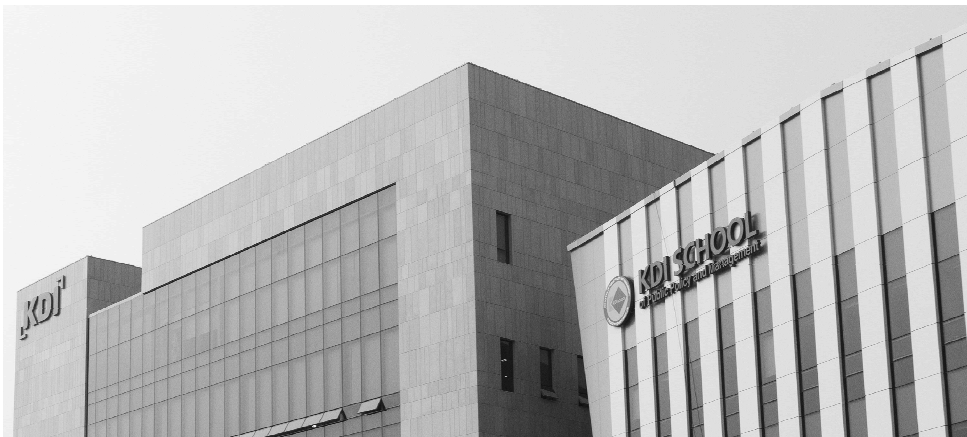


KDI SCHOOL OF PUBLIC POLICY AND MANAGEMENT

A Guideline for Research Projects 2019



KDI SCHOOL
KDI School of Public Policy and Management

- Part I -

A Guideline for Research Projects

KDI School of Public Policy and Management

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-Part I-

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Chapter 1

Introduction

Graduation with a master's degree at the KDI Graduate School requires that the student completes the required course work and a research project. This guideline is about how you may fulfill the research requirement. We wish to emphasize at the outset that all students present their first full draft, or the final draft, to their Program of Study (POS) committee before leaving the School. Students are able to submit their final draft within 4 years(12 terms) from their first semester. If you are unable to complete the final draft within this period, you may petition to the School for an extension.

To fulfill the research requirement you may select one of the four research project options listed below—the one that you feel will best serve your career objective yet in consideration of the time constraint while at the School. The options are:

- Thesis Project
- Capstone Project
- Supervised Research Project (SRP)
- Experiential Learning Project (ELP) (GMP students only)

While all options address the same underlying objective—the advancement and application of knowledge and skills for the betterment of public policy and management—each has a shade of different requirements in form and substance. This guideline will walk you through each option and their relevant requirements. We suggest that you read the entire guideline with utmost care.

The guideline is organized as follows. **Chapter 2** is KDI School's Policy on Plagiarism and a few antidotes against a few unintentional oversights. **Chapter 3** describes the requirements for the thesis project, **Chapter 4** for the capstone project, **Chapter 5** for the supervised research project, and **Chapter 6** for the experiential learning project. These chapters set forth the following guidelines:

- Description of the research project;
- Formation of the Program of Study (POS) committee, a faculty committee that will supervise your graduate work, including your research project;
- Submission of the research plan—i.e., the prospectus;
- Structure of the research report;
- Oral presentation; and
- Final report

Chapter 7 summarizes various timelines beginning with the formation of the Program of Study committee to the final report. **Chapter 8**—Questions and Answers—deals with the questions that students frequently ask when they are preparing for a prospectus and drafting the report. **Chapter 9** summarizes the whole process of Research Project. Appendix includes various forms that you will need to use in connection with the formation of the POS Committee, the submission of the prospectus, and the cover page of your final report.

When you try to do many things in a compressed time, as you must at the KDI School, it is important that you develop a “doable” plan, as well as a careful organization of time. The challenge facing you may seem Herculean but is not insurmountable. The first step in this challenge is for you to become thoroughly familiar with all procedural mechanics and the required timelines so you may develop a workable plan. We hope that this guideline will assist you to take that first big step.

For convenience this guideline is written in the first person “we,” meaning the KDI School, and the second person “you,” the KDI School students.

Chapter 2

KDI Policy on Plagiarism

All graduation papers are electronically screened to ensure the integrity of writing. The KDI School subscribes to a policy that a reasonable student should have known all rules of plagiarism. Any infraction identified through this screening process, and proven guilty, will be subject to the established disciplinary action leading to a forfeiture of the KDI degree.

To avoid an embarrassing disciplinary action but more importantly to ensure the integrity of your intellectual work, it is important that you understand what constitutes plagiarism. Basically, there are five general types of plagiarism: (1) word-for-word plagiarism, (2) footnotes but no quotation marks, (3) paraphrasing without footnotes, (4) mosaic plagiarism, and (5) apt phrase plagiarism.

The word-for-word plagiarism is committed when a writer copies another text word for word. Plagiarism is also committed when a writer copies a phrase, a sentence, or a passage with footnotes but not with proper quotation marks. Even if a writer has paraphrased a sentence or a passage from another text, he or she will have committed plagiarism if he or she fails to provide a proper footnote. A writer commits a mosaic plagiarism if he or she quilts information from several sources without acknowledging their sources properly through footnotes and quotation marks. One may have committed an apt phrase plagiarism when he or she borrows a key concept or an expression from another source without quotation marks and footnotes.

To protect the integrity of your writing you should become familiar with the following antidotes against the virus of plagiarism:

- When you are borrowing an idea from another source, give credit to the source required by APA style guides.
- When you are quoting a passage or a coined term from another source, use quotation marks judiciously and cite the source with the page number.
- When suspicion of plagiarism is raised, you will need to explain the depth and breadth of the argument you have made in your thesis or paper. In other words, you should be able to defend your argument of its roots and branches. In addition, you will need to provide notes taken from the sources you have used. This means that you need to keep all of your research notes for a ready access.
- Using quotation marks, providing page numbers and citing the sources in accordance with an established style are a big chore, to say the least, which requires a large expenditure of time. This problem can be avoided all together if you develop a habit of maintaining a research journal of your readings, keeping in mind that you will need it later when you draft your thesis, capstone, or research papers.

Chapter 3

Thesis Project

1. Description

You may take the thesis option if you wish to conduct research with an aim to advance generalizable knowledge (basic or applied) in your chosen field. Typically, a thesis research involves an empirical test of hypothesis or a set of hypotheses in an attempt to validate, or refute, their truth status. Since generalizability is of important concern, the test is conducted rigorously—either by a quantitative (e.g., statistical), by a qualitative method (e.g., case study), or a combination of both. An example of a testable hypothesis is, “the more transparent the regime is, the less corrupted it becomes.” Another example is, “the more competitive the personnel recruiting practice, the better the quality of human resources in the organization.” If you are interested in the thesis option, you must enroll in an “Advanced Research Seminar(ARS)” course (3 credits).

2. Formation of the Program of Study(POS) Committee

To complete your degree program successfully in time, you need to form a Program of Study(POS) committee as early as possible from among KDI School faculty members. Normally, the POS committee consists of two faculty members, one designated as major professor and the other designated as 2nd professor. If you wish, you may invite the faculty advisor assigned to you at the time of your admission to serve as your major professor. If your concentration and research interest require that you work with a different faculty member, feel free to invite another faculty member to be your major professor. In regard to the 2nd professor, you may invite any KDI School professor of your preference to your POS committee, provided that he or she is available. Note that the demand and

workload on professors are heavy so you will want to initiate contacts as early as possible.

The deadline for submitting your POS form (which includes names of your committee members) to the Academic Affairs Division is the 6th week of the second semester (fourth semester for part-time students). Please check the summary of timelines described in Chapter 7.

Once you have formed your POS committee, you will be working with the committee members closely—most likely, with your major professor—on all matters relating to your course selection and research on your graduation project. The importance of your major professor and committee member cannot be overemphasized. Not only are they going to be your mentors, but they are also likely to be the faculty for your career reference.

3. Submission of the Research Plan

Soon after you have formed your POS committee, you are going to submit a short, practical research plan (a prospectus) to your POS committee, respectively. While working on the prospectus, you are going to work closely with your major professor and receive his or her approval. The deadline for submitting your research plan is the 10th week of the second semester (fourth semester for part-time students).

The prospectus does not have to be a long essay; a 2-5 page research plan written in double space will be sufficient. The main purpose of this prospectus is to help you construct a practical road map that will guide your research and organize your time. The more precise the road map, the faster the speed of your research. To that end, we suggest that you develop the prospectus by including the minimum of the following information:

- ① The tentative title of your project.
- ② The purpose of your study. State it generally, in one or two sentences, about what your study is going to be.
- ③ The statement of problem. State briefly, possibly in one short paragraph, the background of the issue, controversy, need, or curiosity that compels you to engage in the proposed study.
- ④ The research question(s). What is the main question, or questions, that you are trying to answer in your study? Be as specific and as realistic as you can be.
- ⑤ The answer. Assuming that you have thought through your research question(s), what would be your tentative answer? State your answer in the form of a hypothesis, position, or claim. Do not worry about the correctness of your answer at this time.
- ⑥ Data and supporting argument. State what data (or evidence) you will need to support your hypothesis, position, or claim. State also what argument you will need to draw from past studies and field observations that will support your hypothesis, position, or claim. How will you obtain this information?
- ⑦ Timeline. Sketch a timeline of your research broken down by its component parts—e.g., background study (literature review), collection of supporting data or studies, and drafts and revisions of your paper. As a general rule, the time available for research is much less than what you've originally planned. Make sure that the timeline is ruthlessly realistic and doable.

4. Structure of the Thesis Report

There is no set requirement for the length of a thesis and its format. Given relatively a short period of time available for research, we expect that a thesis will be 30 or more double-spaced pages in length. In terms of the format, you may adopt the following, universal structure. Depending on the nature of your

argumentation and the preference of your POS committee you may tailor the structure to your need.

- ① Title page
- ② Acknowledgement
- ③ Table of content
- ④ Abstract
- ⑤ Introduction
- ⑥ Research method
- ⑦ Results
- ⑧ Discussion
- ⑨ Conclusion
- ⑩ Reference (The APA Manual)
- ⑪ Appendix (optional)

5. Advanced Research Seminar (ARS)

The School also offers several sections of a 3-hour credit course “Advanced Research Seminar(ARS)” to help you complete the full first (rough) draft of your thesis, which is required on the completion of your coursework or before your departure from the KDI School. You must enroll in an “Advanced Research Seminar(ARS)” course (3 credits) in third semester (fifth semester for par-time students), after submission of POS Committee Composition. The Advanced Research Seminar is not an instructional but research consultation course which is designed to provide you with a step-by-step completion of your thesis/capstone draft. This course is also strongly recommended for those who are planning to write a thesis or capstone project.

6. Oral Presentation

Given a relatively short period of time for research, you may not be able to perfect your thesis before departing the KDI School. We, therefore, ask that you present the first (rough) full draft orally to your POS committee at ARS Oral Presentation Session which is held during the final week of semester. Students who are taking ARS course must participate in the session. During the oral you will need to elicit comments and suggestions from your committee members and incorporate them in the final report. The POS committee, in turn, will report the results of the oral, including the suggestions for further improvement, to the Academic Affairs Division. When you have completed the ARS course and the oral presentation successfully, you will earn 3 credit hours.

7. Final Report

Upon successful completion of the first draft and the oral, you will need to submit the final draft to your POS committee and Academic Affairs Division by the 3rd week of fourth semester (sixth semester for part-time students). The final draft will be reviewed by your two-member POS committee and another independent reviewer appointed by your major professor at his or her discretion. Upon the committee approval you will award the remaining 3 credits counted toward your graduation.

Chapter 4

Capstone Project

1. Description

Typically, a capstone project is practical, problem-solving research which addresses a real-time policy or management concern faced by a particular agency or a community of your interest. If you take this option, the expectation is that you would apply the knowledge and intellectual skills acquired at the KDI School, as well as from the field experience you have gained at work or in practicum, toward a resolution of the concern in question. The concern you choose to look at may be about an aspect of public policy or of an administrative and managerial nature.

A policy concern, for example, may entail an analysis of needs for policy; an evaluation of policy options; an assessment of policy outcomes (related to goals and objectives); or an analysis of policy impacts (intended or unintended).

In contrast, an administrative and management concern may involve a critical assessment of the decision making process (e.g., groupthink problem) involved in a particular policy decision; an analysis of policy implementation; an assessment of the ethics and integrity of an administrative policy or rule-making process; an assessment of administrative and managerial accountability; an analysis of disincentives and moral hazard problems; or an analysis of labor-management conflicts in an agency of interest.

How different is capstone research from thesis research? Capstone research is similar to thesis research in all substantive aspects. If there is a difference, it is that while the principal interest of the thesis research is to generalize the finding

to a larger world, the principal interest of the capstone project is to apply the knowledge and intellectual skills to the resolution or understanding of a policy or management dilemma which faces a particular agency. As such, the audience of a thesis project is the academic community, whereas the audience of a capstone project is a specific policy community—e.g., a government agency, a civil society organization, a private enterprise of a public character, or an international organization or regime. Since the target audience is a policy community, the capstone project is real time, policy or management research.

Unlike a thesis project which is carried out by a single investigator, a capstone project may be carried out either by a single investigator or by a team of investigators. The choice depends on the scale of the project, as well as the availability of co-investigators. If the project in conception is large in scale and has several dimensions requiring a pooling of investigators, say 2 or 3, it may be designed as a group project. Should a group project be your preference, the members of the group must consult the Program Chair and the Associate Dean of Academic Affairs and get their approval. In which case, each participant will earn the same capstone 3 credit hours. On the other hand, if a project is discrete and relatively small in scale, an individualized approach may be a better option. Whichever may be the case for you, you will receive the remaining 3 credit hours when you have submitted to the POS committee for approval and deposited thereafter in the Academic Affairs Division. If you are interested in the capstone option, you must enroll in an advanced research course (3 credits).

