

THESIS HANDBOOK



Faculty of Administrative Sciences and Economics

**Guide for BA/BSC
Thesis and Dissertation Students**

**Academic Year
2018-2019**

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CHAPTER 1

INTRODUCTION

1.1 Introduction

Completing a thesis or dissertation is an exhaustive, stimulating and demanding process. Conducting the research and writing up of your thesis/dissertation can be a very rewarding achievement, especially if you plan well in advance, develop a time schedule for each of the activities involved in preparing your thesis/dissertation, and work steadily toward achieving your goals. This guide will get you started, as well as inform/notify you of University and Departmental policies and procedures that you should be aware of.

1.2 Objectives of Research Thesis/Dissertation

One of the important purposes of a Bachelor degree is to introduce students to original research under the supervision of an Academic advisor. The primary value of a thesis or a dissertation is that, instead of studying a series of minor and highly-specified topics, you have to examine a sizeable topic for a much longer period of time and test it on a particular case study, learn to both define research questions and describe and evaluate research findings to contribute to the general knowledge of your field. By the time the thesis/dissertation is completed, you will have mastered some aspects of knowledge and will be much more aware of the processes of research.

In particular, you will gain experience with:

- Formulating a research question.
- Making critical use of published work, literature review.
- Selecting and using appropriate research techniques.
- Organising, presenting and defending material in a clear, well-written and well-presented manner.

Furthermore, use your thesis as a first step into the professional world. Through your Thesis Topic, you will be able to develop an expertise on one particular area of your field which can be very valuable for an employer and it should be highlighted on your CV and during job interviews.

In addition, you will most likely have to conduct field research; this will give you a first glance of the professional world and an opportunity to start your own professional network.

See your bachelor thesis as a possibility for you to test all your assumptions and expectations of the professional world.

Use this experience to:

- Have a first impression of the professional world
- Have a first contact with a company you would like to work with if it is relevant to your research
- Develop a professional network
- Understand better the functioning of enterprises and confront what you learnt in your lectures with the reality
- Develop critical thinking and problem analyses toward enterprise organization

1.3 Graduate Studies Committee

This Committee is normally made up of 5-6 members of Faculty of Administrative Sciences and Economics. The role of the committee is to look into all matters relating to undergraduate studies in the Department which includes selection process of student/supervisors, the design & implementation of new policies, and monitoring the progress of students' thesis/dissertation. It also creates an ambience for seminars from time to time, on topics relevant to thesis/dissertation research and writing.

1.4 Ethical Issues

Before any student can begin data collection on any research project using human participant (e.g. individual surveys and questionnaires) ethical approval must be obtained from the Department's Graduate Studies Committee. All changes in research procedure (e.g. from one treatment procedure to another) should only be made with the approval of the primary supervisor. A re-application for ethical approval is necessary if there are major changes to your methodology.

1.5 Important Dates

Thesis/dissertation orientation meetings are usually held at the beginning of the Academic year. Department Staff describe the process of developing a thesis/dissertation topic, choosing supervisors, arranging supervision and proceeding with the research project. You should approach the staff members whom you would like to supervise your thesis/dissertation in advance, so that they can plan who they will be supervising in the following year.

During the time of supervising students' thesis/dissertations, the staff are experiencing increasing pressure upon them, that's why you may find your choice of topic and/or supervisor limited if you do not complete this form at an early date.

A Bachelor's thesis requires a full-time study (i.e., **a project of about 20 hours per week in scope**) in one Academic year. In order to complete the thesis within the stipulated time, you will need to work steadily and efficiently.

The final date for the submission of the thesis/dissertation is **2nd of May 2019 until the end of working hours**, one month before the final exams. All the students, who wish to graduate at University ceremony, should submit a notice to graduate in the Department by the specified deadline.

CHAPTER 2

SUBJECT AND SUPERVISOR SELECTION

2.1 Selection of Subject

Until now, all your research paper's topics have been imposed on you. Some are interested in you more than others. Freedom can be scary but it should be more exciting than scary. Think of every speaker's nerve before entering on stage or performing, they use this scare as a positive energy to push them to give the best of themselves. Follow their steps. Indeed, the liberty means for you that you can finally focus on your topic of interest by choosing a research method you master, or you want to improve so as to enjoy the research journey, develop an expertise on your area of interest and ensure yourself a top grade for your graduation.

To define your field of interest, go back to previous lectures, final papers you already wrote and projects you already conducted or even go back to your personal readings, professional or travel experiences; anything that may really interest you over the past three years at the university.

You can ask yourself:

- What did I like the most during my study years?
- What made me puzzle during one of my readings?
- What would I like to understand better?
- Which topic questioned one of my assumptions that I would like to cross check?
- Which theoretical approach would I like to test over the practical reality of Kurdistan?
- What is the aim of my bachelor thesis? What do I want to do with it?

Take your Bachelor thesis as a way to solve a puzzle for which you were missing a piece to understand the full picture or to challenge your assumptions and knowledge.

Once you have defined your area of interest, start looking for your supervisor. He will guide you in organizing your thoughts so as to define a topic. Staffs members are interested in many areas of Business Management and often welcome student interest in their on-going research projects. See the Department's web pages for information on staff research interests. Many of our staff are also willing to supervise students in research projects chosen by the students themselves.

Students are expected to have appropriate course preparation for a thesis topic, so be sure to include relevant courses in your BSc degree.

No student can be accepted into thesis/dissertation process until they have found a supervisor(s).

The best time to choose a topic area for your thesis/dissertation is in the year you will be graduating. This is for two reasons: during the first semester you will gain a wide exposure to various areas of your degree program and completing the thesis will take the equivalent of two semesters of full-time work in which you are enrolled for the BSc/BA.

To finalize the ideas of potentially interesting topics you should:

- Talk to potential supervisors about topics
- Review your course outlines, hand-outs and textbooks
- Browse through recent issues of journals in areas of interest
- Look at the bachelors and masters theses on internet and other databases
- Re-read seminar and lecture notes
- Create the time and opportunity to think.

Ask yourself:

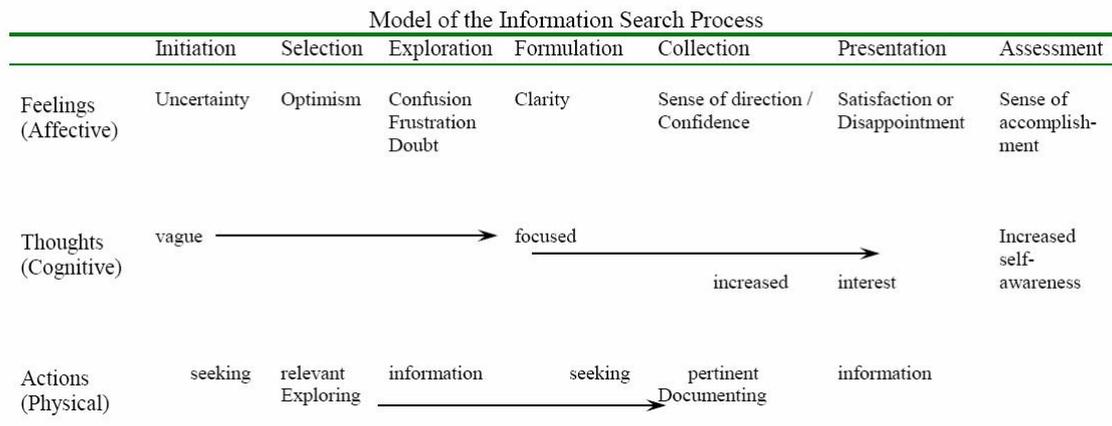
- What kind of subject for the Bachelor's thesis interest me based on my practical training/work experience?
- What kind of Bachelor's thesis subject will enhance my employment opportunities?
- What kind of special skills do I have to learn for the subject?
- Is the subject interesting enough for me to be willing to go through with it?
- Do I have the time for it?

Above all, a thesis/dissertation topic should be interesting. Remember that you will be working on a thesis topic for at least a year, so try to choose a topic that will sustain your interest for that period. You should feel that your research is important and worthwhile and contributes to your learning. This will help you to retain your motivation in periods of routine work on the thesis/dissertation. Your supervisor will help you design the topic.

Your chosen topic should be:

- **Achievable in terms of Research methods:** Your topic needs to be feasible in respect of both availability of data and the availability of tools for analysis. Some research projects and research methods are beyond the capabilities of students because of technical, cost or time requirements. It is important that the method chosen is appropriate in terms of the aims of the research.
- **Achievable in a reasonable time:** The project should be capable of being completed in one year (thesis) or the equivalent of part-time study. The BSc BA thesis in FASE is the equivalent of two courses or two semesters' work. Try to discipline yourself to spend as much time on it as if you were having a three hour lectures per week. Define three hours for it in your time table and stick to it. Some weeks will be emptier than others but try to stick to it anyway; sometimes it is when we feel idle that the best ideas come in and there are always articles available to enrich your knowledge. Every research face a time when he feels overloaded with information, the key is to classify your information into categories and do not lose your objective. The thesis should have minimum 20,000 words for the acceptance. It is not the quantity that matters but the quality of your research, demonstration and conclusion.
- Make sure your project is well-designed so that the **data will be interpretable**, no matter the result. Always keep in mind that you must interpret your data so be careful when you are designing surveys of questionnaires not to end with "neutral" questionnaires making it almost impossible to interpret your results.
- **Matched with your capabilities and interests:** The research topic and the methods employed should match both your interests and capabilities. This will sustain you in times of frustration.
- **An area for professional development:** Your thesis/dissertation may often be only the beginning of research on a topic. You may be able to make your thesis/dissertation a stepping-stone in your career, by selecting a topic that provides development in areas in which you hope to work.

- **A contribution to knowledge:** A Bachelors thesis/dissertation does not have to be entirely original: it is possible to replicate an earlier study. However, it should be based on a significant problem, research question or hypothesis. Your work should relate to, explain, solve or add proof to the question, problem or hypothesis. The results of your research should increase the knowledge of that particular field of inquiry.



Knowledge can be increased by:-

- New or improved evidence
- New or improved methodology
- New or improved analysis
- New or improved concepts or theories
- Any combination of the above

In addition, there is not so much available data on the Kurdistan Region which is yet a very interesting case study due to its specific geographical, economic and political features. If you publish your bachelor thesis you will contribute a great deal to the research of other people around the world looking for primary data and analysis of the region. This means that you are part of a much bigger picture, promoting and informing researchers on the reality of KRG.

2.2 Selection of Supervisor

Your supervisors can offer guidance on methodological and theoretical issues as well as provide encouragement and support. It is important that the supervisor/student team works well. Regular contact is important.

You are therefore recommended to discuss with your supervisors:

- Frequency and duration of meetings: This may vary at different stages of the research, but would normally be weekly
- How to access your supervisor outside of scheduled meeting times
- Who has responsibility to initiate meetings (if not scheduled regularly)
- Protocol for when one person can't make the meeting
- Expectations of feedback: How much, how often, in what form, with how much notice
- Support with theoretical content, e.g. resources, contacts; and What can be expected, given the supervisor's knowledge of the area
- Availability of supervisors during teaching recesses

Supervisors and students will have to formalise their arrangement with a contract, covering issues such as frequency of meetings, preparation for meetings, and authorship of subsequent publications.

