

Lehman College

Division of Education

**Department of Middle & High School
Education**

GUIDE TO

The M.S. Project

for Scholarly Studies

Robert L. Lundberg, Stanley Bank & Barbara Schroder

August, 2006

TABLE OF CONTENTS

	Page
LIST OF ILLUSTRATIONS	iii
INTRODUCTION: RESEARCH AS PROCESS AND PRODUCT	1
Research as Process	1
Research as Product	3
GENERAL FORMATS AND HEADINGS	5
Margins	5
Line Spacing	5
Pagination	6
Headings	6
Final Copy Submission	8
CONTENT AND SEQUENCE: CHAPTER I	11
Background of the Study	11
Need for the Study	11
Purpose and Problem Statement	12
Research Questions or Hypotheses	12
Setting the Problem	12
Delimitations	13
Definitions	13
CONTENT AND SEQUENCE: CHAPTER II	14
Purpose of the Review	14
You and Chapter II	14
Organization of Chapter II	15
Reference Citations in Text	17
A Final Word	17
THE SELECTED REFERENCES LISTING	19
Saving Time at the Library	19
General Format Conventions	19
Preparing Various Citations	20
Example of a Listing of Selected References	24
CONTENT AND SEQUENCE: CHAPTERS III AND IV	25
Headings and Subheadings	25
Citing and Evaluating Sources	26
SEQUENCE AND CONTENT: CHAPTER V	28
Sequence and Content	28
PRE-CHAPTER I MATERIAL	30
Title Page	30
Abstract	30
Table of Contents	31

List of Tables and Figures.....	31
Acknowledgments.....	31
POST-CHAPTER V MATERIAL.....	36
Listing of Selected References.....	36
Appendices.....	36
THE EDITING PROCESS.....	37
SELECTED REFERENCES FOR THIS GUIDE.....	39

LIST OF ILLUSTRATIONS

ILLUSTRATION		Page
1	Levels of Headings	7
2	Pages 1 and 2 of Chapter 1	9
3	Listing of Selected References.....	24
4	Format for Title Page	32
5	Format for Table of Contents	33
6	Format for List of Tables	35
7	Proofreaders' Marks	38

SECTION 1

INTRODUCTION: RESEARCH AS PROCESS AND PRODUCT

Research as Process

Graduate students using this guide are engaged in a process leading to a report of empirical or scholarly research or to the development of a curriculum project.

A student seeking a Master of Science in Education degree from the Department of Middle and High School Education may undertake one of several genres of studies:

1. Empirical studies, the search for **dependable** solutions to educational problems through planned and systematic collection, analysis, and interpretation of data.
 - a. Traditional education research, which typically involves hypothesis testing, quantitative methods and comparing experimental and comparison groups. Possible research designs in this category include meta-analyses as well as quasi-experimental, correlational, or descriptive studies.
 - b. Action research: an examination of a teacher-generated classroom-based problem. An action research question is open-ended, phrased to generate a broad range of insights or understandings rather than to prove a specific point or to compare experimental or control groups. Research methods can be qualitative, quantitative, or both.
2. Curriculum development: the development of a curriculum unit. This type of study is permitted in the science education, mathematics education and TESOL programs only.
3. Scholarly studies, involving intensive and comprehensive library and Internet research. This genre includes:
 - a. Historical studies: in-depth historical treatments of educational issues. (For example, the history of bilingual education, of the teaching of evolutionary theory in the public schools of New York City, of the charter school movement.)

- b. Author studies: analysis of literary works as the basis for understanding an author. **This genre is limited to students in English education.**
- c. Thematic studies: in-depth analyses of a particular issue in education or of a particular question in your subject. (For example, descriptive versus prescriptive grammar in the English classroom, solving word problems in mathematics, tracking students versus multi-ability grouping.)

Planning and systematizing the research study are conceptual **processes** involving several sequential steps. For empirical studies:

1. Identify a topic area in which you are interested and which has the potential of generating research useful to teachers and students.
2. Thoroughly review the published and unpublished literature on your topic to determine what research has already been done and for suggestions about problems still needing study in your topic area. This search also enables you to set your problem statement in the context of what has already been researched about your variables and to determine operational definitions.
3. Identify a problem statement and its component research questions or hypotheses in the topic area you have chosen.
4. Establish procedures for collecting data.
5. Determine how data are to be analyzed and presented.
6. Interpret findings to the profession.

Scholarly studies generally involve research into both primary and secondary sources of information. The process involves the following stages:

1. Identify a topic area in which you are interested and which has the potential of generating research useful to teachers and students.
2. Review the published and unpublished literature on your topic to determine what research has already been done, to equip you with the background of knowledge required to carry out your research, and to report to your readers on the information they need to understand your research. You should also become familiar with the respected authorities in your field and of scholarly evaluations of the line of research you intend to follow. For example, what is the prevailing view of how reliably authors reveal themselves

in their works? How soundly based are current received opinions about your topic?

3. Identify a problem statement and its component research questions in the topic area you have chosen.
4. Engage in the research activities of locating and evaluating sources, taking and classifying notes, and establishing the major divisions of your study. You will probably discover that your research uncovers avenues of further research you had not anticipated and that the material you uncover will suggest the form of the report.
5. Determine the final organization and form of presentation of your report.

For curriculum projects:

1. Identify the long-term aims of the unit. Identify the larger goals and performance objectives to which it will contribute.
2. Review the literature on your topic, including curriculum guides, to determine the need for the development of your unit and to establish current practices in teaching the material and concepts your unit will cover.
3. Identify relevant specific student performance and content standards. Establish grade level standards and specific objectives.
4. Develop the curriculum, including detailed lesson plans, assignments, handouts, enrichment activities, and testing procedures.
5. Develop a teachers' guide to help teachers use the curriculum you have developed.

For all genres, conclude by reflecting on what you have done, making recommendations to the profession, and stating your conclusions (where appropriate).

Research as Product

The **product** of research is a formal written report. At the master's degree level that report is called a thesis or report.

Commonly accepted conventions of writing, organizing, and formatting guide your preparation of the thesis. See the "APA Research Style Crib Sheet" for further explanation of scholarly

writing conventions. The report is usually organized into five distinct sections, labeled chapters, each of which is concerned with a specific aspect of your research study:

Chapter I introduces the reader to your topic area. It includes the background, need for the research, your problem statement and research questions or hypotheses, delimitations you have imposed on the scope of the study, and operational definitions of variables.

