



UNIVERSITY OF
SAN FRANCISCO

School of Education

**International & Multicultural Education
Department**

**MA Field Project/Thesis
Writing Guide**

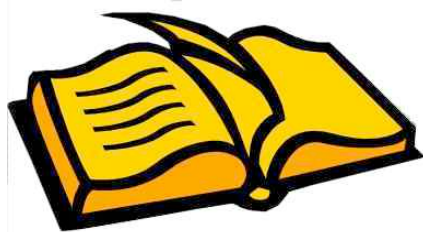


TABLE OF CONTENTS

Introduction	1
General Guidelines.....	2
Field Project/Thesis Proposal	3
M.A. Field Project Elements.....	4
M. A. Thesis Elements.....	8
Human Subjects Protection: IRBPHS Policies and Procedures	13
The APA Manual: Key Sections.....	16
The APA Manual: Reference Citations	17
Internet Resources on the APA Style.....	20
Document Preparation Checklist	21
Final Document Submission Checklist.....	22
Electronic Submission of Thesis/Field Project Instructions	23
Formatting Tips: Aligning Page Numbers in a Table of Contents	24
Criteria for Evaluation	25
Sample Pages	
Title Page (IME, TESOL).....	26
Signature/Approval Page	28
Table of Contents Page for a Field Project	29
Table of Contents Page for a Thesis	30
Chapter Page	31
Reference Page.....	32
Appendix Cover Page	33

INTRODUCTION

The final requirement for the completion of the Master of Arts in International and Multicultural Education (IME) and Teaching English as a Second Language (TESOL) is the field project/thesis, which requires the application of the knowledge, insights, and skills acquired in the program. The field project/thesis is completed toward the end of the program when the students have completed almost all of the courses and register for the field project/thesis class (IME 649 for IME; IME 638 for TESOL).

This guide was developed to assist master's students in the Department of International and Multicultural Education in the preparation of the field project or thesis. Students develop the field project/thesis with the guidance of the advisor who is also the instructor of the course.

The *Publication Manual of the American Psychological Association, 6th edition* (2010) serves as a supplement to this guide. Since the *APA Manual* is intended primarily for manuscripts submitted for publication in journals, some formatting requirements have been adapted for the field project/thesis.

Students who opt to do the thesis must obtain approval from the Institutional Review Board for the Protection of Human Subjects (IRBPHS) prior to conducting the study. Information on the policies and procedures for USF IRBPHS approval can be found in this website: <https://www.axiommentor.com/login/axlogin.cfm?i=usfca>.

Any suggestions for changes or additions to this guide are welcome. They may be submitted to the Program Assistant of the department through email <ime@usfca.edu>.

GENERAL GUIDELINES

1. Begin thinking about your field project/thesis as early as possible.
2. Reflect on current questions and issues in your program area and choose a relevant topic for your field project/thesis for the Master of Arts in International and Multicultural Education (IME) or Teaching English as a Second Language (TESOL).
3. Read literature related to your chosen topic.
4. Visit the IME Department Office (ED 210) and become familiar with some of the master's field projects or theses. Samples of field projects/theses by former students are available for review in the office only and are not to be taken home. See the IME Program Assistant for help. **Starting Fall 2014 Field Projects and Theses will be digitally archived in the library's scholarship repository, accessible here: http://repository.usfca.edu/soe_stu/.**
5. While you are enrolled in the Research Methods course, work on a tentative project or thesis proposal with all its components in consultation with the instructor.
6. After you have completed Research Methods, register for the field project/thesis course in your program area (IME-649 for MA in IME; IME-638 for MA in TESOL) during your last semester. Complete your project/thesis as soon as possible during this semester. The field project/thesis class does not meet regularly like other classes; it combines seminar meetings with the whole class and individual meetings with the instructor. The meetings and timeline for completion of the field project/thesis are explained at the organizational meeting, which is the first class meeting.
7. Your instructor in the field project/thesis course becomes your project/thesis advisor or chairperson. A second reader is not required but you may request one if you need an additional faculty with expertise in area(s) related to your project. The second reader needs to be approved by your program advisor and project/thesis instructor.
8. Submit your proposal at the beginning of the field project/thesis course and get your instructor's approval before you start with your project/thesis.
9. If you do the thesis, you must obtain approval from the USF Institutional Review Board for the Protection of Human Subjects (IRBPHS) before conducting your study. For information regarding the policies and procedures for approval, visit their website: <https://www.axiommentor.com/login/axlogin.cfm?i=usfca>.
10. Upload a PDF file of your approved thesis/field project to Gleeson Library's digital scholarship repository. Detailed instructions included on page 23.