2.3 Supervisor's Responsibilities

The supervisor's responsibility is to give guidance about the nature of research and the standard expected, about the planning of the research programme, literature, sources, and requisite techniques. The supervisor maintains regular contact in accordance with departmental policy and in the light of arrangements with the student. Supervisor must be accessible to the student at other appropriate times when he or she needs advice. Supervisor must give an advice on the necessary completion dates of successive stages of the work so that the whole thesis may be submitted within the scheduled time.

In addition to these, the supervisor may request written work from students as appropriate, and return that work with constructive criticism within a reasonable time. He or she will also ensure that the student is made aware of the inadequacy of progress, or of standards of work below what is generally expected, and suggest appropriate action.

The role of the supervisor is to assist to achieve the best result for the student of which they are capable of.

2.4 Student's Responsibilities

Students must respond to the proposed instructions provided by the supervisor and discuss with the supervisors on receiving guidance and schedule the time for weekly meetings.

Students must respond to the arrangements proposed, the advice and instruction given by the supervisor. Student must maintain the progress of the work in accordance with the stages agreed with the supervisor and provide sufficient time to him/her for comments and discussion.

Students are reminded that compliance with the thesis/dissertation regulations and the quality of their work are ultimately their responsibility. If students consider that their work is not proceeding satisfactorily for reasons that are out of their control, or if they consider that they are not establishing an effective working relationship with their supervisor, they should, in the first instance, discuss the matter with the Head of the Department.

CHAPTER 3

RESEARCH PLANNING

3.1 Introduction

Planning your research can be made easier if you break the project down into smaller tasks and plan when and how each task can be completed. Primary tasks of a thesis/dissertation include:

- Working with supervisors to find a research topic
- Reviewing the literature on a topic
- Selecting a specific research question
- Developing an appropriate research methodology
- Obtaining ethical approval from the Department's Graduate Studies Committee
- Writing the first draft of your Research Introduction/Literature review
- Either secure the participation of organisations or institutions, or make sure appropriate participants are available
- Organising data collection, interviews, fieldwork, etc.
- Writing the first draft of your Method chapter/section
- Collecting data
- Analysing data
- Writing the first draft of your Results chapter
- Writing the first draft of your Discussion
- Revising your Introduction and Methodology chapters/section
- Collecting data.
- Analysing data.
- Writing the first draft of your results chapter.
- Writing the first draft of your discussion.
- Revising and refining drafts of chapters. (Drafts should be submitted as they are written.)
- Writing and assembling the rest of the thesis/dissertation: Title, Abstract, Acknowledgements, Table of Contents, List of Tables, References, Appendices
- Final revision of the whole thesis/dissertation
- Printing, binding and submission

Every student is instructed to follow the above ordered list for their theses. However, with experimental thesis it may be necessary to collect data and undertake data analysis concurrently with other activities. There is often some variation in the order we suggest. When the students find their supervisors first, and then discuss a research topic. Data can be collected before the Literature Review and Method chapters are written, but we suggest that data collection follows the completion of at least an outline of the Literature Review, since reading will often suggest an improved design and better methods of collecting data.

You may wish to develop your own target dates to help in preparing timetable of your research and writing. We offer the following as a general guide, which applies to students whose commencement date is 1st of November. The following dates offer tentative guidelines for students wishing to complete their theses by the end of their Bachelor's final year. The actual dates will vary from person to person and topic to topic. Appendix 1 contains sample year planners.

BA/ BSC (based on a one-year timetable)

October to December: You should make contact with your supervisors and department. Fill up necessary forms to identify your supervisor and complete selection process. By this stage, the topic area should be defined. Arrangements should be made between you and your supervisor for regular supervision sessions. A more specific proposal should now be developed. Develop method. Finalise sample. Complete Ethical Review form. Allow at least two weeks for Ethical Review. Prepare draft of Introduction and Method chapters. Complete the literary review.

January to February: Obtain data. Continue to read in the topic area and data analysis. Submit research proposal to your supervisor.

March to April: Revise Introduction, Literature Review, Method chapters and begin writing Results and Discussion chapters. In many cases these may already be underway revision and completion of thesis. Students who wish to be certain of graduating this year should complete their theses by May 3rd, 2019.

Final date for thesis submission is May 2nd, 2019 until the end of working hours. (One month before the final exams.)

3.2 Thesis/Dissertation Topic Selection

The dissertation should be the crowning achievement of your undergraduate education and it will influence the direction of your career for many years to come. As mentioned above, the choice of your topic is the key for success of your bachelor's thesis.

Refer to Chapter 2 section 1 for further support on selecting your topic.

Yet, if you feel overwhelmed by the scope of the task, you can always follow your supervisor's suggestion on topics of research. Your supervisor will know your area of interest and we will be able to offer you some ideas of topics. You can as well decide with your supervisor to write on his area of research or interest if you cannot define one particular field for yourself. By doing so, you will give yourself additional time to develop the necessary skills for selecting a good research project and methodology.

Student must keep in mind that you are not asked to do a study and understanding of all practices in your field or in Kurdistan but to contribute to the knowledge of your field. Detailed case studies offer a precise understanding of a broader topic. For bachelor thesis, you should focus on one aspect of your topic rather than trying to solve problems that are too ambitious.

Whatever the method you prefer to use to define your research topic (e.g. on your own or through your supervisor) do make sure you have your mentor's full support before embarking on a project. Do not hesitate to ask his opinion on the feasibility of your project.

3.3 Proposed Research Plan Schedule

Proper schedule is an excellent tool for following the progress of the thesis which can be mapped out using the stages of the thesis process. Since it is impossible to anticipate everything, the schedule should also allow for unexpected delays. The work should take no longer than the average time to gain thesis/dissertation credits, that is 400 hours, which requires intensive and efficient work.

Guidelines for drawing up the schedule:

- When do you want your thesis to be completed?
- How much time do you have for planning, familiarization with the subject ?, For example, acquisition of literature by reading, gathering and processing of

research material,

- How long do you need for the writing process?
- How long do you need to finalize the thesis?
- Time needed for other work.

Often the Bachelor's thesis is completed simultaneously with the degree. The process may proceed slower at the end, which needs to be taken into consideration of time management. The end of the year is often very loaded with other graduation requirements and every student must complete all assignments on time.

3.4 Literature Review

To identify readings in the area, conduct a search in internet for paper literature in the Library and ask your supervisor for key references. Your supervisor may be able to supply you with relevant articles or books or to guide you in the right direction.

In terms of literature review, make sure that the articles you are selecting must have a scientific value. The easiest way to make sure of the scientific validity of an article is to stick to article published by universities, research institutions, government agencies and other recognized sources.

You must question the legitimacy and background of the author while using the references for your thesis. One sign of reliability is that the text has been published by a well-known publisher. This means that the text has undergone a review process. In scientific journals articles are usually reviewed, but in newspapers and magazines the reader has to evaluate the reliability of the text by the author's reputation and expertise.

When familiarizing yourself with the sources you should make sure to take notes, so that you will have ready to use information and it will make your in-text referencing much easier when writing the literature review.

It is also advisable to print out or save the resources found on the Internet, since web pages may be updated or taken offline. In case of quoting or referencing to an online article, the date of reading must be mentioned. **(see appendix 8 for an guide on referencing).**

Finally, diversify your sources for the research (text book, journal articles, previous dissertations, government published documents, trusted sources on the internet etc..)

To help you selecting your sources you can ask yourself:

- When you have already known about the subject? / What are the points on which you do not possess sufficient knowledge on the subject?
- What kind of material and expertise do your Bachelor's thesis require?
- What are the core concepts in your thesis and how will you build the theoretical foundation?
- What kinds of methodologies are available for your area of research?

The best time to conduct this literature review search is before you determine your own research questions and methodology so that you already have a good theoretical knowledge of your topic. It will help you design your research methods to know what you are looking for. Therefore, one major reason behind literature review is for you to familiarize yourself with what others have done and said, and then to find your way through your research area.

CHAPTER 4

RESEARCH PLAN IMPLEMENTATION

4.1 Introduction

It is crucial that your research is clear and well-planned so as not to be misdirected. A great deal of planning must go into your research project. Thesis/dissertation research is designed to enhance your skills in the following areas:

- Formulation of a research question.
- Identification of a "gap" in the research literature.
- Formulation of a set of hypotheses or questions you wish to answer.
- Preparation of a literature review pertinent to the research question.
- Choice of a methodology and techniques that are appropriate to your research.
- Description and justification of the chosen methodology and analyses.
- Analysis, organisation and presentation of material into a logical, clear, convincing statement of the research, its goals, methods and findings.

Ask yourself about your own proposal:

- Is the problem clearly stated?
- Are hypotheses clear, unambiguous and testable?
- If objectives of hypotheses are not clearly stated; how can they be accomplished?
- Is the scope of the problem manageable?
- Is the methodology feasible?
- Can the data be collected?
- How will the data be analysed?
- Will the analysis allow the acceptance or rejection of the hypotheses or the answering of the research question(s)?
- Is the population from which the sample is to be drawn receptive to the research?
- Will the interests of participants be protected?
- What will be the results of the analysis look like?
- What would be the consequences of the following?
- Experiment fails?
- Data (for each major item) not available?
- Analysis inconclusive?

- Changes that might take place in the organisation you are researching.
- Can major research activities be listed?
- Can a time estimate be attached to each major activity?
- Can the thesis/dissertation be accomplished in one year/six months of full time work, or is the thesis/dissertation trying to do too much? If yes, what would make the project more manageable?

4.2 First Draft of Thesis/Dissertation

A critical component of any research project is selecting the specific research question or questions to be answered or hypotheses to be tested and designing the methodology to examine these questions. For the research to have a specific purpose, the research questions should follow logically from what has or has not been investigated and theorised previously. Do not forget that your bachelor thesis is a scientific demonstration: you start with a question and/or hypothesis that you are testing through literature review and field experiment to draw a conclusion. Therefore, the different stage of your questioning should follow the same order.

When writing your thesis/dissertation you will need to establish the link between previous theory and research and your own research. Be careful not to lose your general objective when you are writing so as not to lose yourself into digressions that do not bring any additional value to your research. Do not write for the aim of filling pages, quality and clarity will always be better than quantity.

When selecting research questions and methodology, estimate the resources (time, money, sample size) you will need to carry out the study. At most, you will have about 3-4 months within which to collect data, which may make a longitudinal design difficult to implement. If you plan to use interviews, you will have to limit your sample to complete them within three months. Most thesis/dissertation students find that obtaining an appropriate sample usually takes some effort. Only a percentage of individuals contacted for interviews or mailed questionnaires agree to participate. You will need to consider very carefully the nature of the sample, its availability and the practicality of obtaining data from your sample. Read studies which have used similar designs. Do not forget to question yourself is your sample is representative and be aware of your own bias and limitation. If you have limited possibilities concerning your sample, mention it in your thesis so that your reader is aware of it. In any case you will have to adopt critical thinking process to review the composition of your sample. It is part of scientific ethics.

