

DISSERTATION QUICK- REFERENCE GUIDE

**Fall 2017
Spring 2018**

FULL TITLE OF DOCTORAL DISSERTATION GOES HERE WITH 300-CHARACTER LIMIT.
CENTERED, IN ALL CAPS, NOT BOLDED, IN A 12-POINT FONT,
AND SINGLE SPACED IF MORE THAN ONE LINE

A Dissertation

Presented to

The Faculty of the Educational Doctoral Program in Educational Leadership

San José State University

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

by

Gustav Nyquist

May 2017 - Spring Grad
December - Fall Grad
August - Summer Grad

The Designated Dissertation Committee Approves the Dissertation Titled

FULL TITLE OF DOCTORAL DISSERTATION
CENTERED, IN ALL CAPS, NOT BOLDED, IN A 12-POINT FONT,
AND SINGLE SPACED IF MORE THAN ONE LINE

by

Christopher Randi

APPROVED FOR THE EDUCATIONAL DOCTORAL PROGRAM IN EDUCATIONAL
LEADERSHIP

SAN JOSÉ STATE UNIVERSITY

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School District

ABSTRACT

REQUIREMENTS FOR A SAN JOSE STATE UNIVERSITY ABSTRACT WHOSE TITLE IS LONGER THAN ONE LINE, WHICH MEANS THAT IT IS SINGLE SPACED

by Pavel Datsyuk

The abstract should look like this one. It must be indented 0.25 inch and consist of a single paragraph. The maximum length is one page. It can contain no literature citations or figure citations, nor can it contain any statements that would require a citation. Thus one cannot simply leave off the author name and/or date from a statement that would normally require them. The abstract should summarize every aspect of the body of text of the thesis or dissertation. It is common for students to summarize only the introduction, but that is insufficient. Therefore, include the scope and purpose of the investigation, as it appears in the Introduction. The methods should then be summarized, usually in a sentence or two. Important results come next followed by the most substantial conclusions.

ACKNOWLEDGMENTS

The SJSU Master's Thesis Guidelines are the result of the efforts of many individuals. First, thanks are due to the numerous students of SJSU who have provided input on the information of value to them. Second, great appreciation is due to Drs. Pamela Stacks and David Bruck, whose dedication to SJSU students and commitment to establishing an electronic thesis submission system resulted in our current system of submission and review.

More recently, the efforts of Cheryl Cowan, the Graduate Studies Associate who takes on all functions of a Thesis and Dissertation Coordinator, and former Thesis Coordinator Alena Filip, in the Office of Graduate Studies, are commended. Cheryl's involvement and efforts at helping students to be informed and prepared are noteworthy. Lastly, additional thanks are due to the thesis reviewers, who remain anonymous, and to all faculty who have found ways to help students succeed.

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**TABLES MUST BE IN TITLE CASE. THESE ARE INCORRECT.
EXAMPLE FOR TABLE 1: It should read
First Sentence of the First Table in Body of Text**

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Single space:

First, note that this is 12-point Arial. This is a good font, as is Times New Roman, or any other TrueType font. Note secondly, that I have used two spaces between sentences. Now I am using one space at the end of a sentence. Grad Studies doesn't care if you use one space or two, but do not go back and forth. The reason for this is that it is disruptive to the reader, and unprofessional for publication. Also note that the margin indent is .25.

Double space:

First, note that this is 12-point Arial. This is a good font, as is Times New Roman, or any other TrueType font. Note secondly, that I have used two spaces between sentences. Now I am using one space at the end of a sentence. Grad Studies doesn't care if you use one space or two, but do not go back and forth. The reason for this is that it is disruptive to the reader, and unprofessional for publication. Also note that the margin indent is .25.

Double-spacing and single-spacing are discussed above. The bigger problem we have is that students do not realize that they are using a points after feature in Word that adds spaces to the end of their paragraph, extending it to more than simply double-spacing between paragraphs.

This is a good example of how that looks. Watch the spaces between your paragraphs.

