# FORMAT GUIDELINES

# for

# THESES AND DISSERTATIONS

**VIETNAMES GERMAN UNIVERSITY**

**MECHATRONICS AND SENSOR SYSTEMS TECHNOLOGY**

**2021**

## INTRODUCTION

These guidelines provide students at **Mechatronics and Sensor Systems Technology (MST) program – Vietnamese German University (VGU)** with essential information about how to prepare and submit theses and dissertations in a format acceptable to the department. The topics range from writing style to the completion of required forms.

The majority of students submit an electronic version and three (3) official hard copy of their thesis or dissertation to the department. Electronic versions, once approved for format by the department, are uploaded to the Vietnamese German University database of Electronic Theses and Dissertations (ETD).

### Style

There is a distinct difference between submitting a manuscript to a publisher and providing a completed thesis or dissertation to the department. A manuscript represents a pre-publication format; a thesis or dissertation is a final, completely edited, published document. Students should use these guidelines, not other style manuals, as the final authority on issues of format and style.
Areas not covered in this document or deviation from any of the specifications should be discussed with a department format editor. Do not use previously accepted theses and dissertations as definite models for style.

### Composition and Structure

Manuscripts consist of four major sections and should be placed in the order listed:

**Preliminary Pages**
- Title Page (required)
- Copyright (optional, Ph.D. only)
- Dedication (optional)
- Acknowledgment (optional)
- Preface (optional)
- Table of Contents (required)
- List of Tables (required)
- List of Figures (required)
- List of Abbreviations/Nomenclature/Symbols (optional)

**Text**
- Introduction (may be referred to as Chapter 1)
- Body of Manuscript

**References** (required)
**Appendices** (optional)

#### Acknowledgement of Support

Acknowledgement of grant and contract support is included on the Acknowledgement page (Example: A grant from the National Science Foundation). A sample is on page 19.

## MANUSCRIPT PREPARATION

### Abstract

The abstract is a separate document from the manuscript; it is not bound with the thesis or dissertation. Abstracts must be printed on white, **A4 paper (210 x 297 mm)**. No page numbers are printed on the abstract. One copy is required. Abstracts must have the original signature(s) of the faculty advisor(s). The maximum length of the thesis abstract is 350 words. The maximum length of the dissertation abstract is 450 words, including the dissertation title.

### Title Pages

Title pages must be printed on white, A4 paper. Committee member signatures onthe title page must be originals.

Spacing between texts on the title page will vary according to the length of the title.

### Font

Use a standard font (**Times New Roman**) consistently throughout the manuscript. Font size should be 10 to 12 point for all text, including titles and headings. It is permissible to change point size in tables, figures, captions, footnotes, and appendix material. Retain the same font, where possible. When charts, graphs, or spreadsheets are "imported," it is permissible to use alternate fonts.

*Italics* are appropriate for book and journal titles, foreign terms, and scientific terminology. **Bold face** may be used within the text for emphasis and/or for headings and subheadings. Use bothin moderation.

### Margins

Measure the top margin from the edge of the page to the top of the first line of text. Measure the bottom page margin from the bottom of the last line of text to the bottom edge of the page. Page margins should be a minimum of one-half inch from top, bottom, left and right.

Right margins may be justified or ragged, depending upon departmental requirements or student preference.

### Pagination

The title page is considered to be page one, but the page number should not be printed on this page. All other pages should have a page number centered at the bottom of the page. Number the preliminary pages in lowercase Roman numerals. Arabic numerals begin on the first page oftext. Pages are numbered consecutively throughout the remainder of the manuscript.

The Introduction may be placed before the first page of Chapter 1, if it is not considered a chapter. The use of Arabic numbers may begin on the first page of the Introduction.

## Spacing

The entire text should be single-spaced, one and one-half spaced, or double-spaced. Block quotations, footnotes, endnotes, table and figure captions, titles longer than one line, and individual reference entries may be single-spaced.

Double spacing should follow chapter numbers, chapter titles and major section titles (Dedication, Acknowledgements, Table of Contents, List of Tables, List of Figures, List of Abbreviations, Appendices, and References). Double spacing should also occur before each first- level and second-level heading, and before and after tables and figures embedded in the text. There should only be one blank space after headings.

## Numbering Schemes

Chapters may be identified with uppercase Roman numerals or Arabic numbers. Tables, figures, and equations should be numbered consecutively throughout the manuscript with Arabic numerals. Equation numbers should be placed to the right of the equation and contained within parentheses or brackets.

Use uppercase letters to designate appendices.

## Division

*Body of Manuscript*

Departments will determine acceptable standards for organizing master's theses into chapters, sections, or parts. Usually, if a thesis has headings, a Table of Contents should be included.