If you are considering a design that involves collecting data within an organisation, approvals need to be obtained from the organisation itself and from potential participants. The approval process often takes its course of time and you may have to contact several organisations to arrange your sample. It is important to begin doing this early, while you are developing your research method. Ethical approval is required before collecting any data, so be sure to submit your ethical approval application at least two to three weeks before you plan to collect your data.

Before undertaking the data collection, you should write the first draft of the methodology describing exactly what you are researching. Typically, there are three sections in a methodology chapter: Subjects/Respondents/Participants; Apparatus/Materials/ Instruments; and Procedure. Recording the details at this time serves two purposes. First, it ensures that you have a clear grasp of the techniques (e.g. questionnaires) and procedures (e.g. interviewing) which you will use. This will ensure the success of your data collection by avoiding out of subject questions, ensuring the quality and accuracy of the data collection. Secondly, you will be recording these details while they are fresh in your mind. Later on, you may wish to revise this chapter; this will be easy to do if you have written an early draft. It is often appropriate to include discussion of the ethical issues involved in your research. Remember that your description of the method should be detailed enough to allow other researchers to replicate your study. It should also provide sufficient information to allow readers to make a reasoned judgement about the credibility of your research.

By this time you will have already decided upon and received Ethical Approval for your data collection procedures. You should develop a timetable for yourself so that you can be sure all thesis data are collected by the end of January, at the latest. If you want to change your procedure at all, perhaps in the light of experience, be sure to discuss this with your supervisor.

Many researchers pilot test their procedures on a few participants before finalising their data collection method, and this is recommended by the Department. By doing so, you can see the bugs in your data collection methods and instruments. For your sample to be accurate you should not only have neutral answers or do not know answers. Testing your questionnaires will show you this kind of flaws.

Once the data have been collected, the next step is to analyse them. This may involve statistical or content analyses.

Your supervisor will help you in selecting appropriate methods for data analysis. At this stage, drafts of your Introduction and Method can be revised and the Results and Discussion written. The Discussion involves interpreting findings, relating findings to previous literature and exploring the implications and suggestions for further research.

This chapter usually includes some comments on the limitations of your research. In some cases, the Research and Discussion can be combined. Be careful not to have previously made assumption on your data collection. Let the data speak rather than trying to make the data speak in the way you want. If your data goes in a different direction than what you expected try to understand why; it may be linked to the composition of your study sample, the data collection you used, etc. In that case draw your conclusions with whatever your data are showing while underling hypothesis of why it is different than expected. Even if it goes in the direction you have foreseen be always careful of not missing any analytical steps. Make sure every part of your thesis makes sense in relation to each other.

While you are arranging the data collection, you should also be working on the first draft of your Introduction/literature review. In this chapter you will describe and critically review previous literature on the topic. Sometimes it may be appropriate to divide the literature review into more than one chapter. The literature review should be comprehensive enough to cover previous theory and research which is relevant to your topic, but should not include information which is only tangentially relevant. It is usual to end the literature review with a description of your own research question and/or hypotheses.

Allow time for your supervisor to read drafts of your thesis/dissertation chapters as they are produced. Normally your supervisor will expect to review one or two drafts of each chapter, and a draft of the entire thesis/dissertation before it is finally submitted.

4.3 Final Draft of Thesis

Language

Your writing style influences the reader's impression of your work . Your writing has to be comprehensible and clear. Do not use very long sentences which make them vague and ambiguous. Be careful with personal pronouns use formal English. Academic vocabulary, avoid jargon. Do not use contracted forms (don't, isn't). Avoid using exclamation marks.

Length of paragraphs should be reasonable. Start a new paragraph each time when you deal with a new idea / opinion / topic.

Do not refer to the male gender (do not use pronouns 'he', 'his', when both genders are meant.) Gender-biased references can usually be avoided by appropriate rephrasing. For example, "The participant rated his preference for each joke" can be changed to, "The participant rated each joke for preference" or, "Participants rated their preferences for each joke." Avoid using "s/he" to solve the gender problem; it is awkward, especially if used many times.

Finally avoid negative attributes naming people: do not say "handicapped student", say a "student with an impairment".

Tense

Most sections of a research report should be written in the past tense because they describe events that occurred in the past (what other researchers found or what was done in the study being described). The present tense may be appropriate in the Introduction and Discussion sections when discussing theories and in the Results sections when referring to tables or figures. Occasionally, the future tense may be used to discuss proposed future research.

Number

Consistency of number (singular or plural) should be maintained throughout a research report. Switching from singular to plural or vice versa is poor style. Here is a common error in student papers: "Each participant made their responses in writing." Here is a better version: "Participants made their responses in writing."

Person

Traditionally most research reports were written in the third person (he, she, it, they). First-person references (I, we) are becoming more common nowadays. The APA manual recommends use of the first person when it will improve clarity or readability. But use one style, either first or third person, do not write sometimes "I made up a table" and sometimes "The researcher came to conclusion that..."

Voice

Active voice is always preferable to passive voice.

Follow one spelling and grammar variant, either British or American English (e.g. do not write 'behavior' in one place and then 'behaviour' in other places. The only exception is that if it is a quotation. In that case, it must be written as it is in the original source.

Typing

Please use "Times New Roman" font for English

The chapter titles should be size 14, capitalized; whereas subtitles, 12.

Line spacing is required to be 1.5 lines.

Either indentation or spacing between paragraphs has to be provided.

Do not use italics (except when referencing and citation demands to use it) or underlining.

Alignment of the titles to the left is preferable. In any case, all titles should be aligned the same way:

left or center.

Introduction, each chapter, conclusions and references should start from a new page. Between sub-chapters there should be 1/2 lines' break. Do not separate the title of the table from the table (they should be on the same page). The title of a sub-chapter should not be in the very end of the page (at least one line should follow it).

Paper

A4 format paper of good quality, portrait orientation.

Margins

2.5 cm – on top and bottom of the page, 3 cm – on the left and 1.5 cm - on the right.

Page Numbers

Pages should be numbered at the bottom, in the middle. The cover page should not be numbered.

The numbering of the second sub-cover page, acknowledgements, list of tables, figures and abbreviations (acronyms), abstract and content should be in Roman numbers. Numbering in Latin numbers should start with the introduction.

When we state the volume of thesis / dissertation in the regulation, we mean the number of pages from introduction to the end of conclusions (without references and appendices) 60-70 for a thesis.

Tables and Illustrations

All tables and figures should be entitled and numbered. Follow the same style (title above or below) throughout the whole dissertation. The table number should involve chapter number, dot, and number in the corresponding chapter, e.g. 2.1 (= the first table in chapter 2).

Table 2.2. List of Institutions under the Ministry of Economics

If you made up the table, it has to be stated. If you are using some resource, it has to be named, including the page it comes from, e.g.

(Ministry of Economics, 2012: 17)

If you used somebody's table, but modified it, this also has to be mentioned.

Printing out and Binding

The thesis/dissertation has to be submitted by being printed out on one side of a page, and bound by a spiral. Three copies should be submitted to related department.

Electronic Submission

The thesis and the dissertation have to be submitted both in hard copy and electronically – on a disc, in PDF format. The university has the right to publicize it on the web page.

The completed thesis/dissertation will include abstract, acknowledgements, table of contents, list of tables and/or figures, references and appendices. Make sure that you are saving time for proper referencing as it is quite time consuming especially if you keep it for the end. It is an advice often made but rarely followed; make sure to save on a draft all the resources you used. Going backwards your thesis and relooking for references is a waste of time. This time would be much better used for proof reading and peer review. References should follow the APA format or others with the consent of your advisor.

Example of correct reference list:

Cummings, J. N., Butler, B., & Kraut, R. (2002). The quality of an online social relationships. *Communications of the ACM*, 45(7), 103-108

The abstract, though brief, is often quite difficult to write. It summarises what you have done, how you did it and your key findings. You may also wish to look at recent thesis to give you a sense of length, comprehensiveness and writing style.

4.4 Ethics and Plagiarism

Plagiarism of other people's text is not permitted. Student must give proper referencing while summarizing the text or using direct quotations from all sources, including Internet sources. Give credit to the original author/researcher for his/her research work by adding proper reference. Use quote when you are directly using the words of some other researcher. It is not allowed to make up or manipulate the sources. If there are conflicting views on a subject in the literature, all views must be presented and the approach chosen be justified.

Derived from the Latin word *plagiarius* ('kidnapper'), plagiarism refers to a form of cheating that has been defined as "the false assumption of authorship: the wrongful act of taking the product of another person's mind, and presenting it as one's own" (Alexander Lindey, *Plagiarism and Originality*, New York: Harper, 1952). Plagiarism constitutes intellectual theft. Strictly speaking, it is a moral and ethical offense, rather than a legal one, since most instances of plagiarism fall

outside the scope of copyright infringement, a legal offense. Nonetheless, plagiarism often causes severe penalties, ranging from failure in a course to expulsion from school, also annulation of the obtained degree.

Forms of plagiarism include:

- a) The failure to give appropriate acknowledgement (presenting somebody's findings as one's own (no reference is given));
- b) Ascribing to an author what s/he has never written;
- c) Citing without using quotation marks.

If we are not providing a citation in inverted comas (we cannot give too many of them in a research paper), we have to paraphrase the author's words. Paraphrase does not mean simply omit / add / substitute by a synonym a couple of words. We have to use a different sentence structure, and, in fact, retell the author's idea.

The source is indicated in accordance with APA style, by the name of the author and by a page reference in parentheses. If the idea is not expressed on a certain page, but throughout the whole work, no page referencing is needed. All works referenced in the text should appear in the reference list and vice versa, all works in the reference list have to be mentioned in the paper.

4.5 Supervisor's Approval on Thesis/Dissertation

Supervisor is also responsible person equally with students for the work done during the dissertation. The mutual agreement on each and every step taken is the most important component to justify the work. Supervisor's approval is a document for agreement on the work carried by the student and being responsible for the same. Moreover it is an ethical practice to have the work transparent to the Graduate Studies Committee.

CHAPTER 5

SUBMISSION AND EVALUATION OF THE THESIS

5.1 Thesis/Dissertation Submission

The regulations governing the presentation of a thesis/dissertation are printed in the Department Calendar. Students should refer to the section entitled Dissertations and Theses. This covers the regulations and information relating to word limits for theses, formatting and binding requirements and the process relating to submission. Please note that when preparing a title page for the thesis, the correct wording is '**A THESIS SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ART/BACHELOR OF SCIENCES IN BUSINESS ADMINISTRATION.**' Business Administration students should note the following changes to the Guide when submitting BA theses/dissertations:

- Report style and referencing should conform to the style described in the Publication Manual of the American Psychological Association (6th ed., 1994). See relevant A.P.A. journals for examples and check with your supervisor. Note that Anglicised spelling is used (except where citing the title of a journal or book or when quoting directly from text).
- The list of references mentioned in the text is entitled **REFERENCES**, not **Bibliography**. The major difference between the two is that a **bibliography** **which** includes details of all the resources you used to produce in your assignment, including those you did not quote or paraphrase. In APA Style, however, each **reference** cited in-text must appear in the reference list, and each entry in the reference list must be cited in-text. Do not try to inflate your list with books or article you barely look at you are expected to be able to answer any questions about the references mentioned in the list.
- In the reference list the dates are put in brackets after the author's name.

