In other words, the table should be able to "stand on its own." The reader should not have to guess what table headings or data in the body represent or refer back to the text to understand the table. The second rule is clarity. For the table to "stand on its own," it is critical that the title, headings (e.g., for rows and columns), and data clearly convey the information. All uncommon abbreviations should be spelled out in the title or explained in the notes. The table should be easy to read and not distracting with superfluous information. Finally, the last rule is consistency. The presentation of the table needs to be consistent within and between tables. This means using similar formatting for titles and headings, being consistent with terminology, and expressing values in the same manner (e.g., decimal points, unit of measurement).

Formatting a table in APA style is like measuring happiness: There are many different ways to do it, and it depends on the "message" that you want to convey. There is no one "best" way, but if you follow the three Cs you will create a table that is organized and efficient for the reader. In the next few sections, I will provide a few general tips on how to refer to and format a table. For queries on specific types of tables, please refer to the APA manual (there are many different sample tables in Chapter 5).

Tables in text. When discussing a table in the text, number the table in the order that it appears. For example, the first table that you refer to in the text would be Table 1, then Table 2, and so on. Then give a brief description of what the table entails. Here are two examples:

The participants in the study were very diverse. Table 1 displays the participants' demographic data.

The participants in the study were very diverse (see Table 1 for participants' demographic data).

About graduate education in the U.S. (n.d.). Retrieved from http://www.educationusa.info/pages/students/researchgrad.php#UCXnUZH4LB1 [webpage, unknown author, no date]
Criminological transition in Russia. (n.d.). Retrieved from Indiana University website: http://newsinfo.iu.edu/news/page/normal/3876.html [webpage on university website, author unknown, no date]
Niolin, R. (2001). <i>Families and substance abuse</i> . Retrieved from http://www.psychpage.com/family/library/familysubstanceabuse.htm [webpage, author and date provided]
U.S. Department of Health and Human Services. (n.d.). <i>U.S. public health service syphilis study at Tuskegee</i> . Retrieved from Centers for Disease Control and Prevention website: http://www.cdc.gov/tuskegee/timeline.htm [webpage on government agency website, organization as author, no date]

Figure 10.9. Examples of websites and webpages in reference list.

You can also highlight some of the major findings of the table, but remember that the text and table should not be redundant.

Placement and spacing. APA has recommendations for where to place tables and what type of spacing to use in the body of tables. In a manuscript for publication for a journal, the table is placed at the end of the manuscript text. However, for student theses and dissertations, APA allows the table to be included within the text close to where it was first mentioned. A short table can share the page where it was mentioned, while a long table would be on the next page by itself. I prefer students to put tables at the end of the thesis for readability purposes; check with your chairperson to see where you should place the tables.

In terms of spacing for a manuscript for publication, everything in the table is double-spaced. Again, APA makes some adjustments for student papers and allows single-spacing for table titles and headings. I prefer students to use double spacing as it makes the table easier to read. I also want students to use the regular APA rules so that they will be prepared to publish their work! Ask your chairperson if you should use single or double spacing in tables.

Title. In terms of selecting a title, it should be evident from the title what data are being presented in the table; this follows the rule of comprehensibility. However, the title should not be too general or detailed. For example, the title "Participants' Responses" is too vague because it does not tell the reader what the responses were from. The title, "Participants' Responses to the Online Zoomerang Survey to Measure Employees' Satisfaction With Changes in Their Health Plan, Manager's Leadership Style, and Growth Opportunities" is too long and detailed. The title, "Participants' Responses to Satisfaction Survey" is just right. To label the table, the number of the table is flushed left (on the left side margin). Then below it is the title, which is italicized with heading capitalization. Underneath the title is a line that spans across the entire page. Here is an example:

Table 1

Participants' Responses to Satisfaction Survey

Headings and body. The way to format headings within a table is probably the most difficult part to master; these follow the rule of clarity. Remember to organize the table to minimize distractions and maximize comprehension. In addition, if the purpose of the table is to compare data, align the two sets of data closely together. In a table, there are columns and rows. The column is vertical (up and down), and the row is horizontal (left to right). However, there are no visible vertical lines in the table. Every column and

row must have a heading, and they are written in sentence capitalization. While it is not important for you to memorize APA's names of headings, it is important to understand how the headings help to organize the table and facilitate comprehension. Table 2 presents an example of an APA table.