The dissertation must be divided into chapters. The use of parts, in addition to chapters, is acceptable.

*Words and Sentences*

Take care to divide words correctly. Do not divide words from one page to the next. Word processing software provides for "widow and orphan" protection. Utilize this feature to help in theproper division of sentences from one page to another. In general, a single line of text should notbe left at the bottom or top of a page. Blank space may be left at the bottom of a page, where necessary.

*Headings and Subheadings*

Use headings and subheadings to describe briefly the material in the section that follows. **Be consistent** with your choice of "levels" and refer to the instructions on spacing, above, for proper spacing between headings, subheadings, and text. First-level headings must be listed in the Table of Contents. Second-level and subsequent subheadings may be included.

*Acronyms/Abbreviations/Capitalization*

Abbreviations on the title page should appear as they do in the body of the thesis or dissertation. Examples: *Xenopus laevis*, Ca, Mg, Pb, Zn; TGF-**β**, p53.

Capitalize only the first letter of words of importance, distinction, or emphasis in titles and headings. Do not alter the all-cap style used for acronyms (Example: AIDS) and organizational

names (Example: IBM). Use the conventional style for Latin words (Examples: *in vitro, in vivo, insitu*). Genus and species should be italicized. Capitalize the first letter of the Genus, but not that of the Species name (Example: *Streptococcus aureus*).

### Tables and Figures

Figures commonly refer to photographs, images, maps, charts, graphs, and drawings. Tables generally list tabulated numerical data. These items should appear as close as possible to their first mention in the text. Tables and figures may be placed in appendices.

Tables and figures should be numbered with Arabic numerals, either consecutively or by chapter. Be consistent in the style used in the placement of tables and figure captions.

Tables and figures may be embedded within the text or placed on a page alone. When placed on its own page, a figure or table may be centered on the page. When included with text, a table or figure should be set apart from the text.

Tables and figures, including captions, may be oriented in landscape.

Table data and figure data must be kept together, if the information fits on one page.

### Table of Contents Preparation

Although the department does not provide word processing expertise or information, one hint is included. In Word, use the "Format Tabs" feature to prepare the table of contents. Type the number 6.5 in the Tab stop position box, select Alignment right and select Leader Option 2. These commands allow the computer to right align the page numbers and accurately place the "dots". Use the space bar for indentation. Table of contents instructions and examples are included on pages 20- 21.

Use these same steps to prepare the List of Tables and Lists of Figures.

## GENERAL INFORMATION

### Language Other than English

Students in foreign language departments may submit manuscripts in a language other than English. The title of the thesis or dissertation should be written in the foreign language on the title page and abstract.

### Multi-Part and Journal Article Format

A multi-part presentation format may be used for combining research that has been conducted in two or more related or non-related areas, or for presentation of combined journal articles (published or submitted for publication). Organization of the parts or articles into chapters is recommended. Each "chapter" may contain its own list of references and appendices.

Each dissertation should include the appropriate preliminary pages, an introduction presenting the general theme of the research and literature review, and a conclusion summarizing and integrating the major findings. Each "chapter" should consist of well-defined "subheadings," such as introduction, methods, results, and discussion.

The preliminary pages should include only one Table of Contents, List of Tables, List of Figures, and List of Abbreviations/Nomenclature. Tables and figures should be placed within the text, not at the end as is customary in articles prepared for journal publication.

## SUBMISSION

**Master's Thesis**

The master's student must submit one copy of the title page, with original signatures of thecommittee members and one copy of the abstract, with the original signature of the advisor. In addition, he or she must submit an official document related to plagiarism check, which is supplied by VGU library. The requirement of plagiarism check is shown in the exam regulations of MST.

**Ph.D. Dissertation**

The doctoral student must submit one copy of the title page with original signatures of thecommittee members and one copy of the abstract, with the original signature of the advisors. In addition, he or she must submit an official document related to plagiarism check, which is supplied by VGU library. The requirement of plagiarism check is shown in the exam regulations of MST.

## PRINTED SUBMISSION

Students who elect to print their theses or dissertation must provide the department with three complete copies of their document. Both copies must be printed on white, acid-free A4 paper, hard cover with blue color and yellow front. Paper of this quality is required to preserve the content over time.

Copies submitted to the department must be sharp, clear, and free of smudges or extraneous marks. Text print must be consistently clear and in black ink. Print on one side of the page only. The use of color in graphics, figures and tables enhances detail and is encouraged.