It is your responsibility to ensure that the language (grammar, spelling, punctuation) used in your thesis/dissertation is consistently of a high standard. It is a good idea to ask a friend or colleague to proof read your final draft. 'Typos' are difficult to detect and often a new eye can pick up errors which you may have missed.

Do not underestimate the importance of language and presentation. Although no thesis/dissertation with inadequate content will be accepted (however good the presentation), a thesis/dissertation with adequate content but poor presentation will often be marked down. Presentation can be improved by the careful selection and organisation of the most important material, by the deletion of unnecessary material and replication, by a logical structure, and by clear and concise writing.

Allow time for final corrections, printing and binding. For a thesis, you are required to submit three copies to Department, one of which are deposited in the Library. You will need to think about how many other copies you will need - for yourself, for your supervisor(s), for the organisation which supplied your participants, for friends or family. A less expensive spiral binding will often suffice for these additional copies.

5.2 Thesis/Dissertation Evaluation

Thesis/dissertation marking: After students submit their final thesis, the Graduate Committee will announce the date and time of student's defending of his/her thesis. After interviewing the students about his/her thesis the committee will decide mark about the thesis of the student.

Graduate Committee of the Department will try to adopt the following guidelines, when evaluating the thesis.

Please remember that the entire thesis/dissertation marking process usually takes approximately one month from the day when the thesis/dissertation is submitted to the department to when a grade is entered at Examinations.

The following is Departmental procedure concerning marking of theses and dissertations.

Preliminary arrangements

- It is the responsibility of the primary supervisor to arrange for an external adjudicator for a thesis, and a dissertation. Note that if an appropriate external adjudicator is unavailable, a dissertation may be adjudicated by an internal adjudicator. In neither case will this person have been involved significantly in the supervision of the thesis or dissertation.

- Unless adjudicators have requested otherwise, all reports on student's theses/dissertations are given to them after they are informed of their overall thesis/dissertation grade, but the information given to students does not include the recommended grades from the adjudicator

Marking procedure

- Three copies of the thesis/dissertation are received by the Department Administrator.
- One copy is sent to the other adjudicator.
- The supervisor provides a brief contextual report, outlining any special circumstances which may have affected the conduct of the research or the writing of the thesis.
- The supervisor, in consultation with the other supervisors, writes a brief report and recommends a grade.
- The adjudicator is asked to provide an evaluative report on the quality of the work, as well as a recommended mark/grade.

Upon receipt of the adjudicator's report and the supervisor's mark/grade recommendation, the Graduate Committee and Department Head determine the final grade for the thesis/dissertation. Where the recommended grades do not vary by more than two sub-grades (e.g. BC to BB), the recommended grades may be averaged. Where the grades differ by more than two levels, the Graduate Committee mediates between the supervisor and the adjudicator, and if an unanimous agreement is not reached, it undergoes a further adjudication .

Once the final grade is determined, the supervisor and the administration assistant complete the documentation. The Administrator gives the thesis/dissertation results form and the reports to the Graduate Committee who reviews and approves the documentation. The final results form is then signed by the Chair of the Committee, forwarded to the Head of Department for signature, and then to Faculty of Dean.

The Department's thesis administrator notifies students, unofficially, of the final grade, and supplies them with the adjudicator's report, minus the recommended grade.

Please refer to the appendix for detailed evaluations criteria of both thesis and oral presentation.

5.3 Publication of Thesis/Dissertation

There are three major reasons for publishing thesis/dissertation research. First, writing research for publication requires different (though complementary) skills to those involved in thesis/dissertation writing. Experience in writing for publication will be very valuable to you in your career and will help you to develop important writing skills. Secondly, the empirical data you collect can make a significant contribution to the development of your subject, but only if this information is disseminated! Finally, publication enhances your career prospects as well as the public profile of the Faculty of Administrative Sciences and Economics.

We encourage you to conduct research which is potentially publishable and to regard the publication of your research findings as a natural sequel to writing up the thesis/dissertation. Normally journal publication would be done in collaboration with your thesis/dissertation supervisor, whose input should have contributed to the quality of the research as well as the published paper, and who is usually recognised as a co-author.

5.4 Additional Sources for Guidelines

This manual provides only a brief guide to conducting a thesis/dissertation. Other sources to turn to are:

- American Psychological Association. (1994) *Publication Manual of the American Psychological Association* (4th. ed.). Washington, D.C.: Author.
- Bell, Judith, *Doing your research project: A guide for first time researchers in education and social science*, Open University Press, 2nd edition, LB 1028. B433, 1993.
- Lewins, F. (1987). *Writing a thesis: A guide to its nature and organisation*. Canberra: Australian National University.
- Mauch, J. and Birch, J, *Guide to successful theses and dissertations: Conception to publication*, 2nd Ed, LB 2369. M447, 1989.
- New Zealand Psychological Society. (1986). *Code of ethics*. In *New Zealand Psychological Society, Member's Handbook* (2nd. ed.) (pp 31-40). Wellington: Author.
- Sternberg, R.J. (1988). *The Psychologist's companion: A guide to scientific writing for students and researchers* (2nd. ed.). Leicester: British Psychological Society.
- Suezle, M. (1981). *Designing and conducting small-scale research projects*. In L. Borzak (Ed.), *Field study* (pp. 160-176). California: Sage.

Saunders, M., Lewis, P. and Thornhill, A. (2011) Research Methods for Business Students, 6/e, Pearson Education.

http://wps.pearsoned.co.uk/ema_uk_he_saunders_resmethbus_6/

Trochim, William (2006) The Research Methods Knowledge Base – Atomicdog Publications.

<http://www.atomicdog.com/trochim>

APPENDICES

Appendix 2: Graduate Studies Committee Approval Letter on *Subject*



ISHIK UNIVERSITY
FACULTY OF ADMINISTRATIVE SCIENCES AND ECONOMICS
BUSINESS MANAGEMENT DEPARTMENT
THESIS APPLICATION FORM

Completion of a dissertation requires supervision. A list of available supervisors and potential topics is included at the end of this form, from which you should choose at least one. The Department cannot guarantee that your first choice of topic or supervisors will be available.

Information on the responsibilities of supervisors and students can be found in the Thesis Handbook.

Please ensure you read this information before filling up this form.

STUDENT NAME _____ STUDENT NO : _____

PHONE NO : _____ EMAIL ADDRESS: _____

DATE :

My preferences for Bachelor Thesis Supervisor is (rank them)

	NAME OF SUPERVISOR	RESEARCH AREA
First Choice :	_____	_____
Second Choice :	_____	_____
Third Choice :	_____	_____
Fourth Choice :	_____	_____
Fifth Choice :	_____	_____



I have read & understood the information in the Thesis Handbook on the responsibilities of students and supervisors. I undertake all responsibility to complete the thesis research.

NOTE : Student ranking does not mean that he/she will be given selected rankings, Committee will decide on selection of students and supervisors/advisors.

BRIEF STATEMENT OF PROPOSED RESEARCH TOPIC BY STUDENTS

Appendix 3: Contract sample between Undergraduate Student and Supervisor



Faculty of Administrative Sciences and Economics

AGREEMENT BETWEEN UNDERGRADUATE STUDENT AND SUPERVISOR

Full name of student: _____

Student number: _____

Faculty: _____

Department: _____

Weekly Meeting Schedule: _____ **(Specify Day and Time)**

Date

Date

Student's signature

Supervisor's signature



Faculty of Administrative Sciences and Economics

“AGREEMENT BETWEEN UNDERGRADUATE STUDENT AND SUPERVISOR”

Business and Management, Accounting, International Relations and Diplomacy programs require original research and a written thesis that is defended at a Final Oral Examination. Thesis Handbook is given by the department at the beginning of semester for the clear understanding of thesis/dissertation process. Faculty members take primary responsibility for helping the student learn the craft of research and proceed successfully to the degree. These Guidelines have been written to help undergraduate students and faculty supervisors by describing best practices in undergraduate supervision. Our hope is that a clear understanding of responsibilities and expectations by all participants in the supervisory process will reduce potential problems and optimize the experience. The success is the shared responsibility of student and supervisor. It depends on both student and supervisor communicating well, being tolerant and understanding, and each holding the other to high standards. The Business and Management Department also plays a vital role, in providing clarity and consistency of expectations, upholding academic standards, administering the program fairly and effectively, and intervening wherever necessary to help resolve problems. This Guideline is intended to help all participants fulfil their roles and to ensure that the supervision of undergraduate students at the ISHIK University is of the highest quality.

Overall Roles and Responsibilities:

Supervisor roles:

It is my responsibility to:

Advise student on thesis framework and format.

- Recommend resources for literature review (library facilities, online journals, etc.).
- Advise students to attend any additional classes if needed (research skills).
- Recommend research methods, tools, and resources.
- Review and comment on draft chapters.
- Review and comment on research data.
- Review the whole thesis.
- Advise students on the readiness of thesis for submission.
- Advise students on thesis submission and examination process.
- Make every effort to ensure that student's learning and research environment is adequately supported with guidance in choosing appropriate course work, providing suitable resources and work space.
- Ensure that student's research has an appropriate hypothesis/question and achievable goals, using the Thesis Guidelines as a framework.
- Establish a professional working relationship to guide student in approach to research
- Meet regularly/weekly with student to provide guidance, assess progress and assist student in the goal of completing the program on time.
- Provide appropriate mentorship and guidance.

Students' Roles:

It is my responsibility to:

- Ensure that you are familiar with the University's requirements.
- Meet regularly/weekly with supervisor to assess progress.
- Complete research, course work and/or thesis within the period that is typical for specific degree program.
- Submit their material in a timely manner so as to receive an adequate assessment.
- Make timely progress towards completion of degree and spend the required number of hours carrying out research activities.
- Be available to complete the work assigned.
- Submit on time a thesis of an appropriate standard.
- Comply with all relevant requirements with respect to intellectual property.
- Maintain regular contact with the supervisor and take the initiative in agreeing with the supervisor a mutually acceptable schedule for formal supervisor meetings.
- Reflect on and respond to feedback and guidance provided by the supervisor at formal supervisory meetings.
- Prepare and keep an agreed written record of each formal supervisory meeting.
- Comply with the University's requirements for formal progress reviews.
- Provide the supervisory team with a complete final draft of the thesis by a mutually acceptable date (April, 30th, 2019) in sufficient time before the required submission date for the supervisors to read and comment on.
- Ensure that the thesis complies with all relevant regulations, including those on word length, format, and binding.