The first column on the left side of the table is called the **stub column**. The stub column's heading is called the **stub head**. The stub head identifies the major category for the items listed in the stub column. In Table 2, the stub head is Ethnicity, but it can be any category that can be broken into groups such as grade, political party, gender, and so on, but keep the title brief. Underneath the stub head are the **stubs**. The stubs are the row headings, which are the major independent variables (groups) under the stub head. In this table, the stubs are African American, American Indian, Asian American, Caucasian, and Latino/Hispanic. This is not surprising since the stub head

Table 2
Students' Mean Scores by Ethnicity on the Arc's Self-Determination Scale

Ethnicity	Autonomy		Self-Regulation		Psych. Empowerment	
	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest
African American	59	59	29	62	62	75
Boys	49	59	40	60	58	77
Girls	69	73	29	75*	65	79
American Indian	40	30	43	43	75	75
Boys	49	59	40	60	58	77
Girls	50	66	33	33	75	81
Asian American	49	59	40	60	—	—
Boys	69	73	24	75*	65	79
Girls	46	67	95	71	94	94
Caucasian	49	59	40	60	58	77
Boys	69	73	29	75	65	79
Girls	92	83	52	81*	88	88
Latino/Hispanic	49	59	40	60	58	77
Boys	69	73	34	75*	40*	79*
Girls						

Note. Psych. = Psychological. Maximum score = 100. A dash indicates that the score was not available. Adapted from "Transition from School to Work," by Y. N. Bui, 2006, *Journal for Educators*, 84, p. 81. Copyright 2006 by the American Association of Educators.

* Three students did not complete the entire subscale.

*p < .05

was Ethnicity. You can also have a subordinated stub (a subgroup of the independent variable). To add a subordinated stub, add more row headings that are slightly indented underneath the stub. For example, I wanted to further divide each group by gender. In the table, the scores for each ethnic group are further divided into subordinated stubs for boys and girls.

In addition to the stub column, the other columns in the table also have headings. The headings identify the items that are listed vertically in each column. The headings can be column spanners or column heads. A **column spanner** is a broad heading that covers two or more columns (kind of like an umbrella heading). In this example, the column spanners are Autonomy, Self-Regulation, and Psychological Empowerment, which are the subscales within the Arc's Self-determination Scale (Wehmeyer & Kelchner, 1995). Underneath the column spanners are the column heads. The **column head** identifies the items in just one column. In the table example, the column heads are Pretest and Posttest. Note that the column heads are the same for all three column spanners. In addition, note that the pretest and posttest scores are placed next to each other for easy comparison.

Next let's discuss the cells. The cells are the point of interaction between a row and a column. The data in the cells make up the body of the table. There are several rules to follow for the cells. The key rule is consistency. However you decide to display the data, it should be consistent within the columns. For example, if you round a score in one item to two decimal points (which is usually recommended), then all the scores in that column should be rounded to two decimal points. In addition you cannot change the unit of measurement within a column. If there is a cell where the data are not applicable, then leave the cell blank. For example, the cells for American Indian girls for the "Autonomy Pretest and Posttest Scores" are left blank because there were only American Indian boys in the study. If there is a cell where the data were not obtained or reported, then insert a dash in the cell and write an explanation in the notes. For example, this table has dashes in the cells for the "Psychological Empowerment Pretest and Posttest Scores" for Asian American boys because they did not complete that particular subscale.

Notes. APA allows you to write notes to explain certain items within the table. There are three kinds of notes, and they are listed in this order at the bottom of the table: (a) general, (b) specific, and (c) probability. **General notes** are those that explain information relating to the entire table such as abbreviations or symbols. To include a general note, write the italicized word "Note." at the bottom of the table followed by the notes. The notes are written in a slightly smaller font size than the rest of the table and do not have to be in complete sentences. If the table was adapted or reprinted from another source, this also needs to be indicated in the general notes. If you are reprinting a table

or adapting parts of a table from a copyrighted source, you must first obtain permission from the copyright holder. The original source is then cited in the general note. Use the two example templates if the table was reprinted or adapted from a table in a journal article or book:

Note. From "Title of Article in Heading Capitalization," by A. B. Author, Year, *Title of Journal Italicized*, Volume #, p. #. Copyright Year by the Name of the Copyright Holder in Heading Capitalization. Adapted with permission.