FIELD PROJECT/THESIS PROPOSAL

The proposal, consisting of three to five pages, briefly explains the plan for the development of the project/thesis. It describes in one or two paragraphs each of the following components:

Field Project

Statement of the Problem

Purpose of the Project

Significance of the Project

Plan for Developing the Project

Review of the Literature (consists of two or three paragraphs of a beginning literature review citing at least 3 references in the text and listing them at the end of the proposal following the APA format)

Thesis

Statement of the Problem

Purpose of the Study

Proposed Methodology

Significance of the Study

Review of the Literature (same as for the field project)

The descriptions of the above components can be found in the sections MA Field Project Elements and MA Thesis Elements in the following pages.

M.A. FIELD PROJECT ELEMENTS

The field project follows the format of a standard four-chapter academic essay and includes the components below. Brief explanations of the suggested sections of the field project follow.

- Title Page
- Signature/Approval Page
- Table of Contents
- List of Tables (if needed)
- List of Figures (if needed)
- Acknowledgment (optional)
- Abstract (optional)

Chapter I – Introduction

- Statement of the Problem
- Purpose of the Project
- Theoretical Framework
- Significance of the Project
- Definition of Terms (optional)

Chapter II- Review of the Literature

- Overview
- Review of the Literature (with the appropriate headings and sub-headings)
- Summary

Chapter III- The Project and Its Development

- Description of the Project
- Development of the Project
- The Project

Chapter IV- Conclusions and Recommendations

- Conclusions
- Recommendations

- References (or Bibliography)
- Appendix (or Appendixes) (if needed or desired)

TABLE OF CONTENTS

This section lists all the contents of the field project including the appendix (es). The field project, if included as an appendix, has its own table of contents and numbering system.

ACKNOWLEDGMENT

This section gives the student the opportunity to thank family, friends, and others who have been helpful in the preparation of the project. It is recommended that this not exceed one page.

ABSTRACT

An abstract is a summary of the field project consisting of not more than 350 words. It includes the statement of the problem, purpose of the project, description of the project, and conclusions and recommendations. Examples of abstracts are available in APA journals and doctoral dissertations which can be obtained from the library.

CHAPTER I INTRODUCTION

Statement of the Problem

This section identifies the topic and presents background and other relevant information such as research findings and educational statistics about the problem, need, or issue that the project addresses. It usually starts with a statement of the general area of concern and ends with a statement of the problem in specific terms.

Purpose of the Project

This section states the purpose of the project and what the project aims to accomplish. It specifies the form of the project; for example, a handbook for parents, a curriculum for a class, or a program for teachers. It also explains why this particular project was chosen and identifies the intended audience(s) for the project such as students, teachers, administrators, researchers, etc.

Theoretical Framework

This section briefly explains the philosophical rationale of the project. Typically, it discusses the specific theory (or theories) related to the problem or project and/or what is known about the problem from other empirical studies.

Significance of the Project

This section discusses the importance of the project for the audiences identified in the purpose of the project.

Definition of Terms

This section defines all the important or key terms used in the project. Citations in this section include information about specific sources that either provided the definitions or background information used to create the definitions. Whatever format is used for the definitions, it should be used consistently. Terms are sequenced in alphabetical order.

CHAPTER II REVIEW OF THE LITERATURE

The purpose of the review of literature is two-fold: (a) to demonstrate the student's level of understanding related to the project and (b) to provide background to the project by presenting related literature in the topic of the project.

This chapter presents relevant literature which provides support for the project. The related literature may include research articles, popular literature, information from the internet, etc. A typical master's field project examines in depth a minimum of 10 current articles published within the past 7-10 years.

Introduction

The introductory paragraph or paragraphs give(s) an overview of the literature reviewed. It identifies the main sections or headings of the chapter and describes their content.

Review of the Literature

This chapter is usually organized according to the main themes identified in the literature reviewed. These themes are used as headings and subheadings for the sections of the chapter.

Summary

The chapter ends with a short summary of the key literature reviewed. The summary concludes by relating the literature to the problem addressed and the project developed.

CHAPTER III THE PROJECT AND ITS DEVELOPMENT

This chapter consists of two or three main sections describing the project and how it was developed. There is a lot of latitude here for creativity.