Final Note

- * *Students are reminded that the compliance with the thesis/dissertation regulations and the quality of their work is ultimately their responsibility. The role of the supervisor is to assist to achieve the best result of which they are capable.*
- * *Accordingly, if students consider that their work is not proceeding satisfactorily for reasons outside their control, or if they consider they are not establishing an effective working relationship with their supervisor they should, in the first instance, discuss the matter with Department.*

Weekly meetings and feedback

Meeting No.	Date	Time	Comment	Signature
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

SUPERVISORS' ROAD MAP FOR THESIS PROCESS

- **First of all student's supervisor selection has to be completed.**
- **Supervisors and students will sign a formal contract about their arrangement regarding frequency of meetings, preparation for meetings, following the routine weekly meeting schedules, both parties' responsibilities, means of communication, etc...**
- **Supervisors have to go through with students each and every detail of thesis handbook, they should give them up to 3 days and make sure daily that students read, understood and highlighted the important parts of the thesis hand book.**
- **After making sure that students go through properly on the handbook, supervisors and students have to sit together and discuss the important parts of the handbook and especially the thesis completion calendar.**
- **Meanwhile supervisors have to give references parts to students themselves by finding the mentioned resources on the internet or getting one each other from lecturers or making sure that students they can find the resources on the net by leading, directing or copying links to the students. And make sure students acquired the necessary materials and reading and going through with them.**
- **supervisors need to advise students on APA 6 style of referencing as following:**

Book

Lumby, J. (2001). *Who cares? The changing health care system*. Crows Nest, NSW: Allen & Unwin.

Book chapter

McKenzie, H., Boughton, M., Hayes, L., & Forsyth, S. (2008). Explaining the complexities and value of nursing practice and knowledge. In I. Morley & M. Crouch (Eds.), *Knowledge as value: Illumination through critical prisms* (pp. 209-224). New Jersey: Rodopi.

Journal article

Boughton, M., & Halliday, L. (2008). A challenge to the menopause stereotype: Young Australian women's reflections of 'being diagnosed' as menopausal. *Health & Social Care in the Community*, 16(6), 565-572. <http://dx.doi.org/10.1111/j.1365-2524.2008.00777>

Webpage with an author

Welch, N. (2000, February 21). *Toward an understanding of the determinants of rural health* Retrieved from <http://www.ruralhealth.org.au/welch.htm>

Webpage with no author

ANCI national competency standards for the Registered Nurse and the Enrolled Nurse (2000) Retrieved from <http://www.anci.org.au/competencystandards.htm>

Newspaper article

Bagnall, D. (1998, January 27). Private schools: Why they are out in front. *The Bulletin*, pp. 12-15.

Government publication

The Health Targets and Implementation (Health for All) Committee. (1988). *Health for all Australians*. Canberra, ACT: Australian Government Publishing Service.

- **Supervisors and students have to create the timetable together to meet each other on weekly basis regularly.**
- **They have to share means of communication with each other to make sure they can reach each other when the need arises.**
- **Since the time is very limited most of the responsibility will depend on supervisors' and students' rapport and their seriousness. Students have to cooperate with their supervisor and follow the duties given to them.**
- **We have to make students understand thesis all about a lot of readings and students have to be motivated to make sure they are ready to read a lot lot lot lot... we have to imprint this (instil) to students' mind.**
- **Lecturers have to follow up the thesis calendar, he has to make sure that when issues are due they have to make sure that issues completed successfully.**
- **We should not forget the fact that success of the student is the success of the supervisor; effort of lecturers directly will be reflected on the result of thesis of the students.**
- ***The plagiarism check report from iThenticate/ Turnitin should get attached with the thesis at the time of submission.***

Appendix 5: Thesis/Dissertation Seminar/Defense Evaluation Criteria

Ishik University
 Faculty of Economics & Administrative Sciences
 Business Management Department
 Degree Programme of Business Administration



BACHELOR'S THESIS AND SEMINAR/DEFENSE EVALUATION FORM

EVALUATION OF THE BACHELOR'S THESIS

Please mark "X" to every row of the table at the appropriate column indicating the grade. The grade 5 corresponds to "accepted with distinction" whereas grades 1-4 to "accepted" as the overall grade of the thesis. The grade 1 indicates severe shortcomings. Please read the evaluators' instructions!

<i>Target of evaluation</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
Subject/topic and goals					
Methodology					
Analysis and interpretation					
Conclusions and meeting the goals					
Structure					
References					
Language and appearance					
Seminar presentation					

Thesis Evaluation and Grading Criteria

Topic and goals. The definition and scope of topic. Research questions/hypotheses. Setting the goals. Choosing an appropriate method (in case of an experimental work).

- 1: The scope of the thesis either too narrow or wide or it is off the topic.
- 2: The goals of the thesis have been set unclearly, they are unclear, or they have been misunderstood by the author.
- 3: The goals of the thesis are clear but not appropriate.
- 4: The thesis has clear goals and an appropriate scope.
- 5: The goals have been described very clearly and the scope of the thesis is most appropriate.

Methodology. The type of research. Methods of sampling. Methods of data collection (Quantitative research). Survey or interview instruments.

- 1: The methodology is explained as one paragraph.
- 2: The methodology is put separately as a chapter in the thesis.
- 3: The methodology is explained without sub headings.
- 4: The methodology is clearly explained with sub headings.
- 5: All subheading are well explained and having citations for the methods adopted.

Analysis and interpretation. The usage of the statistical test. Usage of statistical techniques. Microsoft Excel usage, SPSS package usage.

- 1: Statistical information available in the thesis.
- 2: Any computer software used for analysis like MS Excel, MATLAB, SPSS etc.
- 3: Statistical test like mean, median, mode etc. used.
- 4: Statically explained frequency and charts presented.
- 5: Statistical test like t test, paired t test, correlation, regression and other tests used.

Conclusions and meeting the goals. Argumentation. Finding answers to research questions. Timing. Independent work.

- 1: It is difficult to follow/verify the conclusions made in the thesis and it is not possible to repeat the experiments made due to poor reporting.
- 2: The conclusions are scant, superficial, or even incorrect. The goals and results are potentially contradictory.
- 3: Answers to research questions remain (partially) open. The contribution of the instructor has been significant and the thesis was not finished within the given time.
- 4: The conclusions of the work are drawn from the references in a justifiable manner and the research questions are answered in a satisfactory way. The thesis was completed by the given deadline.
- 5: The results of the thesis are reflected with respect to references and their reliability and generality are assessed profoundly. The conclusions of the thesis are apt and critical and they

Structure. Structuring and ordering of issues. Illustration.

- 1: The thesis is not well-structured.
- 2: The content has not been divided into natural units (sections, paragraphs, etc) or their order does not support appropriate discussion and analysis.
- 3: There are too many cross references within the thesis. Terms and concepts are being used before they have been properly defined.
- 4: The work has been structured well and there are no major deficiencies in its structure.
- 5: The thesis has a very clear structure which supports well the discussion and analysis of subject matter. The text proceeds in a natural order and the thesis has a clear plot. Cross references are made only in well-justified cases.

References. The quality and number of references and literature and the way they are exploited. Citation practices.

- 1: The references have been used only superficially, they are incorrectly referred to, or the thesis is too closely tied to its references (containing lots of direct quotes).
- 2: There are problems with citation practice and the list of references requires corrections.
- 3: The literature used in the thesis has little scientific value, has been hastily selected, or is scant.
- 4: Most references carry high scientific relevance, have been appropriately selected, and their number is appropriate. The author is able to incorporate references to her own text in a natural way. There are no major problems as regards citation practice and the list of references.
- 5: The references have been appropriately and critically selected and they are high-level scientific (peer-reviewed)

Language and overall appearance. Grammar. Formal requirements. Polishing.

- 1: The level of abstraction varies inappropriately in the thesis and the text meanders through irrelevant issues.
- 2: There are lots of mistakes with grammar and/or spelling which decreases the readability of the thesis.
- 3: Thesis is having a few mistakes with grammar and/or spelling but is understandable.
- 4: The thesis reads well and it has a careful overall appearance.
- 5: The thesis has been polished and finalized with care. The presentation and language are impeccable.

Seminar presentation. Opening. Structure. Command of the topic. Enthusiasm. Understand ability.

Voice control. Contact with audience. Illustration. Slides. Timing.

- 1: The speaker does not command the topic. The presentation does not follow a natural plot or concentrates on irrelevant issues.
- 2: Exceeding the time limit or not covering important things suggest that the presentation has not been trained in advance.
- 3: The main ideas and results of the thesis are conveyed well and are presented on a suitable level of abstraction.
- 4: The presentation is very convincing and suggests that the speaker has in-depth knowledge of the topic.
- 5: The presenter participated actively with suitable clarification for the all the questions during discussion.

Appendix 6: Sample Thesis/Dissertation Format
COVER PAGES

THESIS TITLE FOR EXAMPLE;

A COMPARATIVE CASE STUDY ON
THE FIVE DISCIPLINES OF A LEARNING ORGANIZATION

A THESIS SUBMITTED TO FACULTY OF ADMINISTRATIVE
SCIENCES AND ECONOMICS ISHIK UNIVERSITY

BY

STUDENT NAME: Ex; VELID HAMZA

STUDENT NUMBER: 1303000001

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF BACHELOR OF SCIENCE IN
THE DEPARTMENT OF BUSINESS AND MANAGEMENT

MAY 2019



PAGE 1

Approval of the Faculty of Economics and Administrative Sciences

Fatih CURA

Dean

I certify that this thesis satisfies all the requirements as a thesis for the degree of B.A.

Name, Surname

Head of the Department

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of B.A.

Supervisor Name

Examining Committee Members

_____ (Ishik, BA) _____

_____ (Ishik, BA) _____

_____ (Ishik, BA) _____

I hereby declare that all the information in this document has been obtained and presented in accordance with the academic rules and ethical conduct. I also declare that I have sincerely followed the rules and conduct as required. I assure that I have fully cited and referenced all the material and results that are not original to this work.

Name, Last name: _____

Signature : _____

SAMPLE DRAFT THESIS STRUCTURE

TABLE OF CONTENTS

DEDICATION.....	iii
ACKNOWLEDGMENTS.....	iv
ABSTRACT.....	v
LIST OF TABLES.....	ix

CHAPTER

<u>I. INTRODUCTION</u>	
Theoretical Background.....	
Statement of the Problem.....	
Significance of the Study.....	
Research Questions and Assumptions.....	
Limitations.....	

<u>II. LITERATURE REVIEW</u>	
Theoretical Background.....	
Details about variable 1.....	
Details about variable 2.....	
Demographic Variables.....	
Summary.....	

<u>III. METHODOLOGY</u>	
Population and Sample.....	
Survey Research.....	
Response Rate.....	
Instrument Development.....	
Survey Design and Question Development.....	

Data Analysis and Summary.....

IV. FINDINGS

Findings: Research Question 1.....

Findings: Research Question 2.....

Findings: Research Question 3.....

Summary of Findings.....

V. IMPLICATIONS AND CONCLUSIONS

Review of Findings.....

Discussion.....

Contribution to Theory.....

Limitations and Recommendations.....

Conclusions.....

REFERENCES

APPENDICES.....

CURRICULUM VITAE.....

Appendix 7: Sample Thesis/Dissertation Format

SAMPLE DRAFT THESIS STRUCTURE DETAILS

1. Abstract

Four short paragraphs that answer the questions:

- What were my research questions and why were they important?
- How did I go about answering the research questions?
- What did I find out in response to these questions?
- What conclusions could be drawn?