Chapter II presents a synthesized review of the related literature as it pertains to your problem statement.

Chapter III in empirical studies identifies the methodology you used to identify and select your sample, to develop or select data-gathering instruments, and procedures used to collect data. In scholarly studies, it is the first chapter of your research into your research questions. In curriculum studies, it is the full description of the curriculum, including lesson plans. (Note that scholarly studies may require more than two chapters for the presentation of the research. In that case, the chapter numbers will change accordingly.)

Chapter IV presents the research findings of empirical studies in organized form. For scholarly studies, it is the second chapter of research into the research questions. In curriculum studies, it is a teacher's guide to the curriculum.

Chapter V presents a summary of your findings, your interpretation (conclusions) of what the findings mean, and recommendations about professional use of the findings and the need for further research in the topic area. Curriculum studies will present reflections rather than conclusions; scholarly studies will present reflections either in addition to or in place of conclusions.

The formal written report also contains pre-Chapter I material and post-Chapter V material. Before Chapter I you will present a title page, an abstract of the study, a table of contents, and listings of tables and figures. You may include, if you wish, a page for acknowledgments. After Chapter V you will present a listing of selected references and any material which is appended to the report (for example, a copy of the questionnaire, an interview schedule, the pretest, the posttest, a cover letter to the population sample, or a follow-up to non-respondents).

Each of these components of the thesis is written and formatted in formal ways. This handbook is intended as a guide for you as you develop each component. The basis for the format requirements specified in this guide is the *Publication Manual of the American Psychological Association* (APA). Use it and this guide to clarify and simplify the "how" and "what" questions of thesis preparation. Since the report you are writing results in a finished bound document in the college library, some conventions differ from APA; in such cases, follow this guide exactly.

SECTION 2

GENERAL FORMATS AND HEADINGS

This section presents information about general formats and headings to use for the thesis. Included are instructions for margins, line spacing, pagination, headings, the presentation of the final copies of the report, and an example of properly formatted pages 1 and 2 of Chapter I.

Margins

Because the entire document will be bound, use 1.5-inch left margins and 1-inch right margins throughout the thesis. The bottom margin should be uniformly 1 inch. Top margins will vary: The first page of each chapter will begin 2 inches from the top edge of the paper; all other pages have 1-inch top margins.

The same rule applies to pre- and post-chapter material: The first page of the Table of Contents, Abstract, List of Tables, List of Figures, Acknowledgments, and Selected References begins 2 inches from the top edge of the paper; all subsequent pages for each section have a 1-inch top margin. The side margins for pre- and post-chapter material are 1.5 inches on the left and 1 inch on the right.

An illustration of the first two pages of Chapter I of a M.S project report is provided on pages 10 and 11.

Line Spacing

Most of the text of all five chapters is double spaced (DS), but there are two exceptions: (1) Lengthy quotes from the literature are single spaced and double indented (indented an additional five spaces from both the left- and right-hand margins). According to the *Publication Manual of the American Psychological Association*, lengthy quotes are more than 40 words, usually more than four lines of text. Here is an example:

Keyboarding is a complex psychomotor skill which is most efficiently learned if a speed approach is used. Research has shown that the presentation of

the alphabetic keyboard should be accomplished within 10 days; then use a period of four to five weeks to refine the skill and develop speed (Lundberg, 1994).

(2) Enumerated listings which are "free standing" and are not presented within a larger paragraph are also single spaced and double indented. An example is provided below:

1. The first enumeration is typed with the number indented five spaces and the second and all subsequent lines aligned with the first letter of the first word.
2. A double space is left between enumerations. For example, note the blank line between Enumerations 1 and 2 in this example.

Pagination

Chapters I through the last page of Chapter V, Selected References, and Appendices are numbered consecutively with Arabic numbers.

Page numbers appear in one of two places: They may be placed in the upper right corner, 1 inch from the top edge of the paper and at the right margin point (7.5 inches) or they may be placed at the bottom center, 1 inch from the bottom edge of the paper.

Conventionally, the actual page number does not appear on the first page of each chapter: The page number is suppressed on the first page of Chapters I, II, III, IV, and V. Also, the page number does not appear on the first page of the Selected References section.

Pre-Chapter I material is numbered in a different way. Beginning with Table of Contents, use lower case Roman numerals (i, ii, iii, iv, v, etc.) until all pre-Chapter I material has been numbered. The number appears at the bottom center of the page, 1 inch from the bottom edge of the paper. The number does not appear on the first page of the Table of Contents, even if it is only one page long.

Headings

Several levels of headings are used in theses. The importance of the heading is denoted by its placement on the page, spacing above and below the heading, and the use of capital letters. Headings may be in bold face letters or not. However, you must consistently type headings in bold face throughout the document if you choose that option. To minimize the risk of error, you may find it easier not to

bold face headings. Examples of headings used are shown below and on the next page. Level One headings are the most important, followed by Level Two, and so on.

Level One Headings

Level One headings are centered with solid capital letters. Double space (DS) after the heading. If there is more than a single line in the heading, or if the chapter heading is followed by a chapter title, double space (DS) between the lines. Level One headings are used for chapter headings and chapter titles.

Level Two Headings

Level Two headings are centered with initial capital letters. Double space (DS) before and after the heading. Level Two headings are used to introduce important sections of a chapter.

Level Three Headings

Level Three headings are typed at the left margin with initial capital letters. Double space (DS) before the heading and double space (DS) after the heading; underscore the heading. Level Three headings are used for subsections of important sections of a chapter. Except in extraordinary circumstances, the thesis should not contain headings other than Level I, II, and III.

Level Four Headings

Level Four headings are indented and underlined. Only the first word of the paragraph heading is capitalized. A period is used to end the heading. Text resumes two spaces after the period. Level Four headings are used for subsections of Level Three headings.

Illustration 1, shown below, provides examples of each of these levels of headings:

Illustration 1

Level One

CHAPTER I
(DS)
INTRODUCTION
(DS)

Level Two

(DS)

Need for the Study
(DS)

Level Three

(DS)
Research Questions
(DS)

Level Four

Heading levels. A level one heading is used to introduce each chapter in the thesis.