Note. From *Title of Book in Heading Capitalization* (p. #), by A. B. Author, Year, Place of Publication: Publisher. Copyright Year by the Name of the Copyright Holder in Heading Capitalization. Adapted with permission.

After the general notes, you can list specific notes. **Specific notes** are those pertaining to an individual column, row, or cell. These are labeled with a lowercase letter superscript in the cell and explained in the specific notes (after the general notes).

Finally, the probability notes are listed after the specific notes. The **probability notes** indicate the results of statistical tests for hypothesis testing. An asterisk (*) is placed in the cell, and $*p < .05$ or $**p < .01$ is written in the probability note to identify the alpha level. In Table 2, there are examples of the three different kinds of notes at the bottom of the table although it is not required to have all types of notes in one table.

Figures

In addition to tables, it is sometimes helpful to include figures in the thesis. A figure can be a chart, graph, map, photograph, or drawing. Figures are a great way to show nonlinear relations, patterns of results, concepts, or ideas that are difficult for the reader to "see" from text descriptions. As mentioned, there are many different kinds of figures, and each one serves a different purpose. However, before including a figure, make sure that it is necessary. The decision rules for whether or not to include a figure are similar to those for a table in terms of efficiency over text format and text enhancement. If you decide to include a figure in the thesis, be sure to follow the three Cs of comprehensibility, clarity, and consistency. The figure should be easy to understand (stand on its own), easy to read, and consistent in appearance. Since there are many different types of figures you could include, I will provide a few general rules. They are very similar to those for tables. For queries on specific types of figures, please refer to the APA manual.

Figures in text. When discussing a figure in the text, number the figure in the order that it appears. For example, the first figure you refer to in the

text would be Figure 1, then Figure 2, and so on. Then give a brief description of what the figure entails. Here are two examples:

Figure 1 displays the pattern of students' off-task behaviors in minutes during the two-week program.

The students' off-task behaviors steadily decreased over the two-week program (see Figure 1).

You can also refer to some of the major highlights in the figure, but remember that the text and figure should not be redundant.

Placement, size, and font. In a manuscript for publication, the figures are placed at the end of the manuscript after the tables with a separate page listing the captions. However, for student theses and dissertations, APA allows the figure to be included on the next page after it was first mentioned in the text. The figure caption is then typed below the figure. I prefer students to put figures at the end of the thesis; however, check with your chairperson to see where you should place the figures.

In terms of size and font, all of the elements of the figure must be legible. The smallest font size is 8 point, and the largest is 14 point. The figure should also fit on the page (landscape or portrait) although APA has dimension rules for publication purposes. APA also recommends a sans serif font. Sans serif means "without serifs." Serifs are the small features added to strokes (which can clutter up the figure). Here is an example of a Microsoft sans serif font in Microsoft Word:

This is a Microsoft sans serif font. Arial looks like this and is an acceptable sans serif font.

Another thing to consider is the shapes that are used in the figure. APA recommends using circles and triangles (open and solid) because other combinations of shapes, such as squares and diamonds, can look too similar. If there is a legend to help explain the lines and points in a graph, this must be included within the margins of the graph.

Captions and legends. For a thesis, the figure caption, or title, is placed below the figure itself. The caption is labeled *Figure 1*. (or whatever number figure it is), italicized with a period, and flushed to the left margin. The description of the figure follows this label using sentence capitalization. The caption should be detailed enough (but not overly detailed) so that the reader can understand the figure without having to refer to the text. The caption does not have to be a complete sentence, although it ends with a period. Following the description, you can add any necessary

