International & Multicultural Education Department

MA Field Project/Thesis Writing Guide

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INTRODUCTION

Write with your eyes like painters,
with your ears like musicians, with your feet like dancers.
You are the truthsayer with quill and torch.
Write with your tongues on fire.

~ Gloria E. Anzaldúa

The final requirement for the completion of the Master of Arts in International and Multicultural Education (IME), Human Rights Education (HRE) and Teaching English to Speakers of Other Languages (TESOL) is the **field project or thesis**, which requires the application of the knowledge, insights, and skills acquired in the program. The field project or 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 & HRE students; IME 638 for TESOL students). Welcome to this important stage in the process of completing your Master's degree!

The field project or thesis is a piece of original scholarship, focused on a specific research question(s) and under the supervision of a faculty member. This project is an opportunity to explore in-depth, a topic that is significant to you and to your field. It is *not* an exhaustive or comprehensive analysis of a broad subject area, nor is it meant to be. Given that projects vary, the final written product can range from 45 to 100 double-spaced pages, and, in the case of field projects primarily, can include additional appendices (such as a curriculum or handbook), resources (such as a series of YouTube videos or a website), or workshops or presentations.

There are some commonalities and differences between the field project and thesis options for your culminating project (and some students do a hybrid theses/field project). Both require a theoretical framework, literature review, and discussion of implications for educational practice. The main difference is that the thesis involves an *original empirical study* and concludes with an analysis of these results (for example, interviews with teachers in a school community sharing their perspectives on the school-to-prison pipeline). Nevertheless, the field project also is based upon research, such as formal or informal interviews and observations, but culminates in a final *product* based upon this research, such as a handbook or curriculum, that has a practical purpose (for example, a resource guide for undocumented high school students on accessing financial aid for college or a cookbook with migration stories woven through with recipes by Cambodian refugee women).

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 instructor of the course who becomes their advisor until completion of their program.

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 any data collection. Some professors who teach either the Field project/Thesis course or the Research Methods course obtain blanket IRBPHS approval for the class, so please consult your instructor for further information about the necessary steps before undertaking any independent research related to your study. Information on the policies and procedures for USF IRBPHS approval can be found in this website:
https://www.usfca.edu/catalog/policies/obtaining-approval-for-research-on-human-subjects

Finally, completing your thesis or field project in a short time-frame can be a stressful endeavor. We encourage you to:

- develop clear timelines and progress goals;
- maintain regular and ongoing communication with your course instructor;
- incorporate methods of self-accountability as well as self-care;
- recognize effective writing rhythms, patterns, and flow/momentum and strategies for overcoming writer's block, obstacles, and self-doubt;
- communicate with your friends and loved ones about the need for support and understanding
- establish writing groups,
- celebrate small (and big!) successes to acknowledge the hard work you have put in to this process.

We wish you a fulfilling and productive semester and look forward to reading your important contributions!

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 & PROCESS

Stage I: Select your research topic & understand the requirements

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), Human Rights Education (HRE) or Teaching English to Speakers of Other Languages (TESOL).

2. Read literature related to your chosen topic. Familiarize yourself with the databases and inter-library loan services of Gleeson Library. You may also wish to make an in-person or virtual appointment with a librarian: https://www.usfca.edu/library/ask

4. Become familiar with previous students' Master's field projects or theses. Samples of field projects/theses by former students are available for review either in the office (from before Fall 2014) or online on the library's scholarship repository, accessible at these links:
   - Master's in IME Sample Theses/Field Projects: http://repository.usfca.edu/ime/
   - Master's in HRE Sample Theses/Field Projects: http://repository.usfca.edu/hre/
   - Master's in TESOL Sample Theses/Field Projects: http://repository.usfca.edu/tesol/

   *Note: Keep in mind that previous field projects or theses may be helpful models, but they are not meant to be used as definitive guides. Formatting and writing requirements have changed, and not all previously submitted projects followed the required format.

Stage II: Develop your Research Proposal

5. While you are enrolled in the Research Methods course, work on a project or thesis proposal with all its components in consultation with the instructor. Successful completion of the Research Methods course is a mandatory prerequisite for enrolling in the Field Project/Thesis Course (IME 649 or IME 638).

Stage III: Enroll in Field Project/Thesis Course & Write!

6. After you have completed Research Methods, revise your proposal with your instructor's comments and register for the field project/thesis course in your program area (IME 649 for MA in IME or HRE; IME 638 for MA in TESOL), usually during your last semester. Complete your field 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 takes place during the first class session.

