Place the Title of Your Project Paper

Here, Using Inverted Pyramid

Formatting Style

by

Your Name

A Project Paper

Submitted in Partial Fulfillment of the

Requirements for the

Master of Arts Degree

in

Education

(Optional)

California State University San Marcos

Semester, Year

# Project Abstract

A completed abstract page including preliminary information formatted as above as well as an abstract is part of the project report requirement for each graduate major at the California State University San Marcos. The completed page following the format as illustrated by this document is to be collated within the report immediately following the title page. The abstract is to be typed double spaced using the same margins as in the balance of the paper.

Abstracts should be about 200 words in length. Consult the APA manual for some very good tips regarding the qualities of a good abstract. Pay close attention to grammar and spelling; papers with misspellings and typographical errors will be returned as will abstracts that do not follow the format as illustrated in this document. See SOE Abstract Rubric to assist with the contents.

*Keywords:* List keywords from your paper to help researchers find your work in databases. Your words can be words or phrases listed in alphabetical order.

Acknowledgments

Many students like to acknowledge people who have significantly contributed to their graduate education on this page and are welcome to do so. Remember, however, that *Acknowledgments* are not part of the scholarly work; *Acknowledgments* and its page number are not listed in the Table of Contents. Acknowledgements are optional.

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List of Tables

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If you’ve constructed more than a couple of tables include a list of them here. List the number, name and page on which the table can be found (example above). If you only have a couple of tables, include them in the Table of Contents in their appropriate place in the pagination order.

Note: Not all papers will have a List of Tables.

List of Figures

If you’ve included more than a couple of figures list them here. List the number, name and page on which the figure can be found (same format as for Tables). If you only have a couple of figures, include them in the Table of Contents in their appropriate place in the pagination order.

Note: Not all papers will have a List of Figures

Chapter One: Definition of Problem

Write this chapter in present tense. Use double spacing, 12 point Times New Roman or Arial font. Indent every paragraph by 5 spaces. Use level one headings for the key sections – center, bold and title case. Write a brief introduction to your topic. Capture your reader’s attention. Preview the headings for the entire chapter: purpose of the project, preview of literature, preview of methodology, significance of project, and definition of key terms.

Purpose of Project

Articulate the guiding questions for your project.

Preview Literature

Identify the 2-5 key areas of your literature review. Cite the leading authors of each area.

Preview Methodology

Describe the kind of project you will create. Briefly describe the steps you will take to create the project. Cite any authors that you are modeling your project after.

Significance of Project

State how this project can improve education. How will it affect students, teachers, administrators, families, and the community at large? How will it build upon previous literature? Is it filling a gap? What educational practices will it change?

Summary of Chapter

Summarize the heading topics and transition to the next chapter.

Definitions

List in alphabetical order all the terms in your guiding questions, abstract, literature review and methodology. This is your opportunity to clarify how you will use these terms. Check with your chair on where the definitions should go: at end of chapter or integrated throughout chapter one.

Chapter Two: Literature Review

Write this chapter in present tense. Write a brief introduction to your topic, recapping the guiding questions. Preview the key literature review themes.

\_\_\_\_\_\_\_\_\_\_\_ (Theme One)

Articulate the first theme in the literature. Do not summarize the articles. Avoid writing an annotated bibliography. Rather present the research as a theme and then use the research and key authors to make a case for the theme. Distinguish between the different research studies. Articulate how each work supports or opposes each other. Lay out a foundation of the work that supports and informs your research. Provide enough detail about the context and key findings of each study to explain how it relates to your work.

\_\_\_\_\_\_\_\_\_\_\_ (Theme Two)

Articulate the second theme in the literature. Do not summarize the articles. Avoid writing an annotated bibliography. Rather present the research as a theme and then use the research and key authors to make a case for the theme. Distinguish between the different research studies. Articulate how each work supports or opposes each other. Lay out a foundation of the work that supports and informs your research. Provide enough detail about the context and key findings of each study to explain how it relates to your work.

\_\_\_\_\_\_\_\_\_\_\_ (Theme Three)

Articulate the third theme in the literature. Do not summarize the articles. Avoid writing an annotated bibliography. Rather present the research as a theme and then use the research and key authors to make a case for the theme. Distinguish between the different research studies. Articulate how each work supports or opposes each other. Lay out a foundation of the work that supports and informs your research. Provide enough detail about the context and key findings of each study to explain how it relates to your work.

(Provide as many themes as needed. Make sure you cite all authors with the name and date. Include the page number if you use a quotation. If you quote more than 40 words indent to follow APA format.)

Summary of Chapter

Summarize the heading topics and transition to the next chapter.

Chapter Three: Methodology

This chapter is written in past tense. Write a brief introduction to your topic, recapping the guiding question and previewing the methodology for creating the project. Preview all the sections of the chapter: design, participants (optional), setting (optional), instruments, and procedures.

Design

Describe the type of project you will be creating and a brief description of the procedures. For example, 6th grade Integrated Thematic Health Unit. Explain how this design is a good match to answer the guiding questions.