2. Formation of the Program of Study(POS) Committee

As in the case of the capstone project, you will need to form a POS committee of two faculty members who will supervise your graduate work, including your capstone research project. The deadline is the 6th week of the second semester (fourth semester for part-time students). Please consult the timeline in Chapter 7.

In terms of the composition of the POS committee, you may invite the instructor supervising your capstone project to be your major professor. For the remaining committee member -2nd professor- you may invite your academic advisor assigned to you at the time of your admission to the School to be your committee member. Alternatively, you may invite another faculty member to be your committee member.

3. Submission of the Capstone Research Plan

It is assumed that when you enroll in an advanced research course, you already have a target agency for study (e.g., city, department, regulatory agency, nonprofit organization, or a private enterprise of public character) and a tentative research question. If this is not the case, you will need to work with your capstone instructor to determine what your capstone project will be. It is possible that your capstone instructor may already have identified a tentative, group capstone project. But this may not always be the case. In either case, you may select a single capstone project or a group capstone project.

The assumption above behooves that you do preliminary research and brainstorming about your capstone project before you sign up for the course. If you have one or two other students who have a similar interest, you may have a case for a group project. If you have none of these yet wish to do a capstone project, you will need to consult with your prospective instructor before you sign up for the course. It is possible—but don't count on it—that your prospective instructor may already have a network of contacts to generate an individual or group project on your behalf.

On the basis of these preliminary investigations you will need to submit a short research proposal called the prospectus to the POS committee by the 10th of the

second semester. Even if you get involved in a group project, you will need to submit your own prospectus, separately. The prospectus of a capstone project is a flexible research plan, all depending on the scale of the project and the number of students involved in the project. In general, we suggest that your prospectus include the following information:

- ① The tentative title of your capstone project.
- ② The number of investigators: Individual or group (list names). If you select a group option, you consult the Associate Dean of Academic Affairs. Normally, a group capstone project involves 2 or 3 students. Five students will be an exceptional case.
- ③ The purpose of your study. State briefly what your capstone project is going to be.
- ④ The statement of problem or concern. State briefly in a short paragraph the reasons for proposed project (e.g. organizational need):
 - i. Policy-related issue or controversy, or
 - ii. Management-related issue or controversy
- ⑤ The research question (s). What are the specific questions which your capstone project will address?
- ⑥ The results or outcomes of your capstone project. Describe briefly what kind of policy or management recommendations your capstone research will be producing. At this point the recommendations are going to be only hypothetical.
- ⑦ Facts. What evidence and data would you need to support your claims?
- ⑧ Timeline. Sketch a timeline of your research broken down by its component parts.

4. Structure of the Capstone Report

Whether done individually or in a group, we suggest that the report of your

capstone project follow the format similar to a thesis. Since a capstone project is a real-world policy or management study with the audience being agency decision makers as opposed to academics, we stress that the report be written in a way that lay persons will appreciate. Particular attention, therefore, should be placed on lean organization, clarity, and readability. We expect that while an individual capstone project may be about 30 double-spaced pages in length, a group project may be considerably longer, say 50 pages or more. When reporting your capstone project, you may take the following general format into consideration. Of course, the format may be tailored to your needs.

- ① Title page
- ② Acknowledgement
- ③ Executive summary
- ④ Table of contents
- ⑤ Introduction
 - i. Statement of policy or management problem
 - ii. Background (history) of the problem
 - iii. Research questions
- ⑥ Field research methods for gathering data (interviews, participant observations, document analysis)
- ⑦ Analysis and findings
- ⑧ Policy or Administrative Recommendations
- ⑨ References (The APA Manual)
- ⑩ Appendix (optional)

5. Advanced Research Seminar (ARS)

The School also offers several sections of a 3-hour credit course “Advanced Research Seminar(ARS)” to help you complete the full first (rough) draft of your capstone, which is required on the completion of your coursework or before your

departure from the KDI School. You must enroll in an “Advanced Research Seminar(ARS)” course (3 credits) in third semester (fifth semester for par-time students), after submission of POS Committee Composition. The Advanced Research Seminar is not an instructional but research consultation course which is designed to provide you with a step-by-step completion of your thesis/capstone draft. This course is also strongly recommended for those who are planning to write a thesis or capstone project.

6. Oral Presentation

Upon completion of the first draft, we ask that you present the first (rough) full draft orally to your POS committee at ARS Oral Presentation Session which is held during the final week of semester. Students who are taking ARS course must participate in the session. During the oral you will need to elicit comments and suggestions from your committee members and incorporate them in the final report. Also we recommend that you invite the relevant host agency personnel to your presentation so that you may solicit additional comments and suggestions from them. The POS committee will report the results of the oral, including the suggestions for further improvement, to the Academic Affairs Division. When you complete the capstone course and the oral presentation successfully, you will receive 3 credits counted toward your graduation.

7. Final Report

Upon successful completion of the first draft and the oral, you shall submit the final draft to your POS committee and Academic Affairs Division by the 3rd week of fourth semester (sixth semester for part-time students). The final draft will be reviewed by your two-member POS committee and another independent reviewer appointed by your major professor at his or her discretion. Upon the committee approval you will award the remaining 3 credits counted toward your graduation.

Chapter 5

Supervised Research Project

1. Description

The Supervised Research Project (SRP) is an option designed for students whose main educational objective is to seek life-long, continuing education through which to build personal competency in the areas of one's need. The KDI School offers an array of specialized courses. If you wish to go beyond the discipline-based curriculum requirements and pioneer the depth and breadth of cutting-edge, specialized knowledge and skills (e.g., quantitative methods, the global environmental regime, trade negotiations, conflict management), you may do so by consulting with your POS committee and consider taking the supervised research option. The SRP shall be a critical review of cutting-edge, frontier research on the subject you have chosen to investigate. The cutting-edge, frontier research means a body of research articles recently published in refereed(academic) journals and in some cases in scholarly books (not textbooks) or publications by research organizations.

2. Formation of the Program of Study(POS) Committee

If you are contemplating on taking the supervised research project option, you should contact one professor who is in the area of your research interest and invite him or her to be your major professor and to supervise your research paper.

Also, if you take this option, you will need to take one 3-credit additional course from which to produce an independent research paper (supervised research paper). Your major professor may be the instructor from which you take the additional

course. This additional course is above and beyond the required course work. Typically, an independent research paper is an elucidation of literature (knowledge and skills) on a specific topic, a topic of some novelty to you.

3. Submission of the Supervised Research Plan

Upon completion of consultation, summarize the learning contract that you have made with your supervising professors. Submit your plan (prospectus) in two or three pages to your major professor by the 10th week of the 2nd semester with the following information included:

- ① The purpose of taking the supervised research project
- ② The area(s) of specialized knowledge and skills you wish to enhance for your personal competence
- ③ Identification of one additional course you wish to take
- ④ The expected learning outcomes with respect to specialized knowledge and skill sets.

4. Format of a Specialized Research Paper

Since the supervised research project is individually supervised research, the paper format would vary from topic to topic. We suggest that you consult your supervising professors and receive direction from them with respect to the specific format. In general, however, we suggest that your paper include the minimum of the following information:

- ① Title page
- ② Introduction
 - i. Learning objectives
 - ii. List of major literature reviewed

- ③ Summary of literature
- ④ Discussion
- ⑤ Conclusion (e.g. outcomes of learning)
- ⑥ References (The APA Manual)

5. Oral Presentation

When you have completed your supervised research paper, you report to your major professor orally and in writing and seek his or her comments, further revisions (if any), and final approval. The time for this oral and written report is the final week of the 3rd semester. Your major professor may require you to make revisions on the draft. He or she then will report the decision (revision or no revision) to the Academic Affairs Division.

6. Final Report

Upon successful completion of the full draft, you will need to submit the final draft to your POS committee and Academic Affairs Division by the 3rd week of third or fourth semester (sixth semester for part-time students). The final draft will be reviewed by your POS committee member. Upon the committee approval you will award the remaining 3 credits counted toward your graduation.

Chapter 6

Experiential Learning Project

1. Description

The Experiential Learning Project (ELP) is an option designed for students wishing to acquire the in-depth and breadth of new knowledge and new culture through global experiential learning. You have taken this option if you are already enrolled in KDI School's Global Master's Program (GMP), a dual degree program between the KDI School and its sister institutions outside Korea.

Experiential Learning Project for Academic Writing (1 credit)

Experiential Learning Project for Essay (1 credit)

(1) the personal and professional objectives initially planned for the study-aboard, (2) the significant("awe") experience gained while studying abroad which studying aboard with respect to global cultures, life style, education and so forth, (3) the competence of English in speech and writing achieved while studying aboard, and (4) the perceived usefulness of the global experience for the writer's life and career development. On the other hand, if you happened to have written a thesis in your host university, you may develop this thesis submit to your POS committee.

Advanced Experiential Learning Project (3 credits)

Suggesting resolutions for a real-time policy or work-related tasks through a critical review of a body of research articles recently published in academic journals, theses and taught in school lectures.

Topic and the major content are parallel to those of capstone projects.

- Topic: A real-time policy or management concern faced by a particular agency or a community of interest

- Content: Critical Analysis of a real-time policy/or suggesting an alternative resolution to a policy

2. Formation of the Program of Study(POS) Committee

If you have selected the experiential learning project—in other words, you are a GMP student—you will need to invite one KDI School faculty members to serve on your POS committee. We suggest that you form the committee from among professors whom you know well through course work, as well as frequent interaction. When you apply for a GMP school, these faculty members are likely to be your referees who assist and support your application. This is yet another reason that you will want to make sure that these faculty members are intimately familiar with your background, educational objectives, and course work. The deadline for submitting your POS committee to the Academic Affairs Division is the 6th week of the 2nd semester.

3. Submission of the Research Plan

If you are already enrolled, or wish to enroll, in the Global Master's Program, you should submit a research plan to your POS committee and the Academic Affairs Division during the 10th week of the second semester. The plan should include:

- ① The learning objective(s) of the global experience, in personal, as well as official-capacity (e.g., agency needs)
- ② A list of desired countries and institutions
- ③ A comprehensive list of desired learning outcomes

* In case of Experiential Learning Project for Essay, submission of research plan is not required.

4. The format of your report

Experiential Learning Project for Academic Writing and Essay

When you have completed your global learning project, you are required to submit a comprehensive report to the POS committee detailing what you have learned from your study abroad and what synergic effect it has created on your learning at the KDI School. In the report you may also want to discuss your global, cultural experience in view of the learning objectives anticipated at the inception. Make sure that your report will be as specific as comprehensive. The report requires no particular format although we expect that it will be a well-structured essay of approximately 15 pages in length.

Advanced Experiential Learning Project

The Advanced Experiential Learning Project format is parallel to the Supervised Research Project (SRP).

- ① Title page
- ② Introduction
 - i. Learning objectives
 - ii. List of major literature reviewed
- ③ Summary of literature
- ④ Discussion
- ⑤ Conclusion (e.g. outcomes of learning)
- ⑥ References (The APA Manual)

5. Oral presentation and the final report

Experiential Learning Project for Academic Writing and Essay

Upon completion of your global learning project, you will be giving an oral report to your POS committee along with the written report on the designated date after returning to the School. Upon the committee approval you will be receiving 1 credit hour counted toward your graduation.

Advanced Experiential Learning Project

Upon successful completion of the full draft, you will need to submit the final draft to your POS committee and Academic Affairs Division by the 3rd week of third semester (same as part-time students). The final draft will be reviewed by your POS committee member. Upon the committee approval you will award the remaining 3 credits counted toward your graduation.

Chapter 7

A SUMMARY OF TIMELINES

Recommended Research Project Time Frame by Semester (Full-time Student)

Time \ Project	Project	Thesis Project	Capstone Project	SRP	ELP
2 nd term	6 th week	Formation of the POS Committee Submission of POS Committee Application			
	10 th week	Submission of the Research Plan (Prospectus) Submission of Capstone Project Proposal only required for those who write a Capstone			
3 rd term		ARS* (Advanced Research Seminar)		3-credit Course* (other than ARS)	GMP** Submission of the Final Report (Advanced ELP)
	12 th week (Final Week)	Oral Presentation of your draft			
		Submission of the 1 st Full Draft			
4 th term ~4 th Year	2 nd ~3 rd week	Submission of the Final Report***			

* ARS course is mandatory course for those who write either thesis or Capstone. Students working on the SRP should take one additional 3-credit course different from ARS.

** GMP students working on the Advanced ELP will be asked to submit the Final Report in 3rd term.

*** GMP students working on the ELP (Academic or Essay) will be asked to submit the Final Report within one week after their return to the KDI School.

Recommended Research Project Time Frame by Semester (Part-time Student)

This time frame is for the part-time students who have completed their first year.

Time \ Project	Project	Thesis Project	Capstone Project	SRP	ELP
4 th term	6 th week	Formation of the POS Committee Submission of POS Committee Application			
	10 th week	Submission of the Research Plan (Prospectus) Submission of Capstone Project Proposal only required for those who write a Capstone			
5 th term		ARS* (Advanced Research Seminar)	3-credit Course* (other than ARS)	GMP**	
	12 th week (Final Week)	Oral Presentation of your draft			
		Submission of the 1 st Full Draft			
6 th term ~4 th Year	2 nd ~3 rd week	Submission of the Final Report***			

* ARS course is mandatory course for those who write either thesis or Capstone. Students working on the SRP should take one additional 3-credit course different from ARS.

** GMP students working on the Advanced ELP will be asked to submit the Final Report in 3rd term.

*** GMP students working on the ELP (Academic or Essay) will be asked to submit the Final Report within one week after their return to the KDI School.