Manuscript Preparation - Format and Style

All theses and dissertations must follow GS formatting requirements regardless of style guide instructions. The instructions below thus take precedence over style guide information. The following items must be formatted according to GS specifications:

- the front pages preceding the introductory section of the body of the text;
- figures and tables, which must be in the body shortly after the figure or table citation;
- justification, which must be left (not block or right) throughout;
- indentations, which must be approximately 0.25 inch;
- division of words at the end of lines with hyphens, which is prohibited;
- double columns, which cannot be used except in a table;
- spacing, which should be double throughout except in offset quotations, footnotes, figure and table captions, and within entries in the Table of Contents, the figure and table lists, and the reference section (see examples in the appendices);
- offset quotations, which should be indented from both margins inward;
- fonts, for which there can be only one in the entire thesis or dissertation, except for appendices;
- margins, which are specified in a later section;
- headers and footers, which are prohibited except to accommodate page numbers.

Spacing

Manuscripts should be double spaced (including between paragraphs) except within entries of extended (offset) quotations, bibliographies (Bibliography, References, or Literature Cited sections), footnotes, the Table of Contents, the List of Tables, the List of Figures, figure and table captions, and other material for which single spacing is required. Although some style guides specify double spacing for some of this special material, single spacing is expected for the thesis and dissertation in those specific instances. To reiterate, each item in the bibliography or references, the lists of tables and figures, and the Table of Contents should be single spaced with double spacing between entries.

Although GS formerly required two spaces to follow a period at the end of sentences, one space will be accepted as long it is consistently applied throughout the thesis. Note that many journals require two spaces after a period, so the instructions for authors should be checked if preparing a manuscript for publication; the same spacing must be used throughout.

Spacing of words on a line should be such that the line can be easily read. Crowding words together or leaving excessive spaces is not permitted. Right margin justification is prohibited because it can produce large gaps between words and it breaks words at the ends of sentences. Such gaps and breaks are not permitted and, if left, would require revision of the entire document.

Margins

The following margins must always be used, regardless of the instructions given by other style manuals or journals:

Left: 1½ inches

Top and bottom: 1¼ inches (each)

Right: 1 inch

Materials in appendices, tables, or figures may need to be photographically reduced to conform to margin requirements. All material, except for the page numbers of the body of text, must fit within the required margins. When in doubt, use the margin template provided on the GS website to check the margins prior to submission of the thesis or dissertation.

Pagination

All front-page material preceding the body of the text (before the introduction) is counted with lowercase Roman numerals (*i.e.*, i, ii, iii, iv...). These numbers are placed at the bottom center of the page except where the page is counted, but the number is suppressed (which means it does not appear on the page). For the introductory pages, the required order is as follows:

Page No.	Page Name	Instructions for Numbering
i	Title Page	Page is counted, but number is suppressed
ii	Copyright Page	Page is counted, but the number is suppressed
iii	Thesis/Dissertation Committee Page	Page is counted, but the number is suppressed
iv	Abstract	Page is counted, but the number is suppressed
v	Acknowledgments or Dedication Page	This page is optional; if used, numbering is begun here as page v
	Table of Contents	Numbering is begun here as page v if the Acknowledgments Page is omitted or numbered sequentially as page vi if it appears
	List of Tables	Numbering is continued sequentially
	List of Figures	Numbering is continued sequentially
	List of Abbreviations	This page is optional; if used, numbering is continued sequentially

Tables and Figures

Tables and figures (graphs, photographs, maps, drawings, and so forth) cited within the thesis or dissertation must appear within the document (not as part of the appendix or after the body text) directly after the initial reference to them. The same data cannot be reported in multiple illustration forms; that is, authors must choose either a table or figure to represent information; they cannot choose both.

3.02 Organizing a Manuscript With Headings

In scientific writing, sound organizational structure is the key to clear, precise, and logical communication. This includes the use of headings to effectively organize ideas within a study as well as seriation to highlight important items within sections. Concise headings help the reader anticipate key points and track the development of your argument.

Readers familiar with earlier editions of the *Publication Manual* will note that we have changed and simplified the heading styles in this edition. This change was motivated by the desire to make planning a less complicated process for the writer and to make articles more accessible for those reading them in electronic formats.

Levels of heading establish the hierarchy of sections via format or appearance. All topics of equal importance have the same level of heading throughout a manuscript. For example, in a multi experiment paper, the headings for the Method and Results sections in Experiment 1 should be the same level as the headings for the Method and Results sections in Experiment 2.