Description of the Project

The chapter begins with a brief description of the project specifying its parts/sections, their content, and their organization.

Development of the Project

This section contains an explanation of how the project is actually developed. This explanation may include a timeline together with the description of the stages of the development of the project.

The Project

This section presents the complete field project (e.g., handbook, curriculum, website, etc.). An alternative is to put the project as a separate document in the appendix with its own components (cover page, table of contents, chapters/sections, references, appendixes) and numbering system.

While some materials for the project (lessons, charts, readings, illustrations, etc.) may not be completely original, their sources must be cited either as unaltered originals like direct quotes or as adaptations. If needed, permission from these sources must be obtained before the project can be published.

CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The chapter begins with a restatement of the problem, purpose, and significance of the project. This section discusses how the project accomplishes the purpose and any final thoughts about the project.

Recommendations

The chapter ends with some recommendations for the use or implementation of the project, its evaluation, and further development.

REFERENCES

This section includes all the references that are cited in the four chapters of the project. There must be 10 or more references cited, particularly in the review of the literature. Textbooks may be used as additional references. If the reference list includes all the sources used in doing the field project and not just the references cited in the text, this section must be labeled as **BIBLIOGRAPHY**. All in-text citations and the list of references and other sources must be in the format described in the *APA Manual* (2001).

APPENDIX(ES)

This may include the project itself, illustrations, supplementary resources, and other relevant documentation.

M.A. THESIS ELEMENTS

The thesis also follows the format of the standard four-chapter academic essay or research paper. Brief explanations of the suggested sections of the thesis follow.

Title Page
Signature/Approval Page
Table of Contents
List of Tables (if needed)
List of Figures (if needed)
Acknowledgment (optional)
Abstract (optional)

Chapter I -Introduction

Statement of the Problem
Background and Need for the Study
Purpose of the Study
Research Questions/Hypotheses
Theoretical Framework/Rationale
Methodology
Limitations of the Study
Significance of the Study
Definition of Terms (optional)

Chapter II - Review of the Literature

Introduction
Review of the Literature (with the appropriate headings and sub-headings)
Summary

Chapter IV - Results

Introduction
Findings
Summary

Chapter V – Discussion, Conclusions, and Recommendations

Discussion
Conclusions
Recommendations

References (or Bibliography)

Appendix (or Appendixes) (if needed)

TABLE OF CONTENTS

This section lists all the contents of the thesis including the appendix(es). There is one numbering system for the chapters and the appendix(es).

ACKNOWLEDGMENT

In this section the student thanks family, friends, and others who have been helpful in the preparation of the thesis. It is recommended that this not exceed one page.

ABSTRACT

An abstract is a summary of the thesis consisting or not more than 350 words. It includes the statement of the problem, purpose of the study, methodology, results, and conclusions. Examples of abstracts are available in APA journals and dissertations which can be obtained from the library.

CHAPTER I INTRODUCTION

Statement of the Problem

This section gives a general overview of the area/focus of the study. It introduces the problem that the study addresses or that motivates the study and presents relevant information showing why this problem is important to examine. It underscores the problem by stating what is known, identifying the gaps in the knowledge, and suggesting how that gap could be filled.

Background and Need for the Study

This section presents background information and related literature that support the need for the study. Research articles, books, and educational and government documents are just a few of the sources of information that can be cited to support the study. Some of these citations are reviewed or discussed in greater depth in Chapter II.

Purpose of the Study

This section establishes the central intent and direction of the study and states in specific terms what the study aims to do and accomplish.

Research Questions/Hypotheses

The section presents the questions that the study attempted to answer and hypotheses tested. It restates the purpose of the study in the form of questions and/or hypotheses, generally no more than three to five.

Theoretical Rationale

The rationale describes a model, theory, or theories that provide the theoretical bases for the investigation. It may also present information from other empirical studies about the problem.

Methodology

This section describes how the study was carried out, including the following elements as appropriate: research method or approach, research setting, sample or participants, pilot study, instruments, data collection, and data analysis. It also explains how the human subjects were protected. The instruments can be described in this section but the actual instruments belong to the appendix.

Limitations of the Study

This section points out the limitations and/or weaknesses of the study; for example, the extent to which the findings would be generalized due to limitations in the population sample, time, place, and instrumentation.

Significance of the Study

This section describes the theoretical and practical significance of the study for select audiences such as researchers, practitioners, and policy makers.