※ Final Research Project Evaluation Schedule

Every Semester		
Anti-plagiarism Test	1 st ~ 3 rd week	Turnitin
Get supervisor's approval	1 st ~ 3 rd week	Recommendation for Evaluation Form
Submission	2 nd ~ 3 rd week	Softcopy Submission (with approved recommendation for evaluation form and similarity report)
RP Evaluation	6 th ~ 10 th week	Academic Affairs Division
Revision Period & Final RP Submission	11 th ~ 12 th week	Only for Thesis or Capstone

Chapter 8

Questions & Answers

Question 1: The guideline provides that when I submit a research plan (prospectus), I state, first and foremost, my research question. What does “research question” mean? How is it related to the problem statement? How should I frame my research question? How do I know that I have framed it right?

Response: When students are asked to submit a research prospectus, they typically submit a research topic or the title of their thesis. A statement of the topic or the title actually gets you nowhere. To move forward with your research plan, you must translate the topic into a question that can be answered in a systematic way. Examples of the research question are:

- ✓ Does welfare make people lazy?
- ✓ Does corruption deter foreign direct investment?
- ✓ Does privatization increase efficiency?
- ✓ What can your local community do to promote tourism?
- ✓ Should wages between men and women be equalized for equal work?
- ✓ Should the anonymity of cyber space be protected by law?

When you have a research question, you must have an important reason or concern underlying the question. The reasons could be many: a policy controversy, a need for developing policy alternatives, a need for policy-relevant information, a problem with the extant theory, and so forth. Whatever the reason or concern, your readers are interested in hearing them. In the lexicon of social research these reasons and concerns are called the statement of concern or problem, which in other words motivate you to undertake the proposed research.

How do you know that you have framed your question right? A quick, intuitive test is to ask what possible answer you can expect. If you cannot think of a sensible answer, you probably do not have a researchable question; which is a reminder that formulating a research question is not as simple as it might sound. The formulation of a research question requires a critical review of literature or a relevant field experience.

Question 2: In Chapter 3, the Capstone Project, the reporting format requires an “executive summary.” How is it different from an “abstract,” which is required under the Thesis Project?

Response: Abstract is a concise summary of your research report. Normally, the summary is presented in one paragraph explaining the problem (concern) that has led you to undertake the present study; describing your research question(s) and methods; summarizing the findings, or the claim that you are advancing; and hinting at theoretical or policy implications. See Example 1 below. The example comes from a thesis report by an Iowa State University student in the Master of Science and Master of Public Administration Program, 2006.

In comparison, an executive summary is a detailed summary of your report which contains the background of the problem researched; the purpose of the research, including research questions; the methods; the findings; and recommendations. Whereas the abstract is written largely for the academic audience, the executive summary is written for the practitioners. For this reason, the executive summary has an emphasis on policy or administrative recommendations. An example may better illustrate the point. Example #2 comes from a group capstone project completed by a group of MPA students at the School of Public & Environmental Affairs, Indiana University-Purdue University, Indiana, May 2009.

Question 3: When is the last day that I can change my research plan—from one

option to another, say, from thesis to supervised research project?

Response: This change is extremely risky. But if you must, the absolute last day for this change will be the drop/add period of your final semester. No change is allowed thereafter.

Question 4: If I want to change the composition of my POS committee, what should I do?

Response: The rule of thumb is you do not change the horse in the midstream. But if you must owing to unforeseen circumstances, you should do it promptly but no later than the end of first week of the 3rd semester, which means the semester before you commence your thesis writing. If you wish to change your research project from thesis to SRP, for example, you should do it no later than the first week of the 3rd semester.

Example #1

**A Biological Analysis of Risk and Protective Factors Associated with Early
Sexual Intercourse of Young Adolescents**

By

Tina Renae Jordahl

A Thesis Submitted to the Graduate Faculty in Partial Fulfillment of the
Requirements for the Degrees of

Master of Science

Master of Public Administration

Program of Study Committee: Brenda J.
Lohman, Co-major Professor Yong Lee,
Co-major Professor
Steven Garasky

Iowa State University

Ames, Iowa

2006

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Graduate College

Iowa State University

ABSTRACT

Risk and protective factors of the family and individual microsystems associated with early sexual activity and early sexual debut among a sample of low-income adolescents were assessed using bioecological theory and a risk and resiliency framework. The risk factors examined were adolescent race, gender, family structure, low maternal education, family welfare receipt, income, and delinquent behaviors. Protective factors explored included family routines, parental monitoring, parent-child relationships, father involvement, academic achievement and academic aspirations. Waves 1 and 2 of the *Welfare, Children and Families: A Three-City Study* were used (N=984, ages 10 to 14 years). Relationships between early sexual activity and sexual debut with family and individual risk and protective factors were assessed using a series of logistic regressions. Overall findings show that being 13 years of age or older, male, African American, living in a two-parent family, a separated family, a family where the mother formed a union between waves, transitioning on welfare between waves, and being involved in delinquent acts significantly increases the odds that adolescents will be sexually active. Protective factors for early sexual activity include living with a mother who has a technical degree or higher, living with a mother who increased her education between waves, and father involvement. Risk factors for early sexual debut were being 13 years of age or older, male, African American, living in a two-parent family, living in a separated family, and delinquent involvement. The only protective factor for early sexual debut was maternal education. Findings differed by gender, race, and race*gender. Prevention and policy implications are discussed.

Example 2

Chinese Foreign Direct Investment in Central Indiana

By

Chris Burkhart
Marlene Dotson
Scott Kirsch
Lisa Sew

[A Capstone Research Project]

School of Public & Environmental Affairs, Indiana University, Bloomington,
Indiana, May 2009.

I. EXECUTIVE SUMMARY

INTRODUCTION

The era of globalization has brought an increasingly complex and competitive business environment to Central Indiana. In order to be ready to meet these challenges and ensure that the region remains competitive, increasing investment and quality job growth in the region must become a priority.

In the spirit of building and maintaining a competitive economic and business edge, Central Indiana needs to turn its eyes to a new and promising horizon: China. Outward foreign direct investment (FDI) from China has been increasing rapidly over the last half decade-by 400% by some measures, and the country is now emerging as one of the top FDI exporters among developing countries. In short, Chinese FDI, whether through the acquisition of current businesses or through the founding of new businesses, brings a promising economic future for Central Indiana.

In the search for a brighter economic future, an important goal for Central Indiana will be to ensure that future Chinese FDI is invested in the region. Yet much work, research, and strategy creation is needed before it can fulfill this goal. Due to the recent emergence of Chinese FDI inflows, the jury-filled with economists, business experts, and academics-still remains out on just how to attract Chinese FDI. What is known is that Chinese FDI can and will play an important role in the future economic development of the United States and that every region within the country will be willing to compete for the new businesses.

PURPOSE

The BDKS Consulting Group (BDKS), a group of graduate students formed for a Capstone project in the School of Public & Environmental Affairs at IUPUI, was commissioned by the Indy Partnership to study and present its research and answers to three critical questions:

• Under what conditions would Chinese industries and companies conduct business in Central Indiana?

• Which Chinese industries and companies would be favorable candidates for acquiring or starting businesses in Central Indiana?

• How should stakeholders implement strategy for attracting Chinese industries and companies?

METHODS

To understand Chinese FDI and to find the answers to the questions above, BDKS conducted a review of the current literature on the topic, interviewed current and potential stakeholders and experts on Chinese FDI, collected and analyzed research data, and performed a SWOT analysis. With this information, BDKS summarized its major findings and prepared recommendations for attracting Chinese FDI to Central Indiana.



KEY FINDINGS

BDKS found six major themes that influence Chinese FDI. The top factors that drive Chinese FDI are: Cultural Awareness, Cost of Doing Business, Transportation Infrastructure, Access to Markets/Growing Markets, Proximity to Leading Universities, and Trade Missions/Building Relationships. In light of these factors, Indiana has many strengths and is able to offer very competitive bids for potential investment.

In matching Indiana's strengths with Chinese FDI trends, **BDKS targeted ten industrial sectors that Central Indiana should compete for.** These sectors are: Aerospace, Alternative/Renewable Energy, Automotive Components, Automotive OEM, Business Machines & Equipment, Consumer Products, Food Products, Industrial Machinery, Equipment and Tools, Metals and High End Textiles.

To ensure that Central Indiana stays ahead of the game in building and maintaining a competitive economic and business edge, **BDKS developed a strategic plan for attracting potential Chinese FDI to Central Indiana.** Key aspects of the strategic plan include: reaching out to the Chinese community and promoting cultural exchanges, making Central Indiana more accessible, attracting talent to come to and stay in Central Indiana, conduct trade missions to China and build meaningful connections and relationships, and the promotion of science and technology excellence in Central Indiana.

Chapter 9

Research Project Summary

1. Type of Project

- Thesis (Thesis paper + ARS course = 6 Credits)
 - Empirical test of hypothesis / Thesis Format
 - ARS Course: MANDATORY
 - 33 Credits + Thesis paper (3 Credits) + ARS Course (3 Credits) = 39 Credits
- Capstone (Capstone paper + ARS course = 6 Credits)
 - Problem-Solving Research & Target Agency Study / Thesis Format
 - ARS Course: MANDATORY
 - 33 Credits + Capstone paper (3 Credits) + ARS Course (3 Credits) = 39 Credits
- SRP (3 Credits)
 - Educational objective study & build up personal competency
 - 36 Credits(33 Credits+ 1 elective Course) + SRP paper (3 Credits) = 39 Credits
- ELP (Academic, Essay) (1 Credit) (GMP Students only)
 - Report on significant new knowledge and cultural experience gained from outside Korea
 - 39 Credits + ELP (Academic, Essay) paper (1 Credit) = 40 Credits
- Advanced ELP (3 Credits) (GMP Students only)
 - Suggesting resolutions for a real-time policy or work-related tasks through a critical review of a body of research articles recently published in academic journals, theses and taught in school lectures.
 - 36 Credits + Advanced ELP paper (3 Credits) = 39 Credits

2. POS Formation (6th week of each Semester)

■ Thesis/Capstone: 2 Professors

*** MUST form POS Committee member preceding Semester that you want to take ARS course**

■ SRP/ELP: 1 Professor

- submit POS application form with professor's signature

3. Research Plan (10th week of each Semester)

■ Outline of your paper

■ Submit this plan to Professor

4. Submission your Final paper

■ CONFIRMED Final draft + Application Form => To Academic Affairs Division

■ Meet the application deadline (by 3rd week of each semester)

■ For the international student, you can submit your final confirmed draft before leaving the country

■ Detailed information on the submission will be released before the submission period every semester

5. Process for the successful graduation(recommended)

	1 st year			2 nd year		
Sem.	1 st	2 nd	3 rd	4 th	5 th	6 th
Full Time		POS application (6 th week) + Research Plan (10 th week)	Take ARS Course or 1 elective course (3 credits)	Submit your final paper to Academic Affairs Division (3 rd week) * Int'l Student: you can submit your final paper before you leave the country (3 rd week)		
Part Time				POS application (6 th week) + Research Plan (10 th week)	Take ARS Course or 1 elective course (3 credits)	Submit your final paper to Academic Affairs Division (3 rd week)

Appendix

[POS Application Form] – submit this form when you assign POS committee. (by 6th week of semester). You need to get Professors' (1 or 2 professors) signatures

PROGRAM OF STUDY(POS) COMMITTEE APPLICATION FORM	
Submit to: Academic Affairs Division	Submission Date: . . .
Program: _____	
Student's ID: _____	
Student Name: _____	
Research Topic: _____	
Research Project Type:	<input type="checkbox"/> Thesis <input type="checkbox"/> Supervised Research project
	<input type="checkbox"/> Capstone Project
	<input type="checkbox"/> Experiential Learning Project for Academic Writing (GMP only)
	<input type="checkbox"/> Experiential Learning Project for Essay (GMP only)
	<input type="checkbox"/> Advanced Experiential Learning Project (GMP only)
Professor's Full Name	Signature
_____	_____
(Major Professor)	

(Committee Member)(Only for Thesis and Capstone Project Writers)	
Abstract of the Research Plan (Less than 100 words)	
<div style="border: 1px solid black; height: 100px; width: 100%;"></div>	

[Change Request Form] – submit this form when you change either your paper’s topic or professor. You need to get BOTH current and Newly assigned professors’ signature

Research Project Change Request Form			
General Information			
Student ID No.		Program	
Student Name	(Signature)		
Current Research Project			
Project Types	<input type="checkbox"/> Thesis <input type="checkbox"/> Supervised Research Project <input type="checkbox"/> Capstone <input type="checkbox"/> Experiential Learning Project (GMP only)		
Research Topic			
POS Committee Members	Major Professor	(Signature)	
	Second Professor	(Signature)	
Change of Research Project *Please leave blank if not applicable			
New Project Types	<input type="checkbox"/> Thesis <input type="checkbox"/> Supervised Research Project <input type="checkbox"/> Capstone <input type="checkbox"/> Experiential Learning Project (GMP only)		
New Research Topic			
New POS Committee Members	Major Professor	(Signature)	
	Second Professor	(Signature)	
Date: . . .			

[Submission of Research Plan] – submit this form after you assign POS committee. (by 10th week of POS assigned semester). You need to send this to your major professor

Submission of Research Plan

Submit to: Major Professor of POS Committee Submission Date: . . .

Program: _____

Student's ID: _____

Student Name: _____

Research Topic: _____

Research Project Type: ☐ Thesis ☐ Supervised Research project

☐ Capstone Project

☐ Experiential Learning Project for Academic Writing (GMP only)

☐ Advanced Experiential Learning Project (GMP only)

1. Timeline

* Please set your schedule your paper writing and submission plan.

Date	Activities

2. Purpose of the Study

3. Research Question(s)

4. Hypothesis (or Claim)

5. Supporting Argument and Data

[Evaluation Application Form] –submit this form with Major Professor’s signature with the soft file of final draft

Recommendation from the Supervisor for Research Project Evaluation

Student Name : _____ Student ID : _____

Program (Check √)

· MPP · MDP · MPP/PM · MPP/ED · MBA · MFDI · MAM · Ph.D.

