

EDUC 650: Proposal Development
CRN 21352 (3 units) Spring 2011

MISSION STATEMENT OF THE COLLEGE OF EDUCATION, CSUSM

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance. (Adopted by COE, October 1997)

Instructors

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Office Hours

**After class or by
appointment**

CLASS MEETING TIMES: TUES 5:30-8:15 PM UNIVERSITY HALL 373

COURSE DESCRIPTION

This course will guide students through the planning, preparation and completion of the research or project proposal. With the guidance of the instructors, students will work collaboratively to plan and prepare each component of their proposals; an introduction to the study, well-developed research questions, a review of the literature, and proposed methodology. Students will be required to complete their research or project proposals by the end of the course. In addition, students will become familiar with the components of all five chapters of the thesis or project documentation.

COURSE OBJECTIVES

During the course, instructors will support students in:

- Expanding the research or project proposal
- Polishing APA formatting
- Organizing and analyzing your data
- Writing and outlining your results and discussion chapters with the structure of the entire thesis/project in mind
- Continuing writing and revising and finalizing Chapters 4 and 5
- Generating research and writing strategies for your thesis/project
- Receiving general information for completion of Culminating Experience

REQUIRED TEXT: PURCHASE BEFORE FIRST CLASS.

American Psychological Association. (2010). *Publication Manual of the American Psychological Association (6th ed.)* Washington D.C.: American Psychological Association. ISBN 1433805618 (paperback), 1433805626 (spiral bound), or 1433805596 (hardcover).

ACCOMMODATIONS FOR DISABILITIES

Discuss your needs for limited accommodation with the instructors within the first week of the semester. Students requiring substantial accommodations need to contact Disabled Student Services in order to make the necessary arrangements. The Office of Disabled Student Services (DSS) is located within Craven Hall in Suite 4300. The DSS staff people are available for both walk-in and scheduled appointments Monday through Friday from 8:00 a.m. to 5:00 p.m. Individuals wishing to call DSS can do so by dialing (760) 750-4905 or (760) 750-4909 (TTY) and our fax number is (760) 750-3445.

PLAGIARISM

All work completed for this class must be of your own design. When relying on supporting documents authored or created by others, cite them clearly and completely using American Psychological Association (APA) style format (APAStyle.org). Failure to credit others and create original work of your own may result in a failing grade.

COURSE LOAD

In all master course work, it is expected that for every one hour of contact time, you will complete approximately one hour of work outside of class. Please plan accordingly.

READINGS

Reading requirements are critical to productive class discussion and assignments and will need your time and attention. The dates the readings and homework assignments are listed on the calendar indicate the due date.

USE OF TECHNOLOGY

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Cougar Courses, use of the Internet, and/or multimedia presentations). This course will have an online component using Moodle through CSUSM's Cougar Courses. We will go over use in class the first week. Specific requirements for course assignments with regard to technology are at the discretion of the professor. Keep a digital copy of all assignments.

ELECTRONIC COMMUNICATION PROTOCOL

Electronic correspondence is a part of your professional interactions. If you need to contact instructors or other students, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that electronic correspondences are a very specific form of communication, with their own form of nuances, meanings, and etiquette. For instance, electronic messages sent with all upper case letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all electronic messages you send, to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

PROFESSIONAL DEMEANOR

Grading will also include a component of “professional demeanor.” Students will conduct themselves in ways that are generally expected of those who are entering the education profession. This includes but is not limited to:

- Attendance;
- On-time arrival to all class sessions;
- Advance preparation of readings and timely submission of assignments;
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class);
- Carefully considered, culturally aware approaches to finding solutions.

If instructors have to address any of the above with you – you most likely will not earn full credit.

MAKE UP OR EXTRA CREDIT ASSIGNMENTS (DUE ONE WEEK FROM ABSENCE)

Students may make up one absence by attending a conference, and giving a verbal report in class with paper resources for peers. The report is due one week after absence. Due to the course schedule, the last submission will be due Session 12.

LATE ASSIGNMENTS

Late work submitted within one week of the due date will be reduced by one letter grade. Work received over one week late receives no credit. **Please note assignments are due whether or not you are present in class that day. You can submit via email.**

GRADING STANDARDS

A = 93-100	B = 83-86	C = 73-76
A- = 90-92	B- = 80-82	C- = 70-72
B+ = 87-89	C+ = 77-79	F = 0-69

It is expected that students will proofread and edit their assignments prior to submission. Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. The assignment’s grade will be negatively affected because of this oversight. Each assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics. All citations, where appropriate, will use American Psychological Association (APA) format.