Definition of Terms

This section defines all the important or key terms used in the thesis. Citations, which are an important part of this section, include information about specific sources that either provided the definitions or background information used to support or create the definitions. Whatever format is used for the definitions, consistency should be observed. Terms are arranged in alphabetical order.

CHAPTER II REVIEW OF THE LITERATURE

The purpose of the review of the literature is two-fold: (a) to demonstrate the student's level of understanding related to the study and (b) to provide background to the

study. A typical master's thesis examines in depth a minimum of 10 current articles on research conducted within the past 7-10 years.

Introduction

The introductory paragraph or paragraphs usually begin(s) with a restatement of the purpose of the study to help set the context of the review of the literature. It then introduces the contents of the literature review by identifying the major themes or sections of the chapter and describing their contents.

Review of the Literature

This section discusses in depth selected literature relevant to the study. The review is organized according to the themes identified which are used as headings and sub-headings.

Summary

The chapter ends by summarizing the literature reviewed, pointing out the gaps in the literature in order to emphasize the importance of the study, and connecting the literature to the research reported in the thesis.

CHAPTER III RESULTS

This chapter presents the findings or outcomes of the study, but not the conclusions. Data are presented primarily in narrative form and secondarily in tabular and graphic forms. The chapter may be organized according to the research questions stated in Chapter I.

CHAPTER IV DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Discussion

This section discusses the findings reported in Chapter III. The discussion focuses on what the findings mean and connects them to the literature reviewed in Chapter II.

Conclusions

This section presents the conclusions based on the most important findings of the study, mentioning the most important first.

Recommendations

This section offers two types of recommendations: (a) future research studies that may be carried out to advance the work begun in this investigation and (b) educational practices and actions that may be taken based on the study outcomes. Overstating the implications of the findings is avoided by using words as “appears,” “seems,” “may,” or “could.”

REFERENCES

This section lists in alphabetical order all the references cited in the thesis.

APPENDIX(ES)

This includes all the documentation related to the study, such as instruments, interview transcripts, data charts, etc. Page numbers in the appendix(es) are a continuation of those in the main body of the thesis.

HUMAN SUBJECTS PROTECTION: IRBPHS POLICIES AND PROCEDURES

All students carrying out research that involves human subjects, including students matriculated for the master's degree, must secure approval from the Institutional Review Board for the Protection of Human Subjects (IRBPHS) prior to carrying out any research. Basic information from the USF IRBPHS manual are cited below (<https://www.axiommentor.com/login/axlogin.cfm?i=usfca/>):

Office: School of Education, Room 017, Counseling Psychology Department
2130 Fulton St. San Francisco, CA 94117
(415) 422-6091, (415) 422-5528-fax; irbphs@usfca.edu; Dr. Terrence Patterson, Chair

Purpose:

Safeguard the physical, social, and emotional well-being of individuals from whom information is obtained by USF researchers, whether through dissertations or theses

Principles in Protecting Subjects:

Full disclosure of all aspects of the research process, *confidentiality* of research data

Mandate:

Safeguard the rights and welfare of human subjects in research activities under the authority of USF (Review all research under the aegis of USF in compliance with federal regulations regarding the protection of human subjects in research)

Charge:

Review and make decisions on all protocols for research involving human subjects

Primary Responsibility:

Protect human subjects from undue risk and deprivation of personal rights and dignity

Principles of Ethical Research

1. *Respect for Persons: The Voluntary Participation of Subjects*
Researchers should obtain the informed consent of all human subjects invited to participate.
2. *Beneficence: The Risk-Benefit Ratio*
The risk of harm to subjects should be the least possible and that benefits to the subjects and importance of knowledge to be gained should outweigh risk as to warrant a decision to allow this.
3. *Justice: The Fair Selection of Research Subjects*
Selection of human subjects should be fair and equitable and that the risks and benefits of research should be distributed among subjects fairly and equitably, with particular concern for subjects whose personal status or condition places them in a vulnerable status.