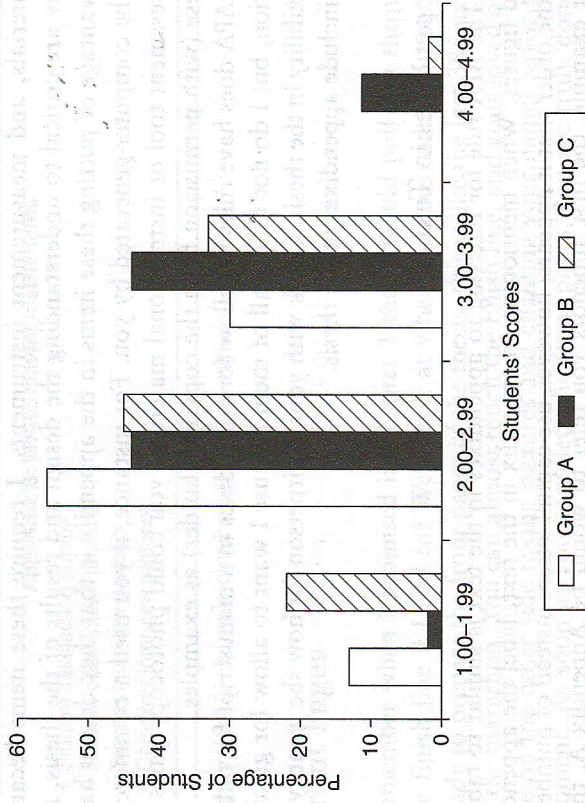


Figure 1. Distribution of scores on the statewide writing assessment by groups.

Figure 10.10. Example graph in APA style.

notes such as explaining symbols, abbreviations, and reprints from other sources. Use the same notes format APA recommends for tables.

Graphs. One common type of figure used in the master's thesis is graphs. Graphs are typically used to show relationships between two variables, comparisons of data, percentages/proportions, or patterns over time. There are many different types of graphs including scatter plots, line graphs, bar graphs, pictorial graphs, and circle (pie) graphs. A legend is located within the graph and explains any symbols used in the graph. In many graphs, there is an x axis (horizontal line) and a y axis (vertical line). The independent variable is represented on the x axis, and the dependent variable is represented on the y axis. Most computer spreadsheet programs (e.g., Microsoft Excel) can generate the graphs for you. In Figure 10.10, there is an example of a graph in APA style.

Appendixes

Appendixes are a critical part of the thesis because they allow you to include detailed information about the study and procedures that would not be appropriate to include in the five chapters. Some items that I require students to include in the appendixes are the Institutional Review Board (IRB) cover letter and blank consent form(s), sample lessons/intervention

materials, and measurement instruments. I require these items because they are critical to understanding the design and results of the thesis. An advantage of putting these items in the appendix is that they do not have to be computer-generated by you. For instance, if you used a commercial assessment tool or instructional materials, you could photocopy parts of these (with permission from the copyright holder) as examples.

APA does have rules to follow for appendices in a manuscript for publication, but I do not follow all of them because I want to allow for greater flexibility in the thesis. Check with your chairperson for how she wants you to include appendices in the thesis.

Appendices in Text

The APA rule for referring to appendices in the text is similar to tables and figures. When mentioning an appendix in the text, label the appendix in the order that it appears; however, use capital letters instead of numbers. For example, the first appendix you refer to would be Appendix A, then Appendix B, and so on. Then give a brief description of what the appendix entails. Here is an example:

The researcher obtained parental consent prior to contacting the students for participation in the study (see Appendix A for informed parent consent forms).

Placement and Cover Pages

The appendices are typically placed at the very end of the thesis after the tables and figures. For a manuscript for publication, APA requires that page numbers extend into the appendices. I do not require students to continue the page numbers for the appendices in the thesis. This allows for flexibility in photocopying items from other sources. However, since the individual items do not have page numbers, make sure that each item has an appropriate heading for easy identification.

To identify and label the appendices, each one begins with a cover page on a separate page. The cover page lists the title of the appendix and the items within the appendix (i.e., you can have more than one item in a single appendix). On the cover page, use a larger font for the title of the appendix and then list the items in a smaller font. The title is centered near the top of the page and the items are below the title, flushed left with bullet points. In Figure 10.11, there is an example of a cover page. Note that there are four different measurement instruments included in this appendix. These items would be inserted after the cover page in the order that they are listed.

Appendix B: Measurement Instruments

- Student satisfaction survey
- Student observation protocol
- Teacher interview protocol
- Caregiver interview protocol

Figure 10.11. Sample cover page for appendix.