Final Copy Submission

When you complete your thesis, you will present it to your project advisor for his/her approval. After your advisor approves and signs the final copy:

- a) Submit one (1) bound copy on 20-pound bond paper that has a fiber content of at least 25%, for the department library. Most office supplies stores (e.g. Staples) will do an adhesive binding, which is the best kind. If your store cannot do the adhesive binding, ask for a Velo binding.
- b) Submit two (2) CD's to your reader:

The first, for your reader, should be labeled with your name, the title of your thesis, and the date. It can be in either .pdf, or WordPerfect or MSWord .doc format.

The second, for the library, should be prepared according to the following guidelines:

1. Label the CD with the year, title, and name of student, name of department, course code, and course number.
2. Accompany the CD with the print (paper) cover page of the thesis.
3. Submission in PDF is preferable to Word formats to maintain the integrity of the material on disc.

Illustration of Pages 1 and 2

The first two pages of Chapter I of a thesis are illustrated below. Permission to reproduce these pages was granted by Megan Mastropolo (1993, pp. 1-2).

Illustration 2

CHAPTER I

INTRODUCTION

Background of the Study

Paired reading is a reading strategy that is used to increase the amount of time engaged in oral reading. The purpose of paired reading is to teach and entertain. This reading strategy is a type of cooperative learning in that heterogeneous pairs, of varying abilities, work towards a common goal. Paired reading also integrates some aspects of peer tutoring. The combined aspects of peer tutoring and cooperative learning make paired reading a strategy that can have positive effects on readers' self-esteem and attitudes towards reading. If the positive attitudes are nourished, reading could be viewed as an enjoyable process.

Paired reading is a tutorial reading technique that originally was designed for parents to use within the home. The technique relied heavily on parental involvement and an environment that did not foster anxiety regarding the reading process. Pumfrey (1986) recognized that parental involvement was an important factor in educating children in that it had potential to bring about increases in reading achievement and reading attitudes. This paired reading process could have the

same results within a classroom using a cooperative learning experience.

Need for the Study

There is a tremendous need to improve attitudes towards reading in city schools. The average reading scores have been steadily declining for five years because students are no longer exposed to reading as they once were. In an age of video stimuli, reading is fast becoming a lost art.

Educators must realize the issues of children's abilities and motivations to read. Some children have low academic success rates because their needs are not met. These children need experiences that will motivate them. Attitudes toward learning will change when children are motivated to learn. This occurs through well-planned educational experiences (Madden, 1988).

Cooperative learning situations can motivate children and improve attitudes. They allow cooperative and small group experiences as opposed to a competitive and individualistic approach.

Purpose Statement

The purpose of this empirical study is to see what effect paired reading has on the attitudes of sixth grade students.

SECTION 3

CONTENT AND SEQUENCE: CHAPTER I

Chapter I describes and justifies your planning of the proposal. Its title is INTRODUCTION. The heart of the chapter is the "Purpose and Problem Statement" section, which is usually not lengthy. Yet that paragraph is the mechanism which propels and defines all the research methodology, findings, analysis, and interpretation which appear in the following chapters. The "Purpose and Problem Statement," thus, is CRITICAL. You must write it accurately, clearly, and unambiguously.

Background of the Study

A few introductory paragraphs are needed in order to introduce the reader to your rationale for selecting the area you are going to study and to place its significance in the context of education. Generally, the introductory paragraph material should support your problem statement in the ways identified in the next paragraph:

It introduces the reader to the topic and problem area. You might wish to relate how the profession has been talking about the problem or actually taking initiative to do something about it. Citations of other researchers/critics are absolutely essential here to validate the points you are making and to document your own proposed research.

At the end of the "Background of the Study" section introduce the reader to your proposed research study so that he or she as the necessary framework to understand the need for your study.

Need for the Study

This section identifies for the reader the PROFESSIONAL NEED for the study. (Your need to complete a research project in order to receive an M.S. degree is "insignificant" for this purpose and MUST NOT BE DISCUSSED.) This professional need may be based on perceptions you have had, given your experiences; but you must relate it as a need perceived by the profession. Again, it is highly appropriate to reference and document statements you make here since a cumulative

demonstration of need to study the problem has more validity and "significance" than your opinion.

Often researchers need to identify professional interest more generally than the professional field of their subject area. For example, CUILTY (1989) wanted to study the relationship between students' learning styles in Introduction to Occupations classes and the lesson pattern and learning activities provided by the teacher. Since most of the interest and research in this area was provided by psychologists, educators, and school administrators who were studying left-brain/right-brain dominance, his related literature search was conducted in educational areas which were more general than his field, business education. You may need to search out relevant articles and studies from any of the social sciences in order to demonstrate both professional interest in and need for the problem statement area.

Purpose and Problem Statement

Usually one paragraph is sufficient to provide both purpose and problem statement. Here you tell the reader EXACTLY what it is you propose to do. The paragraph frequently begins in this way: "The purpose of the proposed research is to . . ." and here place your problem statement in declarative form. The problem statement as question is useful for your planning, but generally researchers write it as a declarative sentence in the document.

Research Questions

Research questions or hypotheses are enumerated listings of the elements of the problem statement which require separate collection and analysis of data or which identify interpretation which must be done.

The research design you select dictates whether this section is called "Research Questions" or "Hypotheses." Descriptive, scholarly, and action research studies should provide research questions. Experimental and correlational studies should provide hypotheses. Usually the listing is not lengthy, typically ranging from 2 to 4 enumerated questions/hypotheses. Your guide is the separateness of data collection and analysis required to solve your problem.

Setting the Problem

The text material which follows the "Purpose and Problem Statement" section further defines ("sets") your research proposal for the reader. Here you tell the reader two basic kinds of information:

Delimitations

Describe in enumerated form or text narrative the way in which you have circumscribed (delimited) the research. For example, who is the intended audience for your work -- the geographic region, the age group, the grade level, the language background of students, etc.

In addition to IDENTIFYING the proposed delimitations, you should provide a rationale for them.

Definitions

This section should contain several types of definitions.