## Checklist for Graduation

**The following items must be submitted to the department by the deadline listed on the Intent to Graduate form:**

**Master's Thesis:**

1. _____One copy of the title page on plain, white, A4 paper (copy paper is acceptable) with original signatures of advisor (month on the title page is the degree conferral—May, August, or December).
2. _____One copy of the abstract on plain, white A4 inch paper (copy paper is acceptable) with original signature of advisor(s).
3. _____One copy of the "Plagiarism of Master's Thesis" form from VGU library.
4. _____Three hard copies of the thesis.
5. _____One electronic file in USB.

**Ph.D. Dissertation:**

1. _____One copy of the title page on plain, white, A4 paper (copy paper is acceptable) with the original signatures of committee members (month on the title page is the degree conferral month—May, August, or December).
2. _____One copy of the abstract on plain, white, A4 paper (copy paper is acceptable) with original signature of

dissertation director.

3. _____One copy of the "Plagiarism of Master's Thesis" form from VGU library.
4. _____Three hard copies of the thesis.
5. _____One electronic file in USB.

## APENNDIX

**A. Cover template:**

VIETNAMESE-GERMAN UNIVERSITY

KARLSRUHE UNIVERSITY OF APPLIED SCIENCES

MASTER THESIS

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# A Wireless Smart-Shoe System For Gait Analysis

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*Author:*
**Phan Hoang An**
9651, MST2014
*Supervisor at workplace:*
Dr. **Do Xuan Phu**
*Academic supervisor:*
Prof. Dr-Ing. **Christian Langen**

A thesis submitted in partial fulfillment of the requirements for the degree of

**MASTER OF SCIENCE**

in Faculty of

**Mechatronics and Sensor Systems Technology**

**May, 2018**

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**B. Lining page:**



# A Wireless Smart-Shoe System For Gait Analysis

**Phan Hoang An**

Supervisors:

Supervisor at workplace: Dr. **Do Xuan Phu**

Academic supervisor: Prof. Dr-Ing. **Christian Langen**

Department of **Mechatronics and Sensor Systems Technology**

**Vietnamese – German University, Vietnam**

**Karlsruhe University of Applied Sciences, Germany**

This dissertation is submitted in partial fulfillment
of the requirements for the degree of
**MASTER OF SCIENCE**

Binh Duong, Vietnam
**May, 2018**

*Sample Copyright Page*

***Sample Dedication Page***

To my sons, ... and ...

To my beloved wife, ..., infinitely supportive

*Begin printing page numbers here, using lower case Roman numerals and continue consecutive Romannumeral numbering throughout the preliminary pages.*

*Sample Acknowledgement Page*

## ACKNOWLEDGEMENTS

This work would not have been possible without the financial support of .... I am especially indebted to Dr. ..., Chairman of the Department of Radiology, and Dr. ..., Chief of the Section of Thoracic Radiology, who have been supportive of my career goals and who worked actively to provide me with the protected academic time to pursue those goals.

I am grateful to all of those with whom I have had the pleasure to work during this and otherrelated projects. Each of the members of my Dissertation Committee has provided me extensive personal and professional guidance and taught me a great deal about both scientific research andlife in general. I would especially like to thank Dr. ..., the chairman of my committee. As my teacher and mentor, he has taught me more than I could ever give him credit for here. He has shown me, by his example, what a good scientist (and person) should be.

Nobody has been more important to me in the pursuit of this project than the members of myfamily. I would like to thank my parents, whose love and guidance are with me in whatever I pursue. They are the ultimate role models. Most importantly, I wish to thank my loving and supportive wife..., and my three wonderful children, ..., who provide unending inspiration.

*Table of Contents Template*

TABLE OF CONTENTS

*Sample Table of Contents*

TABLE OF CONTENTS

*Sample List of Tables*

**LIST OF TABLES**

*Sample List of Figures*

**LIST OF FIGURES**

*Spacing Template – Chapter One, Page One*

CHAPTER I

TITLE OF CHAPTER

First-Level Heading

Begin each chapter at the top of a new page. Follow the chapter number and chapter title with the same amount of space (line and one-half, double space, or "two enters, with spacing set to double space"). Use this same amount of space to precede first -and second- level headings, and before and after figures and tables.

Second-Level Heading

The number of levels and the placement of the headings and subheadings will vary, dependent on departmental requirements or preference. Headings may be centered, left justified, in bold face, italicized, indented or numbered. Use the same style throughout the document.

Be consistent with spacing and heading styles.

*(Begin the use of Arabic numbering on the first page of text. Continue consecutive Arabic page numbering throughout the remainder of the document, including the appendices and references)*

*Sample Chapter One, Page One*

# CHAPTER 1

## INTRODUCTION

Most children develop spatial concepts by looking at their environment and moving throughtheir surroundings (Long & Hill, 2000). Children who are blind are unable to visually learn about their environment and are often delayed in the motor skills necessary to explore their environment(Adelson & Fraiberg, 1974; Jan, Sykanda, & Groenveld, 1990; Palazesi, 1986). Despite these delays, children who are blind are able to develop and use cognitive maps of spatial relationships though not necessary following the same pattern as children with typical sight (see literature review).