Front Pages

Remember when I promised in Chapter 1 that I would pull you through the finish line if I had to? Well, look at where you are today! If you are ready to prepare the front pages of the thesis, this is like the last 385 yards of the marathon. You can almost touch the finish line, and your loved ones are on the other side taking pictures and chanting your name! Savor this moment. As soon as you complete the front pages, you are truly done. I promise. The front pages include the title and signature pages, acknowledgments, abstract, and table of contents. These are not in APA style, so check with your chairperson for how he wants you to proceed with these items. Each institution will have its own formatting requirements for these front pages.

Title Page

The title page is the cover page for the entire thesis. On this page, you need to identify the title of the thesis, institution, name of the degree, your name, and date. The title of your thesis should be between 10 and 12 words and encompass the essence of your study. There is a sample title page in Figure 10.12 (adjust the spacing on your page to make it look aesthetically pleasing).

Signature Page

The next page is the signature page; this is where your chairperson and committee members will sign the thesis. Remember, the thesis is not “official” until it has been approved and signed by your chairperson and committee members. On this page, leave space and lines for your chairperson and committee members to sign (add more lines if necessary). There is a sample signature page in Figure 10.13 (adjust the spacing on your page to make it look aesthetically pleasing).

Title in Heading Capitalization [Centered and Bold]

A Thesis Presented to the Faculty of the School of Education [Name of School]

University of San Francisco [Name of University]

In Partial Fulfillment of the Requirements of the Degree of

MASTER OF ARTS [DEGREE TITLE]

in

LEARNING & INSTRUCTION [DEGREE AREA]

by

Yvonne N. Bui [Your Name]

May 15, 2013 [Date thesis will be signed]

Figure 10.12. Sample title page for thesis.

Title in Heading Capitalization

In Partial Fulfillment of the Requirements of the

MASTER OF ARTS

in

LEARNING AND INSTRUCTION

by

Yvonne N. Bui

UNIVERSITY OF SAN FRANCISCO

May 15, 2013

Under the guidance and approval of the committee, and approved by all its members, this thesis has been accepted in partial fulfillment of the requirements for the degree.

Approved: _____

Chairperson _____ Date _____

Committee Member _____ Date _____

Figure 10.13. Sample signature page for thesis.

Acknowledgments

The next page is the Acknowledgments. This is really the best page in the entire thesis because you get to acknowledge and thank every person who supported you along the way. Do not forget to acknowledge your chairperson and committee members, family, friends, pets, the local coffee barista, and so on. The title of this page is "Acknowledgments" (in British spelling, it is "Acknowledgements"), and it is centered at the top of the page. This page is also where you begin the page numbers in roman numerals (e.g., i, ii, iii, iv). I prefer page numbers at the bottom of the page in the center. However, APA style is upper right-hand corner for manuscripts, so check with your chairperson to see if she has a preference.

Abstract

The next page is the abstract. The abstract is a brief (usually between 150 to 250 words) summary of the thesis. While it is brief, the abstract should also be comprehensive in describing the purpose, participants, methods, and major results/conclusions. The title "Abstract" is centered, but the text is flushed to the left margin. There is an example of an abstract in Figure 10.14.

Table of Contents

The next few pages are the table of contents. The table of contents is extremely critical because it is a road map to the entire thesis. Therefore,

Abstract

The purpose of the study was to measure the effects of a comprehensive writing program for students with and without learning disabilities (LD) in inclusive general education classrooms. The program included prewriting, narrative text structure, writing strategies, and process writing. The study was conducted in five 5th-grade classrooms with 113 students (14 students with LD). A quasi-experimental comparison-group design was used; three experimental classes received the intervention, and two comparison classes received traditional writing instruction. Measures included writing indicators as well as state writing competency test scores. The students in the experimental group made significant gains from pretest to posttest on most writing measures. Students in the comparison group made gains on some measures, but the effect sizes were smaller.

Figure 10.14. Sample abstract that summarizes the study.

make sure the page numbers and headings match exactly what is in the text of the thesis. I typically advise students to create the table of contents at the end after all the final, final, final edits are completed (in case things shift around). The title of your thesis is at the top center and every letter should be capitalized. Then the front pages are listed on separate lines starting with the Acknowledgments, Abstract, and Table of Contents.