1. Technical Terms. Terms that might be unfamiliar to educators who are not specialists in your field should be defined to illuminate how they are used in your study. For example, the term "stable irony" used in an author study, or the term "sheltered instruction" in a TESOL study.
2. Acronyms must also be defined for the reader. For example, Lehman High School has a WOW program, probably referred to as "WOW" by the teachers and staff at that school and no doubt understood by them. The typical reader would not know that WOW refers to World of Work, an after-school program which introduces high school juniors and seniors to the real office through field trips and guest lectures by organizational office workers.

SECTION 4

CONTENT AND SEQUENCE: CHAPTER II

For scholarly studies, this chapter summarizes the literature which sets the problem or questions but does not resolve them.

Purpose of the Review

Several major purposes are served by the review of the related literature: (1) You identify for the reader the research in the field which has already been done on your questions; (2) You demonstrate your familiarity with exemplary models and/or debates about pedagogy in your field; (3) You describe the existing knowledge about your topic/problem statement and variables; (4) you identify the conclusions that can be drawn from this literature; and (5) you show how a void is to be filled by the research you plan to do.

There are secondary purposes for the review of related literature, too. Previous studies should be used as a comparison with yours. They may either support or contradict your conclusions.

Another secondary purpose may be very important. If you are using a specific research design or methodology that is modeled on someone else's work, you should describe that work. For example, if you were to study the language of a classroom for the purpose of determining cognitive requirements made on students by the types of questions asked by the teacher, you would have to describe in some detail the purpose and design of the "Language of the Classroom" study conducted by Arno Bellack and his associates at Teachers College, Columbia University, during the early 1960's.

You and Chapter II

You should keep in mind three important points about the writing of Chapter II. First, the organization of the chapter and the clarity of your synthesis should DEMONSTRATE to the reader that you have a mastery of the literature of the field.

The second point is equally important. You should not have a lengthy bibliography and little or no evidence that much has been done

with the references in your text. Likewise, you should not have a lengthy Chapter II with few reference citations in your text. If there is no literature bearing on the problem, you should review the studies closest to the problem and show why they fall short.

Finally, the review of the related literature is not a series of connected or disconnected annotations of each article. Rather, the information you wish to convey must be synthesized for the reader and **MUST BE ORGANIZED** thematically and topically, usually on the basis of your research questions or the variables being studied.

Read the next section, "Organization of Chapter II," very carefully when you prepare to write Chapter II.

Organization of Chapter II

Chapter II is organized on a foundation of knowledge already available to you through the library. Demonstrating your ability to describe the foundation clearly and in an organized way is paramount.

Any number of organizational schemes have been used for presenting the related literature in topical/thematic form. You may wish to review theses/dissertations already completed to get ideas about how others have decided to present the foundation. But you must be comfortable with your organizational scheme and it must make sense for your study.

Chapter II and subsequent chapters always begin with a restatement of the problem statement presented in Chapter I. You do not need to directly quote the problem statement; in fact, finding a fresh way to state the purpose of your research may be helpful to you. The reason problem statements are restated is that most readers do not read the entire document. They select chapters which interest them or which are most useful to them. No doubt you will read other studies in a similar way, and you will be grateful if you have the purpose of the study presented to you as you begin to read a chapter.

A second paragraph tells the reader about your search and in very general terms what you found or did not find. The purpose of this section is to describe how you conducted your literature search. E.g.:

- Online databases
- Keywords used for searches
- Libraries
- Colleagues and experts in your field
- Course and other bibliographies
- Professional organization or other websites

Below is an example. Please note that although this author does not refer to colleagues, experts, or websites, you should do so if they have served as important resources for your study.

"A keyword search revealed topics related to portfolio assessment, student attitudes toward learning, urban ESL middle-school students, and self-esteem. The following sources were used: the CUNY Plus database; the Educational Resources Information Center (ERIC), both on CD-ROM and from AskERIC; Infoseek; NEXIS; and the web site for the Center for Applied Linguistics (www.cal.org) TESOL and other publications, *including Reading Research Quarterly, TESOL Quarterly, Adolescent and Adult Literacy, Writing Assessment, Studies in Second Language Acquisition, TESOL Journal, Educational Leadership, and Educational Assessment*; other City University of New York colleges, and public libraries."

At the discretion of the thesis advisor, scholarly thesis writers may move this discussion to Chapter V, or incorporate discussions of sources into other chapters as appropriate.

The initial section of the review itself should look at exemplary practices or issues in your field, and relate them to your study. The kinds of topics discussed in following sections will depend on your study. This material must be organized logically and clearly. Three methods are frequently used:

1. Organize subsections of the report based on your listing of research questions, hypotheses or goals in Chapter I.
2. Organize subsections of the report based on your independent variable(s) and dependent variable(s) and relationships between them which have been established in the literature.
3. An historical overview of the degree of interest in and attention to the topic area is appropriate if you can uncover related literature to show that. You might wish to do a "dimension of historical time" to show periods of intense interest, a modicum of interest, no interest, and influences on the degrees of interest.

A final section of the report is labeled "Summary of the Literature." In it you present a brief summary of information from each of your sub-sections. You should then discuss your evaluation of this literature and how your research extends this body of knowledge. However, hold off making evaluative statements until your research is completed.

Reference Citations in Text

Citation of another author's work in your text documents your work, identifies the source for readers, and enables readers to locate the source of information in the alphabetical reference list contained in your Selected Reference section. (See the *Publication Manual of the American Psychological Association* for a detailed listing of how to handle reference citations in text.)

Two ways of presenting citations are commonly used:

Author-Date method: In a recent study of reaction times (Cantor, 1994) . . .

Date method: Cantor (1994) compared reaction times . . .

A work by two or more authors may be cited using either method:

Author-Date method: As has been shown (Bank, Patti & Taback, 1996) . . .

Date method: Bank, Patti, and Taback (1996) showed . . .

Direct quotations used in your text must also include the page number from which the quotation has been taken, thus:

Author-Date method: Some experts strongly support offering keyboarding at the secondary school: "Keyboarding is a must for all high school students" (Dingle & Palmer, 1995, p. 11).

Date method: Dingle and Palmer state, "Keyboarding is a must for all high school students" (1995, p. 11).