GRADUATE WRITING REQUIREMENTS

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master’s candidates. This requirement must be achieved prior to Advancement to Candidacy. A master’s candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the College of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the American Psychological Association. This manual is a required textbook for all CSUSM College of Education graduate-level courses.

EDUC 650 SPRING 2011 COURSE SCHEDULE

The following is a tentative course schedule. Professors may adjust readings or assignments as dictated by the needs of the course. Note: The last 3-4 sessions will be in support of the MA poster session, date TBD. As soon as we have that information, we will update the syllabus and notify you during class.

Session/ Date 5:30 - 8:15	In class/ On Your Own	Topic	Assignment due
Session 1 January 25	In class Both	Introductions / Syllabus / APA review, APA supports, How to use Word tools	Bring APA book
Session 2 February 1	On your own	Read: Mastering the academic style (Chapter 10 from Surviving your dissertation)	1-3
Session 3 February 8	In class Both	Peer support for Chapter 3: Review most current draft Reading each other's work and step back consultancy Chapter 4: Reporting your findings Revise plan if needed; always check with your chair.	Begin outline for chapter 4. Nothing due
Session 4 February 15	On your own Dr. Perez	Chapter 4 Meet with students that are coding data.	#4
Session 5 February 22	On your own Dr. Conway	Continue working on chapter 4 Meet with students that are coding data.	Continue working on chapter 4 Nothing due
Session 6 March 1	In class Both	Chapter 4 progress. Bring it in for peer support with rubric. Chapter 5: Discussion and implications. Make appointments for continued support for either 3/15 or 3/29.	#5 and #6
Session 7 March 8	In class Dr. Conway	Chapter 5: Continue	#7
Session 8 March 15	In class (or 3/29) Dr. Perez	Work on chapter 5. Individual conferences. (3/15-deadline for graduation application)	Progress due at the end of class. Send progress to chair.
CSUSM Spring Break March 21 -26			
Session 9 March 29	In class (or 3/8) Dr. Conway	Work on chapter 5. Individual conferences.	Progress due at the end of class. Send progress to chair.
Session 10 April 5	In class Both	Chapter 5 progress. Bring it in for peer support with rubric. Finalize project or thesis: format, table of contents, tables, graphs, figures, pagination. Poster session/final presentation discussion. (4/7-deadline for preliminary thesis review appointment at the library)	#8
Session 11 April 12	On your own	FYI AERA	
Session 12 April 19	On your own	Finish Chapter 5. Check in with your chair.	#9
Session 13 April 26	In class Both	Student presentations.	#10
Session 14 May 3	In class Both	(5/3-MA Poster Session 5:30-6:30) (5/5-deadline for making final thesis review appointment at the library)	
Session 15 May 10	In Class Dr. Perez	Final class: Guest Speaker Making your work public. (5/12-deadline for final thesis approval from the library)	

Graduation is May 20th at 3PM - See you there!

COURSE ASSIGNMENTS

Due date and time	Assignment	
February 4th by 8 pm to either Dr. Conway or Dr. Perez	1. Journal from the reading: 2 strengths you have, 2 areas for growth (5--5 points) 2. Chapters 1-3 with APA revisions. (5--5 points) 3. Write a work plan for the semester (5--5 points)	
Feb 18th by 8 pm to either Dr. Conway or Dr. Perez and your chair	4. Submit Chapter 4 outline (10--10 points)	
March 1st by end of class 8 pm	5. Chapter 4 peer support feedback form. (5--5 points)	
March 4th by 8 pm to either Dr. Conway or Dr. Perez and your chair.	6. Chapter 4 (10--10 points)	
March 8th by end of class 8 pm to either Dr. Conway or Dr. Perez and your chair	7. Submit Chapter 5 outline (10--10 points)	
April 5th by end of class 8 pm	8. Chapter 5 peer support feedback form. (5--5 points)	
April 19th by 8pm to either Dr. Conway or Dr. Perez and your chair.	9. Chapter 5 (10--10 points)	
April 26	10. Final presentation (20--20 points)	
	Participation: (15--15 points)	