Lists of Tables and Figures

The next items in the table of contents are List of Tables, List of Figures, and List of Appendixes. These are recommended if you have more than one table, figure, or appendix, as it makes it easier for the reader to find the information embedded in the text or at the end of the thesis. The List of Tables and List of Figures are lists of the titles and page numbers of individual tables and figures. The List of Appendixes lists the titles of the appendixes but there are no page numbers. Here is an example:

List of Tables

Table 1: *Pretest and Posttest Scores for Geometry Assessment* 73

Table 2: *Pretest and Posttest Scores for Students' Self-Perceptions* 74

The next page is the first page of Chapter One. This page starts the Arabic numerals (1, 2, 3, etc.) that extend into the references, tables, and figures. After each chapter heading, list all the Level 2 and Level 3 headings with their corresponding page numbers. Slightly indent each subheading within the chapter. Do not list Level 4 headings. After the chapters, the last item on the table of contents is "References" with the corresponding page. Figure 10.15 is a sample of a condensed Table of Contents.

Copying and Binding

After you are done with the front pages, thesis text, references, tables, figures, and appendixes, you can bring it all to get copied and bound (see Final Tips and Checklist below). Check with your chairperson for the guidelines for copying and binding. At my institution, we require students to make at least three copies: The chairperson keeps one, the department keeps one, and the student keeps one. However, you should be able to make as many copies as you want (they make great gifts!). Make sure you choose a reliable place for photocopying, and tell them it is for a master's thesis. I ask students to have the thesis bound with a Velobind strip. These are the hard plastic strips with little tines/holes that squeeze the papers and hold them together. I prefer this to coil bind, which may tear easily. I also have students copy the thesis

TITLE [ALL LETTERS ARE CAPITALIZED]	
Acknowledgments	i
Abstract	ii
Table of Contents	iii
List of Tables	v
List of Figures	vi
List of Appendixes	vii
Chapter 1	1
Introduction	1
Statement of the Problem	3
Background and Need	10
Purpose of the Study	13
Research Questions	13
Educational Significance	14
Definition of Terms	14
Limitations	17
Ethical Considerations	17
Chapter 2	19
Literature Review	19
References	66

Figure 10.15. Sample condensed table of contents.

onto high-quality heavy white paper. This ensures that the print does not fade over the years. Finally, the front cover is a sheet of clear plastic, and the back cover is a black plastic sheet. You may choose to have hardbound copies although this will be more expensive. If you choose a professional copy center, you should not have problems. However, ask them whether they want the original in print or electronic format. In addition, allow the center a few days to have the copies made, since they are usually very busy at the beginning and end of semesters. After you have the bounded copies signed by your chairperson and committee members, you are truly done.

CONGRATULATIONS!!! Bravo! Hooray! Yippee! Yahoo! I don't have the words to express how happy I am for you and how relieved you must be. Thank you for taking this journey with me. Now sprint across the finish line with your head held high, arms waving in the air. Then reward yourself with a nice long vacation.

Final Tips and Checklist

The final tips and checklist is to ensure that everything is in place before you copy and bind the thesis forever. They are not in any particular order. Some of them may not apply to your situation, so when in doubt, check with your chairperson.

- Do a final grammar and spell check for all chapters.
- Match citations in text with reference list.
- Set left-hand margin at 1.5 (4 cm) for binding purposes.
- Copy thesis on heavyweight high-quality white paper.
- Start each chapter on a new page.
- Use Roman numerals (i, ii, iii) for the front pages (e.g., Acknowledgments, Abstract).
- Use Arabic numerals (1, 2, 3) on the first page of Chapter One and continue into the references, tables, and figures.
- Keep at least one signed copy for yourself (your chairperson and institution/program usually also get a copy).
- All text, references, and tables should be double-spaced (unless your chairperson says otherwise).
- Check the levels of heading to make sure they are correct.
- Spell out all abbreviations at first mention and put in notes in the tables and figures.
- Check that all table columns have headings.
- Obtain written permission for all copyrighted material for quotes, tables, and figures from the copyright holder.
- Cite all direct quotations with page numbers.
- List a retrieval location for online sources.
- Check all URLs to ensure they work.