Paper type(Check √)

· Thesis · SRP · ELP

E-mail Address : _____ (Tel: _____)

Mailing Address : _____

Research Project Topic	
---------------------------	--

The above-stated student is eligible to submit a research project for Master's Degree and therefore I hereby recommend his/her research project.

Comments on the project

Date 20

Supervisor _____ (sign)

To the Dean of KDI School of Public Policy and Management

Performance Assessment Criteria for Research Project

Program:	ID:	Student Name:	Evaluator:	Date:	(signature)			
Project Types: Research Title:								
Goals	Traits	Points	4	3	2	1	Total	
	Description/identification of problem		Situation is well described and problem is properly identified.	Situation/problem is outlined. Contextual connections evident	Situation/problem is outlined, but contextual connections tenuous	Situation/problem is not outlined.		
Analytic/Problem-solving Skills	Creative Thinking		Alternative solutions are presented and properly weighed, or Hypothesis well recognized and stated in testable form	Alternative solutions are presented, or Hypothesis recognized or well stated	Alternative solutions are outlined, but not properly presented, or Hypothesis detectable but not stated in testable form	Alternative solutions absent, or Hypothesis undetectable. Context absent or ignored.		
	Methodology		Proper methodologies are employed and clearly explained	Proper methodologies are employed	Methodologies are proper but implementation is weak	Methodologies are not proper		
	Data		Data to justify methodology is collected and properly analyzed	Data to justify methodology is collected but analysis is weak	Data not enough or analysis is incomplete	Data not enough and analysis is incomplete.		
	Knowledge of Relevant Discipline		Compelling theories well researched. Controversies outlined and weighed	Compelling theories adequately outlined	Theoretical outline present	Theoretical outline absent or garbled		
In-depth Knowledge	Applications/cases		Applications/cases of theories well explained	Applications/cases of theories adequately explained	Applications/cases of theories are not properly explained	Applications/cases of theories absent		
	Structuring		Report is well-focused, well-organized, and unified	Report is well-organized, and unified	Report is adequately organized, but poorly-focused	Report is not adequately organized		
	Graphics/Tables		Graphics/Tables are properly inserted and help to reinforce arguments	Graphics/Tables are provided, and help somewhat to reinforce arguments	Graphics/Tables are provided, but relevance to arguments is weak	Graphics/Tables are not adequately utilized		
	Documentation/Citation		Correctly documents and cites sources	Documentation/Citation adequate	Documentation/Citation incomplete	Documentation/Citation absent		
Communication Skills (Written)	Clarity		Logic is strong and conclusion is clearly stated	Logic is adequate and conclusion is well stated	Irrelevant information interferes logic	Irrelevant information predominates		
<Note>	PASS: A0 (Excellent): 36-40 points	A- (Good): 30-35 points	B (Satisfactory): 21-29 points				Total	
	NON-PASS: C (Failure): 20 points and below					Grade		
		PASS				PASS	NON-PASS	

Performance Assessment Criteria for Research Project

Program:	ID:	Student Name:	Date:
Project Types:			
Research Title:			
Evaluator:		(signature)	

[Comments]

The Evaluation Criteria for an Experiential Learning Project

Program:	ID:	Student Name:	Date:	
Project Types:		Evaluator:	(signature)	
Research Title:				

Assessment Criteria	Points					Score
	Criteria	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	
Personal and professional objectives for global experience (planned or evolved)	How clearly does the essay reflect the objectives of the GMP's mission of global experience	5	4	3	2	1
Significant learning experience	Does the essay demonstrate significant ("awe") experience with global cultures, life, and education?	5	4	3	2	1
Language and readability	How good is the command of the English language shown in this essay: grammar, clarity, and readability?	5	4	3	2	1
Impact on life and career	Is this global experience likely to make a difference for the writer's life and career?	5	4	3	2	1
Comments if any:		Sum				
		Average				
		If the score is less than 12 points total or 3.0 in average, the candidate is required to revise and resubmit the essay.				

[Academic Thesis Release Form]

Academic Thesis Release Form

KDI School of Public Policy & Management				Program : MPP	Date of Graduation :
Name				Student ID	
Email			Tel.		
Mailing Address					
Title of Thesis					

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	, 200
Name & Signature	Date

To the Dean of the KDI School of Public Policy and Management

Note: Point 7 must be included and clearly stipulated on all academic thesis release forms from every participating university.

- Part II -

Guide to Writing Thesis/Dissertation

KDI School of Public Policy and Management

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- Part II -

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I. INTRODUCTION

The objective of this booklet is to provide the basic guidelines for writing a Master's Degree thesis at the KDI School of Public Policy and Management. The materials in this booklet are derived from many different sources into a collection of various useful references in the following areas.

MANUALS FOR WRITING A THESIS/DISSERTATION

- Recommended Manuals
- Guides to Writing

A STEP BY STEP GUIDE TO WRITING A THESIS/DISSERTATION

- Writing a Thesis/Dissertation
- Formatting the Thesis/Dissertation

All students and faculty advisors are strongly recommended to read this booklet carefully before starting to write or evaluating a thesis. If you have any suggestions that can further improve the content of this booklet, please convey them to the Office of Academic Affairs.

II. MANUALS FOR WRITING A THESIS/DISSERTATION

A. Recommended Manuals

Each student is responsible for presenting a well-written manuscript to his/her thesis supervisor for final approval. Each student is responsible for editing his/her thesis/dissertation. If editorial assistance is needed, this should be obtained before the final draft is submitted.

Students are warned that preparation of a thesis/dissertation can be an extremely expensive undertaking. Each student should have a clear understanding in advance with typists, printers, and any agency involved in photographic work or drawings as to the costs involved, if you choose to utilize these types of services. The KDI School cannot act as a referee in disputes between students and others in such matters.

If the department does not specify points of style, the student should consult any of the following references:

Glatthorn, Allan A. *Writing the Winning Dissertation : A Step-by-Step Guide*. California: Corwin Press, Inc., 1998.

Teitelbaum, Harry. *How to Write a Thesis*. 4th ed. a. New York: Simon & Schuster Macmillan Inc., 1998.

Davis, Gordon B., and Clyde A. Parker. *Writing the Doctoral Dissertation : A Systematic Approach*. 2nd ed. Barron's Educational Series, Inc., 1997.

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. Rev. 6th ed. The University of Chicago Press, 1996.

Gibaldi, Joseph and Achtert, Walter S. *MLA Handbook for Writers of Research Papers*. 4th ed. New York: Modern Language Association of America, 1995.

Publication Manual of the American Psychological Association. 4th ed. Lancaster Press, Inc., 1994.

Council of Biology Editors Style Manual: A Guide for Authors, Editors, and Publishers in the Biological Sciences. Rev. 6th ed. New York, NY, 994.

Campbell, William G. and Ballou, Stephen V. *Form and Style: Theses, Reports, Term Papers*. 8th ed. Boston: Houghton Mifflin, 1990.

B. Guides to Writing

A good dictionary is an essential tool for all writers. Your instructor will probably recommend a standard American dictionary such as The American Heritage College Dictionary, Merriam-Webster's Collegiate Dictionary, or Random House Webster's College Dictionary. Because dictionaries vary in matters like word division and spelling preference, you should, to maintain consistency, use the same one throughout your project.

You should also keep on hand at least one reliable guide to writing. A selected list of writing guides appears below, classified under four headings.

HANDBOOKS OF COMPOSITION

Baker, Sheridan. *The Complete Stylist and Handbook*. 3rd ed. New York: Harper, 1984.

_____. *The Practical Stylist*. 7th ed. New York: Harper, 1990.

Beene, Lynn, and William Vande Kopple. *The Riverside Handbook*. Boston: Houghton, 1992.

Booth, Wayne C. and, W. Gregory Marshall. *The Harper and Row Rhetoric: Writing as Thinking/Thinking as Writing*. New York: Harper, 1987.

Corbett, Edward P. J. and Sheryl L Finkle. *The Little English Handbook: Choices and Conventions*. 6th ed. New York: Harper, 1992

Crews, Frederick. *The Random House Handbook*. 6th ed. New York: Random, 1992.

Fowler, H Ramsey and Jane E.Aaron. *The Little Brown Handbook*. 5th ed. New York: Harper, 1992.

Gere, Anne R. *Writing and Learning*. 3rd ed. New York: Macmillan, 1992.

Guth, Hans P. *New English Handbook*. 3rd ed. Belmont: Wadsworth, 1990.

Hacker, Diana. *The Bedford Handbook for Writers*. 4th ed. Boston: Bedford-St. Martin's, 1994.

Heffernan, James A. W. and John E. Lincoln. *Writing: A College Handbook*. 4th ed. New York: Norton, 1994.

Hodges, John C., Winifred Bryan Horner, Suzanne Strobeck, and Robert Keith Miller.. *Harbrace College Handbook*. 12th ed. Fort Worth: Harcourt, 1994.

Leggett, Glenn, David C. Mead, and Melinda G. Kramer. *Prentice Hall Handbook for Writers*. 11th ed. Englewood Cliffs: Prentice, 1991.

Lunsford, Andrea, and Robert Connors. *The St. Martin's Handbook*. 3rd ed. New York: Martin's, 1995.

Marius, Richard, and Harvey S. Wiener. *The McGraw-Hill College Handbook* .4th ed. New york : McGraw, 1994.

McPherson, Elisabeth, and Cowan, Gregory, *Plain English Please: A Rhetoric*. 5th ed. New York: Random, 1986.

Mulderig, Gerald P. and Langdon Elsbree. *The Heath Handbook of Composition*.

13th ed. Lexington: Heath, 1995.

Troyka, Lynn Quitman. *Handbook for Writers*. 3rd ed, Englewood Cliffs: Prentice, 1993.

Watkins, Floyd C., and William B. Dillingham. *Practical English Handbook*. 9th ed. Boston: Houghton, 1992.

DICTIONARIES OF USAGE

Bernstein, Theodore. *The Careful Writer: A Modern Guide to English Usage*. New York: Atheneum, 1965.

Bryant, Margaret M. *Current American Usage: How Americans Say It and Write It*. New York : Funk, 1962.

Copperud, Roy H. *American Usage and Style: The Consensus*. New York: Van Nostrand, 1980.

Evans, Bergen, and Cornelia Evans. *A Dictionary of Contemporary American Usage*. New York:Random, 1957.

Follett, Wilson. *Modern American Usage: A Guide*. Ed. Jacques Barzun. New York: Hill, 1966.

Fowler, Henry W. *A Dictionary of Modern English Usage*. Ed. Ernest Gowers. 2nd ed. New York: Oxford UP, 1964.

Mager, Nathan H. and Sylvia K. Mager. *Prentice Hall Encyclopedic Dictionary of English Usage*. 2nd ed. Englewood Cliffs: Prentice, 1992.

Morris, William and Mary Morris. *Harper Dictionary of Contemporary Usage*. 2nd ed. New York: Harper, 1985.

Nicholson, Margaret. *A Dictionary of American-English Usage Based on Fowler's Modern English Usage*. New York: Oxford UP, 1957

Weiner, Edmund S. and Joyce M. Hawkins. *The Oxford Guide to the English Language*. New York: Oxford UP, 1984.

GUIDES TO NONSEXIST LANGUAGE

American Psychological Association. "Guidelines to Reduce Bias in Language". *Publication Manual of the American Psychological Association*. 4th ed. Washington: Amer. Psychological Assn., 1994. 46-60.

Frank, Francine Wattman, and Paula A. Treichler with others. *Language, Gender, and Professional Writing; Theoretical Approaches and Guidelines Usage*. New York MLA, 1989.

International Association of Business Communication. *Without Bias: A Guidebook for Nondiscriminatory Communication*. Ed. J. E. Pickens, P. W. Rao, and L. C. Roberts. 2nd ed. New York: Wiley, 1982.

Maggio, Rosalie. *The Nonsexist Word Finder: A Dictionary of Gender-Free Usage*. 1987. Boston: Beacon, 1989.

Miller, Casey and Kate Swift. *The Handbook of Nonsexist Writing*. 2nd ed. New York: Harper, 1988.

Schwartz, Marilyn, and the Task Force of the Association of American University Presses. *Guidelines for Bias-Free Writing*. Bloomington: Indiana UP, 1995.

Sorrels, Bobby D. *The Nonsexist Communicator: Solving the Problems of Gender and Awkwardness in Modern English*. Englewood Cliff: Prentice, 1983.

Warren, Virginia L. "Guidelines for the Nonsexist Use of Language." American Philosophical Association Proceedings 59. (1986): 471-84.

BOOKS ON STYLE

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Beardsley, Monroe C. *Thinking Straight: Principles of Reasoning for Readers and Writers*. 4th ed. Englewood Cliffs: Prentice, 1975.

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Elbow, Peter. *Writing Without Teachers*. New York: Oxford UP, 1973.

Writing with Power: Techniques for Mastering the Writing Process. New York: Oxford UP, 1981.

Gibson, Walker. *Tough, Sweet, and Stuffy: An Essay on Modern American Prose Styles*. Bloomington: Indiana UP, 1966.

Gowers, Ernest. *The Complete Plain Words*. Ed. Sidney Greenbaum and Janet Whitcut. Rev. ed. Boston: Godine, 1990.

Lanham, Richard A. *Style: An Anti-textbook*. New Haven: Yale UP, 1974.

Smith, Charles K. *Styles and Structures: Alternative Approaches to College Writing*. New York: Norton, 1947.

Strunk, William, Jr. and E. B. White. *The Elements of Style*. 3rd ed. New York: Macmillan, 1979.

Williams, Joseph M. *Style: Ten Lessons in Clarity and Grace*. 4th ed. New York: Harper, 1994.