Whose Research Must Be Reviewed

All research involving human subjects on and off campus by any individual affiliated with USF (students, faculty, administrators, and staff)

Definition of Research

A systematic investigation, designed to develop or contribute to generalizable knowledge (research development, testing and evaluation, pilot studies, screening tests, reliability and validity studies)

Definition of Human Subject

A living person about whom a researcher obtains (a) data through intervention or interaction with the person or (b) identifiable private information (observations, interviews, or private records)

Definition of USF Affiliation

Research (a) paid for by USF or with funds administered by USF, (b) conducted as part of an individual's progress toward a degree to be awarded by USF, and (c) conducted by a USF faculty member or employee in the course of their employment at USF

What Student Research Does Not Include

1. Classroom or instructional demonstration
2. Surveys for evaluating the performance of faculty, staff, and students or other studies solely for institutional use
3. Student coursework or undergrad honors theses, unless they are potentially to be made available to the public or used by other researchers

Note: Faculty members who assign or supervise the above are responsible for educating students regarding the well being of subjects.

Timeline

IRBPHS approval must be obtained before any data are collected but after the supervising faculty has approved the research plan (faculty signature indicates advisor approval).

Applications

1. The Institutional Review Board for the Protection of Human Subjects (IRBPHS) application and review process is now being conducted entirely online. The procedure to submit an application is as follows:
 - a) Go to the IRB home page at www.axiommentor.com/ages/irb/info.cfm or sign on at USFconnect and click on IRBPHS on the left side of the page under "quick links";
 - b) Read the instructions on the home page, then click the tab "my applications," then "new application";
 - c) Answer the questionnaire, which will lead you to the proper application;

- d) Fill out the application, uploading any additional documents you may need, and submit.

You will find a brief tutorial on the IRB application procedure on the home page. Please take the time to review it before submitting your application.

If you need to renew or modify your current research, please contact the IRB Office directly at irbphs@usfca.edu and include an attachment with your name, approval number, and the basis for your request.

2. The approval letter from the IRBPHS will be e-mailed to the student. A copy will be forwarded to the advisor. Any modification that involves human subjects must be approved by the IRBPHS. **Please note that approval could take up to one month, even when there are no significant delays.**
3. Approval of an application is for one year only. If research extends beyond one year, then a renewal application must be filed with the IRBPHS.

THE APA MANUAL: KEY SECTIONS*

Figures

Headings and Levels of Headings

Seriation (Lists)

Quotations

Reference Citations in Text

Reference List

Tables

Theses and Dissertations

Others:

- Punctuation

- Spelling

- Hyphenation

- Capitalization

- Italics

- Abbreviations

- Numbers

- Appendixes

*American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

THE APA MANUAL: REFERENCE CITATIONS

In the Text (APA, 2010)

Always credit the source whether paraphrasing or quoting an author directly. For every reference cite the author's surname and year of publication. Within a paragraph, you need not indicate the year in subsequent references to a study as long as the study cannot be confused with other studies mentioned in the document. Always indicate the page or paragraph number for quotations. For electronic sources that do not provide page numbers, cite the paragraph number preceded by the symbol ¶ or the abbreviation "para." If the author's surname and date are not stated in the sentence, enclose them in parentheses. Examples:

In 1983, Smith compared reaction times...
 Smith (1983) compared reaction times...
 A 1983 study (Smith) compared reaction times...
 In a recent study of reaction times (Smith, 1983)...

For works with two authors, cite both authors every time the reference appears. For works with three, four, or five authors, cite all the authors the first time the reference is mentioned; in subsequent references, cite only the surname of the first author followed by "et al." (not italicized and with a period after "al"). For works with six or more authors, mention only the first author followed by et al.

Punctuations differ in placement depending on whether the quoted material falls in the middle or end of a sentence or text. Enclose a short quotation (less than 40 words) with double quotation marks and incorporate it into the text with the page number(s) in parentheses after the quotation marks before the period or final punctuation mark. Set a long quotation (40 or more words) as an indented block, single-spaced, and without quotation marks. Put the page number or numbers in parentheses after the final punctuation mark.

Identify the original source but give the citation only for the secondary source; for example, if Cummins' work is cited in Krashen's work and you did not read the original work cited, give the citation for Krashen's work and list this in the References. Examples:

Text Citation:

Cummins (as cited in Krashen, 1996)

Reference List Citation:

Krashen, S. (1996). *Under attack: The case against bilingual education*.
 Culver City, CA: Language Education Associates.

In the Reference List (APA, 2010)

Include a reference or bibliography at the end of the field project/thesis. The word REFERENCES or BIBLIOGRAPHY appears at the top of the page. All references mentioned in the text must be included in the reference list; conversely, each entry in the list must be cited in the text. The REFERENCES lists only sources cited in the text while the BIBLIOGRAPHY lists sources cited and other used or recommended references.