* Avoid having only one subsection heading and subsection within a section, just as you would in an outline. Use at least two subsection headings within any given section, or use none (e.g., in an outline, you could divide a section numbered I into a minimum of A and B sections; just an A section could not stand alone). *

3.03 Levels of Heading

The heading style recommended by APA consists of five possible formatting arrangements, according to the number of levels of subordination. Each heading level is numbered (see Table 3.1).

Regardless of the number of levels of subheading within a section, the heading structure for all sections follows the same top-down progression. Each section starts with the

Table 3.1. Formatting for levels of heading (top to bottom)

Level of heading	Format
1	<i>Centered, Boldface, Uppercase and Lowercase Heading^a</i>
2	<i>Flush Left, Boldface, Uppercase and Lowercase Heading</i>
3	<i>Indented, boldface, lowercase paragraph heading ending with a period.^b</i>
4	<i>Indented, boldface, italicized, lowercase paragraph heading ending with a period.</i>
5	<i>Indented, italicized, lowercase paragraph heading ending with a period.</i>

^aThis type of capitalization is also referred to as title case. In a lowercase paragraph heading, the first letter of the first word is uppercase and the remaining words are lowercase.

Under use. Abbreviations introduced on first mention of a term and used fewer than three times thereafter, particularly in a long paper, may be difficult for a reader to remember, and you probably serve the reader best if you write them out each time. In the following example, however, a standard abbreviation for a long, familiar term eases the reader's task:

Patients at seven hospitals completed the MMPI-2.

Deciding whether to abbreviate. In all circumstances other than in the reference list (see section 6.22) and in the abstract, you must decide whether (a) to spell out a given expression every time it is used in an article or (b) to spell it out initially and abbreviate thereafter. For example, the abbreviations *L* for large and *S* for small in a paper discussing different sequences of reward (*LLSS* or *LSLS*) would be an effective and readily understood shortcut. In another paper, however, writing about the *L reward* and the *S reward* would be both unnecessary and confusing. In most instances, abbreviating experimental group names is ineffective because the abbreviations are not adequately informative or easily recognizable and may even be more cumbersome than the full name. In general, use an abbreviation only (a) if it is conventional and if the reader is more familiar with the abbreviation than with the complete form or (b) if considerable space can be saved and cumbersome repetition avoided. In short, use only those abbreviations that will help you communicate with your readers. Remember, they have not had the same experience with your abbreviations as you have.

4.23 Explanation of Abbreviations

Because the abbreviations that psychologists use in their daily writing may not be familiar to students or to readers in other disciplines or other countries, a term to be abbreviated must, on its first appearance, be written out completely and followed immediately by its abbreviation in parentheses. Thereafter, use the abbreviation in text without further explanation (do not switch between the abbreviated and written-out forms of a term).

The results of studies of simple reaction time (RT) to a visual target have shown a strong negative relation between RT and luminance.

Explain abbreviations that appear in a figure in the caption or legend. Explain those that appear in a table either in the table title (if it includes words that are abbreviated in the table body; see section 5.12) or in the table note (see section 5.16). Explain an abbreviation that is used in several figures or tables in each figure or table in which the abbreviation is used. Avoid introducing abbreviations into figure captions or table notes if they do not appear in the figure or table. Standard abbreviations for units of measurement do not need to be written out on first use (see section 4.27).

4.24 Abbreviations Accepted as Words

APA Style permits the use of abbreviations that appear as word entries (i.e., that are not labeled *abbr*) in *Merriam-Webster's Collegiate Dictionary* (2005). Such abbreviations do not need explanation in text.

IQ REM ESP AIDS HIV NADP ACTH

4.19 Names of Conditions or Groups in an Experiment

Do not capitalize names of conditions or groups in an experiment.

experimental and control groups

participants were assigned to information and no-information conditions

but

Conditions A and B [See section 4.17.]

4.20 Names of Factors, Variables, and Effects

Capitalize names of derived variables within a factor or principal components analysis. The words factor and component are not capitalized unless followed by a number (see section 4.17).

Mealtime Behavior (Factor 4)

Factors 6 and 7

Component 1

Big Five personality factors

Do not capitalize effects or variables unless they appear with multiplication signs. (Take care that you do not use the term factor when you mean effect or variable, for example, in an interaction or analysis of variance.)

a small age effect the sex, age, and weight variables

but

the Sex x Age x Weight interaction

a 3 x 3 x 2 (Groups x Trials x Responses) design

a 2 (methods) x 2 (item types)

Italics

4.21 Use of Italics

For specific use of italics in APA journals, see the guidelines listed below. In general, use italics infrequently.