7. Your instructor in the field project/thesis course becomes your project/thesis advisor. A second reader is not required, but you may request one if you need an additional faculty member 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 (with revisions based upon comments from the Research Methods instructor) and get your instructor's approval before you start work on your project/thesis.

9. If you choose to do the thesis, consult with your instructor as 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.usfca.edu/catalog/policies/obtaining-approval-for-research-on-human-subjects

10. Utilize the Writing Center at USF. They have many resources, appointments, and ways to support students: https://myusf.usfca.edu/student-life/lwc/writing-center

11. Download this handy template developed by IME Part-Time Faculty Dr. Luz Garcia, to start your writing process, available at: https://goo.gl/jj2wyk

Stage IV: Submit your approved field project/thesis

12. Once approved, upload a PDF file of your thesis/field project to Gleeson Library's digital scholarship repository. If you have reservations about your project being accessible on the Internet due to sensitive information, please discuss an alternative submission format with your instructor (such as submission on the Gleeson repository limited to the USF community or submission just to the instructor). Detailed instructions are included on page 24.

Reminder on USF's Academic Honesty Policy: The project must be original and all source materials must be properly documented. Whenever you quote from, make reference to, or use ideas attributable to others in your writing, you must identify these sources in citations or references or both. If you do not identify the source, whether deliberately or accidentally, then you have committed plagiarism. Plagiarism, defined as the act of stealing or using as one's own the ideas of another, is not permitted in work submitted for courses at USF or in any published writing. Please read the complete text related to academic honesty in the Fogcutter Student Handbook under "Student Conduct, University Standards, Policies and Procedures": http://www.usfca.edu/fogcutter/ University faculty may use internet-based services, such as Turnitin.com, to identify those portions of the person's written assignments that might not meet the full standards of academic integrity.

FIELD PROJECT/THESIS PROPOSAL

The proposal briefly explains the plan for the development of the project/thesis and is the final product of the Research Methods course.

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 the beginning of your 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)
Acknowledgments (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.

ACKNOWLEDGMENTS

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 that 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 selected for the definitions 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 that 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 most of which are from the past 10 years. For the conceptual and theoretical framework sections in particular, seminal texts may be referenced from more than 10 years prior.

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* (2010).

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)
Acknowledgments (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 III - Results

Introduction
Findings
Summary

Chapter IV - 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).

ACKNOWLEDGMENTS

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, mostly published from the past 10 years. For the conceptual and theoretical framework sections in particular, seminal texts may be referenced from more than 10 years prior.

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 the selected literature relevant to the study. The review is organized according to the themes identified that 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 maybe 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. In some cases, the instructor of the field project/thesis class will secure a blanket permission for all students and train them in research ethics. Please confer with your instructor prior to carrying out any data collection. 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 https://www.usfca.edu/catalog/policies/obtaining-approval-for-research-on-human-subjects 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 (or to the instructor in the case of a blanket approval). 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. (I981, 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.csus.edu/indiv/s/stonerm/apa%20crib%20sheet.pdf

3. Citation Styles

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

4. APA Style for Electronic References

   http://apastyle.org/elecref.html

   https://usm.maine.edu/writingcenter/citing-electronic-sources-apa-format

5. Citation Management Software

   https://www.usfca.edu/library/citing-sources

   zotero.org

Checklist for Formal, APA-Formatted Papers

For examples of APA elements in context, see Figure 2.1 on page 41 of the APA Publication Manual. Before you submit your thesis/field project, check off each of these items.

⌋	An APA-formatted title page is included.
⌋	There are no misspellings, fragments, or run-on sentences.
⌋	Section headings are used and conform to APA standards. See APA (6th ed.) 3.03 for the proper heading format.
⌋	Page numbers appear in the upper right corner. See APA Figure 2.1.
⌋	Lines of text are double-spaced. See APA 8.03.
⌋	Lines of text are left-justified – full justification is not used. See APA 8.03.
⌋	Ampersands (&) are used within citation parentheses and between authors' names in the reference list and "and" is used in the text itself. See APA Chapters 6 and 7.
⌋	Hyphens are used correctly - see APA (6th ed.) section 4.13 about hyphenation rules. In particular, adverbs ending in -ly don't need hyphens after them.
⌋	APA block quote format is used when there are 40 or more words. See APA (6th ed.) section 6.03.
⌋	Quotation marks are not used in APA block quotes. See APA 4.08.
⌋	All ideas from other sources are cited according to APA standards. See APA Chapter 6.
⌋	All text from other sources is quoted according to APA standards. See APA Chapter 6.
⌋	Citations of multiple sources have references listed in alphabetical order by first authors' last names. See APA Chapter 6.
⌋	Citations for direct quotations include page numbers. See APA Chapter 6.
⌋	This or That is not used as the sole subject of a sentence. See APA 3.09.
⌋	Abbreviations are written out at the first occurrence and then the abbreviation is used subsequently. See APA 4.22.
⌋	Conjunctions – and, but, or – are not used to start sentences.