Citations in the text and entries in the references or bibliography must be identical and accurate. Each entry in the list usually includes these elements: author (last name and initials of first and middle names), year of publication, title, and publication information. To ensure completeness and accuracy, check each reference against the original publication. All article and book titles appear as a sentence; i.e., only the first word and proper nouns are capitalized. The word following a colon in the title is also capitalized. Titles of journals are capitalized as they appear on the title page of the journals. There are no quotation marks in the titles of articles. Titles of books and journals are set in italic, not underlined. All entries in the references or bibliography should have a hanging indent and are single-spaced within references and double-spaced between references.

Examples:

Paivio, A. (1975). Perceptual comparisons through the mind's eye.
Memory & Cognition, 3, 635-647.

Becker, J., & Seligman, C. (1981). Welcome to the energy crisis.
Journal of Social Issues, 37(2), 1-7.

Gardner, H. (1981, December). Do babies sing a universal song?
Psychology Today, 70-76.

Bernstein, T. M. (1965). *The careful writer: A modern guide to English as a second language*. New York: Antheneum.

Arrange all entries alphabetically according to the surname of the author (the first if more than one). Single author entries precede multiple-author entries beginning with the same surname.

Kaufman, J. R. (1981)...

Kaufman, J. R., & Cochran, D. F. (1982)...

Arrange references by the same author(s) according to the year of publication, beginning with the earliest.

Kaufman, J. R., & Jones, K. (1977)...

Kaufman, J. R., & Jones, K. (1980)...

Arrange references by the same author(s) with the same publication date alphabetically according to the title (excluding A or The). Add the lower case letter a, b, c and so on to the year in parentheses.

Kaufman, J. R. (1980a). Control...

Kaufman, J. R. (1980b). Roles of...

Arrange references with the same first author and different second or third authors alphabetically according to the surname of the second author, and so on.

Kaufman, J. R., Jones, K., & Cochran, D. F. (1982)...

Kaufman, J. R., & Wond, D. F. (1978)...

Arrange references by different authors with the same surname alphabetically according to the first initial.

Mathur, A. L., & Wallston, J. (1999).

Mathur, S. E., & Ahlers, R. J. (1998).

For works with multiple authors, list the surnames and initials of the first six authors and use “et al.” to indicate the remaining authors.

Example:

Wolchik, S.A., West, S. G., Sandler, I. N., Tein, J., Coatsworth, D.,
Lengua, L, et al. (2000). An experimental evaluation of theory-
based and mother-child programs for children of divorce. *Journal
of Consulting and Clinical Psychology*, 68, 843-856.

INTERNET RESOURCES ON THE APA STYLE

1. Using the APA Format

<http://www.apastyle.org/>

<http://owl.english.purdue.edu/owl/resource/560/01>

2. APA Research Style Crib Sheet

<http://www.wooster.edu/psychology/apa-crib.html>

3. Citation Styles

<http://www.bedfordstmartins.com/online/citex.html>

<http://www.lib.berkeley.edu/instruct/guides/citations.html>

4. APA Style for Electronic References

<http://apastyle.org/elecref.html>

<http://www.library.ucla.edu/yrl/referenc/citing.htm>

<http://www.mlb.ilstu.edu/ressubj/subject/intrnt/apa.htm>

DOCUMENT PREPARATION CHECKLIST

Follow the APA format. Manuscript Preparation:

- ☐ *Font*: Times, Times Roman/Times New Roman, 12-point (Bigger font for the title page)
- ☐ *Italics vs. underlining*: Use italics, bold, or other special fonts or styles of type following the style guidelines in the *APA Manual*.
- ☐ *Spacing*: Double-spacing throughout manuscript except when single spacing would improve readability (i.e., for table titles and headings, figure captions, references or bibliography, block quotations or quotations with 40 or more words)
- ☐ *Margins*: 1.5" at the left margin and 1" at the top, bottom, and right margins, exclusive of page numbers
- ☐ *Indentation*: First line of every paragraph and every line of block quotations indented 5-7 spaces or 1/2"
- ☐ *Page Numbers*:
 - ☐ Title page number not indicated
 - ☐ Table of Contents and other preliminary pages (e.g., signature page, optional Acknowledgment, Abstract, List of Tables, and List of Figures) numbered with lower-case Roman numerals (ii, iii, iv, v, etc.), which appear at the bottom of the page
 - ☐ Body of the manuscript and the appendix cover page numbered with Arabic numerals in the upper right hand corner (In a field project, where the appendix may contain a separate document such as a handbook or a curriculum, the appendix cover page is the last numbered page in the manuscript and the first page of the field project starts with a new numbering system. In a thesis, the numbering continues consecutively through the Appendixes.)
- ☐ *References*: Lists only references cited in the text
- ☐ *Bibliography*: Lists references cited in the text and other sources relevant to the field project or thesis that have been used or are recommended