2. Introduction

The introduction should consist of:

- Context,
- The aims of the research,
- Research question and hypothesis,
- Overview and contents.

3. Literature review

To help you selecting your sources you can ask yourself:

- What do you know about the subject?/ What are the points on which you do not know enough about the subject?
- What kind of material and expertise does your Bachelor's thesis require?
- What are the core concepts in your thesis and how will you build the theoretical foundation?
- What kinds of methodologies are available for your area of research?

4. Methodology

Method of data collection:

- Concept/indicator link
- What methods were used?
- Why?
- When did the research take place?

- Where?
- How was the access to the data and subjects obtained?
- Who was involved (population, sample, and case studies)?
- How many were involved?
- How were they selected?
- What procedures were chosen?
- Limitations of methods employed

5. Findings

Analysis and Discussion of your data

6. Conclusion

Has the hypothesis been confirmed or not? What contributions to theory has the research made? What are the implications and recommendations for follow-on research (and grants)? Provide a retrospective, critical evaluation of your research and proposals for its improvement. This shows that you are fully aware of the limitations and know how these might be overcome.

Appendix 8: Final Draft Checklist

Good check-list for reviewing the final draft report:

- Is the meaning clear?
- Is the report well written? (tenses, grammar, spelling, punctuation)
- Is the referencing well done?
- Does the abstract really give the reader a clear idea of what is in the report?
- Does the title indicate the nature of the study?
- Are the objectives of the study stated clearly?
- Are the objectives fulfilled?
- If hypotheses were postulated, are they proved or not proved?
- Has a sufficient amount of relevant literature been studied?
- Does the literature review provide an indication of the state of knowledge in the subject? Is your topic placed in the context of the area of study as such?
- Are all the terms clearly defined?
- Are the selected methods of data collection accurately described? Are they suitable for the task? Why were they chosen?
- Are any limitations of the study clearly presented?
- Have any statistical techniques been used? If so, are they appropriate?
- Is the data analyzed and interpreted or merely described?
- Are the results clearly presented? Are tables, diagrams and figures well drawn?
- Are conclusions based on evidence? Have any claims been made that cannot be substantiated?
- Is there any evidence of bias? Any emotive terms or intemperate language?
- Is the data likely to be reliable? Would another researcher get the same results?
- Are the recommendations feasible?
- Are there any unnecessary items in the appendices?
- Would you give the report a good grade if you were the examiner? If not, an overhaul is necessary.

Word distribution

There are no rules for the breakdown of words to individual parts.

However, following the advisory model distribution given below should ensure that proper coverage is given to the theory and literature review and to your analysis and discussion of your data:

- Introduction 5%
- Theory and Literature Review 30%
- Method of Data Collection 5%
- The Data, e.g., Case Study 30%
- Analysis and Discussion 20%
- Conclusions and Implications 10%

Avoid the temptation to reduce the analysis and discussion. Adequate coverage is essential if your conclusions are to be shared.

APA Manual Sample

The Purpose of Referencing/Documentation

- A. to identify (**cite**) other people’s ideas and information used **within your essay or term paper**, and
- B. to indicate the sources of these citations in the **References list** at the end of your paper.

APA Format

The APA format is only one of many methods of documentation. Details about the format are found in

- the *Publication Manual of the American Psychological Association* (6th ed.) (at MRU Bookstore and MRU Library)
- the [APA Style Guide to Electronic References \(6th ed.\)](#) (referred to in this handout as *Electronic Guide*)
- the APA website at <http://apastyle.apa.org/> (including Frequently Asked Questions [FAQ]) and the *APA Style Blog*

NOTE: The APA manual is not designed specifically for students. These guidelines have been adapted by MRU to fit the needs of MRU students. Please consult with your professors if you have any questions about referencing guidelines for specific courses.

Avoiding Plagiarism – Citation Principles for Essays and Term Papers [APA pp. 169–170]

Within essays, term papers, and any other written assignments (as in all academic work), you must identify (i.e., reference, document, cite) all quotations, paraphrases, ideas, and images from someone else’s work. You must name the original author or source and surround quoted material with quotation marks or set it in a block format as described in this handout (p. 2). Copying any material and submitting it as your own (**plagiarism**) is an academic offence. Plagiarism may result in failure on the assignment and, in some cases, expulsion from a course. For more information, see the [Guide to Avoiding Plagiarism](#) and the section on “Plagiarism & Cheating” on p. 14 of the MRU [Student Conduct Guide](#) at www.mtroyal.ca/codeofstudentconduct.

NOTE: Page numbers in square brackets refer to the *Publication Manual of the American Psychological Association* (APA) and the *Electronic Guide*. ↗

Referencing/Citing Sources Within Your Paper

Whenever you use a quotation from an author or summarize or paraphrase a person’s ideas or research, you must identify (reference/cite) the source. This **in-text citation** is formatted with **parentheses** and shows

- the last name of the **author(s)** of the work, unless already stated [APA p. 174]
- **or** the first few words of the References list entry (usually the title) if the author is not known [APA p. 176]
- the **year** of publication **or** n.d. (no date) if the year is not known [APA p. 185]
- **page number(s)** if available (if not available, refer to p. 2 of this handout) [APA pp. 170–172]

Citing Short Quotations (fewer than 40 words) [APA pp. 92, 170–172]

When you incorporate a direct quotation into a sentence, you must cite its source.

<p>Author’s name in your text</p> <p style="text-align: center;">OR</p> <p>Author’s name in parentheses ()</p>	<p>Lee (2007) stated, “The ability to think critically is needed in this revolutionary age of technological change” (p. 82).</p> <p>One researcher emphasized that “the ability to think critically is needed in this revolutionary age of technological change” (Lee, 2007, p. 82).</p>
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NOTE: You must blend quotations into your own sentences. Begin with your own words or start with the author/date and follow with the quoted material (see examples above). When using the author said/stated format without the word ‘that,’ start the quotation with a capital letter.

Citing Long Quotations (40 or more words)

[APA pp. 92, 170–172]

- Use a **block format** in which all lines of the quotation are indented approximately ½ inch from the margin.
- **Do not use** quotation marks.
- Introduce the quotation with a complete sentence and a colon.

Wang, Johnston, Juarez, and Marks (2010) described effective time management as an ongoing process:

Time management is not a skill that can be achieved at once; it takes self-awareness, planning, execution, and reflection. The perception about time management is that the work is done once a schedule is created. In reality, that is only the first step. Successful students are adaptable and flexible; they are able to make changes to a schedule because they can purposefully and proactively move tasks around to adjust to new situations. (p. 27) *period *before* the parentheses for long quotations

Citing Summaries or Paraphrases

[APA pp. 171, 174]

When you put information in your own words by summarizing or paraphrasing, you must cite the original author. APA (2010) also recommends you include a page or paragraph number to “help an interested reader locate the relevant passage” (p. 171).

One researcher emphasized the necessity of flexibly applied thinking to cope with rapidly changing technology (Lee, 2007, p. 82).

OR Lee (2007) emphasized that flexibly applied thinking is vital to cope with rapidly changing technology (p. 82).

Citing Information If No Page Numbers Are Available

[APA pp. 171–172; FAQ]

Electronic sources such as websites commonly have no page numbers, so you cannot put a page number in the in-text citation.

PDFs, however, normally show original page numbers.

- If the source has no page numbers but explicitly numbers the paragraphs, you can include the paragraph number (s), preceded by the abbreviation “para.” in the citation parentheses.
- If the document has no page or paragraph numbers but does have headings, use the heading (with capitals and no quotation marks) of the section you are taking information from and then give the number of the paragraph under it that contains the information you are incorporating in your essay. The example below includes the complete heading: Fostering Health Security.

According to the World Health Organization (2010), “one of the greatest threats to international health security arises from outbreaks of emerging and epidemic-prone diseases” (Fostering Health Security, para. 1).

- **If the heading is long**, shorten it, keep capital letters, and put quotation marks around it. The heading What is the Burden of Alzheimer’s Disease in the United States? has been shortened to “What is the Burden?” in the example below.

Centers for Disease Control and Prevention (2010) have pointed out that “Alzheimer’s disease is one of the top ten leading causes of death in the United States” (“What is the Burden?,” para. 1).

- If the source has no headings, count the paragraphs and include the paragraph number in parentheses, e.g., (para. 7). [FAQ]

Citing a Source Found/Cited in Another Source

[APA p. 178]

Often an author writes about research that someone else has done, but you are unable to track down the original research report. For example, in your paper you might include research described in your course textbook. In the sample below, research done by Pithers is discussed in a journal article written by Lee. Include only Lee's article in your References list.

A 2000 review by Pithers found little empirical research on students' critical thinking (as cited in Lee, 2007, p. 83).

Citing References within Your Paper

- The following examples demonstrate APA formatting for either quotations or paraphrased information taken from a reference.

Type of citation	1st time citing a reference, using parentheses format at the end of your sentence	2nd+ citation of a reference, using parentheses format at the end of your sentence	1st time citing a reference when authors are named in your sentence	2nd+ citation of the reference in another paragraph with authors named in your sentence See NOTE on page 4
One author	----- (Lee, 2007, p. 82).	same format as 1 st time	Lee (2007) stated, "-----" (p. 82).	same format as 1 st time
Two authors	----- (Smith & Jones, 2004, p. 93). <i>(use & between names)</i>	same format as 1 st time	Smith and Jones (2004) found that "-----" (p. 93). <i>(use and between names)</i>	same format as 1 st time
Three to five authors (All subsequent citations use et al.)	---- (Simpson, Stahl, & Francis, 2004, p. 10).	----- (Simpson et al., 2004, p. 18). <i>(uses et al. format)</i>	Simpson, Stahl, and Francis (2004) argued that ----- (p. 10).	As well, Simpson et al. (2004) found ----- (p. 18). <i>(uses et al. format)</i>
Six or more authors	----- (Kallai et al., 2011, p. 121).	same format as 1 st time	Kallai et al. (2011) said that "-----" (p. 121).	same format as 1 st time
Organizations, institutions, etc. as group author	----- (TransCanada, 2006, p. 11).	same format as 1 st time	TransCanada (2006) reported that ----- (p. 11).	same format as 1 st time
Group author, no page numbers (use web page headings and paragraph numbers)	----- (World Health Organization [WHO], 2010, Fostering Health Security, para. 1). <i>(Name of group author and its acronym are written)</i>	----- (WHO, 2010, Fostering Health Security, para. 8). <i>(World Health Organization is written as an acronym in subsequent citations)</i>	World Health Organization (WHO, 2010) found that ----- (Fostering Health Security, para. 1). <i>(Name of group author and its acronym are written)</i>	WHO (2010) reported on the problem, saying that ----- (Fostering Health Security, para. 8). <i>(World Health Organization is written as an acronym in subsequent citations)</i>
No author - article (use shortened title of article in quotation marks in place of author's last name)	----- ("Ancient Tool," 2009, p. 6). <i>(Full title is "Ancient Tool Makers Discovered Fire Treatment")</i>	same format as 1 st time	*The article "Ancient Tool Makers Discovered Fire Treatment" (2009) summarized ---- (p. 6).	As well, "Ancient Tool Makers Discovered Fire Treatment" (2009) included discussion of---- (p. 8).
*NOTE: When using the shortened title first in the citation, include the appropriate capitalization, and use quotation marks for articles, chapters, or web page titles and italics for books, reports, or brochures.				
No date available (use n.d.)	----- (Buzan, n.d., p. 23).	same format as 1 st time	Buzan (n.d.) explained that ----- (p. 23).	same format as 1 st time