III. A STEP BY STEP GUIDE TO WRITING A THESIS/DISSERTATION

A. Writing a Thesis/Dissertation

WORKING FROM THE NOTECARDS

Since each student has been constantly revising his/her outline while keeping his/her thesis statement in mind, the student's notes will reflect his/her outline. The only task left is to organize these cards into categories in accordance with the topic headings, and then organize the cards within these categories in the order in which he/she wants to deal with them. It is here that the extra care and time devoted to keeping neat notecards will payoff. The notes should be organized and neat; then, the student simply has to reorganize them into the proper sequence. The notecards make it easier for the student to comprehend the type of information he/she has accumulated. The student can then tailor the

notecards to those in which he/she feels relevant to his/her thesis. If the student has done his/her job well, there will be more notes than are necessary. This is not only to be expected but is desirable.

THE FIRST DRAFT

Before beginning to write, the student should again clarify what his/her primary objective is so that everything in the paper is directed toward that end. This objective must either be stated or implied in his/her introduction, the length of which is determined by the total length of the paper--the longer the paper, the longer the introduction. (A preface or formal introduction usually is not necessary in shorter papers —2,000 to 3,000 words—but is recommended in the longer ones, especially in theses.) It is here that the reader will be informed of the purpose, tone, and attitude of the writer so that he/she will be able to follow the argument in the body easily.

The body of the paper—the development of the introduction—is, of course, the most important and longest part. It is here that the student presents, in an organized, coherent, unified, forceful manner, all the material which he/she has spent countless hours gathering. However, he/she must be cautious not to present a "cut and paste" project; he/she must do more than simply reiterate the readings from the courses or present a compilation of other people's thinking. The value of a paper is not judged by the number of footnotes present or by the number of quotations used. If the paper is to have merit and if it is to stimulate a reader, it must be written so that it reflects the student's careful consideration and understanding of the readings, the student's contemplation of what he/she has read, and the student's thinking on the subject, all leading to a sound conclusion.

The length of the conclusion will, like the introduction, be determined by the length of the body. It may range from a paragraph in a short paper to a full

chapter in a thesis. Whatever the length, it should never be necessary for the writer to say "in conclusion". The ending should logically sum up the material presented so that there can be no doubt that this is the end. The ideal way to write the first draft is by using a word processor. Anyone who has ever used one knows that correcting, inserting, deleting, and moving text requires little effort, and it eliminates the need for time-consuming rewriting. It will also simplify the writing and placing of footnotes.

Regardless of how the student prepares the first draft, there are certain essential references that each student should utilize. Of paramount importance is a good dictionary (one which has recently been revised). In addition, students will find Roget's Thesaurus and a good writer's handbook on grammar and usage of great value. When in doubt, these sources should be fully utilized. The student will find that paying attention to the mechanical and grammatical aspects of the first draft will enable the student to concentrate on the important element of style in his/she revision. The first draft should be complete, though not necessarily polished. It is important to make a draft of the title page, introductory pages, table of contents, and bibliography for these may also need revision before the final paper is completed.

COHERENCE AND UNITY

In order for a piece of writing to be readily understood by a reader, it must be unified and coherent. That is to say, every item, every thought must be relevant to the primary thesis and all these items must be logically related to each other.

The unity of a paper is maintained by carefully organizing one's thought into paragraphs—each paragraph expressing a separate idea through a series of related sentences developing the idea which was expressed or implied in the topic sentence. The student must be sure that each paragraph—and each sentence in the paragraph—is relevant to his/her major thesis. If any idea does not aid in the development of the thesis, then that idea—regardless of how interesting it may be in its own right—does not belong in a unified paper.

Unity in the paper does not necessarily imply coherence. Coherence can be achieved by several techniques: use of transitional words or phrases (such as, on the other hand, in addition, nevertheless, furthermore); repetition of key thoughts, words, or phrases; partial restatement of ideas; use of synonyms for key words; use of parallel grammatical structure; consistent use of the same point of view; and logical organization of the information and arguments. It is coherence which will enable the reader to follow the writer's argument easily and logically.

After the writer has asked himself/herself whether each thought and idea is relevant to the thesis statement and whether it adds something to what has already been said, he/she should ask one additional question: Does it logically follow what precedes it, and is it properly joined to the thought or idea that follows it? If the answer is yes, then his/her paper will be coherent.

POINT OF VIEW

Point of view is the term generally used to indicate the point from which the paper is written, that is, first person or third person. In very formal papers, the first person singular "I" is not generally used; the writer usually refers to himself/herself in the third person singular, e.g., "the author," "the researcher"

"the writer". In less formal papers, the writer may sometimes make use of the first person plural, the editorial "we". However, usage leans more and more towards the less formal and stiff "I". Unless the student's instructor or supervisor has some definite objection, the first person "I" is highly recommended.

SOME ASPECTS OF STYLE

This section makes no attempt to present a complete discussion of all aspects of style nor does it pretend to be a grammar and usage text. For a reference source that will deal with all aspects of style, grammar, and correct usage, the student should refer, when necessary, to a good grammar text. In all probability, his/her freshman English handbook will serve this purpose. All that is intended here is to make the student cognizant of some of the more troublesome areas.

Sentence Structure

(a) *Errors in structure:* Two of the most common errors in sentence structure, the run-on or comma splice and the fragment, must be avoided at all costs. To be sure, either one of these can be used stylistically, but the writer must exercise the greatest caution. The run-on and fragment when used correctly are very effective, but if used incorrectly are very serious errors.

The run-on is primarily an error in punctuation; that is to say, two thoughts are run together without proper punctuation separating these thoughts. The run-on sentence can be corrected in three ways: (1) by placing a period at the end of the first thought and capitalizing the first word of the second thought; (2) by placing a semicolon between the two thoughts; (3) by using a comma and a coordinating conjunction (and, but, for, nor, or, yet, so) between the two thoughts.

The fragment is an incompletely stated thought whose incompleteness may be due to the omission of the subject, the verb, or the complement. It may also be due to using a verbal phrase in place of a verb or by not completing a thought begun with a dependent clause. In any case, the fragment is corrected by supplying the

missing part.

Other errors in structure include the dangling or misplaced modifier, awkward phrasing, and lack of parallelism. If the writer suspects that a sentence contains any one of these errors, handbook for proper methods of correction should be consulted.

(b) *Subordination*: Subordination is the technique of placing the less important thought in a subordinate position. The dominant idea should always be expressed in the main clause. Subordinate clauses can be adverbial, adjectival, or substantive in function. In other words, these groups of words, containing a subject and verb, can function in the sentence in the same manner as an adverb, adjective, or noun. Subordinate thoughts that are not important enough to contain subject and verb should be expressed in phrases.

(c) *Variety*: It is variety in sentence structure and sentence opening which avoids monotony, makes the paper more readable, and enables the writer to express himself/herself more effectively through the nuances in meaning reflected by the structure.

Basic structure of the sentence can be varied by compounding ideas or subordinating one idea to another. It can further be affected by using items in a series; by using a series of short sentences; by effective use of involved, involuted sentence structure; by rearranging the normal subject-verb-complement pattern, and by varying sentence length.

Variations of sentence openings can be achieved by beginning a sentence with an adverbial clause, a prepositional phrase, a verbal (participle, gerund, infinitive) phrase, an expletive (a word such as there, which has no grammatical function in the sentence), a parenthetical expression (in fact, on the other hand), an adverb, an adjective, or a coordinate conjunction. The student should note that although any of the above will give him/her variety, they cannot be used interchangeably, for each variation will affect the meaning of the sentence.

Abbreviations

Abbreviations should not be used in research papers with the exception of the names of well-known organizations (after the name has been written out once) and for certain instances in footnote and bibliographic entries.

Numbers

Generally, all numbers which consist of one or two words are written out. In addition, any number which is the first word in a sentence must also be written out. Numerals are to be used for (1) numbers consisting of more than two words, (2) numbers used in tabulations, (3) numbers used in statistical discussions, (4) sums of money, (5) numbers used in addresses and dates, (6) numbers used to express time of day when used with A.M. and P.M., but not with o'clock, and (7) page numbers, volume numbers, and chapter and verse numbers.

Italics

Italicize an item by selecting the italic type style. In a typed manuscript, italics are indicated by underlining the item.

(a) *Emphasis*: Italics may be used (in lieu of question marks or capitalization) to stress a word or phrase in the text. However, they must be used sparingly if they are to be effective. When the writer wishes to stress a word or phrase within a direct question, he/she may also use italics. But the writer then states in brackets (not parentheses) that he/she has supplied the italics.

(b) *Foreign terms*: Foreign terms which have not been anglicized must be italicized. Since there is disagreement, in some cases, as to which terms have been anglicized, the writer should use a recent edition of a good dictionary as his/her guide.

(c) *Titles*: Titles of full-length books, newspapers, magazines, periodicals, and unpublished manuscripts are italicized. Titles of works which are part of a

collection are placed within quotation marks.

(d) *Italicized works in sources*: Words or phrases which appear in italics in the quoted source must also be italicized when quoted.

Contractions

Contracted forms should not be used. The only exception occurs when they appear in material that the writer wishes to quote. In such instances, he/she should not use *sic*.

Punctuation

The writer should refer to his/her handbook of grammar for all the rules concerning the proper use of punctuation marks. Here, however, are some rules which need special attention.

(a) *Final punctuation*: Only one final punctuation mark is used. At no time will there be a double period, or a question mark followed by a period. The only exception would occur where the sentence ends with an abbreviation; then the period indicating the abbreviated form is followed by the question mark or the exclamation point, but never by another period.

(b) *Punctuation preceding final quotation mark*: The comma and period always precede the final quotation mark. All other punctuation marks precede the final quotation mark when they are part of the quotation, and follow the mark when they are not.

(c) *Parentheses and brackets in quotations*: Brackets and parentheses are not to be confused. Brackets are only to be used for the insertion of editorial comment within a quotation. Anything appearing within parentheses is part of the original quotation.

(d) *Ellipse*: The omission of any part of a quotation is indicated by three spaced

dots. When the omission occurs at the end of a sentence, a fourth dot representing the period is added.

Tense

For a detailed discussion of the function, form, and correct use of tense, mood, and voice, the student should consult his/her handbook. However, the following points are worth stressing:

(a) Past tense: Generally speaking, most papers are written in the past tense. Occasionally, however, the writer may want to make use of the historical present to give greater emphasis to his/her content. This form should be used sparingly.

(b) Present tense: Aside from its use in the historical present, the present tense is also employed in critical comments (except biographical references where the subject is deceased) and in stating universal truths. There is a distinct difference, for instance, between saying "Hamlet was one of the greatest plays." and "Hamlet is one of the greatest plays."

(c) Consistency: Although changes in tense are permissible, the writer must be careful not to shift the tense haphazardly in his/her paper. Unnecessary shifts in tense, aside from affecting clarity and style, will ruin the unity.

Reference of pronouns

The writer must exercise great care to make sure that when using a pronoun he/she has either stated or clearly implied a definite antecedent. Pronouns must agree with their antecedents in person, gender, and number. When using such indefinite pronouns as anyone or someone, the third person singular must be used. Some people object to using a masculine pronoun to refer to both a male and female and prefer using the cumbersome he/she. Unless the college style sheet requires such usage, it is better to change the antecedent to a plural noun and then use the appropriate third person plural pronoun.

Paragraphing

Since clarity of meaning is, to a great extent, dependent upon the logical expression of units of thought, the student must organize his/her paragraphs effectively. Each student should be aware of basic paragraph organization—topic sentence, development, concluding sentence—and of the various methods of paragraph development. The student must also pay close attention to paragraph unity and coherence and to proper transition from one paragraph to the next.

Vocabulary

Words convey meaning, and the broader the writer's vocabulary base, the easier he/she will be able to express his/her thoughts. The writer should be cautioned against a slavish dependence upon the thesaurus, searching out "big" words because he/she feels that they will be impressive. Very often the word that best expresses his/her idea is the simplest one.

Spelling

When in doubt, refer to a dictionary for the correct, preferred spelling, even if it means checking every word. The easiest way to check for spelling errors is with the word processor's spell-check program. This highlights all the misspelled words in the document, which should then be cross-checked with a dictionary.

Wordiness

Student writers tend to be extremely verbose in the presentation of their ideas. Number of words alone does not reflect understanding, nor does it reflect thoroughness in research or presentation of material. The student should be concise. If a paragraph can be condensed to one sentence or the sentence can be condensed to a subordinate clause, the clause to a phrase, or the phrase to a word, or if the word can be eliminated altogether, the student should make the reduction. Then a 3,000-word paper will only consist of 3,000 meaningful words.

COPYREADING AND REVISION

After the first draft has been completed, it should be set aside for several days so that the writer can approach it with a degree of objectivity. If the student re-reads the paper immediately, it is possible that the student will not actually read what he/she has written, but what he/she thinks has been written.

In copyreading the paper, the student should consciously check for all errors in grammar, mechanics, structure, and style. Students should not hesitate to rewrite whole portions of the paper if it is warranted. The writer should check for accuracy of his/her quotations, proper documentation, and inadvertent plagiarism. Students should make sure that their material and argument has been presented forcefully and coherently. Facts should be checked against the student's notes. In short, copyreading must take into account all aspects of content, structure, and style. Before writing the final manuscript, there should be no doubt that this is one of the best pieces of research and writing he/she has done.

B. Formatting the Thesis/Dissertation

FORMAT REQUIREMENTS

Paper

- Unlined white paper of good quality
- A4 size, more than 70 pound weight

Word-Processing

The thesis/dissertation must be as flawless as possible with none of the following:

- overstrikes, cross-outs, lines from paste-ups, dots and shading in the background, smudges and smears, careless erasures, and white-out stains. A thesis with any of the above flaws will not be accepted.