A Final Word

Show your scholarly competence. Writing this section well is a sign that you have a good grasp of your subject and that you are willing to undertake professional responsibility for reporting the literature accurately. These suggestions will help you prepare Chapter II:

- Be careful about grammar, punctuation, and spelling.
- Be precise about citations, especially page numbers from which direct quotes have been extracted.

- Use headings to guide your reader along the way.
- Use clear language; avoid very lengthy, complex sentences.
- Include your own opinion sparingly and only after you have summarized the research you are critiquing. Until the final summary, your primary role is that of journalist, reporting facts and expert's opinions.

SECTION 5

THE SELECTED REFERENCES LISTING

The selected references listing identifies the professional literature that supports your report and provides the information needed to identify and locate each source. This section is a very important part of your thesis, as you have no doubt discovered from your own library search.

"Selected" is deliberately chosen to describe the reference listing because you should not list every source you consulted in the library. Only those references which have been cited within your thesis should be listed. When you are preparing the final version of the list, take care to compare the list with every chapter to ensure that you have a complete citation for all references you have used within the report.

Saving Time at the Library

Because the selected references listing is so important, unusual care must be taken to prepare each citation accurately. Your library note-taking skills can help you considerably in preparing this section and save you countless hours of time spent in looking up specific pieces of data, such as a page number, a volume number, or the correct spelling of an author's name. You will find it very helpful to prepare and duplicate a form on which you can record all pertinent facts of publication which must be included in the selected references list.

General Format Conventions

The related literature listing is prepared in hanging indented style. The first line of each citation begins flush at the left margin. Each succeeding line of the citation is indented five spaces. Each citation is single spaced; double space between each entry. The listing is prepared alphabetically by the surname of the first author. Sources without authors are arranged alphabetically by title within the same list. Only the first word of titles of articles and books is

capitalized, along with words that would ordinarily be capitalized in text, such as English and Spanish. All important words in titles of periodicals and web pages are capitalized.

The Publication Manual of the American Psychological Association provides a rather complete section on how various documents and oral interviews should be handled in the selected references section. Useful examples are also given. Also consult the APA Research Style Crib Sheet (Dewey, 2003).

Preparing Various Citations

Periodicals, One Author (Print, Electronic Copy)

The sequence for listing elements of a one-author journal article is as follows: Surname of the author, first name initial, date of publication, title of the article, title of the journal, volume number, issue number, and the pages on which the article appears. The following example shows how these elements of the citation would appear in the selected reference listing:

Holmquist, D. (1993, April). Responding to the call for change. *Business Education Forum*, 47(4), 7.

If an exact copy of the article is retrieved from the internet, add "[Electronic version]":

Holmquist, D. (1993, April). Responding to the call for change [Electronic version]. *Business Education Forum*, 47(4),7.

If the document has been changed in any way, including the elimination of page numbers, the listing should be as follows":

Holmquist, D. (1993, April). Responding to the call for change. *Business Education Forum*, 47(4), 7. Retrieved February 26, 2004, from <http://www.bef.org.html>

Periodicals, Multiple Authors

List all authors, using surnames and initials, regardless of number. Use an ampersand (&) before the last author. Here is an example:

Van Auken, S., Cotton, C. C., McKenna, S. F., & Yeider, R. (1993, May/June). Business research: Perspectives of deans of AACSB-accredited business schools. *Journal of Education for Business*, 68, 261-265.

Report from Educational Resources Information Center (ERIC)

ERIC is a document deposit service. The document number is enclosed in parentheses at the end of the entry. Do not use a period within the parentheses after the document number. Note the following example:

Hollister, R. (1989). *Black Male Youth: Their Employment Problems and Training Programs*. (Report No. CE-054-094). Washington, DC: Department of Labor Commission on Work-force Quality and Labor Market Efficiency. (ERIC Document Reproduction Service No. ED 317 678)

Books, One Author

The sequence for listing elements of a one-author book is as follows: Surname of the author, first name initial, date of publication, title, city of publication (add the state only if necessary for clarity), and publisher. The following example shows how these elements of the citation would appear in the selected reference listing:

Wineapple, B. (2003). *Hawthorne: A life*. New York: Alfred A. Knopf.

Books, Editions Other Than the First

Add the number of the edition in parentheses after the title:

Smith, F. (1994). *Understanding reading: A psycholinguistic analysis of reading and learning to read*. (5th ed.). Hillsdale, NJ: Lawrence Erlbaum Associates, Publishers.

Books, Reprinted

Add the date of original publication after the publisher:

James, H. (1967). *The portrait of a lady*. New York: The Heritage Press. (Originally published 1881)

Note: This work would be cited in your text as "(James, 1881/1967)."

Books Published by an Association

Alphabetize corporate authors by the first significant word of the name. When the author and publisher are identical, use the word Author as the name of the publisher. For example:

American Psychological Association. (2001). *Publication Manual* (5th ed.). Washington, DC: Author.

Often you may have a reference to an article or chapter in an edited year book. Note the elements of the listing shown below:

Lowery, S. (1993). Leadership in the proprietary school environment. In M. Bush & H. P. Taylor (Eds.), *Developing Leadership in Business Education* (pp. 137-144). Reston, VA: National Business Education Association.

Articles, Essays, or Stories in an Edited Book

Surname of the author of the article, first name initial, date of publication of the book, title of the article, the word "in" followed by the last name and initial of the book's editor, book's title, city of publication (add the state only if necessary for clarity), and publisher. You may add the date of original publication of the article after its title. The following example shows an essay printed in a collection long after its original publication:

Arnold, M. (1963). The function of criticism at the present time (Originally published 1864, In Beckson, K. (Ed.) *Great theories in literary criticism* (pp. 290-312). New York: Farrar, Straus and Company.

Note: This work would be cited in your text as "(Arnold, 1864/1963)."

Proceedings of Meetings

Often research papers are presented at conferences or conventions and are published as part of the proceedings of the event. The following example shows you how to cite a report taken from proceedings:

Schmidt, B. J. (1990). Assessing the preparation for teaching office reading skills. *Proceedings of the 1990 Delta Pi Epsilon Research Conference* (pp. 49-52). Little Rock, AR: Delta Pi Epsilon.