Use italics for

- titles of books, periodicals, films, videos, TV shows, and microfilm publications.

The Elements of Style

American Psychologist

Exception: Words within the title of a book in text that would normally be italicized should be set in Roman type (this is referred to as *reverse italicization*).



5.19. Table Checklist

The following checklist may help ensure that the data in your table are effectively presented and conform to the style rules presented in this chapter.

Table Checklist

- Is the table necessary?
- Does it belong in the print and electronic versions of the article, or can it go in an online supplemental file?
- Are all comparable tables in the manuscript consistent in presentation?
- Is the title brief but explanatory?
- Does every column have a column head?
- Are all abbreviations explained, as well as special use of italics, parentheses, dashes, boldface, and special symbols?
- Are the notes in the following order: general note, specific note, probability note?
- Are all vertical rules eliminated?
- Are confidence intervals reported for all major point estimates? Is the confidence level—for example, 95%—stated, and is the same level of confidence used for all tables and throughout the paper?
- If statistical significance testing is used, are all probability level values correctly identified? Are asterisks attached to the appropriate table entries only when needed (as opposed to stating exact probabilities)? When used, is a probability level assigned the same number of asterisks in all tables in the same paper?
- If all or part of a copyrighted table is reproduced or adapted, do the table notes give full credit to the copyright owner? Have you received written permission for reuse (in print and electronic form) from the copyright holder and sent a copy of that written permission to the journal editor with the final version of your paper?
- Is the table referred to in text?

Figures

5.20 Principles of Figure Use and Construction

There are many different types of figures; however, certain principles are the same for all figure types. The first consideration is the information value of the figure in the context of the paper in which it is to appear. If the figure does not add substantively to the understanding of the paper or duplicates other elements of the paper, it should not be

Table 5.14. Sample Model Comparison Table

Table X

Fit Indices for Nested Sequence of Cross-Sectional Models

Italicized & Title case

Model	χ^2	NFI	PFI	χ^2_{diff}	NFI
1. Mobley's (1977) measurement model	443.18*	.92	.67		
2. Quit & search intentions	529.80*	.89	.69		
Difference between Model 2 and Model 1				86.61*	.03
3. Search intentions & thoughts of quitting	519.75*	.90	.69		
Difference between Model 3 and Model 1				76.57*	.02
4. Intentions to quit & thoughts of quitting	546.97*	.89	.69		
Difference between Model 4 and Model 1				103.78*	.03
5. One withdrawal cognition	616.97*	.87	.70		
Difference between Model 5 and Model 1				173.79*	.05
6. Horn, Griffeth, & Sallaro's (1984) structural model	754.37*	.84	.71		
Difference between Model 6 and Model 5				137.39*	.03
7. Structural null model	2741.49*	.23	.27		
Difference between Model 7 and Model 6	1,987	.13*	.61		
8. Null model	3,849.07*				

Note. NFI = normed fit index; PFI = parsimonious fit index. Adapted from "Structural Equations Modeling Test of a Turnover Theory: Cross-Sectional and Longitudinal Analyses," by P. W. Horn and R. W. Griffeth, 1991, *Journal of Applied Psychology*, 76, p. 356. Copyright 1991 by the American Psychological Association. *p < .05.

Notes are descriptions. Do NOT make table title longer than necessary. Describe through notes.