The following points should also be adhered to:

- use of photo-mounting corners, staples, or transparent tape is prohibited.
- Professional copying of the unbound pages submitted to the KDI School is strongly recommended.
- Impact or laser printers are desired.
- Dot-matrix printers are not acceptable.

Typewriters

The use of manual typewriters is not acceptable.

Font Formatting

It is important to first understand a little about fonts before selecting one for your

thesis/dissertation.

- A fixed font, such as Courier, allows each character to take up a "fixed" width of space. Therefore an "l" and "m" would require the same amount of space.
- A proportional font, such as Arial or Times New Roman, allows each character to take up the least amount of width required. Therefore an "l" would require less space than an "m".

Overall, a fixed font will produce more pages of a thesis/dissertation than a proportional font.

- Most 12-point fonts are acceptable but can vary according to the hardware/software being used.
- Do not confuse a font's point size with the number of characters per horizontal inch.
- Use a ruler to ensure that the font contains no more than 10 to 12 characters per horizontal inch.
- For proportional fonts, measure in several places and use the average to calculate the number of characters that print within an inch of text.
- All 10-point fonts are unacceptable.

Text Formatting

- The number of text lines per vertical inch is 6 single-spaced or 3 double-spaced.
- Use a ruler to measure the text lines that appear within a vertical inch.
- Non-standard fonts, such as script, are not acceptable. Common symbols, such as those in scientific notation, may be used.

Margins

- Top, Bottom, Left and Right: 1" (2.54cm)
- A subheading at the bottom of the page must have at least two full lines of text below it. Otherwise, the subheading should begin on the next page.
- The last word on any page should not be hyphenated. The line should be short of the margin and the whole word typed on the following page.

Spacing

- Double-space the abstract and the general text of the manuscript, but single-space long tables, long quotations, footnotes, multi-line captions, and bibliographical entries.
- See recommended style manuals for detailed instruction.

Divisions and Subdivisions

- If the text is to be divided into chapters or subdivided into sections, any of the methods recommended in the style manuals may be used, provided consistency is maintained throughout.
- The comprehensive outline (determined by the thesis supervisor and committee) of the thesis/dissertation provides the best guide in determining the subdivisions of the text.

Footnotes

There is a wide diversity of practice in footnoting among publications of the sciences, humanities, and social sciences. The KDI School has no overall requirement beyond consistency.

- All footnotes must conform to margin and font requirements.
- The major professor will indicate current established rules of the respective field of study.

- This advice, plus frequent and careful reference to the general style manuals, will be the best guide.

PAGE NUMBERING AND PLACEMENT

Key

- Count: Count the page
- Number: Place a number on the page

Preliminary Pages

- Count, do not number the title page, abstract, and copyright page (if applicable).
- All other preliminary pages are counted and numbered using small roman numerals.
- Page number placement begins with the Dedication page or Acknowledgment page.
- Numbers are placed in the center of the page 0.5" from the bottom.

Text, Appendices and Bibliography

- Count and number all pages.
- Page number 1 will first appear on the Introduction page.
- Arabic numerals (1, 2, 3) are placed on all pages consecutively throughout the text, appendices, and bibliography.
- Numbers are placed in the center of the page 0.5" from the bottom.
- In theses/dissertations of more than one volume, numbering is continuous from Volume I through all subsequent volumes.
- You may use the term "Literature Cited" or "References" instead of "Bibliography" if that is the convention in your discipline.

Table 1 - Pagination and Sequencing Table

SEQUENCE	PAGINATION	Page Number Placement	Listed in Table of Contents
Preliminary Pages	Small Roman Numerals		
Title Page	Count/Do Not Number	None	No
Abstract	Count/Do Not Number	None	No
Copyright Notice	Count/Do Not Number	None	No
Dedication	Count/Number	Bottom/Center	No
Acknowledgments	Count/Number	Bottom/Center	No
Preface	Count/Number	Bottom/Center	No
Table of Contents	Count/Number	Bottom/Center	No
List of Tables	Count/Number	Bottom/Center	Yes
List of Figures	Count/Number	Bottom/Center	Yes
Key to Symbols or Abbreviations	Count/Number	Bottom/Center	Yes

Text	Arabic Numbers Starting at 1		
Introduction	Count/Number	Bottom/Center	Yes
Body of Thesis/Dissertation	Count/Number	Bottom/Center	Yes
Summary or Conclusions	Count/Number	Bottom/Center	Yes
Recommendations	Count/Number	Bottom/Center	Yes
Reference Pages			
Glossary	Count/Number	Bottom/Center	Yes
Cover Sheets for Appendices	Count/Number	Bottom/Center	No
Appendices	Count/Number	Bottom/Center	Yes
Cover Sheets for Bibliography	Count/Number	Bottom/Center	No
Bibliography	Count/Number	Bottom/Center	Yes

ARRANGEMENT OF CONTENTS

Every thesis/dissertation is composed of three parts:

- Preliminary Pages
- Text Pages
- Reference Material

Each part has several sections, which are to be arranged in the following order.

Preliminary Pages

- Insert a blank page at the beginning of your thesis/dissertation to protect your work.
- This page is not a part of your thesis/dissertation and should not be counted or numbered.

1. Title Page

- Count, do not number.
- Type the title in CAPITAL LETTERS centered at the top of the page.
- Double-space and type "By".
- Double-space and type your name, as the author, in full as it will appear on the diploma.
- Type "A DISSERTATION" or "A THESIS" approximately 2.5" below the name. Double-space and type:

*Submitted to
KDI School of Public Policy and Management
in partial fulfillment of the requirements*

for the degree of

- Double-space and type the name of the degree awarded in CAPITAL LETTERS.
- Double-space and type the name of the department in which the degree is completed.
- Double-space and type the year in which the thesis/dissertation is completed.

2. Abstract

- Count, do not number.
- Type "ABSTRACT" centered at the top of the page.
- Double-space and type the title in CAPITAL LETTERS.
- Double-space and type the word "By".
- Double-space and type the author's name in full as it will appear on the diploma.
- Double-space twice and type the text of the abstract.
- Include a brief statement of the problem.
- Include a description of the methods, techniques, and data used.
- The major findings of the study should be included.
- The nature of the abstract will vary with the type of project reported and in some cases might take quite a different form.
- The abstract of a master's thesis must not exceed three pages.
- The abstract must not include any figures.
- The abstract must be double-spaced and meet paper and margin requirements.
- If footnote references are necessary, they should be listed at the end of the abstract, not at the bottom of the page.

3. Copyright Page (If Applicable)

- Count, do not number.
- If the author intends to apply for a copyright, a copyright page must be inserted immediately following the abstract.
- The copyright is placed anywhere on its own page in the following format:

Copyright by

ROBERT JOHN SMITH (Full legal name)

1998 (Year of publication)

4. Dedication (Optional)

- Count and number.
- If used, it should be brief and centered, top to bottom, on the page.
- Pagination sequence begins at this page with small roman numerals.

5. Acknowledgments

- Count and number.
- Most theses/dissertations include a brief statement of appreciation for, or recognition of, any special assistance.
- Type "ACKNOWLEDGMENTS" centered at the top of the page.
- Double-space twice. Begin typing the text.
- The text must be double-spaced.

6. Table of Contents

- Count and number.
- Type "TABLE OF CONTENTS" centered at the top of the page.
- Double-space twice. Type the listings.
- The titles of the chapters or sections, and at least the primary and secondary

subdivisions should be listed. They must be worded exactly as they appear in the body of the thesis/dissertation.

- Single-space within each entry and double-space between.
- All material that follows the Table of Contents should be listed.
- No preceding material is listed.
- Tables and figures are listed separately.

7. List of Tables

- Count and number.
- Type "LIST OF TABLES" centered at the top of the page.
- Double-space twice and type the listings which begin at the left margin.
- The List of Tables uses the captions as they appear above the tables in the text.
- Double-space between each listing.

8. List of Figures

- Count and number.
- Type "LIST OF FIGURES" centered at the top of the page.
- Double-space twice. Type the listings.
- The List of Figures uses the captions as they appear below the figures in the text.
- Double-space between each listing.

9. List of Symbols or Abbreviations

- Count and number.
- Any form acceptable to the department, college, or style manual may be used.

Text Pages

1. Introduction

- Count and number with Arabic numerals starting with page 1, centered 0.5" from the bottom of the page.
- The Introduction should contain a brief statement of the problem under investigation. It should outline the scope, aim, and general character of the research.
- The Introduction may be the opening statements of the first major division
- Type "INTRODUCTION" centered at the top of the page.
- Double-space twice. Begin typing the text.

2. Body of the Thesis/Dissertation

- Count and number all pages.
- This is the substance of the thesis/dissertation, including all the divisions and subdivisions as indicated by headings identical to those listed in the Table of Contents.

3. Summary and Conclusions

- Count and number all pages.
- These are usually treated as the last major division of the text.
- If appropriate, a final division entitled "RECOMMENDATIONS" may follow.

Reference Material

1. Appendix or Appendices

Some students will not need to include this division. It is usually added to contain supplementary illustrative materials, original data, and quotations too lengthy for inclusion in the text or not immediately essential to an understanding of the text.

- Count and number all pages consecutively.
- Appendices must meet paper and margin requirements.
- Type "APPENDIX" (or "APPENDICES"), centered, top to bottom, on the page.
- The appendices may be divided into APPENDIX A, APPENDIX B, etc. depending on the type and amount of material used.
- Each appendix may have its own cover sheet.
- Type APPENDIX A (etc.) centered at the top of the page.
- Double-space twice. Type the title of the material.
- Each appendix and its title should be listed separately in the Table of Contents.
- Tables and figures in the appendices must be numbered, captioned, and listed in the List of Tables or List of Figures.
- All materials used in the appendices must be distinct, legible, and of professional quality.

2. The Bibliography

Any thesis/dissertation that makes use of other works, either in direct quotation or by reference, must contain a bibliography listing these sources. If pertinent works have been consulted, but not specifically cited in the text, they should be separately listed as an appendage to the bibliography and given the subheading "General References"

- .
- Count and number.
- The Bibliography must meet paper and margin requirements.

3. Cover Sheet

- Type "BIBLIOGRAPHY", centered, top to bottom, on the page.

4. Bibliography Entries

- Type the heading "BIBLIOGRAPHY" centered at the top of the page.
- Double-space twice. Type the list of sources.
- The list of sources is single-spaced within, and double-spaced between entries.
- Standards for the presentation of bibliographies are set forth in the style manuals, or will be prescribed by the student's major professor.
- In a Bibliographic Essay, the material is presented in paragraph form, double-spaced.

ENDNOTES AND FOOTNOTES

When you add sources to your working bibliography, be sure you have all the publication information needed for the works-cited list. The information to be recorded depends on the kind of source used.

Books

1. Author's full name (last name first)
2. Full title (including any subtitle)
3. Editor or translator (if there is one)
4. Edition (if the book is a second or later edition)
5. Number of the volume and the total number of volumes (if the book is a multi-volume work)
6. Series name (if the book is part of a series)
7. City of publication (note only the first city if several are listed)
8. Publisher
9. Year of publication.

1. Emery Blackfoot, *Chance Encounters* (Boston: Serendipity Press, 1987).

Article in a Scholarly Journal

1. Author's name
2. Title of the article
3. Title of the journal
4. Volume number (and issue number)
5. Year of publication
6. Inclusive page numbers of the article (i.e., the number of the page on which the article begins, a hyphen, and the number of the page on which the article ends)

1. John J. Benjoseph, "On the Anticipation of New Metaphors," *Cuyahoga Review* 24 (1988): 6-10.

Newspaper or Magazine Article

1. Author's name
2. Title of the article
3. Title of the periodical
4. Date of publication
5. Inclusive page numbers of the article or the initial page number followed by a plus sign, as appropriate

1. Scott Spencer, "childhood's End," *Harper's*, May 1979, 16-19.

SAMPLE FIRST NOTE REFERENCES: BOOKS

For additional information on citing the following types of sources, consult the related sections on bibliographic entries, indicated in parentheses after the headings.

a. One Author

Blackfoot, Emery. *Chance Encounters*. Boston: Serendipity Press, 1987.

b. Two Authors

Weinberg, Arther, and Lila Weinberg. *Clarence Darrow: A Sentimental Rebel*. New York: Putnam's Sons, 1980.

c. Three Authors

Merk, Jane S., Ida J. Fogg, and Charles A. Snowe. *Astrology for the Beginning Meteorologist*. Chicago: Darkweather and Clere, 1987.

d. More than Three Authors

Ketchum, Wanda, and others. *Battering Husbands, Cornered Wives*. Cincinnati: Justice and Daughters, 1990.

or

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Broadview Press, 1990.

e. Anonymous Works

The burden of Anonymity. Nowhere: Nonesuch Press, 1948.

f. Editor, Translator, or Compiler

Tortelli, Anthony B., ed. *Sociology Approaching the Twenty-first Century*. Los Angeles: Peter and Sons, 1991.

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Santos, Manuel, comp. *The Collected Works of Henrietta Kahn*. Boston: I. J. Filbert, 1989.

g. Editor, Translator, or Compiler with an Author

Mill, John Stuart. *Autobiography and Literary Essays*. Edited by John M. Robinson and Jack Stillinger. Toronto: University of Toronto Press, 1980.

h. Authors of Forewords and Introduction

Harris, Mark. Introduction to *With the Procession*, by Henry B. Fuller. Chicago: University of Chicago Press, 1986.

i. Organization, Association, or Corporation as "Author"

International Monetary Fund. *Surveys of African Economies*. vol. 7, Algeria, Mali, Morocco, and Tunisia. Washington, D.C.: International Monetary Fund, 1977.

j. Chapters or Other Title Parts of a Book

Thomson, Virgil. "Age and the Collage of Noises." Chap. 8 in *American Music since 1910*. New York: Holt, Rinehart and Winston, 1971.

k. Letters, Memoranda, and Similar Communications in Published Collections

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White, E. B. Memorandum to Harold Ross, 2 May 1946. In *Letters of E. B. White*, ed. Dorothy Lobrano Guth, 273. New York: Harper and Row, 1976.

l. Subsequent Editions

Hazard, John No. *the Soviet System of Government*. 5th ed. Chicago: University of Chicago Press, 1980.

m. Multivolume Works

Peterspring, Caeli Love, and Ian Mills Michaelson, eds. *The Flowering of Harmonious Internationalism*. 4 vols. Chicago: Marmer, 1990-93.