CHAPTERS 1-5 FOR CULMINATING EXPERIENCE

- I. Introduction/Focus of the Thesis/Project:** “Defining the Research/Project focus” Explain what you hope to accomplish in your thesis or project. What issue is to be addressed and explored? Be very clear about your research question or curriculum project. Definitions of terms must be very clear in this section. Do not assume that the reader knows what you mean when you use educational jargon. Everyone might not agree with your definitions, so you can define them and call them operational definitions. (Chapter 1)

- II. Review of the literature:** “Putting the research project into context” Review what is currently known (and not known) about the issue to be explored. Where is the educational field in terms of what is happening with your topic? Try to put your project/issue in a theoretical context. On what theories/principles are you basing your project? What are your assumptions? What has informed your own thinking about this project? The review of the literature puts the project into perspective and lets the reader know why the project is of significance as well as provide a foundation of knowledge related to your field of study. (Chapter 2)

- III. Methodology:** “Research/Project Designs and data collection” How will the research/project be conducted? What must be done in order for you to accomplish your goals? How will you collect data and how will you analyze it? In the introduction to this section, you must cite research that supports using this methodology that you feel is appropriate and give a clear rationale. The remainder of this section may simply be a description of what you did (procedures and timeline). (Chapter 3)

- IV. Analysis/Conclusions:** What were the results of your research or what did you learn from designing your project? What are the implications of your findings? What recommendations would you make for future study? What questions did your project raise for you? What other kinds of research would be helpful to the field? How will the findings be presented to a wider audience? (Chapters 4 and 5)

- V. Presentation of your work:** Write an abstract of (one page) describing your project that could be used to submit your research/project to a conference. Using this as a cover page for your handouts, you will present your work to colleagues, professors, first and second year master students, and other guests at the end of spring semester. You will have 15-20 minutes to present your project. If you want to begin to pull this together, see the attached guidelines.

Final Paper: Your final paper should be polished and in APA format. The second page should include a signature page for two peers who completed the final proofreading and a page for your advisor and second reader to sign. Final thesis/projects must comply with library guidelines to become part of the library collection (see attached guidelines).

WRITING GUIDELINES

A. For Reviewing and Revising Your Own Writing

For each Chapter, be sure to:

- Proofread your piece several times – do not just spell check it. Use the MS Word tools shared on the first night of class. Also, have at least one other person proofread it.
 - Cite everything that is not your words or ideas.
 - Use APA style for citations. If a citation example is not found, look in the latest edition of the APA manual or contact someone who might know. Let instructor know if you need help with a citation for a web site.
1. First, read for content.
 2. Do not make editing changes at this point.
 3. As you read a second time, begin to edit.
 4. Chapter 3 is your work - it should be mostly in your words and have little or no quoting or resources (except for referencing experts on design or when using materials or instruments from others).
 5. Be as specific as possible when describing what you did. Can the reader get a picture of what is happening? You may need to start by providing a context: "This took place in a second grade classroom in a small urban school. The students are diverse..."
 6. If you are largely drawing on things already out there, are you making us see it in a new way or think about it differently?
 7. Whenever possible use examples. Describe classroom scenarios, show samples of student work, teachers lesson plans, etc. Make it as real to the reader as possible.
 8. Your audience is probably comprised of teachers like yourself, so make it something you would use and be interested in reading.
 9. How well does the whole chapter hold together? Does it all seem necessary? Could any part(s) be cut out because it is (they are) redundant?
 10. Is it clear? Does it all make sense? What needs clarification?
 11. Is there a clear and easy-to-follow organization? Does it flow when read out loud?
 12. Are large pieces of text broken up? Are there appropriate subheadings?
 13. Are you clear on what data is relevant?
 14. Chapter 4: Is it clear how you analyzed your data or how you made choices? How did you come up with your categories? Are you able to support the assumptions you made?
 15. Anything that can be put into tables or graphics is very helpful to the reader.
 16. Is there a summary paragraph to end each chapter? This should be a transition to what is coming next as well.
 17. You may want to include suggestions for further study and your reflections (what you learned) at the end of chapter 5.