Sample Research Paper Paragraph with Citations

<p>1st use of a reference – paraphrase →</p> <p>Followed by 2nd use of reference, same page – quotation →</p> <p>1st source cited again – uses et al. (only for 3 or more authors) →</p> <p>4th and 5th use of same reference – quotation from different page* →</p> <p>More than one page, use pp. (plural pages) →</p> <p>Using a source cited in another source →</p> <p>Personal communication cited here, but do NOT put in References →</p> <p>Long quotation block format – period comes before the parentheses →</p>	<p>When students learn more about the process of learning and begin to incorporate the use of specific strategies, self-monitoring, and self-reflection into their academic endeavours, they are more successful in reaching their goals. In their examination of students’ acquisition of learning strategies, Simpson, Stahl, and Francis (2004) stressed that students will use a strategy if they understand how, why, and when to use it (p. 3). The researchers explained that learning this “procedural knowledge would help them understand the steps . . . and how to modify those steps” (p. 3). Simpson et al. argued that using the specific strategy taught in a course is often not as important as using the process the students learn of “selecting, summarizing, organizing, elaborating, monitoring, self-testing, reflecting and evaluating” when working on course content (p. 4). The researchers recommended that faculty teach students “how to decipher their own academic tasks” (p. 6). In addition, Lee (2007) argued that once students have acquired a repertoire of study strategies, they should be taught critical thinking skills to evaluate and modify their use of specific strategies (pp. 82–83). Acquisition of strategic learning is, as Hadwin et al. in 2001 explained, “enacted over time through a series of events” (as cited in Simpson et al., 2004, p. 3). P. Foley, a professor at North London University, observed that motivation is strongly linked to student use of learning strategies (personal communication, May 16, 2007). Motivation, in turn, can be influenced by students’ beliefs about learning. Simpson et al. (2004) commented on such beliefs:</p> <p style="padding-left: 40px;">[Many] college freshmen . . . believe that learning should be easy, completed quickly (i.e., the night before in a cramming session) and should happen to them because of what others do for them (i.e., the professor did not teach me to solve that problem). (p. 4)</p> <p>Flexible use of strategies, self-reflection, and motivation can enhance academic success. If there are</p>
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*NOTE: When authors are named in your sentence, and you use the reference again in the same paragraph, list authors, date, and page number the first time. List only the page number for the subsequent citations if it is clear to the reader that you are still citing the same source. If you write the authors’ names again as part of the sentence, omit the date. This does not apply if the names are in parentheses at the end of the sentence. However, when you use that reference in a later paragraph, include again the authors (with et al. if applicable), date, and page number.

Integrating Research into Your Writing

<p>Citing a quotation and then continuing with a paraphrase from the same source later in the sentence</p>	<p>The professor’s study explained that “students who use active listening techniques to stay engaged in a class lecture demonstrated better marks on exams” (Velasquez, 2011, p. 72); her report described the various strategies that successful students use to mentally participate in the learning process (p. 81).</p> <p>OR</p> <p>Velasquez (2011) explained that “students who use active listening techniques to stay engaged in a class lecture demonstrated better marks on exams” (p. 72); her report described the various strategies that successful students use to mentally participate in the learning process (p. 81).</p>
<p>Citing a quotation used at the start of a sentence, and then continuing with your own words/ideas/comments</p>	<p>He found that the “results demonstrated that the first variable (persistence) had the most effect on the outcome of an exam” (Twoyoungmen, 2010, p. 96), but the study lacked sufficient detail.</p> <p>OR</p> <p>Twoyoungmen (2010) found that the “results demonstrated that the first variable (persistence) had the most effect on the outcome of an exam” (p. 96), but the study lacked sufficient detail.</p>

Creating Your Reference List

(See the Sample References Page on page 6 of this handout.)

- Start the references list on a separate page at the end of your paper [APA p. 37]
- Include only those sources you have cited in your paper [APA p. 180]
- **Exceptions** are personal communications, classical religious works such as the Bible or the Qur'an, and classical works. These do not appear in the References list. [APA pp. 174, 178–179]
- **Double-space** the entire References list. Do not add an extra blank line after the title. [APA p. 180]
- Position the first line of each reference flush left, with subsequent lines wrapping with a ½-inch (hanging) indent. [APA p. 180]
- Organize the list in **alphabetical order** according to the first letter beginning each entry. Usually, the author's last name is the first piece of information in each entry. Use initials for the author's first/middle names. [APA pp. 181–183]

Explanation of References Listings: Pieces of the Puzzle

- **Accuracy is important!** It helps the reader quickly find or get to a particular source of information.
- For references, determine the **combination of formatting** from one or more examples on pages 7–10 that are the best fit. For example, you might need to combine “one author edition stated” example (A2) with “book with 2 to 7 authors” (A3). **Work left to right through the sample reference(s)** to reproduce formatting details.
- Retrieval dates for website information are only required if material may be revised. For example, a website that is periodically updated would require a retrieval date whereas a PDF document or newspaper article would not. [APA p. 192]

The Parts of a Reference (see more reference examples on pages 7-10)

Book, edition is stated	<p>McWhorter, K. (2010). <i>Academic reading</i> (7th ed.). Boston, MA: Longman.</p>
Journal article	<p>Smith, G. (2012). Barthes on Jamie: Myth and the TV revolutionary. <i>Journal of Media Practice</i>, 13, 3-17.</p> <p>http://dx.doi.org/10.1386/jmpr.13.1.3_1</p>
Chapter in an edited book	<p>Smith, F. M., & Jones, W. (2004). The college student. In C. Wood & M. Meyer (Eds.), <i>Cross-cultural education</i> (pp. 75–105). London, Canada: MacMillan.</p>
Webpage on website, no publication date	<p>Buzan, T. (n.d.). Mind maps. Retrieved September 3, 2009, from http://www.buzanworld.com/Mind_Maps.htm</p>

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- Smith, F. M., & Jones, W. (2004). The college student. In C. Wood & M. Meyer (Eds.), *Cross-cultural education* (pp. 75-105). London, Canada: MacMillan.
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Start your reference list on a new page
[APA p. 37]

Double-space the page
[APA p. 180]

Start each new reference at the left margin
[APA p. 180]

Put references in alphabetical order, according to the first letter of the reference
[APA pp. 181–183]

Use a ½ inch hanging indent for subsequent lines of a reference →

Include only the sources cited in your paper
[APA pp. 178–180]

Use publisher name only: MacMillan Publishers Ltd. →
[APA p.187]

Break website URL before punctuation →
such as / or -
[APA p. 192]

References Examples

A. Books

- NOTE: Only the first word, the first word after a colon, and all proper nouns of book titles are capitalized.

A1 Book, 1 author, no edition [APA p. 202]	Johnston, M. (2009). <i>Perspective, persistence, and learning</i> . Thousand Oaks, CA: Sage.
A2 Book, 2 authors, edition stated [APA pp. 203, 205]	Lannon, J. M., & Klepp, D. (2008). <i>Technical communication</i> (4 th Canadian ed.). Toronto, Canada: Pearson Education.
A3 Book with 2 to 7 authors, not from U.S. [APA p. 184]	Downing, L., Carter, J. C., & McManus, T. (2007). <i>Students in our midst</i> . Toronto, Canada: Doubleday. NOTE: Country name replaces state abbreviation for non-U.S. publications.
A4 E-book of print book retrieved from library subscription database [APA p. 203; <i>Electronic Guide</i> p. 17]	O'Brien-Pallas, L., Hiroz, J., Cook, A., & Mildon, B. (2005). <i>Nurse-physician relationships: Solutions and recommendations for change</i> . Retrieved from http://www.ebrary.com
A5 E-book retrieved from web [APA p. 203]	Arnold, A. (1985). <i>Afghanistan: The Soviet invasion in perspective</i> (Rev. ed.). Retrieved from http://books.google.com/
A6 Translation: book	Refer to E11

B. Entries and Chapters in Edited Books (includes encyclopedia and dictionary entries)

- NOTE: Book editor(s) as well as chapter/story/poem author(s) need to be credited.

B1 Chapter with known author in an edited book [APA p. 204]	Smith, F. M., & Jones, W. (2004). The college student. In C. Wood & M. Meyer (Eds.), <i>Cross-cultural education</i> (pp. 75–105). London, Canada: MacMillan.
B2 Chapter with known author from an edited book, included in a course pack [APA p. 204]	Jefferson, T. (2008). Masculinities and crimes. In D. E. King & J. A. Winterdyk (Eds.), <i>Diversity issues and the criminal justice system: Course readings for Applied Justice Studies (AJUS) 2231</i> (pp. 325–347). Calgary, Canada: Mount Royal University. (Reprinted from <i>The Oxford handbook of criminology</i> (2 nd ed.), pp. 535–557, by M. Maguire, R. Morgan, & R. Reiner, Eds., 1997, Oxford, England: Oxford University Press). NOTE: In-text citations should include the original publication date as well as the course pack publication date. Use the course pack page numbering if available. If the course pack does not have its own page numbers, use the original page numbers of the chapter, i.e., (Jefferson, 1997/2008, p. 326).
B3 Entry/definition in print encyclopedia, author known [APA p. 202]	Davidson, T. (2002). Common cold. In J. L. Longe (Ed.), <i>The Gale encyclopedia of medicine</i> (2 nd ed., Vol. 2, pp. 869–872). Detroit, MI: Gale Group.
B4 Entry or definition in a web encyclopedia, author unknown [APA p. 202]	Cell division. (2008). In E. Martin & R. Hine (Eds.), <i>Dictionary of biology</i> . Retrieved from http://www.oxfordreference.com NOTE: The title comes first when the author is unknown and is used for the in-text citation, i.e., ("Cell Division," 2008, para. 1.)
B5 Chapter in customized textbook [APA pp. 202–203]	Bennett, J. D., & Briggs, W. L. (n.d.). Statistical reasoning. In <i>Scientific and mathematical literacy for the modern world</i> (2 nd Custom ed., pp. 69–132). Toronto, Canada: Pearson Custom.

C. Articles: Journals and Periodicals (newspapers, magazines)

- NOTE: **Only** the first word, the first word after a colon, and all proper nouns of **article titles** are capitalized, but all major words in **journal names** are capitalized.