Parmwinkle, William. *Survey of American Humor*. Vol. 2, *Humor of the American Midwest*. Boston: Plenum Press, 1983.

n. General Editors and volume Editors or Authors

Hefner, Hubert. *The Nature of Drama*. Vol. 2 of *An Introduction to Literature*, edited by Gordon N. Ray. Boston: Houghton Mifflin, 1959.

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Fairchild, Arthur H. R. *Shakespeare and the Arts of Design*. University of Missouri Studies, vol. 12. Columbia, 1937.

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Boxer, Charles R., ed. *South China in the Sixteenth Century*. Hakluyt Society Publications, 2d ser., vol. 106. London, 1953.

q. Reprint Editions

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r. A Book with Multiple Publishers

Harris, Neil. *The Artist in American Society: The Formative Years, 1790-1860*. New York: George Braziller, 1966; Chicago: University of Chicago Press, Phoenix Books, 1982.

s. A Government Publication

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Hall, Kira, Michael Meacham, and Richard Shapiro, eds. *Proceedings of the Fifteenth Annual Meeting of the Berkeley Linguistics Society, February 18-20, 1989: General Session and Parasession on Theoretical Issues in Language Reconstruction*. Berkeley: Berkeley Linguistics Soc., 1989.

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Poche, Emanuel. *Prazske Palace*. Praha [Prague]: Odeon, 1977.

v. A Book Published before 1900

Dewey, John. *The School and Society*. Chicago, 1899.

w. A Book without Stated Publication Information or Pagination

Malachi, Zvi, ed. *Proceedings of the International Conference on Literary and Linguistic Computing*. [Tel Aviv]: [Fac. of Humanities, Tel Aviv U], n.d.

x. An Unpublished Dissertation

Sakala, Carol. *Maternity Care Policy in the United States; Toward a More Rational and Effective System*. diss., Boston U. 1993, 94.

y. A Published Dissertation

Dietze, Rudolf F. Ralph Ellison: *The Genesis of an Artist*. diss., U Erlangen-Nurnberg, 1982. *Enrlanger Beitrage zur Sprach und Kunstwissenschaft* 70 (Nurnberg: Carl, 1982) 168.

SAMPLE FIRST NOTE REFERENCES: ARTICLES IN PERIODICALS

For additional information on citing the following types of sources, consult the related sections on bibliographic entries.

a. Typical Journal Citation

Robertson, Noel. "The Dorian migration and Corinthian Ritual," *Classical Philology* 75 (1980): 17, 19-20.

b. An Article in a Scholarly Journal that Pages Each Issue Separately

Barthelme, Frederick. "Architecture," *Kansas Quarterly* 13. 3-4 (1981): 77-78.

c. An Article in a Scholarly Journal that Uses Only Issue Numbers

Peters, Christoph. "The Image of Thomas More in Twentieth-Century Plays: A Presentation of Five More Dramas," *Moreana* 109 (1992): 45-46.

d. An Article in a Scholarly Journal with More Than One Series

Daniels, John. "Indian Population of North America in 1492," *William and Mary Quarterly*. 3rd ser. 49 (1992): 300-02.

Gardinier, Suzanne. "Two Cities: On the Iliad," *Kenyon Review* ns 14.2 (1992): 5.

e. An Article in a Newspaper

Milwaukee Journal, 8 February-12 March 1990.

f. An Article in a Magazine

Spencer, Scott. "Childhood's End." *Harper's*, May 1979, 16-19.

g. An Anonymous Article

"The Decade of the Spy," *Newsweek* 7 Mar. 1994: 26-27.

h. An Editorial

"Death of a Writer," editorial, *New York Times* 20 Apr. 1994, late ed.: A18.

i. A Letter to the Editor

Ozick, Cynthia. letter, *Partisan Review* 57 (1990): 493-94.

j. A Review

Crutchfield, Will. "Pure Italian," rev. of *Verdi: A Biography*, by Phillips, Mary Jane-Matz, *New Yorker* 31 Jan. 1994: 76-78.

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k. A Serialized Article

Meserole, Harrison T. and James M. Rambeau. Articles on American Literature Appearing in Current Periodicals, *American Literature* 52 (1981): 688-700: 53(1981): 164-66, 348-52.

Winerip, Michael. "A Disabilities Program That Got out of Hand," *New York Times* 8 Apr. 1994, late ed.: A1; pt. 3 of a series, *A Class Apart: Special Education in New York City*, begun 6 Apr. 1994.

l. An Abstract in an Abstracts Journal

Sakala, Carol. "Maternity Care Policy in the United States: Toward a More Rational and Effective System," diss., Boston U, 1993, DAT 54 (1993): 1360B.

m. An Article in a Microform Collection of Articles

Chapman, Dan. "Panel Could Help Protect Children," *Winston-Salem Journal* 14 Jan. 1990: 14, Newsbank: Welfare and Social Problems 12 (1990): fiche 1, grids A8-11.

n. An Article Reprinted in a Loose-Leaf Collection of Articles

Edmondson, Brad. "AIDS and Aging," *American Demographics* Mar. 1990: 28+, *The AIDS Crisis*, ed. Goldstein, Eleanor, vol. 2 (Boca Raton: SIRS, 1991) art. 24.

SAMPLE FIRST NOTE REFERENCES: CD-ROMS AND OTHER PORTABLE DATABASES

For additional information on citing the following types of sources, consult the related sections on bibliographic entries, indicated in parentheses after the headings.

a. Material Accessed from a Periodically Published Database on CD-ROM

Angier, Natalie. "Chemists Learn Why Vegetables Are Good for You," *New York Times* 13 Apr. 1993, late ed.: C1, New York Times Ondisc, CD-ROM, UMI-Proquest, Oct. 1993.

"Guidelines for Family Television Viewing," (Urbana: ERIC Clearing house on Elementary and Early Childhood Educ., 1990), ERIC, CD-ROM, SilverPlatter, June 1993.

"U.S. Population by Age: Urban and Urbanized Areas," 1990 U.S. Census of Population and Housing, CD-ROM, US Bureau of the CENSUS, 1990.

b. A Nonperiodical Publication on CD-ROM

Orchestra, CD-ROM (Burbank: Warner New Media, 1992).

Albatross, The Oxford English Dictionary, 2nd ed., CD-ROM (Oxford: Oxford UP, 1992).

Coleridge, Samuel Taylor. "Dejection: An Ode, The Complete Poetical Works of Samuel Taylor Coleridge," ed. Coleridge, Ernest Hartley, vol. 1(Oxford: Clarendon, 1912) 362-68, English Poetry Full-Text Database, rel. 2, CD-ROM (Cambridge, Eng.: Chadwyck, 1993).

c. A Publication on Diskette

Joyce, Michael. *Afternoon: A Story*, diskette (Watertown: Eastgate, 1987).

Nuclear Medicine Technologist. *Guidance Information System*, 17th ed., diskette (Cambridge: Riverside-Houghton, 1992).

d. A Publication on Magnetic Tape

College, Agnes Scott. Petersons College Database, magnetic tape (Princeton: Petersons, 1992).

English Poetry Full-Text Database, rel. 2, magnetic tape (Cambridge, Eng.: Chadwyck, 1993).

e. A Work in More than One Publication Medium

Perseus 1.0: Interactive Sources and Studies on Ancient Greece, CD-ROM, videodisc (New Haven: Yale UP, 1992).

SAMPLE FIRST NOTE REFERENCES: ONLINE DATABASES

For additional information on citing the following types of sources, consult the related sections on bibliographic entries, indicated in parentheses after the headings.

a. Material Accessed through a Computer Service

Angier, Natalie. "Chemists Learn Why Vegetables Are Good for You," *New York Times* 13 Apr. 1993, late ed.: C1, New York Times Online, online, Nexis, 10 Feb. 1994.

"Guidelines for Family Television Viewing." (Urbana: ERIC Clearing house on Elementary and Early Childhood Educ., 1990), ERIC, online, BRS, 22 Nov. 1993. "U.S. Population by Age: Urban and Urbanized Areas," 1990 U.S. Census of Population and Housing, online, Human Resource Information Network, 3 May 1994.

b. Material Accessed through a Computer Network

Moulthrop, Stuart. "You Say You Want a Revolution?" *Hypertext and the Laws of Media*, Postmodern Culture 1.3 (1991): par. 19, online, BITNET, 10 Jan. 1993.

Readings, Bill. *Translation and Comparative Literature: The Terror of European Humanism*, Surfaces 1.11 (Dec. 1991): 6, online, Internet, 2 Feb. 1992.

Steele, Ken. *Special Discounts on the New Variorum Shakespeare*, Shakespeare 2.124 (4 May 1991): n. pag., online, BITNET, 1 June 1991.

Hardy, Thomas. *Far from the Madding Crowd*, ed. Blythe, Ronald (Harmondsworth : Penguin, 1978), online, Oxford Text Archive, Internet, 24

Jan. 1994.

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SAMPLE FIRST NOTE REFERENCES: OTHER SOURCES

For additional information on citing the following types of sources, consult the related sections on bibliographic entries, indicated in parentheses after the headings.

a. A Television or Radio Program

Frankenstein: *The Making of the Monster, Great Books*, narr. Sutherland, Donald, writ. Vink, Eugenie, dir. Ward, Jonathan, Learning Channel, 8 Sept. 1993.

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Holiday, Billie. *God Bless the Child.* rec. 9 May 1941, The Essence of Billie Holiday, Columbia, 1991.

Scott, George C. narr., *World War II.* audiocassette, Carmichael, 1990.

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Lewiston, David. liner notes, *The Balinese Gamelan: Music from the Morning of the World.* LP, Nonesuch, n.d.

c. A Film or Video Recording

It's a Wonderful Life, dir. Capra, Frank, perf. James Stewart, Donna Reed, Lionel Barrymore, and Thomas Mitchell, RKO, 1946.

Renoir, Jean, dir., *Grand Illusion* [La grande Illusion], perf. Gabin Jean and Stroheim, Erich von, 1938, videodisc, Voyager, 1987.

Looking at Our Earth: A Visual Dictionary, sound filmstrip, Natl. Geographic Educ. Services, 1992.

d. A Performance

Rigg, Diana, perf., *Medea*, by Euripides, trans. Elliot, Alistair, dir. Kent, Jonathan, Longacre Theatre, New York, 7 Apr. 1994.

Joplin, Scott, Treemonisha, dir. Corsaro, Frank, cond. Gunther Schuller, perf. Carmen Balthrop, Allen, and Curtis Rayam, Houston Grand Opera, Miller Theatre, Houston, 18 May 1975.

e. A Musical Composition

Beethoven, Ludwig van, *Symphony no. 8 in F, op. 93*.

f. A Work of Art

Rijn, Rembrandt van, *Aristotle Contemplating the Bust of Homer*, Metropolitan Museum of Art, New York.

Cassatt, Mary, *Mother and Child*, Wichita Art Museum, Wichita, American Painting: 1560-1913, by Pearce, John (New York: McGraw, 1964) slide 22.

g. A Letter, a Memo, an E-Mail Communication, or a Public Online Posting

Woolf, Virginia, to Eliot, T. S., 28 July 1920, letter 1138 of the Letters of Virginia Woolf, ed. Nicolson, Nigel and Trautmann, Joanne, vol. 2 (New York: Harcourt, 1976) 437-38.

Benton, Thomas Hart, letter to Charles Fremont, 22 June 1847, John Charles Fremont Papers, Southwest Museum Lib., Los Angeles.

Morrison, Toni, letter to the author, 17 May 1992.

Lancashire, Ian, e-mail to the author, 1 Mar. 1994.

Moore, Bill, memo to assessment liaisons, State Board for Community and Technical Colls., Olympia, WA, 29 May 1992.

Shaumann, Thomas Michael, Re: Technical German, 5 Aug. 1994. Online posting, newsgroup comp. Edu. Languages. Natural, Usenet, 7 Sept. 1994.

h. An Interview

Fellini, Federico, *The Long Interview*, Juliet of the Spirits, ed. Kezich, Tullio, trans. Greenfield Howard (New York: Ballantine, 1966) 56.

Updike, John, interview with Scott Simon, Weekend Edition, Nat'l. Public Radio, WBUR, Boston, 2 Apr. 1994.

Pei, I. M., personal interview, 22 July 1993.

i. A Map or Chart

Washington, DC, map (Chicago: Rand, 1992).

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j. A Cartoon

Chast, Roz, cartoon, *New Yorker* 11 Apr. 1994: 58.

Trudeau, Garry, *Doonesbury*, cartoon, *Star-Ledger* [Newark] 3 Jan. 1994: 24.

k. An Advertisement

Chanel for Men, advertisement, *GQ* Dec. 1993: 125-26.

l. A Lecture, a Speech, or an Address

Atwood, Margaret. "Silencing the Scream, Boundaries of the Imagination Forum,"

MLA Convention, Royal York Hotel, Toronto, 29 Dec. 1993.

Terkel, Studs, address, Conf. on Coll. *Composition and Communication Convention*, Palmer House, Chicago, 22 Mar. 1990.

m. A Manuscript or Typescript

Twain, Mark, notebook 32, ts., *Mark Twain Papers*, U of California, Berkeley, 50.