Participants/Setting (Optional)

Describe the participants and the setting that this project was designed for. Who is the audience (students, teachers, administrators, families, and community at large)? Who did you keep in mind when you designed the project? Describe the demographics of the population and the setting for your project: geographic location, political climate, community, school and demographics. Describe the key considerations you kept in mind to meet the needs of the population.

Instruments

Describe and provide copies of any tools you will use to create the project. For example if you are creating a curriculum unit, what lesson plan template will you use and why it is a good match for your curriculum and population?

Procedures

Describe in detail the chronological steps you will take to create the project. If you have written an IRB, pull it out as a guide for writing this section.

Summary of Chapter

Summarize the heading topics and transition to the next chapter.

Chapter Four: Project

Put the entire project here. It should polished, complete and *able* to stand alone, as if it could be marketed to a publishing company. You have the option to make this stand alone or have a 1 page introduction that introduces the chapter by recapping the problem statement and describing how the project addresses the need. Preview all the section headings of the project and give a description of how the project is organized.

Project Cover Page

Create a cover for your project with images that represent your curriculum.

Table of Contents for Curriculum

List all the sections of the project and what page the items are located on.

Curriculum Overview of 3 Units

If you do not have an introduction first, please introduce the chapter by recapping the problem statement and describing how the project addresses the need. Preview all the section headings of the project and give a description of how the project is organized. Provide an overview of the curriculum project - include a description of materials needed, standards, objectives, assessment, differentiation strategies, instructional strategies, and student activities.

List of Unit 1 Lessons

Lesson 1 and Handouts

Lesson 2 and Handouts

Lesson 3 and Handouts

Lesson 4 and Handouts

Lesson 5 and Handouts

Lesson 6 and Handouts

**List of Unit 2 Lessons**

Lesson 1 and Handouts

Lesson 2 and Handouts

Lesson 3 and Handouts

Lesson 4 and Handouts

Lesson 5 and Handouts

Lesson 6 and Handouts

List of Unit 3 Lessons

Lesson 1 and Handouts

Lesson 2 and Handouts

Lesson 3 and Handouts

Lesson 4 and Handouts

Lesson 5 and Handouts

Lesson 6 and Handouts

Chapter Five: Project Recommendations

This chapter is your personal reflection on the project process. You can write this as first person. For the introduction to the chapter, write a paragraph recapping what the problem is and how the project addresses this problem. Preview the names of all of the headings for this chapter. As per APA format, do not use a heading of Introduction.

Lessons Learned

This will be 1-10 paragraphs describing what you learned by creating this curriculum. Suggested process: 1. Write a list of the lessons you learned by creating the project; 2. Cluster the lessons by theme; 3. Write a paragraph for each theme cluster.

Educational Implications

What can you recommend to educators based on what you learned? What can you recommend for best practices, implementation of the project and creation of similar projects. This section can be switched with the section below depending on what flows better for your topic.

Project Implementation Plans

What do you plan to do with the project? How will you implement this project? How do you hope others implement this project? Will you pilot this and then recruit other teachers to use the project? This section can be switched with the section above depending on what flows better for your topic.

**Limitations of Project**

What are the limits of this project? What do you wish you had done differently if you had endless resources and support?

Future Research or Project Suggestions

What do you suggest for future educational research, curriculum development and instruction? How can this project lead to research? How can it lead to curriculum development? How can this project lead to effective instruction? How can this project be extended?

Summary/Conclusion

Summarize the entire project - chapters 1-5. Include the key concepts of the project and provide a meaningful and engaging ending.

References

Make sure that everything you cite in text is also in the reference list. The *APA*

*Manual* contains the correct format for each type of reference. Be especially careful about how you reference and format on-line sources. **Each entry should be in a *hanging indent format*. This paragraph is typed using hanging indent format.** See examples of types of references below:

Bormann, C. A., & Stone, M. H. (2001). The effects of eliminating alcohol in a college stadium: The Folsom Field beer ban [Electronic version]. *Journal of American College Health*, *50*(2), 81-88.

Crowl, T. K. (1993). Qualitative Research Methods. In P. Geller & S. Schmidt (Eds.). *Fundamentals of Educational Research* (pp. 432-456). Dubuque, IA: Brown and Benchmark.

Federal Initiative Supporting School-to-Work Transition. (2000). Retrieved October 5, 2002, from http://www.transitioninschools.org

Liswood, L. A.  (1999, March 31).  Gender politics and the oval office: Why don't women run for president? [Electronic version].  *Baltimore Sun*, A23

Pierson, A. (2000). *Perceptions of high school faculty of the educational programs held at libraries.* (ERIC Document Reproduction No. ED ### ###)

Rusch, F., Conley, R., & McCaughrin, W. (1993). Benefit-cost analysis of

supported employment in Illinois. *Journal of Rehabilitation, 59*(2)*,* 31-36.

Skrtic, T. M. (1996). *Research methods*. Menomonie, WI: Plenum Press.

Appendix A: Pagination

This template is paginated correctly. Notice that the introductory pages (title page, abstract, acknowledgments, and table of contents) are in Roman numerals while the rest are in Arabic numerals.

Appendix B: How to Thrive in Graduate School

Appendix C: How to Survive the Project Paper Experience