FINAL DOCUMENT SUBMISSION CHECKLIST

- ☐ *Submit:* Upload a PDF file of your approved thesis/field project to Gleeson Library scholarship repository. Detailed instructions included on following page.

IMPORTANT: The project must be original and all source materials must be properly documented. All documents submitted are subject to scanning using TURNITIN software.

Electronic Theses and Projects Submission Guide

Gleeson Library | Geschke Center

Instruction to students:

1. Print and fill out the [Electronic Thesis/Project Submission Agreement Form](http://www.usfca.edu/library/digitalpublishing/) (available here: <http://www.usfca.edu/library/digitalpublishing/>)
2. Go to Gleeson Library home page and select Scholarship Repository under Quick Links (on the right side of the page). Or visit USF Scholarship Repository directly at: <http://repository.usfca.edu>
3. Select “Submit Research” under Author Corner on the left side navigation.
4. On “Submit Your Research” page, scroll down to Theses and Dissertations section. Select the appropriate link for your work.
5. Create a new account using your preferred email address (please use an email address that will still be in use after graduation).
6. Fill out the submission form as instructed (please provide an abstract for your work), upload your file, and click the submit button at the bottom of the page.
7. If you have supplemental content such as presentations, spreadsheets, audio clips, or other material that isn't part of the text portion of your work, please check the “additional files” box on the submission page. On the next screen, follow the directions to upload your supplemental content and provide a short description for each file.
8. You’ll receive an email confirmation that your work has been submitted. The email will also contain a link to your uploaded work in case you need to make revisions.
9. Return the signed Electronic Thesis/Project Submission Agreement Form and the email confirmation to your department/program administrator.
10. Your thesis/project will usually be processed and posted online within a few days. You will receive an email notification when it is posted. If you need to make changes to the posted work, please contact the system administrator (see contact information below).

**FORMATTING TIPS:
ALIGNING PAGE NUMBERS IN A TABLE OF CONTENTS**

- A. In your open Word document, type the text, (or if text is already typed), follow text with one tab (hit the tab key once). Follow that by typing the page number.**

EXAMPLE

Type the text " page 1
Next " page 2
Next " page 3

- B. Highlight all the data you want to align with tabs.**

EXAMPLE

Type the text " page 1
Next " page 2
Next " page 3

- C. Set a Right tab in the ruler where you want the page numbers to align and numbers will align flush right.**

EXAMPLE

Type the text	page 1
Next	page 2
Next	page 3

- D. If you would like to have the leader dots to connect the text to the page numbers: Go to FORMAT in the tool bar at the top and click on TABS... You will find choices listed under LEADER. Choose the dots and click on SET or OK.**

EXAMPLE

Type the text	page 1
Next.....	page 2
Next.....	page 3

CRITERIA FOR EVALUATION

The field project and thesis consisting of approximately 60-70 pages will be evaluated for content and form.

Content (70%)

1. The completed project or thesis addresses a significant problem or need in the degree program area (International and Multicultural Education, Teaching English as a Second Language).
2. It accomplishes the purpose of the project or study laid out in the introduction.
3. It is carefully designed and carried out following the principles of research and standards of scholarly writing.
4. It is fully and accurately documented throughout the text and list of references or bibliography.
5. It includes at least 10 significant references following the APA format.

Form (30%)

1. The field project or thesis document is well-written (i.e., grammatically correct, clear, and coherent).
2. It meets all the specifications in the document preparation checklist.
3. It represents graduate level work and looks professional.