First, key terms are defined and the impact of blindness on cognitive mapping is discussed. Next, a historical perspective on cognitive mapping in children with visual impairments is provided. Then, methods of measuring cognitive mapping are presented, and the importance of studying cognitive mapping abilities in children is discussed. Finally, research questions are presented.

### Definitions and Impact of Blindness on Cognitive Mapping

#### *Definitions*

*Cognitive mapping* – a psychological process in which one "acquires, codes, stores, recalls, and decodes information about the relative locations and attributes of phenomena in his everyday, spatial environment" (Downs & Stea, 1973, p. 9).

***Sample Continuation Page (with quotation and footnotes)***

Once again when he reminds us of Thomas S. Kuhn's work on paradigms: "But as Thomas S. Kuhnhas stated in the *Structure of Scientific Revolutions*, theory often follows rather than precedes thepractical 'shift in paradigm' that he regards as constituting a revolution in most research disciplines."[95] Perhaps the practice of a new paradigm is coming into place with the theory to follow. Perhaps we as historians of ancient Israel should acknowledge an axiom of philosopher of history, Michael Stanford,

> It is therefore not a weakness of history that it generates unending debatesTherefore history is to be seen not as a set of cast-iron facts, but rather as an ongoing conversation with one's fellows about affairs of importance or interest – past, present or future. The discussion can at times become debate,or fierce argument…History is not a concept but an activity – an activity of a unique kind…History is…best understood as an endless debate, constituting an important part of the continuing conversation of mankind [sic].[96]

Contemporary historians then continue to press forward by contemplating increasingly complex questions. Perhaps it is in conversation with the broader discipline of history and philosophy of history that historians of ancient Israel will find acceptable foundations for a new paradigm.[97] Historiography in general, and historiography of ancient Israel specifically, finds itself at an extended crossroad, in need of an agreed-upon historiographic framework. In establishing this framework, the discipline must acknowledge the tradition upon which it stands; it must acknowledge the corrective challenges that have and continue to modify that tradition; it must push that tradition to ask itself challenging questions; it must reformulate itself to meet its current"depression + conduct disorder but do not have ADHD". This is a more accurate representation of the presentation clinicians must deal with in community settings. Finding "pure" examples of a single diagnosis is uncommon. Therefore, in the current study, a child was listed as having a diagnosis if he/she met the criteria for that diagnosis and regardless of the other diagnoses for which he/she might have qualified.

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[95] Dever, 69, discussing Thomas S. Kuhn, *The Structure of Scientific Revolutions* (3rd ed.; Chicago: University of Chicago Press, 1996).

[96]Stanford, *An Introduction to the Philosophy of History*, preface, viii.

[97]As already suggested by Long, "The Future of Israel's Past," passim and Halpern, *The FirstHistorians*, passim.

"depression + conduct disorder but do not have ADHD". This is a more accurate representation ofthe presentation clinicians must deal with in community settings. Finding "pure" examples of a single diagnosis is uncommon. Therefore, in the current study, a child was listed as having a diagnosis if he/she met the criteria for that diagnosis and regardless of the other diagnoses for which he/she might have qualified.

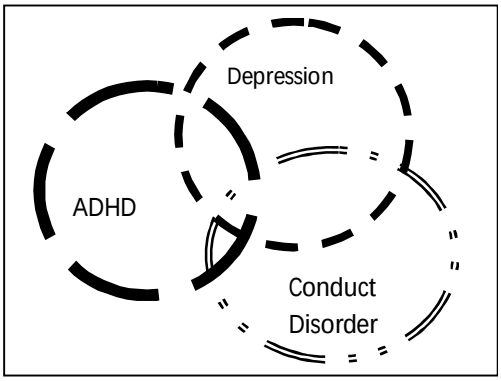


Figure 2. Venn Diagram of Co-Morbid Disorders

In addition to the *PCAS* diagnoses, Internalizing and Externalizing scores from the *Child Behavior Checklist* were used as indicators of "broadband-specific features" (Weiss, Susser, & Catron, 1998) rather than the narrowband-specific features represented by specific diagnostic categories. Measures of Internalizing and Externalizing behaviors function as indicators of whatthe parent/surrogate views as the primary problem. *T* scores for theses two scales were used in analyses. Theses *T* scores reflect the deviation of all subjects from the mean of their respective normative (age and gender) groups in the same fashion without losing any statistical power (Achenbach, 1991).

*Sample References Page*

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