B. For Reviewing and Editing the Work of Others

When reading DRAFTS of Others:

1. First, read for content.
2. Do not make editing changes at this point.
3. Tell the writer what worked - what you liked about the writing. Be as specific as possible. Specificity really helps a writer.
4. How well does the whole chapter hold together? Does it all seem necessary? Could any part(s) be cut out or expanded?
5. Is it clear? Does it all make sense? What needs clarification?
6. Are there some essential parts to the piece that just need better language?
7. Is there a clear and easy-to-follow organization?
8. Are large pieces of text broken up? Are there appropriate subheadings?
9. Is the theoretical orientation of the writer clear? (This may make more sense in part two, but you could give a reader a brief overview of your orientation and go into it more thoroughly in the next part)
10. Is there a summary/and or concluding paragraph? This should be a transition to what is coming next as well.
11. Is it clear what the writer's question is?
12. Are all necessary terms defined? (You might assume someone familiar with education will read it, but maybe not familiar with all literacy education "jargon")

When reading the LITERATURE REVIEW of Others:

1. First, read for content.
2. Do not make editing changes at this point.
3. Are there too many or too few quotes? It is okay to paraphrase and then cite an author (many times this is preferable). Nevertheless, every other line or so should not be a direct quotation.
4. How well does the whole chapter hold together? Does it all seem necessary? Could any part(s) be cut out?
5. Is it clear? Does it all make sense? What needs clarification?
6. Is the theoretical orientation of the writer clear? Depending on your project, you may need to go back to learning theory, psycholinguistic theory or miscue theory, something like that, which does not seem directly related to your project, but which is a major assumption on your part. Do not let your reader assume anything - tell us what your assumptions are. (If one of the instructors was reading your project about strategies for second language learners, could she assume you have a part-to-whole, direct instruction of phonics orientation, or have you made it clear what your orientation to learning to read is?) Of what scholarly community are you a part?
7. Is there a clear and easy-to-follow organization? Your questions may help you develop the "chunks" of research or theory you are using for your project. For example; all the literature on thematic curriculum, then the literature on accessing the curriculum, then the literature on using literature as the basis for learning the curriculum. Put together the theorists and researchers that write about similar topics.
8. You are going to need to show one of two things: 1) that your project fills a gap in the current research. So show the need for your project: "The research shows X, Y Z, but it does not

show." (Fill in the gap with your project); 2) that your project helps to substantiate current research; it helps to build the body of research; its one piece of a large puzzle, like about the impact of whole language classrooms on students' reading comprehension.

9. As much as possible, find the original sources and cite them (rather than citing what someone else cited).
10. Are large pieces of text broken up? Are there appropriate subheadings?
11. Is there a summary/and or concluding paragraph? This should be a transition to what is coming next as well.
12. Are all necessary terms defined? You may have to define terms your sources did not.
13. After you have analyzed your data or completed your project, do not be afraid to go back and add literature that supports findings you did not expect.

Some common mistakes:

- Anything that is quoted needs a page number.
- Quotes longer than five lines are set apart in a block quote.
- "Research says (Burke, 2007; Goodman, 2001; Smith, 2005) technology is..."
- Whenever possible - put the author not the title
- Try to find other research built on the one study you are citing and use multiple citations within the chapter review.
- Inside parentheses use & between authors, outside parentheses, spell out and.
- All references must be cited within the document. References are listed in alphabetical order.
- APA format for the title of the articles is in Sentence format: Technology is an essential area in education, not Technology is an Essential Area in Education.

FINAL PRESENTATION GUIDELINES

Each Masters option has designated a public event to share your results, provide a formal presentation, and respond to questions. Check with your option to discover how you will be sharing the results of your work. This gives you an opportunity to share your work, answer questions, and have upcoming graduate students look at possibilities. Two of the class meetings are devoted to presentations.

You will present elements from your abstract written for this class during the class presentations. This would be something you might present at a conference or to a group of interested peers.

The audience is made up of current masters students who want to see what others are doing in order to prepare ahead, COE faculty, family and friends of presenters, and other masters students who are completing and will be presenting. Each student has an allotted time to present a PowerPoint and/or poster and details of their research and findings, with a brief discussion. Allow time to address questions from students and faculty. For a PowerPoint presentation, I suggest the following:

Title slide with your topic, name, and Thesis Committee

Chapter 1 Slide: Rationale and brief Background of Research, Project, or National Board Focus

Chapter 2 Slides (maybe 3): Main points for each of the areas you researched for lit review, use citations from your literature review (all areas of culminating experience).

Chapter 3 Slide: methodology - type of research, population, instruments, procedures, analysis OR focus for culminating experience you selected (National Board, project or Exam – explain your process)

Chapter 4 Slides (maybe 3-4): findings - show a few graphs based on your findings (not every detail) and perhaps some overall numbers including number of returned surveys. (for National Board – show your areas of growth and reflection; project – present the project – Exam – what will you do with your expertise from the research you did?)