Sample Title Page for IME

University of San Francisco

Teaching Multicultural Literacy to Prospective Teachers of English Learners

A Field Project Presented to
The Faculty of the School of Education
International and Multicultural Education Department

In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts in International and Multicultural Education

by
John Smith
May 2007

Sample Title Page for TESOL

University of San Francisco

Using the Process Approach To Improve ESL Students' Writing Skills

A Field Project Presented to
The Faculty of the School of Education
International and Multicultural Education Department

In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts in Teaching English as a Second Language

by
John Smith
May 2007

Sample Signature/Approval Page

Title

In Partial Fulfillment of the Requirements for the Degree

MASTER OF ARTS

in

TEACHING ENGLISH AS A SECOND LANGUAGE

(or)

INTERNATIONAL AND MULTICULTURAL EDUCATION

by

Student's Name

Date Submitted (Month and Year Only)

UNIVERSITY OF SAN FRANCISCO

Under the guidance and approval of the committee, and approval by all the members, this field project (or thesis) has been accepted in partial fulfillment of the requirements for the degree.

Approved:

Instructor/Chairperson

Date

*

Committee Member

Date

*Added only if there is a second reader

Sample Table of Contents Page for a Field Project

TABLE OF CONTENTS

	Page
List of Tables (if needed)	v
List of Figures (if needed)	vi
Acknowledgment (optional)	vii
Abstract (optional)	viii
Chapter I – Introduction	1
Statement of the Problem	1
Purpose of the Project	3
Theoretical Framework	4
Significance of the Project	8
Chapter II – Review of the Literature	9
Introduction	9
Headings	10
Summary	16
Chapter III – The Project and Its Development	17
Brief Description of the Project	17
Development of the Project	17
The Project	21
Chapter IV – Conclusions and Recommendations	51
Conclusions	51
Recommendations	52
References	54
Appendixes	56

Sample Table of Contents Page for a Thesis

TABLE OF CONTENTS

	Page
List of Tables (if needed)	v
List of Figures (if needed).....	vi
Acknowledgment (optional)	vii
Abstract (optional)	viii
Chapter I – Introduction	1
Statement of the Problem	1
Background and Need for the Study	2
Purpose of the Study	4
Research Questions	5
Theoretical Framework	6
Methodology	9
Limitations of the Study.....	17
Significance of the Study	18
Definition of Terms.....	19
Chapter II – Review of the Literature	21
Introduction	21
Headings	22
Summary	26
Chapter III – Results	27
Introduction.....	27
Findings	28
Summary	45
Chapter IV – Discussion, Conclusions, and Recommendations	47
Discussion	47
Conclusions	50
Recommendations	52
References	55
Appendixes	57

Sample Chapter Page

CHAPTER I INTRODUCTION

Statement of the Problem

Purpose of the Project

Theoretical Framework

Significance of the Project

Sample Reference Page

REFERENCES

- Aleman, S. R. (1993). *Immigrant education: A fact sheet*. (CRS Issue Brief NO.1B92130). Washington, DC: Congressional Research Service, The Library of Congress. (ERIC Document Reproduction Service No. ED 366 694)
- Asimov, N. (1966, August 6). U.S. teachers grade California on education. *San Francisco Chronicle*, pp. A13, A15.
- Axelson, J. A. (1993). *Counseling and development in a multicultural society* (2nd ed.) Pacific Grove, CA: Brooks/Cole Publishing Company.
- Banks, J. (1991). Teaching multicultural literacy to teachers. *Teaching Education*, 4(1), 135-144.
- Banks, J., & Banks, C. A. M. (Eds.). (1993). *Multicultural education: Issues and perspectives* (2nd ed.). Needham Heights, MA: Allyn and Bacon.
- Bennet, N., Carre, C., & Dunne, E. (1993). Learning to teach. In N. Bennett & C. Carre (Eds.), *Learning to teach* (pp.14-20). New York: Routledge.
- Frederick, B. L. (2000, March 7). Cultivating positive emotions to optimize health and well-being. *Prevention & Treatment*, 3, Article 0001a. Retrieved November 20, 2000, from <http://journals.apa.org/prevention/volume 3/pre0030001a.html>
- Lamphere, L. (Ed.). (1992). *Structuring diversity: Ethnographic perspectives on the new immigration*. Chicago and London: The University of Chicago Press.
- Murray, D. (Ed.). (1992). *Diversity as resource: Redefining cultural literacy*. Alexandria, VA: Teachers of English as a Second Language, Inc.
- Nieto, S. (2000). *Affirming diversity: The sociopolitical context of multicultural education* (3rd ed.). New York: Addison Wesley Longman.

Sample Appendix Cover Page for a Field Project

APPENDIX

Helping High School English Language Learners
With Their School Work: A Handbook for Parents