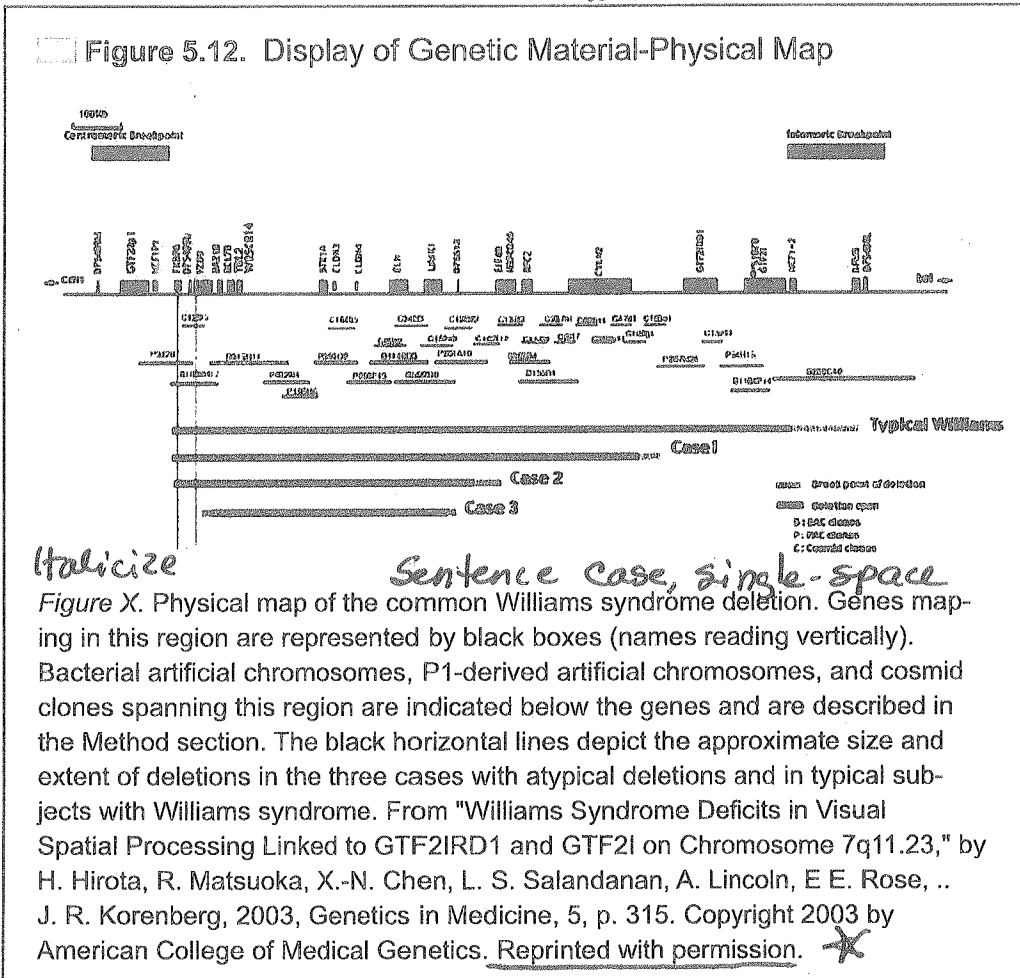
5.30 Figure Checklist

The following checklist may be helpful in ensuring that your figure communicates most effectively and conforms to APA Style and formatting conventions.

Figure Checklist

- Is the figure necessary?
- Is the figure simple, clear, and free of extraneous detail?
- Is the figure title descriptive of the content of the figure?
- Are all elements of the figure clearly labeled?
- Are the magnitude, scale, and direction of grid elements clearly labeled?
- Are figures of equally important concepts prepared according to the same scale?
- Are all figures numbered consecutively with Arabic numerals?
- Are all figures mentioned in the text?
- Has written permission for print and electronic reuse been obtained? Is proper credit given in the figure caption?
- Have all substantive modifications to photographic images been disclosed?
- Are the figures being submitted in a file format acceptable to the publisher?
- Have the files been produced at a sufficiently high resolution to allow for accurate reproduction?

No titles for Tables



but you may put a box around your figures, it isn't necessary. Be consistent in your treatment

as a means of scientific communication; they also help to protect the identity of individuals.

However, the same technology can be used to deceive. Ethical principles of publication forbid any intentional misrepresentation of images in exactly the same way that fraudulent data manipulation is forbidden. When an image that might reasonably be thought to be a photographic image (as opposed to an image that is clearly a constructed image—a table, chart, cartoon, etc.) has been altered in a manner beyond simple cropping, clearly indicate in a note that accompanies the image that it has been altered.

If you photograph a person, obtain a signed release from that person to use the photograph. If you use a photograph from another source, try to obtain the original photograph because photographs of photographs do not print clearly. Obtain written permission for reuse (in both print and electronic form) from the copyright holder, and acknowledge the author and the copyright holder in the figure caption (see section 5.06; see also section 2.12). You may need to obtain permission from the photographer as well because professional photographs do not meet all the criteria of work for hire and are usually the property of the photographer.