Referencing Guide

Recommended for Graduation Projects at the KDI School

APA REFERENCE GUIDE

A Simplified Version

KDI School of Public Policy and Management

There are many different reference styles available to writers: The Chicago Manual Style, The APA Style, The MLA Style, and other hybrids preferred by each publisher. The KDI School requires that the students use the American Psychological Association (APA) Style for their graduation projects: thesis, capstone project, SRP or ELP. This Referencing Guide manual is only a simplified version of the APA style. If the student needs additional formats, he or she should consult the full version of the APA Style.

Examples of APA referencing

The examples in this booklet are drawn directly, or based on, the APA Style guides. The examples cover nine commonly-used sources, and they are organized under three subheadings, respectively: (1) in-text citation, (2) reference (footnote), and (3) foot-note. Please note that for the purpose of your graduation project, you only need to provide the references—the sources of which you have actually cited in your text—not the bibliographies, which include all the sources you have used or read for your study. In other words, you do not include a source unless you have specifically cited, or made a reference to, in your text.

- I. Books
- II. Book Chapters
- III. Academic Journals
- IV. Public Documents and Institutional Reports
- V. Magazines and Newspapers
- VI. Thesis and Dissertations
- VII. Working Papers, Case Studies, and Unpublished Reports
- VIII. Legal Citations

Note that the dates cited in endnotes and text citations are the same dates shown

in the references included at the end of your thesis.

I. BOOKS

A. Single author

(1) In-text Citation

(Woodward, 1987) or (Woodward, 1987, p.7)

(Author, year)* or (Author, year, page number/range)*

Policy problems may be looked at in terms of . . . (Stone, 2002, pp.138-139).

Stone (2002, p. 138) argued, “The story line policy writing is often hidden”

(2) Reference

Sturkin, M. (1997). *Tangled memories*. Berkeley and Los Angeles: University of California Press.

Last Name, Initials. (Year). *Book title*. Place: Publisher.

* This is the common format for all APA in-text citations. The name of the author(s) may be replaced with an organization name when necessary. Year may be replaced with “n.d” when the date is not provided. Page and page range (p. and pp.) may be replaced with paragraph number (para.). This must be used when quoting or citing information from a webpage that is not paginated. In addition, an index number (iv.) may be provided when applicable.

E.g.

(Woodard, n.d.) (Woodard, 1987, para. 8) (Woodard, 1987, ix.)

B. Multiple Authors

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Number of authors	First text citation (either parenthetical or narrative)	Subsequent text citations
One or two	(Palmer & Roy, 2008)	(Palmer & Roy, 2008)
Three, four, or five	(Sharp, Aarons, Wittenberg & Gittens, 2007)	(Sharp et al., 2007)
Six or more	(Mendelsohn et al., 2010)	(Mendelsohn et al., 2010)

Strunk and White (2000, 66) tell us, “There is no satisfactory explanation of style”

”Write in a way that comes naturally,” we are advised (Strunk and White, 2000, 70).

(2) Reference (Alphabetized)

Strunk, W. J., & E. B. White. (2000). *The Elements of Style*. 4th ed. New York: Longman.

Kernis, M. H., Cornell, D. P., Sun, C. R., Berry, A., Harlow, T., & Bach, J. S. (1993). There's more to self-esteem than whether it is high or low: The importance of stability of self-esteem. *Journal of Personality and Social Psychology*, 65, 1190-1204.

Miller, F. H., Choi, M. J., Angeli, L. L., Harland, A. A., Stamos, J. A., Thomas, S. T., . . . Rubin, L. H. (2009). Web site usability for the blind and low-vision user. *Technical Communication*, 57, 323-335.

*List by last names and initials; commas separate author names. After the sixth author's name, use ellipses in place of the author names. Then provide the final author's name.

There should be no more than seven names.

II. BOOK CHAPTERS

A. Single Author

(1) In-text Citation

(Carlson, 2004)

(2) References (Alphabetized)

Serviss, G. P. (1911). A trip of terror. *In A Columbus of space* (pp. 17-32). New York, NY: Appleton.

Hemingway, E. (1999). The killers. In J. Updike & K. Kenison (Eds.), *The best American short stories of the century* (pp.78-80). Boston, MA: Houghton Mifflin.

III. ACADEMIC JOURNALS

(1) In-text Citation

(Currie et al. 2010, p. 5)

McClelland (1970) argues that

The ultimate paradox of leadership is that (McClelland 1970, 40).

Currie et al. (2010, p. 5) maintained that

(2) Reference

Harlow, H. F. (1983). Fundamentals for preparing psychology journal articles.

Journal of Comparative and Physiological Psychology, 55, 893-896.

Westhues, A., Lafrance, J., & Schmidt, G. (2001). A SWOT analysis of social work education in Canada. *Social Work Education*, 20(1), 35-56.

Dietz, P. M., Williams, S. B., Callaghan, W. M., Bachman, D. J., Whitlock, E. P., & Hornbrook, M. C. (2007). Clinically identified maternal depression before, during, and after pregnancies ending in live births. *American Journal of Psychiatry*, 164(10), 1515-1520

IV. PUBLIC DOCUMENTS AND INSTITUTIONAL REPORTS

(1) In-text citation

(Gilmore et al., 1999) (Ontario Ministry of Health, 1994)
(U.S. Food and Drug Administration, 2004, p.8)

(2) Reference

- Gilmore, J., Woollam, P., Campbell, T., McLean, B., Roch, J., & Stephens, T. (1999). *Statistical report on the health of Canadians: Prepared by the Federal, Provincial and Territorial Advisory Committee on Population Health*. Charlottetown, PEI:Health Canada, Statistics Canada, Canadian Institute for Health Information.
- Ontario Ministry of Health. (1994). *Selected findings from the mental health supplement of the Ontario Health Survey*. Ottawa, ON: Queen's Printer for Ontario.
- U. S. Food and Drug Administration/Center for Drug Evaluation and Research. (2004). *Worsening depression and suicidality in patients being treated with antidepressant medications: FDA public health advisory*. Washington, DC: Author.

V. MAGAZINES AND NEWSPAPERS

A. Magazines

(1) In-text Citation

(Kantor, 2005)

(2) Reference

Kantor, J. (2005). Snack attack. *Psychology Today*, 38(3), 20.

B. Newspapers

(1) In-text Citation

(Orsman & Vaughan, 2005)

(2) Reference

Orsman, B., & Vaughan, G. (2005, June 21). Rat blamed for latest Telecom blackout. *The New Zealand Herald*. Retrieved from <http://www.nzherald.co.nz>

VI. THESES AND DISSERTATIONS

(1) In-text citation

(Healey, 2005) (Healey, 2005, p.30)

(2) References

Healey, D. (2005). *Attention deficit/hyperactivity disorder and creativity: An investigation into their relationship* (Unpublished doctoral thesis). University of Canterbury, Christchurch, New Zealand

VII. WORKING PAPERS, CASE STUDIES, AND UNPUBLISHED REPORTS

(1) In-text Citation

(Ferber, 1971) (Ferber, 1971, p.2)

(2) Reference

Ferber, R. (1971). Family decision-making and economic behavior. (Working Paper 35). College of Commerce and Business Administration , University of Illinois: Urbana-Champaign.

* Indicate the type of paper it is (working paper, unpublished report/thesis, case study) in parentheses () after the title.

VIII. LEGAL CITATIONS

Constitutions, Statutes, Executive Orders, Treaties, and Regulations

(1) In-text Citation

(Griswold v. Connecticut, 1965) (Party v. Party, year)

(Child Abuse Prevention and Treatment Act of 1974)

(2) Reference

Christopher S. v. Stanislaus County Office of Education, 384 F.3d 1205 (9th Cir., 2004)

Family and Medical Leave Act of 1993, 29 U.S.C. §§ 2601–2654 (2006).

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Citing Foreign Sources

Many students at KDIS want to incorporate resources from their own languages into their works. To cite references in other languages, do the following:

For languages that use a Latin-based script, write the original title name in italics and write the translated title in square brackets and non-italics:

APA:

Molinari, E., & Labella, A. (2007). *Psicologia clinica: Dialoghi e confronti* [Clinical psychology: Dialogue and confrontation]. Milan: Springer

*It is important to offer a correct translation of the article name as well as a correct interpretation of the part you are translating. It may be possible to find other authors who have cited your reference into a work in English. In that case, you may use the translation of the title that they have used.

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In nonspecialized works it is customary to transliterate—that is, to covert to Latin alphabet, or Romanize—words or phrases from languages that do not use the Latin alphabet. It is important to consider the audience who is reading your paper. Will the inclusion of a non-Latin script be significant to them? Generally,

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Understandably, not every language has an universally accepted form of transliteration (for example, Arabic). In cases such as this, one should choose and be consistent with a single transliteration style.

Original language: Arabic

APA:

Najm, Y. (1966). *Al-qissah fi al-adab Al-Arabi al-hadith* [The novel in modern Arabic literature]. Beirut: Dar Al-Thaqafah

Original language: Japanese

(Also an organization online reference)

APA:

Ministry of Foreign Affairs. (1997). *Peru jiken chosa iinkai no hokoku ni tsuite no Ikeda Gaimu Daijin no kishakaiken* [Press interview with Foreign Minister Ikeda on the report of the investigation committee on the Peru Incident]. *Ministry of Foreign Affairs of Japan*. Retrieved from <http://www.mofa.go.jp/mofaj/gaiko/hoka/peru/index.html>

***For journal articles, do not offer translation of journal name unless provided:**

APA:

Mozart, W. A., & Johannes, S. B. (2009). Erfahrungen der Kursteilnehmerkrankenschwestern. [Experiences of the student nurse]. *Krankenpflegejournal*, 10, 100-120.

Example: Korean

pISSN 1225-4339 eISSN 2287-4992
Korean J. Food Nutr. Vol. 28, No. 1, 24-33 (2015)
<http://dx.doi.org/10.9799/ksfan.2015.28.1.024>

THE KOREAN JOURNAL OF
한국식품영양학회지
FOOD AND NUTRITION

대학생들의 가공식품 구매실태와 식품표시 인지 정도

이정실 · 오현근 · 최경순

경동대학교 호텔조리학과, *삼육대학교 식품영양학과

APA:

Lee, J. S., Oh, H.G. & Choi, G. S.(2015). *Daehaksaengdeului gagongsikpum gumaesiltaewa sikpumpyosi inji jeongdo* [A study on utilization of processed foods and recognition of food labels among university students]. *The Korean Journal of Food and Nutrition*, 28(1), 24-33.

Example: Burmese (Myanmar)

သီစပ်မြင်နဲ့
Independent Journal of
Burmese Scholarship

ဆင်းရဲနွမ်းပါးမှုနှင့် မြန်မာနိုင်ငံမှ ရွှေ့ပြောင်းအခြေချနေထိုင်ခြင်း၊
မီဒီဇက်(Midi Z)၏ ရုပ်ရှင်များ အတွင်းနှင့် ပြင်ပ
ဝှမ်းချင်းချန်း (Wen-Chin Chang)

Volume 1 Number 1
August 2016
Yangon, Myanmar

APA:

Chang, W. C. (2016). *Sin Ye nwan par hmu hnint Myan Mar naing ngan hmal Shwet pyaung ah chay cha nay thing chin Midi Z-ei yoke shin myan ah twin hnint pyin pa* [Poverty and Migration from Burma: Within and Without Midi Z's Films]. *Independent Journal of Burmese Scholarship*(1), 1.

Example: Russian

NEWS
OF THE NATIONAL ACADEMY OF SCIENCES OF THE REPUBLIC OF KAZAKHSTAN
SERIES OF GEOLOGY AND TECHNICAL SCIENCES
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ГЕОЛОГИЧЕСКИЕ И МЕТАЛЛОГЕНИЧЕСКИЕ ОСОБЕННОСТИ ВУЛКАНО-ПЛУТОНИЧЕСКИХ ПОЯСОВ КАЗАХСТАНА

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**A STUDY ON FINANCIAL STABILITY IN EMERGING MARKETS WITH
CAPITAL MOBILITY**

By

Sung-Bong Ahn

THESIS

Submitted to
KDI School of Public Policy and Management
in partial fulfillment of the requirements
for the degree of

MASTER OF PUBLIC POLICY

2008

Sample Inside Title Page

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Approval as of July , 2008

ABSTRACT

**A STUDY ON FINANCIAL STABILITY IN EMERGING MARKETS WITH
CAPITAL MOBILITY**

By

Sung-Bong Ahn

As globalization spawned over the world, the economy of most countries in the world became heavily interdependent on one another. In the financial sector, emerging market countries, such as Korea and Thailand, experienced massive capital inflows in recent years. These countries also liberalized their financial markets for foreign investors to move their funds into their respective countries. Capital inflows are evaluated to have contributed to the growth of developing countries where capital accumulation is necessary. Countries in Latin America and Asia have driven their economic development strategy with the help of foreign capital. Capital inflows, however, immediately turn away into capital flight once investors lose their confidence in being paid back. In fact, in 1997, several Asian countries had to face serious financial collapse when their ability to pay loans back was in doubt.

Sample Copyright Page (Optional)

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Sung-Bong Ahn (Full legal name)
2001 (Year of publication)

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Dedicated to Claire Jung

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INTRODUCTION

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MANUALS FOR WRITING A THESIS

This is the substance of the thesis, including all the divisions and subdivisions as indicated by headings identical to those listed in the Table of Contents.

SUMMARY AND CONCLUSIONS

These are usually treated as the last major division of the text. If appropriate, a final division entitled "RECOMMENDATIONS" may follow.

Sample Appendix or Appendices (1)

APPENDICES

Sample Appendix or Appendices (2)

APPENDIX A

Smoking among American Adults, by Age

Age	N	Smoke (%)	Don't Smoke (%)
18 - 32	1,722	30.6	69.4
33 - 47	2,012	37.1	62.9
48 - 62	1,928	35.2	64.8
63+	1,646	30.5	69.5
Total	7,308		

Sample Bibliography

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