Unpublished Paper Presented at a Meeting

Occasionally you will have an opportunity to use material presented by a speaker at a conference or convention whose paper is not published in official proceedings. The following example shows you how to cite such a paper:

Palmer, J. J. (1992, October). *The new world order and new wave offices: Business education's challenge*. Paper presented at the

meeting of the Eastern Business Education Association, East Brunswick, NJ.

Newspaper Article

Sometimes newspaper articles contain current facts, trends or other data which you may want to use, especially if your topic area is very timely. The following examples show you how to cite various articles:

Newspaper article, no author:

High schools are violence prone. (1994, May 3). *The New York Times*, A23.

Newspaper article, discontinuous pages:

Jackson, A. S. (1994, August 26). The discomfort of the middle class. *The New York Times*, A1, B8.

Internet Sources

Today many researchers use the Internet as a means of collecting related literature. The sequence of components of the citation and punctuation are identified below. For an article retrieved from a journal published exclusively on line, follow this form if the journal is paged by issue:

Bradshaw, R. (2001). Teacher education in Sweden. *Comparative Education Review*, 5(3-12). Retrieved February 26, 2004, from <http://www.comped.org/vol5no3/bradshawe.htm>

If the journal is not paged, identify the material by section title, paragraph number, or other indicator.

For a web page:

Dewey, R. (2003) APA Research Style Crib Sheet. Retrieved February 27, 2004 from <http://www.wooster.edu/psychology/apacrib.html>

Note that a period does not follow a URL in a reference.

Example of a Listing of Selected References

Illustration 3 below provides an example of a partial listing of selected references which may be useful as a guide as you prepare your own listing.

Illustration 3

SELECTED REFERENCES

- Achilles, C. M. (1997, October) Exploring class-size research issues. *The School Administrator*, 54(9),1-3.
- Ayala, Francisco J. (2000, February) Arguing for evolution. *The Science Teacher*, 67(2), 30-32.
- Holt, M. I. (1992). *The orphan trains: Placing out in America*. Lincoln, NE: University of Nebraska Press.
- Landis, C. (1996). *Teaching science in the field*. Columbus, OH: ERIC Clearinghouse for Science, Mathematics, and Environmental Education (ERIC Document Reproduction Service No. ED 402 154).
- Leopold, L. B., Wolman, M. G., & Miller, J. P. (1995). *Fluvial processes in geomorphology*. New York: Dover Publications. (Originally published in 1964.)
- Ousten, R. D., Murphy, S., & Wideman, H. H. (1990). *Effects of Word Processing on Student Writing in a High Computer Access Environment*. (Tech. Rep. No. 90-1). North York, Canada Centre for the Study of Computers in Education, York University.
- Shaywitz, S. (2003) *Overcoming dyslexia*. New York: Random House, Inc.

SECTION 6

CONTENT AND SEQUENCE: CHAPTERS III AND IV

Begin Chapter III and each subsequent chapter of your report with a restatement of your problem statement and your purpose for conducting the research. Also list your major research questions and briefly describe the data needed to answer these questions.

In a historical, thematic, or author study, the body of the research is presented in Chapters III and IV. (In some cases, with the concurrence of your advisor, this section of your thesis may be divided into more than two chapters.) No template for headings and subheadings can be given, since organization of the material and its classification into sections is the task of the writer, aided by his or her faculty advisors.

Headings and Subheadings

The first part of this task is to divide the material into two (or perhaps more) main sections, each of which will become a chapter of the thesis. The writer must decide on a basis for this division: Chronology will work for some theses, topics or methods of analysis will be more appropriate for others. For example, a thesis on the history of one-room schools in New York State might be divided into two chapters by date, Chapter III dealing with the period ending in 1850, Chapter IV with 1851 through the present. A study of Melville's fiction might devote Chapter III to the short stories and Chapter IV to the novels; one alternative might divide such a study into a consideration of the autobiographical content of Melville's sea novels and an analysis of their symbolism. A study of the successes and failures of the Charter School movement could be divided into goals and achievements. The choice of such main headings is very important, not only to the structure of the finished thesis but to the organization of the notes you take while doing your research.

Just as important is your selection of subheadings, since the choice of a method of classification affects the impact your work will have on your readers. If you are describing classroom activities at five different schools, you might divide the chapter into separate sections for each school, each section containing a subsection for each activity you consider. On the other hand, you might divide the chapter into separate sections for each activity, with each section

containing a subsection for each school. The same material is presented in either case, but the emphasis is far different for each. Either each school or each activity will be discussed separately, requiring a concluding section to bring them together.

You may find that your conception of the structure of each chapter is formed as you take notes. The most convenient system of note taking leads to this result: If you take your notes on file cards, you can arrange and rearrange the cards as you develop your subheadings. You will probably find that at some point you can label each card with the section in which it will be used.

Citing and Evaluating Sources

Relying as it does on library research (augmented by careful use of material found on the internet whose author's credentials have been verified), scholarly research requires careful documentation, including providing page numbers for direct quotations and for information that may be challenged. Careful distinctions must be made between fact and opinion. Facts can be objectively verified while opinion, no matter how reasonably phrased, must be labeled as such and, if possible, supported by authoritative concurrence or by well-reasoned argument. If you find an authority quoted by another source, make every attempt to check and quote from the original.

The time to label a note a direct quote or an opinion is at the time you take the note. Use the source's exact language only if you are going to quote it, and make sure you label the note a direct quote. If it is a partial quote, use the quotation marks accurately on the note card. Make sure you include page numbers on each note card, whether or not you expect to use them in your citation.

Make sure your sources are authoritative by going to major journals in your field that are peer reviewed and which are themselves established as authoritative and unbiased. Make sure the books you cite are not outdated for your purposes and that they are published by reputable publishing houses. Especially beware of subsidy publishers, so-called "vanity presses." Take biased sources for what they are worth: They may provide excellent sources for what a particular group believes, but they cannot be used to establish facts. Remember that primary sources such as letters or diaries may have been written with an eye to impressing a recipient or presenting a positive view of the writer. Public figures often keep diaries with an eye to future publication, and friendly editors sometimes eliminate passages they feel could injure the writer's reputation. Still, the primary source is the gold standard of historical writing, especially if unchallenged by another source. A secondary source usually requires corroboration by another source and an absence of contradictory evidence. Be careful that such a second source is not itself based on the first.