Getting Published

Wait! There's more? Now that you are well-rested from your long vacation (I know you wore a hat and plenty of sunscreen), it is time to publish your master's thesis! You have spent months (years?) researching and writing the thesis, so why not put in a bit more effort and get your thesis published in an academic journal. I promise you will love the way your name looks in print. Chapter 8 in the APA manual is completely devoted to the publication process (with a great checklist at the end of the chapter), so I will give you a few tips and a lot of encouragement.

The first step to publish your thesis is to present your research at a professional conference. This is a critical first step because it will allow

you to get feedback from the field. You cannot go back and change your methodology, but perhaps there were data that could have been analyzed differently or critical implications that you missed. By presenting your study first, you have the opportunity to review the study with fresh, critical eyes.

The second step is to find the "perfect" journal to submit your manuscript. The perfect journal will be one that is in your field/discipline or related to the research topic of your thesis. The journal should also be at the research level of your study, most likely at a scholarly practitioner level. Once you have selected a journal that you think is appropriate, read through several articles so that you have a sense of the writing style.

The third step is to follow directions carefully. The guidelines for author submission will be posted on the journal's webpage, and you need to follow them step-by-step. If you do not follow their exact instructions, there is a good chance that your manuscript will not be reviewed. Most journals want manuscripts submitted through an electronic portal.

The fourth step is to edit your thesis. Submitting sloppy work with grammatical or spelling errors (or not following APA style) will only upset the editor and reviewers and will reduce any chances of the manuscript being accepted. Do not simply cut and paste chunks of your thesis. You will need to rewrite the manuscript by following the journal's guidelines.

Finally, do not give up. Based on the reviews, the editor has the choice to accept, accept with revisions, or reject the manuscript. I will not tell you how many times my manuscripts have been rejected, and every manuscript that has been accepted was "with revisions." The positive part about being rejected is that you can read the reviewers' comments (after you give yourself a pity party) and revise your manuscript to make it stronger. Then you can submit the manuscript to another journal that might be a better match. The key to getting published (like everything else in life) is perseverance. Obviously you know a thing or two about perseverance because you have just completed a master's thesis! Just think, after you publish your thesis, you can take another long vacation. You will need the energy to get ready for your next big study . . . did I hear you say "dissertation"?

Summary

In this chapter, I discussed the editorial style rules and guidelines established by APA (2010) for citations, references, tables, figures, and other issues to help you format the master's thesis. I hope they helped you complete the

final product. Congratulations again on completing your master's thesis, a major feat! Here is a summary of the most critical points from Chapter 10:

- The APA editorial style is commonly used in various social science disciplines such as education, psychology, sociology, business, economics, nursing, and social work.
- The *number* of level headings refers to the quantity of headings you use. The total maximum number of level headings is five. The *number level* heading refers to a specific heading location.
- Citations of works are necessary when you use a direct quote (which needs a page number) or paraphrase someone else's words, ideas, or research findings.
- Keep the listing of the authors in their original order from the source even if it is not in alphabetical order.
- If the work is cited in the text, it must be in the reference list and vice versa. In addition, the citation in the text (e.g., spelling and order of the authors, year of publication) must be exactly the same as the citation in the reference list.
- For online sources, provide the retrieval location in addition to information required for printed material.
- Follow the three "C" rules for table and figure design: comprehensibility, clarity, and consistency.
- Figures are a great way to show nonlinear relations, patterns of results, concepts, or ideas that are difficult for the reader to "see" from text descriptions.
- Items that may be included in the appendixes are the IRB cover letter and blank consent form(s), sample lessons/intervention materials, and measurement instruments.
- The front pages include the title and signature pages, acknowledgments, abstract, and table of contents.

Resources

Common Obstacles and Practical Solutions

1. A common obstacle that students face in final editing is keeping track of the citations and references. Words that come to mind are, "Where do I find all these references?" The best way to overcome this obstacle is to cite and reference as you write (rather than wait until the very end). Put the citation in the text immediately when you paraphrase or quote with the year and page numbers. Then keep a list of all the sources, even if it is not in the correct APA format. You can format the references at the end, but this will save you time searching for the references.
2. Another common obstacle is preparing tables. Words that come to mind are, "Do I really need this table?" First, you should decide if the table really is necessary. If it is, then keep it as simple as possible.