⌋	In general, words are used for numbers less than 10 and any numbers that start sentences. Numerals are used for numbers 10 or larger. See APA (6th ed.) 3.41-3.43 for more details.
⌋	The past tense is used to refer to previous research. See APA (6th ed.) 3.18. The present tense is used to refer to current conditions. The future tense is used to refer to proposed plans.
⌋	APA restricts the use of Since and While to time references - see APA (6th ed.) 3.22. Use Because instead of Since where there is no time reference. Use Although instead of While when there is no time reference.
⌋	The term, participants, is preferred instead of the term, subjects. See APA 3.11.
⌋	Check pagination and avoid widowed and orphaned lines. Make sure headings appear on the same page as the first two line of text in the section. Avoid placing a heading at the bottom of a page by itself.
⌋	Avoid relative position references (e.g., see above, see below). Number tables and figures and refer to them by number. [for example, See Figure 2.1]
⌋	Series of items are constructed using parallel form and include a comma before the conjunction. For example, in a list of three items (e.g., red, white, and blue), there is a comma before the "and."). See APA 3.23 and 4.03.
⌋	Parentheses are used for citations, examples, and specifications, but not for superficial side comments. Avoid back-to-back parentheses. See APA 4.09.
⌋	Correct format for an example is (e.g., this is an example) and for specification is (i.e., explanatory phrase). Note the punctuation. See 4.09.
⌋	If there are citations, a reference list is included. See APA Chapter 7.
⌋	The reference list is formatted according to APA standards. See APA Chapter 7. Capitalization of journal article titles and book titles meets APA standards – Zotero does not capitalize correctly!
⌋	All entries in the reference list are cited in the paper at least once. See APA Chapter 7.
⌋	Every citation corresponds to an entry in the reference list. See APA Chapter 7.
⌋	Reference entries are sorted alphabetically by the first author's last name. See APA Chapter 7. Do not add bullets or numbering to the references list.

*Source: Adapted from Professor Ben Baab's Research Methods Courses
at the University of San Francisco School of Education.*

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" at the left, 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. If you have arranged an alternative submission format with your instructor, submit accordingly.

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 (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 repository@usfca.edu

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 [contact information will be in the email sent to you].

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 45-75 double-spaced pages will be evaluated for content and form. It is advised that your project be no shorter than 45 pages in total, and no more than 100 pages at the very maximum (including references). Appendices—especially in the case of Field Projects which may have extensive Appendices with project details—do not count towards the page limit. Please obtain approval from your instructor for any exceptions that may be granted on a case-by-case basis depending on your specific project.

Content (70%)

1. The completed project or thesis addresses a significant problem or need in the degree program area (International and Multicultural Education, Human Rights Education, Teaching English to Speakers of Other Languages).

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 academic 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 or HRE MA Students

University of San Francisco

Four Chords to Freedom: Human Rights Education through Music Performance

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
Noah Romero
May 2016

University of San Francisco

Using the Arts to Improve
English Language Learners' Comprehension

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 to Speakers of Other
Languages

by
Luz Santos
May 2017

Sample Signature/Approval Page

Title

In Partial Fulfillment of the Requirements for the Degree

MASTER OF ARTS

in

TEACHING ENGLISH TO SPEAKERS OF OTHER
LANGUAGES
(*or*)
INTERNATIONAL AND MULTICULTURAL EDUCATION
(*or*)
HUMAN RIGHTS 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

Sample Table of Contents Page for a Thesis

TABLE OF CONTENTS

Page

Sample Chapter Page

CHAPTER I
INTRODUCTION

Statement of the Problem

Purpose of the Project

Theoretical Framework

Significance of the Project

Sample Reference Page

REFERENCES

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Sample Appendix Cover Page for a Field Project

APPENDIX

Helping High School English Language Learners

With Their School Work: A Handbook for Parents