Historical studies in particular need careful evaluation of sources. Additional questions to consider in this chapter are:

1. What is the prestige of the journal(s) in which sources were published?
2. What is the length of time the publication has been available? Usually this can be identified from the volume number.
3. Has the publication undergone name changes over its history? If so, what was the publication previously called?
4. Were there government publications which were particularly helpful as data sources? Usually these publications have a very good reputation among scholars.
5. Were primary sources available to you (for example, memoranda, correspondence, reports from the Board of Education? If so, how did you acquire access to them?

SECTION 7

SEQUENCE AND CONTENT: CHAPTER V

Chapter V contains a succinct summary of your findings, your interpretation of what those findings mean or your reflections on your research, and your recommendations for implementation of the findings or for further research in the topic area. It is the most frequently read chapter in theses and dissertations.

The chapter is titled SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS; or SUMMARY, REFLECTIONS, AND RECOMMENDATIONS. The three key words in the title identify the three major sections of the chapter.

Sequence and Content

Chapter V begins with a restatement of your problem statement and, if appropriate, a listing of your research questions or hypotheses. That is followed by a concise but understandable description of how you conducted your research (major sources reviewed, etc.)

Summary

Provide a separate summary for the findings related to each research question or hypothesis in the sequence listed in Chapter I.

Conclusions and/or Reflections

Discuss what your findings tell you about a solution to your problem statement. Your insights and expert opinion about your findings will help you to discuss them in ways that will be helpful to the reader. Generally, a conclusion is made about the findings for each of the research questions or hypotheses you listed. However, you are not strictly tied to your findings with respect to your specific research questions or hypotheses; in this section it is appropriate to compare or contrast your findings with others you presented in Chapter II or to identify delimitations or limitations of your study which had an impact on your findings.

Because research findings do not offer incontrovertible proof about the educational problem you investigated, researchers "hedge" their language in concluding statements. For example, it is better to say "Procedure X is likely to produce greater levels of achievement in 10th graders" than to say "Procedure X will produce greater levels of achievement in 10th graders."

Recommendations

Finally, you recommend in Chapter V. Typically recommendations are made in two categories: (1) How can the findings of this study and related studies be implemented by practitioners in the field and (2) what recommendations do you make for further research in the topic area?

SECTION 8

PRE-CHAPTER I MATERIAL

Every project report will contain a title page with an abstract of the study and a table of contents. Many reports will also contain a listing of tables and an acknowledgments page. If figures have been provided within the document, a list of figures is also included.

The sequence of the pre-Chapter I material is as follows:

- Title page (including Abstract)
- Table of contents
- List of tables
- List of figures
- Acknowledgments

The directions for preparing the title page, abstract, table of contents, and list of tables and figures are provided by means of illustrations of properly formatted documents which are shown as Illustration 5, page 42; Illustration 6, page 43; and Illustration 7, page 45.

Title Page

The title page identifies your project advisor, the title of your project, your name, the purpose of its preparation, the name of the college, and the month and year in which the project was accepted. (See Illustration 5, page 42.) It also includes an abstract and keywords.

Abstract

The Abstract is a brief summary of your study which is placed on the cover page (See Illustration 5). Abstracts should be single-spaced and no more than 125 words in length.

The only heading used is the main heading, ABSTRACT. You should begin with the research purpose, questions, or hypotheses. Highlights of the methodology should be mentioned. Important findings of the study should also be included in the Abstract.

Keywords

Keywords are identifiers that library readers will use to search for research reports about their area of interest. Refer to the keywords that you used in conducting your own searches, and include the three or four that best identify the topic(s) addressed in your report. Keywords may include phrases of two or three words (e.g. "bilingual education").

Table of Contents

The Table of Contents identifies the page number on which the reader will find sections of the report. It is best to prepare the Table of Contents when the document has been accepted in final form because sections of the document may be shifted to different pages in the final editing process. Illustration 5, shown on page 33, is provided with the permission of Agustin Mejia (1993, pp. i-ii).

List of Tables and Figures

The List of Tables and List of Figures are prepared in the same way; therefore, only a List of Tables is illustrated for you on page 39. The list identifies the number of the table or figure, the title of the table or figure, and the page number on which it appears in the document. Illustration 6, page 35, is provided with the permission of Lynden Cope (1993, p. iii).

Acknowledgments

Some writers wish to acknowledge people or organizations which have been particularly helpful to them in carrying out the study. If you wish to include such material, place it immediately after the List of Tables or List of Figures. Title the page ACKNOWLEDGMENTS. This section may not be longer than one page.

Illustration 4

TITLE

NAME OF STUDENT

DEPARTMENT OF MIDDLE & HIGH SCHOOL EDUCATION

ABSTRACT

[A short, descriptive summary of your thesis]

KEYWORDS

[What terms best describe the material covered in your thesis?]

**Submitted to meet the requirements of ESC 707 in partial fulfillment of the requirements for the
Degree of Master of Science in Education in
[EXACT NAME OF YOUR PROGRAM]**

LEHMAN COLLEGE

[MONTH, YEAR]

[signature of reader]

NAME OF READER [typed]

Illustration 5

TABLE OF CONTENTS

	Page
LIST OF TABLES	iii
ACKNOWLEDGMENTS	iv
CHAPTER	
I Introduction	1
Background of Study	1
Need for the Study	2
Purpose and Problem Statement.	4
Research Questions	4
Delimitations	4
Definitions	5
II Related Literature	8
A Federal Rationale for the Problem	8
The Dropout Problem	14
Federal Standards and the Job Training Partnership Act	15
Public Laws Initiated Prior to the Job Training Partnership Act	17
Job Corps	18
Job Corps' Vocational/Academic Training	19
Evaluation of Job Training Programs	20
The Carl D. Perkins Vocational Education Act and the South Bronx Job Corps	23
Factors that Contribute to Employment Problems of Inner City Disadvantaged Youth	24
Summary of Literature	27
III Procedures	30
Population and Sample	30
Trade Teachers Interviewed	32
Descriptive Demographic Data	33
Data Gathering Instruments	34
Procedures for Analyzing the Data	35
IV Findings	36
Vocational Training	37
General Equivalency Diploma	41
Placement of Students	42
Summary of Findings	44