Have a few columns (no more than three) and rows. Since printing cost and spacing is not as much of an issue in the thesis (like it is for manuscripts for publication), you can spread out your data over several tables. This will help you in terms of formatting and may make it easier for your reader to decipher the tables.

Reflection/Discussion Questions

When you are doing the final formatting for the thesis, it is important to understand the APA style editorial rules and guidelines. The following reflection/discussion questions will help guide you through the editorial process.

1. What is a level of heading? What is the difference between the number of level headings and a number level heading? What does it mean when headings are at the same or different levels? Give examples of how you would use different levels of heading in your thesis.
2. Why is it important to provide citations and references for the sources that you use? What are the different types of sources? List the information that is needed to reference print and online sources.

Try It Exercises

The following exercises are designed to help you edit and format the thesis. In Activity One, you will create a reference list for various sources. In Activity Two, you will create a table using demographic data from the participants in your study.

1. **Activity One:** For this activity, create a reference list from the entries listed below. Be sure to identify the type of work and then include all necessary information in your reference. Have a partner check them to make sure they are correct!
 - Title: *Researching Pupils, Schools and Oneself: Teachers as Integrators of Theory and Practice in Initial Teacher Education*
 - Author(s): Maaranen, Katrina; Krokfors, Leena
 - Source: *Journal of Education for Teaching: International Research and Pedagogy*, v34 n3 p207-222 Aug 2008. 16 pp. (peer-reviewed journal)
 - Title: *Counseling Methods*
 - Author(s): Krumboltz, John D., (Ed.); Thoresen, Carl E., (Ed.)
 - Source: Oxford, England: Holt, Rinehart & Winston, 1976. pp. xvi, 576
 - Title: *Criminology Jobs*
 - Retrieval date: September 1, 2008
 - http://www.unixl.com/dir/law_and_legal_studies/criminology_jobs/

2. Activity Two: For this activity, create a table based on your participants' demographic data. Have a partner check it to make sure it is comprehensible, clear, and consistent.
 - Create a table for your participants' demographic data.
 - Include the stub column, one column spanner, and two column headers.
 - Include at least one stub (row header).
 - Insert data for at least five participants.

Key Terms

- column head
- column spanner
- Digital Object Identifier (DOI)
- edited book
- general notes
- hanging indent
- heading capitalization
- levels of heading
- periodical
- personal communication
- probability notes
- sentence capitalization
- specific notes
- stub column
- stub head
- stubs

Suggested Readings

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Schwartz, B. M., Landrum, R. E., & Gurning, A. A. R. (2012). *An easy guide to APA style*. Thousand Oaks, CA: Sage.

Web Links

- APA Online <http://www.apastyle.org/>
- Basics of APA Style Tutorial (video) <http://flash1.r.apa.org/apastyle/basics/index.htm>
- Easy Bib <http://www.easybib.com/>
- The OWL at Purdue: APA Formatting and Style Guide <http://owl.english.purdue.edu/owl/section/2/10/>
- Plagiarism.Org: Learning Center <http://www.plagiarism.org/>
- Reference Point Software (APA) <http://www.referencepointsoftware.com/apa/>

Appendix A

Sample Institutional Review Board Initial Application

Project Title: Bridging Cultural Themes in Educational Practices: Increasing Students' Math Performance

(1) Background and Rationale

With today's changes in demographics, there is evidence to suggest that the United States is becoming *more* culturally and linguistically diverse. Unlike 50 years ago when schools and classrooms were primarily composed of a homogeneous student population, today's schools and teachers are increasingly challenged with educating students from diverse cultural, linguistic, and economic backgrounds. By the year 2020, it is estimated that nearly 50% of school-age students in the United States will represent African American, Asian, Hispanic, or some other non-European ethnic group (Woolfolk, 2001).

The recent demographic changes have serious implications for the nation's public education system. In addition to adjusting to differences in cultural values and behaviors, classroom educators are faced with the additional challenge of teaching students who may come from cultural and linguistic backgrounds that differ from their own. Moreover, as the student population in the United States continues to become more heterogeneous, the demographics of school staff have become more homogenous (Taylor, 2000). In other words, although most teachers are middle class and monocultural, and many