Table 6.1. Citing Sources in Text

Type of citation	First citation in text	Subsequent citations in text	Parenthetical format, first citation in text	Parenthetical format, subsequent citations in text
One work by one author	Walker (2007)	Walker (2007)	(Walker, 2007)	(Walker, 2007)
One work by two authors	Walker and Allen (2004)	Walker and Allen (2004)	(Walker & Allen, 2004)	(Walker & Allen, 2004)
One work by three authors	Bradley, Ramirez, and Soo (1999)	Bradley et al. (1999)	(Bradley, Ramirez, & Soo, 1999)	(Bradley et al., 1999)
One work by four authors	Bradley, Ramirez, Soo, and Walsh (2006)	Bradley et al. (2006)	(Bradley, Ramirez, Soo, & Walsh, 2006)	(Bradley et al., 2006)
One work by five authors	Walker, Allen, Bradley, Ramirez, and Soo (2008)	Walker et al. (2008)	(Walker, Allen, Bradley, Ramirez, & Soo, 2008)	(Walker et al., 2008)
One work by six or more authors	Wasserstein et al. (2005)	Wasserstein et al. (2005)	(Wasserstein et al., 2005)	(Wasserstein et al., 2005)
Groups (readily identified through abbreviation) as authors	National Institute of Mental Health (NIMH, 2003)	NIMH (2003)	(National Institute of Mental Health [NIMH], 2003)	(NIMH, 2003)
Groups (no abbreviation) as authors	University of Pittsburgh (2005)	University of Pittsburgh (2005)	(University of Pittsburgh, 2005)	(University of Pittsburgh, 2005)

Treat references to legal materials like references to works with no author; that is, in text, cite materials such as court cases, statutes, and legislation by the first few words of the reference and the year (see Appendix 7.1 for the format of text citations and references for legal materials).

When a work's author is designated as "Anonymous," cite in text the word *Anonymous* followed by a comma and the date:

(Anonymous, 1998)

In the reference list, an anonymous work is alphabetized by the word *Anonymous* (see section 6.25).

6.16 Two or More Works Within the Same Parentheses

Order the citations of two or more works within the same parentheses alphabetically in the same order in which they appear in the reference list (including citations that would otherwise shorten to et al.).

no date (*see* section 6.28), 20, 30, 47
 pages discontinuous, 10
 pagination by issue rather than by volume, 3
 publication outside the United States (*see* section 6.30), 28
 publication over period of more than 1 year, 23
 publisher name shortened (*see* section 6.30), 26
 reprinted or republished work, 21, 26
 undated work (*see* section 6.28), 20, 30, 47
 unpublished work, 58, 60, 66

Examples by Type

7.01 Periodicals - Use

Periodicals include items published on a regular basis such as journals, magazines, newspapers, and newsletters.

General reference form:

Author, A. A., Author, B. B., & Author, C. C. (year). Title of article. *Title of Periodical*, xx, pp-pp. doi:xx.xxxxxxxxxx

- Include the digital object identifier (DOI) in the reference if one is assigned (*see* section 6.31).
- If no DOI is assigned to the content and you retrieved it online, include the home page URL for the journal, newsletter, or magazine in the reference. Use this format: Retrieved from <http://www.xxxxxxxx>
- If each issue of a journal begins on page 1, give the issue number in parentheses immediately after the volume number.
- If you are citing an advance release version of the article, insert Advance online publication before the retrieval statement.
- Some journals offer supplemental material that is available only online. To reference this supplemental material, or any other nonroutine information that is important for identification and retrieval, include a description of the content in brackets following the title: [Letter to the editor], [Map], [Audio podcast].

1. Journal article with DOI

Herbst-Damm, K. L., & Kulik, J. A. (2005). Volunteer support, marital status, and the survival times of terminally ill patients. *Health Psychology*, 24, 225-229. doi:10.1037/0278-6133.24.2.225

2. Journal article with DOI, more than seven authors

Gilbert, D. G., McClernon, J. R., Rabinovich, N. E., Sugai, C., Plath, L. C., Asgaard, G. Botros, N. (2004). Effects of quitting smoking on EEG activation and attention last for more than 31 days and are more severe with stress, dependence, DRD2 A1 allele, and depressive traits. *Nicotine and Tobacco Research*, 6, 249-267. doi:10.1080/14622200410001676305