V	Summary, Conclusions, and Recommendations	46
	Summary	46
	Conclusions	47
	Recommendations	49
SELECTED REFERENCES		51
APPENDICES		54
A	Graduate Questionnaire	56
B	Cover Letter to Graduates	58
C	Introductory Letter from South Bronx Job Corps to Graduates.	60
D	Follow-up Letter to Graduates	62
E	Financial Guidelines	64

Illustration 6

LIST OF TABLES

TABLE	Page
1 Enrolled Students' Demographic Data	28
2 Summary of Enrolled Students by Age	29
3 Summary of Students' Profiles at Enrollment	30
4 Summary of Respondents Reported Enrolled in College	33
5 Programs Studied at the Educational Opportunity Center Westchester	34
6 The Success of Graduates in Obtaining Related Entry-Level Employment	35
7 Comparative Summary of Job Placement for Graduates of Vocational Programs	36
8 The Accumulated Job Change of 1991 and 1992 Graduates	37
9 Summary of Comparative Job Change for 1991 and 1992	38
10 Employment Waiting Period for Graduates of EOC-W	39
11 The Retention of Placement Jobs of EOC-W Graduates by Gender	40
12 The Helpfulness of EOC-W Job Search Assistance	41
13 Summary of Students' Enrollment, Completion, Continuing, and Attrition	42

SECTION 9

POST-CHAPTER V MATERIAL

Two kinds of material follow Chapter V: The listing of selected references and appendices.

Listing of Selected References

Section 5, pages 19 - 24, of this *Guide* describes how individual listings of reference citations should be prepared and how the selected references listing should be formatted.

Appendixes

Appendixes provide examples of documents which were used to carry out the study. These may include samples of student work, lesson plans, pre- and posttest instruments, surveys or questionnaires, cover letters, rubrics, or any other document that was used in the study. Each document is shown in a separate appendix and is labeled with a letter, beginning with A. For example, the questionnaire used to collect data might be labeled Appendix A; the cover letter sent with the questionnaire, Appendix B; the follow-up letter to non-respondents, Appendix C; etc. In the unusual case of a researcher who has more than 26 appendixes, continue labeling with Appendix AA, etc.

Most researchers will have more than one appendix. In that case, insert a numbered page with the title "Appendix" centered both vertically and horizontally; then insert a numbered page with the title "Appendix A" centered both vertically and horizontally; then place the document with a page number typed in the upper right-hand corner; continue with a numbered page with the title "Appendix B"; etc.

Researchers who have only one appendix begin that section with a numbered sheet of paper with the title "Appendix A" centered vertically and horizontally; then place the document with a page number typed in the upper right-hand corner.

SECTION 10

THE EDITING PROCESS

Preparing this report is unlike most writing tasks you have undertaken in your academic career. Writers typically prepare a draft of each chapter which is submitted to faculty who comprise a project committee. They read the material and make comments and corrections to be incorporated into yet another draft. It is not uncommon for each chapter to undergo from three to five drafts before the language, organization, and format are set in place.

Most proofreaders and editors use a type of shorthand symbol to identify changes they require in the text of a document. They do so because the symbols save them considerable time in the editing process. However, you need to understand what the symbols mean and what the correction is that you need to make.

Conventional proofreaders' marks are used to communicate changes or corrections to be made. Illustration 7, shown on page 37, provides you with the information you need to interpret proofreaders' marks: The left-hand column identifies the change to be made; the middle column shows what the proofreaders' mark looks like; and the right-hand column provides an example of text with the proofreaders' mark.

Illustration 7

<u>Change</u>	<u>Proofreaders' Mark</u>	<u>Example</u>
Insert	^	You must ^{go} to the class.
Delete	e	They went to to class.
Transpose	∩	It is <u>(largely, due)</u> to
Lower-case letter(s)	lc or /	He was studying / history. or He was studying HISTORY.
Capitalize	≡	Mary studied <u>english</u> .
Omit space)	John re) ported briefly.
Add space	#	She wrote Chapter # 1.
Move to left	┌	┌ I am unhappy.
Move to right	┐	┐ I know how to edit copy.
Single spacing	ss	ss { Top management wanted to learn how to edit.
Double spacing	DS	DS { Communications is very important in business.
Triple spacing	TS	INTRODUCTION ↓ TS
New paragraph	¶	¶ Proofreaders' marks facilitate revisions.
Move as shown	↪	Some executives did not know how to <u>correctly</u> communicate <u>commands</u> .
Ignore the correction	STET	STET Some electric type- writers were outdated.
Spell out Underscore	sp. <u> </u>	<u>sp.</u> <u>N.Y.</u> <u>The Reference Manual</u>

SECTION 11

SELECTED REFERENCES FOR THIS GUIDE

- American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.
- Cope, L.O. (1993). *The success of graduates of the Educational Opportunity Center - Westchester*. Unpublished master's thesis, Lehman College, Bronx, NY.
- Cuilty, J. (1989). *A comparison of the Kolb learning style and achievement of introduction to occupations students in an urban school district*. Unpublished master's thesis, Lehman College, Bronx, NY.
- Dewey, R.A. (1996, rev. 2003) APA Research Style Crib Sheet. Retrieved January 5, 2005 from <http://www.wooster.edu/psychology/apa-crib.html>
- Hillestad, M. (1977). *Research: Process and product*. Little Rock, AR: Delta Pi Epsilon.
- Henry, C. & Kermis, S. (1985). A point-by-point guide to action research for teachers. *The Australian Administrator* 6 (4).
- Klehr, M. (2001). Untitled presentation to the Development and Dissemination Schools Initiative.
- Mastropolo, M. (1993). *Effects of paired reading on attitudes of sixth graders*. Unpublished master's thesis, Lehman College, Bronx, NY.
- Mejia, A. (1993). *Effectiveness of the South Bronx Federal Job Corps program in providing vocational training, high school equivalency diplomas, and placement of students in entry-level positions*. Unpublished master's thesis, Lehman College, Bronx, NY.
- Pyrczak, F. & Bruce, R. (1992). *Writing empirical research reports: A basic guide for students of the social and behavioral sciences*. Los Angeles: Pyrczak Publishing
- Tuckman, B. W. (1994). *Conducting educational research* (4th ed.). New York: Harcourt Brace College Publishers.