Chapter 5 Slides: discuss the findings, insights, outcomes of your culminating experience. List a few points.

Additional important pieces of information:

- Dress up - be professional - a suit or business attire is appropriate.
- A handout is nice to give the audience some of your information or the slides.
- No fancy stuff in the PowerPoint, and only a few effects not to distract from your points.
- Use charts, diagrams, graphs, and appropriate photos or graphics to add interest.

5/3/11 POSTER SESSION GUIDELINES FOR MA IN GENERAL OPTION

As stated in the culminating experience document found on the web, each Masters option has designated a public event to share your results of your work. Check with your option coordinator to determine how you will be sharing the results of your work. This gives you an opportunity to present your work, answer questions, and have upcoming graduate students look at possibilities for research, projects, and presentations.

The poster session audience is made up of members of your committee, current master's students (who want to see what others are doing in order to prepare ahead), COE faculty, family/friends of presenters, and other masters students who are also sharing their work.

PLEASE USE THE FOLLOWING GUIDELINES AS YOU PREPARE MATERIALS FOR YOUR POSTER:

- Use a tri-fold foam core board or cardboard poster in black or white.
- Ensure that headings and titles can be read from a distance of 5-8 feet in a legible font. Example: 18-point, crisp font, such as Arial.
- Use a color scheme that is muted but consistent, avoiding whimsy or busy-ness in appearance.
- Create a design that is professional, demonstrating forethought, polish and finish to the product
- Cover all sections of the thesis or project as outlined below.

PLEASE USE THE FOLLOWING FORMAT AS YOU SET UP YOUR POSTER:

- **Title** of your project or thesis; and an *abbreviated* description of your research.
- **Author:** Your name and the names of the Chair and Committee Member(s)
- **Purpose:** Thesis problem statement and research questions, or the rationale/need for the project.
- Reference key literature that informed the project or thesis.
- Methodology or procedures followed in development of project or research.
- Key findings (use charts and graphs to provide visuals)
- Outcomes, Recommendations and Next steps
- If appropriate, samples of student work.

PROVIDE A ONE-PAGE HANDOUT TO GIVE THE AUDIENCE SOME OF YOUR INFORMATION INCLUDING:

- Abstract
- Summary of findings

Dress up! Be professional! A suit or business attire is most appropriate.

Be prepared to answer questions from attendees.

HELPFUL HINTS FOR THESIS PREPARATION

1. Determine if your work is a Thesis or a Project; submit Theses to the Library; submit Projects to your Chair. (Please see the website for a complete Project flowchart).
2. For checking your margins, it is best not to rely on your computer's settings, but to use a ruler to measure all margins, following the thesis guidelines website:
http://www.csusm.edu/graduate_studies/thesis_project.htm
3. Signature pages must be on 100% cotton paper (20 to 24 pound bond, with a watermark that says "100% cotton" or "pure cotton"), and must have original signatures in blue or black ink. Download and modify the signature page from the graduate studies Web site (remove the words "Typed" for signatures, print two copies on the cotton paper. Have these ready at your defense, but you may need to obtain signatures from your committee later if there are modifications needed. If you are intending to make additional personal copies, print additional Signature pages on cotton paper, to have your committee sign.
4. The Thesis Certification Form can also be downloaded from the website and modified, and printed on regular paper (does not need to be on cotton paper), but does require original signatures, including the signature of your Masters Coordinator. You may need to schedule an appointment to have this signed.
5. You are encouraged to set up a preliminary thesis review appointment with one of the Library reviewers to discuss any questions you may have. Currently the Library reviewer is Dagmar "Dasha" Pavel (760-750-4332; email: thesisreview@csusm.edu).
6. To submit your final Thesis to the Library, you should schedule an appointment with one of the Library reviewers. Do not wait until the deadline, as the end of the semester can be very hectic. When you have your final appointment/meeting, you will need to bring the following items:
 - Two original copies of the thesis printed on the "good" paper
 - Two original Signature pages with original signatures on the "good" paper
 - The Thesis Certification form with original signatures (regular paper is fine)
 - A check to cover the binding cost, made out to "CSUSM Library" (the current fee is \$20.00)
 - Please bring 6 extra blank pieces of cotton paper, to use as spacers for your thesis (3 blank pages for each copy).
7. The Kellogg Copy Center (4th floor, ext. 4547) can reproduce your thesis on the appropriate cotton paper, for \$.10 per page, including the cotton paper, which is less expensive than the competition! All original printing must be done on a laser printer, directly from a disc or memory stick (not photocopied onto the cotton paper).