- Consolidated Standards of Reporting Trials. (2007). *CONSORT: Strength in science, sound ethics*. Retrieved from <http://www.consort-statement.org/>
- Copyright Act of 1976, 17 U.S.C. §§101–810.
- Devlin, J. T., & Poldrack, R. A. (2007). In praise of tedious anatomy. *NeuroImage*, *37*, 1033–1041. doi:10.1016/j.neuroimage.2006.09.055
- Fisher, C. (2003). *Decoding the ethics code: A practical guide for psychologists*. Thousand Oaks, CA: Sage.
- Gay & Lesbian Alliance Against Defamation. (2007). *GLAAD media reference guide* (7th ed.). Retrieved from <http://archive.glaad.org/media/guide/index.php>
- Gray literature. (2006). In *Crossref glossary* (Version 1.0). Retrieved from <http://www.crossref.org/02publishers/glossary.html>
- Grissom, R. J., & Kim, J. J. (2005). *Effect sizes for research: A broad practical approach*. Mahwah, NJ: Erlbaum.
- Harlow, L. L., Mulaik, S. A., & Steiger, J. H. (Eds.). (1997). *What if there were no significance tests?* Mahwah, NJ: Erlbaum.
- Hegarty, P., & Buechel, C. (2006). Androcentric reporting of gender differences in APA articles, 1965–2004. *Review of General Psychology*, *10*, 377–389. doi:10.1037/1089-2680.10.4.377
- Hyde, J. S. (2005). The gender similarities hypothesis. *American Psychologist*, *60*, 581–592. doi:10.1037/0003-066X.60.6.581
- Jones, L. V., & Tukey, J. W. (2000). A sensible formulation of the significance test. *Psychological Methods*, *5*, 411–414. doi:10.1037/1082-989X.5.4.411
- Kasdorf, W. E. (Ed.). (2003). *The Columbia guide to digital publishing*. New York, NY: Columbia University Press.
- Kline, R. B. (2004). *Beyond significance testing: Reforming data analysis methods in behavioral research*. doi:10.1176/appi.ajp.162.3.643-a
- Knatterud, M. E. (1991, February). Writing with the patient in mind: Don't add insult to injury. *American Medical Writers Association Journal*, *6*, 10–17.
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- National Lesbian & Gay Journalists Association. (2005). *Stylebook supplement on lesbian, gay, bisexual & transgender terminology*. Retrieved from <http://www.nlgja.org/resources/stylebook.html>
- Picton, T. W., Benton, S., Berg, P., Donchin, E., Hillyard, S. A., Johnson, R. J., . . . Taylor, M. J. (2000). Guidelines for using human event-related potentials to study cognition: Recording standards and publication criteria. *Psychophysiology*, *37*, 127–152. doi:10.1111/1469-8986.3720127

1. Single-space entry; double-space between entries. (Note this example is NOT double-spaced between entries.)

SJSU EDD GUIDELINES CHECKLIST

1. Figures and tables must be in the body shortly after the figure or table citation.	
2. Justification must be left (not block or right) throughout.	
3. Indentations must be approximately 0.25 inch.	
4. Division of words at the end of lines with hyphens is prohibited.	
5. Double columns cannot be used except in a table.	
6. Spacing should be double throughout except in offset quotations, footnotes, figure and table captions, and within entries in the Table of Contents, the figure and table lists, and the reference section.	
7. Offset quotations should be indented from both margins inward.	
8. Fonts, for which there can be only one in the entire thesis or dissertation, except for appendices.	
9. The following margins must always be used, regardless of the instructions given by other style manuals or journals: Left: 1.5 inches Top and bottom: 1.25 inches (each) Right: 1 inch.	
10. Headers and footers are prohibited except to accommodate page numbers.	
11. One font and font size should be used throughout the entire manuscript, including front pages, figure and table captions, page numbers, and reference lists. Exceptions can occur in appendices. Grad School recommends using standard fonts such as Times New Roman or Arial. Keep in mind that the choice of font may vary depending on whether an Apple or PC is used and that the font type affects the size of the text. In general, most standard fonts are readable at a 12-point size.	
12. Manuscripts should be double spaced (including between paragraphs) except within entries of extended (offset) quotations, bibliographies (Bibliography, References, or Literature Cited sections), footnotes, the Table of Contents, the List of Tables, the List of Figures, figure and table captions, and other material for which single spacing is required. Each item in the bibliography or references, the lists of tables and figures, and the Table of Contents should be single spaced with double spacing between entries.	
13. Although GS formerly required two spaces to follow a period at the end of sentences, one space will be accepted as long it is consistently applied throughout the thesis. Note that many journals require two spaces after a period, so the instructions for authors should be checked if preparing a manuscript for publication; the same spacing must be used throughout.	
14. Spacing of words on a line should be such that the line can be easily read. Crowding words	