<p>C1 Scholarly journal article, 1 author, from a library database, with DOI [APA p. 198; <i>Electronic Guide</i> p.12]</p>	<p>Smith, G. (2012). Barthes on Jamie: Myth and the TV revolutionary. <i>Journal of Media Practice</i>, 13, 3–17. http://dx.doi.org/10.1386/jmpr.13.1.3_1</p> <p>NOTE: A digital object identifier (DOI) should be included at the end of the reference (http://dx.doi.org/###). Omit the article's issue or number (e.g., 13(1)) if there is a doi.</p>
<p>C2 Scholarly journal article, more than 7 authors, with DOI: list first 6, then use . . . , and list last author [APA p. 198; <i>Electronic Guide</i> p.12]</p>	<p>Kallai, J., Makany, T., Csatho, A., Karadi, K., Horvath, D., Kovacs-Labadi, B., . . . Jacobs, J. W. (2007). Cognitive and affective aspects of thigmotaxis strategy in humans. <i>Behavioral Neuroscience</i>, 121, 21–30. http://dx.doi.org/10.1037/0735-7044.121.1.21</p>
<p>C3 Scholarly journal article, up to 7 authors, from a library database, no DOI [APA p. 199]</p>	<p>Simpson, M. L., Stahl, N. A., & Francis, M. A. (2004). Reading and learning strategies: Recommendations for the 21st century. <i>Journal of Developmental Education</i>, 28(2), 2–15.</p> <p>NOTE: Italicize the journal name and volume number but not the issue number. However, articles may not have an issue number; in that case, omit it.</p>
<p>C4 Scholarly article, 2 authors, found through web search, not a library database [APA pp. 191–192, 199]</p>	<p>Brown, C., & Austin, D. (2009). Fatty acids, breastfeeding and autism spectrum disorder. <i>E-journal of Applied Psychology</i>, 5(1), 49–52. Retrieved from http://ojs.lib.swin.edu.au/</p> <p>NOTE: Give the URL of the journal home page.</p>
<p>C5 Scholarly journal article, 1 author, paper-bound, no DOI available [APA p. 199]</p>	<p>Lee, K. (2007). Online collaborative case study learning. <i>Journal of College Reading and Learning</i>, 37, 82–100.</p>
<p>C6 Newspaper article, with author, on multiple, discontinuous pages, print [APA p. 200]</p>	<p>Fung, M. (2006, December 12). Asthma rates increasing. <i>Winnipeg Free Press</i>, pp. C4, C7–C8.</p> <p>NOTE: Include the year, month, and date for periodicals.</p>
<p>C7 Newspaper article, with author, on the web, not from a library database [APA pp. 200–201; <i>Electronic Guide</i> p. 9]</p>	<p>Harris, M. (2011, August 16). Grades improve if classes start later, studies find. <i>The Calgary Herald</i>. Retrieved from http://www.calgaryherald.com/</p>
<p>C8 Newspaper article, author unknown, on the web, not from a library database [APA p. 200]</p>	<p>Ancient tool makers discovered fire treatment. (2009, August 13). <i>The Globe and Mail</i>. Retrieved from http://www.theglobeandmail.com/</p>
<p>C9 Magazine article, with author, print copy [APA p. 200]</p>	<p>Singer, P. (2011, August). Visible man: Ethics in a world without secrets. <i>Harper's Magazine</i>, 323(1935), 31–36.</p>
<p>C10 Magazine article, with author, web version [APA p. 200]</p>	<p>Wells, P. (2009, July 28). Our universities can be smarter. <i>Macleans's</i>, 122(29/30). Retrieved from http://www2.macleans.ca</p>
<p>C11 Review of book, in a magazine, from a library database, no DOI [APA p. 209]</p>	<p>Klein, N. (2002, December 16). The new apartheid [Review of the book <i>We are the poor: Community struggles in post-apartheid South Africa</i>, by A. Desai]. <i>Nation</i>, 275(21), 25–28.</p>
<p>C12 Translation: article [APA p. 199]</p>	<p>Refer to E11</p>

D. Websites (for articles found online, see C4)

- **NOTE: A website is a collection of one or more webpages. Use regular font for titles of webpages but use italics for titles of websites and web documents.**

<p>D1 Webpage on website, with author, no date [APA p. 192, 205; FAQ]</p>	<p>Buzan, T. (n.d.). Mind maps. Retrieved September 3, 2009, from http://www.buzanworld.com/Mind_Maps.htm</p>
<p>D2 Webpage on website, author unknown [APA pp. 192, 205—206, FAQ]</p>	<p>How to study effectively – 8 concentration strategies. (2007). Retrieved September 10, 2009, from http://studenthacks.org/2007/10/12/study-effectively/</p>
<p>D3 Webpage on website, group or corporate author [APA pp. 192, 205—206; FAQ]</p>	<p>World Health Organization. (2010). The WHO agenda. Retrieved July 17, 2010, from http://www.who.int/about/agenda/en/index.html</p>
<p>D4 Document on a website, group or corporate author [APA pp. 206, FAQ]</p>	<p>TransCanada. (2006). <i>Annual report</i>. Retrieved from http://www.transcanada.com/investor/annual_reports/2006/media/pdf/TransCanada_2006_Annual_Report.pdf</p>
<p>D5 Report by organization that is part of a larger organization, found on website (larger entity listed 1st) [APA p. 205 #31, 206 #32]</p>	<p>U.S. Department of Health and Human Services, National Institutes of Health, National Cancer Institute. (2011). <i>Annual report to the nation on the status of cancer, 1975–2007, featuring trends in brain cancer: Questions and answers</i>. Retrieved from http://www.cancer.gov/newscenter/qa/2011/ReportNation2011QandA</p>
<p>D6 Newsletter article, with author, found online [APA p. 200; <i>Electronic Guide</i> p. 14]</p>	<p>Lundquist, C. (2012, February). Recapping ICCB: New Zealand hosts historic congress for conservation biology. <i>Society for Conservation Biology Newsletter</i>, 20(1). Retrieved from http://www.conservationbiology.org/Publications/Newsletter/Archives/2012-2-February/news2.cfm</p>
<p>D7 Blog post [<i>Electronic Guide</i> p. 2] Brackets [] used to describe form of reference [APA p. 186]</p>	<p>Webber, S. (2007, July 11). Survey of plagiarism penalties [Blog post]. Retrieved from http://information-literacy.blogspot.com/2007/07/this-was-published-last-month-tennant-p.html</p>
<p>D8 Twitter update or tweet [APA p. 215; <i>Electronic Guide</i> p. 33]</p>	<p>Angelou, M. [DrMayaAngelou]. (2013, June 9). You can only become truly accomplished at something you love [Tweet]. Retrieved from https://twitter.com/DrMayaAngelou/status/343844424767389696/</p> <p>NOTE: Include both the author’s real name and [screen name]. Use the screen name without [] if no real name is available.</p>
<p>D9 YouTube or video weblog, author unknown [APA p. 215; <i>Electronic Guide</i> p. 28]</p>	<p>SevereAvoidance. (2012, September 25). <i>The official Grumpy Cat</i> [Video file]. Retrieved from http://www.youtube.com/watch?v=INscMGmhmX4</p> <p>NOTE: Include both the real name and [screen name] of the person who posted the video as the author. Use the screen name without [] if no real name is available.</p>
<p>D10 TED Talk, author known [APA p. 215; <i>Electronic Guide</i> p. 33]</p>	<p>Anholt, S. (2014, June 23). <i>Which country does the most good for the world?</i> Retrieved from www.ted.com/talks/simon_anholt_which_country_does_the_most_good_for_the_world</p> <p>NOTE: The author is the person(s) giving the TED talk. For the in-text citation when you are quoting the speech, include the timestamp in place of a page number, e.g., The policy advisor stated that “these governments are cultural psychopaths” (Anholt, 2014, 5:15).</p>

E. Other Kinds of Information Sources

<p>E1 Government report, publisher is same as author, paper-bound [APA p. 205]</p>	<p>Alberta Social Services and Community Health. (2005). <i>Breaking the pattern: Understanding wife abuse</i>. Edmonton, Canada: Author.</p>
<p>E2 Government report on a website, with author [APA p. 205]</p>	<p>Sosiak, A. (1999). <i>Evaluation of recent trends in water quality in the Elbow River upstream from Glenmore Reservoir</i>. Retrieved from Alberta Environment and Sustainable Resource Development website: http://environment.gov.ab.ca/info/library/5695.pdf</p>
<p>E3 Statistics Canada data report (graph, table, chart) on a website [APA p. 211]</p>	<p>Statistics Canada. (2009). <i>Workers who use an official language most often or regularly at work, by province and territory, (2006 Census)</i>. Retrieved from http://www40.statcan.gc.ca/l01/cst01/demo44a-eng.htm</p>
<p>E4 ERIC document with Document Reproduction Service number identified [Electronic Guide p. 31]</p>	<p>Beswick, D. M., Chuprina, L., & Canipe, J. B. (2002). <i>Investigating self-directed learning in culture, learning styles and creativity</i>. Retrieved from ERIC database. (ED473804)</p>
<p>E5 Motion picture with producer and director identified [APA p. 209]</p>	<p>Brandt, F. (Producer), & Messina, P. F. (Director). (1995). <i>Too smart for strangers</i> [Motion picture]. Burbank, CA: Walt Disney Home Video.</p>
<p>E6 Brochure, corporate author, publisher is same as author [APA p. 186]</p>	<p>Family Counselling Centre. (2003). <i>Dealing with a delinquent student</i> [Brochure]. Calgary, Canada: Author.</p>
<p>E7 Class handouts or slides (ppt) on course Blackboard site known [APA pp. 205—206]</p>	<p>Samuels, M. (2010). <i>Midterm review points</i>. Retrieved from Mount Royal University PSYC1105 Blackboard website: http://courseware.mymrc.ca/courses/1/PSYC-2200-081_Psychology_200301/content/midterm_Review_Points.doc</p> <p>NOTE : Handouts/ppt posted on Blackboard may also be cited as personal communication if the audience reading it is outside your class, so check how your prof wants it cited.</p>
<p>E8 Lab manual [APA p. 211]</p>	<p>Department of Chemistry. (2012, Fall). <i>CHEM 0130 Basic Chemistry II laboratory manual</i>. Calgary, Canada: Mount Royal University.</p>
<p>E9 Legislation on a website</p>	<p><i>Criminal Code</i>, RSC 1985, c C-46, s 318(1).</p> <p>NOTE: The above example uses the <i>Canadian Guide to Legal Citation</i> (2010) (available in the MRU Library) in addition to APA.</p>
<p>E10 Image on a website [Electronic Guide p. 27]</p>	<p>Stern, G. (1949). <i>Dreams no. 1</i> [Photograph]. Retrieved from www.moma.org/visit/calendar/exhibitions/1482</p> <p>NOTE: Use the same format for a painting but change to [Painting]. Check if your prof wants a parenthetical citation or a figure note under the image (see Chapter 5.21 of the <i>APA Manual</i>). Also, try to use images for which the creator has given permission. Consult the MRU Copyright guide for more information: http://libguides.mtroyal.ca/copyright</p>
<p>E11 Translation: English translation of a non-English book [APA p. 204]</p>	<p>Mancusa, S., & Viola, A. (2015). <i>Brilliant green: The surprising history and science of plant intelligence</i> (J. Benham, Trans.). Washington, DC: Island Press.</p> <p>NOTE : For further detail about citing a translation (e.g., an article or book chapter), refer to pp. 178—179, 199, 204—205 in <i>APA Manual</i>.</p>