COE THESIS / PROJECT FORMAT GUIDE

Overall Format Presentation

- Double Space entire paper and do not leave extra spaces between headings/tables/figures.
- Number each page; Page numbers must be placed in the upper right corner in the same position as the rest of the text.
 - – Roman numerals (i, ii, iii, iv, v, vi...) before chapters
 - Arabic numerals (1, 2, 3, 4, 5...) for chapters and the rest of the document
- Running Head – add a condensed title in the right justified header for all pages
- Margins must follow the following requirements:
 - Left margin: 1.5”
 - Right margin: 1.25”
 - Top margin:
 - Page numbers: 1” FROM TOP-RIGHT CORNER
 - Text: 1.25” minimum, 1.5” maximum
 - Bottom margin: 1.25” minimum, 1.5” maximum.

Because margins can shift during printing, it is advisable to print sample pages and measure the margins on them.

- Printed on 100% cotton 20-24 pound weight paper. Paper must not contain lines, smudges, spots, or shaded background. Watermarks identifying cotton content must appear on each page.
- Photographs, maps, charts, color copies, and some special illustrative materials may be placed, prepared, or reproduced on paper different from that of the regular text (for example, color copies on cotton paper will smudge; use paper specifically made for color copying). On either side of this special paper, students must include a blank sheet of the specified cotton, acid-free paper. Students also must place one extra sheet at both the front and the back of the thesis.
- All printing must be one-sided.
- Style and Fonts: Master’s candidates must check with their thesis chairs or their graduate program directors/coordinators for further information regarding thesis formatting and the citing of sources.

Title Page

- Running Head Introduction (Example - Running Head: Condensed Title) – left justified
- Title - centered
- Author – full name - centered
- University Name – centered
- No pagination necessary

Thesis Abstract

- Title “THESIS ABSTRACT” in caps - centered
- Body of abstract – see abstract rubric for guidance
- Double spaced
- Limit one page
- No more than 350 words
- Keywords – left justified, “KEYWORDS” capitalized, and the key words are in alphabetical order.
Example: KEYWORDS: action research, high school, peer coaching, writing workshop
- Roman numeral pagination (i, ii, iii, iv, v, vi...)

Acknowledgement Page

- Optional
- Your choice of content
- Do not include in Table of Contents
- Roman numeral pagination (i, ii, iii, iv, v, vi...)

Table of Contents (Center Title, Double Space & Include Page Numbers)

- All preliminary pages listed
- In correct order
- Pages listed correspond to actual pages
- Organized layout
- Abstract – use Roman page numerals (i, ii, iii, iv, v, vi...)
- List of Tables – use Roman page numerals (i, ii, iii, iv, v, vi...)
- List of Figures – use Roman page numerals (i, ii, iii, iv, v, vi...)
- Chapters (Body of Work) – use Arabic page numerals (1, 2, 3, 4, 5...)
- References – use Arabic page numerals (1, 2, 3, 4, 5 ...)
- Appendices (Appendix A, B, C ...) – use Arabic page numerals (1, 2, 3, 4, 5 ...)
Example: “Chapter One: IntroductionPage 1”

List of Tables

- On separate page(s) following Title of Contents
- Item numbered, title, page number provided
Example “Table 1: TitlePage 15”
- Roman numeral pagination (i, ii, iii, iv, v, vi...)

List of Figures

- On separate page(s) following Title of Contents
- Item numbered, title, page number provided
Example “Figure 1: TitlePage 21”
- Roman numeral pagination (i, ii, iii, iv, v, vi...)

Chapters – See Chapter Rubrics for guidance.

- Headings – follow APA format
- Citations – follow APA format
- Tables – follow APA format
- Figures – follow APA format
- Arabic numeral pagination (1, 2, 3, 4, 5...)

References

- Follow APA Format
- Alphabetize all references - when two of the same authors please go by date.
- Left justify the first line and then indent the following lines for each reference.
Book Example “Author Last Name, Initials. (Date). Title. Publishing Location: Publisher.”
- Arabic numeral pagination

Appendices

- Headings – Label each appendix using letters (A, B, C...)
- Arabic numeral pagination (1, 2, 3, 4, 5...)