<p>together or leaving excessive spaces is not permitted. Right margin justification is prohibited because it can produce large gaps between words and it breaks words at the ends of sentences. Such gaps and breaks are not permitted and, if left, would require revision of the entire document.</p>	
<p>15. Materials in appendices, tables, or figures may need to be photographically reduced to conform to margin requirements. All material, except for the page numbers of the body of text, must fit within the required margins. When in doubt, use the margin template provided on the GS website to check the margins prior to submission of the thesis or dissertation.</p>	
<p>16. Headers and footers are prohibited in the text, except for page numbers, unless they are part of a department-approved format accepted by GS. Footnotes are acceptable, as they are not placed in the footer section of the page.</p>	
<p>17. The title should be in full capital letters, not boldfaced, in the same font and font size as the rest of the document, single-spaced, properly centered (with a wider margin on the left than on the right), and placed 1.5 inches down from the top of the page. ProQuest, our ETD administrator, limits the title length to 300 characters.</p>	
<p>18. The body of the thesis or dissertation, generally beginning with an Introduction section or Chapter One, is numbered with Arabic numerals (1, 2, 3...) that are placed either at the bottom center or the top right hand corner of the page. It is important for the alignment to be consistent throughout the document. Appendices must also include page numbers and be listed in the Table of Contents with their title included.</p>	
<p>19. The thesis or dissertation should be written in a formal scholarly manner appropriate to academic publications. The use of the first person is discouraged, except in disciplines where the form demands it or in the kinds of research where the use of the "I" is normal or necessary. Formal language is expected; colloquial expressions, informal speech jargon, and contractions will not be permitted, unless in a part of the document where such language is appropriate (e.g., interview quotations).</p>	
<p>20. Tables and figures (graphs, photographs, maps, drawings, and so forth) cited within the thesis or dissertation must appear within the document (not as part of the appendix or after the body text) directly after the initial reference to them. The same data cannot be reported in multiple illustration forms; that is, authors must choose either a table or figure to represent information; they cannot choose both.</p>	
<p>21. Captions. Typically, table captions appear above the table, and figure captions appear below the figure. Titles on figures (graphs or other illustrations) beyond the necessary caption beneath should not be included. Whenever possible, succinct captions are recommended for tables and figures, as the first line of the caption must appear in the List of Tables and List of Figures exactly as it does in the body of the document. The wording of the caption cannot be identical to wording used in the body of the text. Abbreviations used in the illustration must be defined in the caption. In general, wherever possible use the APA guidelines</p>	

<p>22. All tables and figures must be cited, and cited in order, in the body of the document. When a table or figure has been taken from another source, a proper citation must be provided (e.g., reprinted with permission from..., modified from..., adapted from...). The formatting of the citation depends on the preferences of the copyright owner. If a source is indicated and thus a copyrighted work is reproduced in the thesis or dissertation, then permission from the original copyright owner is needed. If a reference is cited in the caption, it should be recognized that GS will assume, unless clearly indicated, that the reference is the source of the illustration so that a figure permission will be expected. It is extremely rare that captions should contain a literature reference.</p>	
<p>23. Gaps or Blank Spaces in the Text. Noticeable gaps or blank spaces between words must be avoided. In addition, a mid-sentence break to place a figure or table within the text is not allowed. Whereas images should be embedded within the document, the sentence or idea should be completed first. New sections can begin only with text and not with a figure or table.</p>	
<p>24. Use of Color. While the use of color may be essential for certain disciplines, it does not copy well and hence is not recommended when presenting statistical or graphical data. The thesis or dissertation may also be presented in media that do not reproduce color. Use of cross-hatching, shading, and other techniques in place of color is recommended for depicting data. For example, the use of differing geometric shapes to plot line graphs results in a more discernable presentation of the data than the use of color. If color is used for presenting data, sharply contrasting colors are preferred.</p>	