

THESIS WRITING CHECKLIST



Use the following checklist to adhere to APA and MSE guidelines prior to submission to the Graduate Program Manager.

*Common APA mistakes – check manual carefully

TITLE PAGE – SEE APPENDIX 1

- Line spacing. Use the template to ensure line spacing is identical. Pay special attention to whether a section is double spaced or single spaced.

- The name listed should match your name in AIM (no nicknames, shortened names, married names, etc. Nothing that differs from official name listed in AIM)

- Title may not exceed 6 inches on one line – titles longer than six inches will need to be on more than one line formatted as an inverted pyramid (longest line on top, shortest on the bottom)

- Choose correct degree name (Teacher Education is “Master of Arts”)

- Correct spelling of chair and committee names

- Do not include page numbers

ABSTRACT – SEE APPENDIX 2

- Single spaced

- Title should not exceed 6 inches on one line

- Keywords on the bottom line of the page

TABLE OF CONTENTS – SEE APPENDIX 3

- Page numbers begin (lowercase roman numerals)

- “TITLE PAGE” not actual title of thesis

- Links and page numbers should be accurate

- Headings up to level 3 are included

- Font size and type consistent with the rest of the thesis (Times New Roman, size 12)

-
- See template for proper formatting of table of contents – template is pre-formatted correctly
-

LIST OF TABLES/LIST OF FIGURES – SEE APPENDIX 4

- Links should be hyperlinked
 - Correct spacing between “table/figure #” and title of figure/table
 - Titles should be title case
-

DESCRIPTION OF THESIS (IF NEEDED) – SEE APPENDIX 5

- Include name of journal you are submitting to
 - Include any special requirements for submission (running head, length, location of tables and figures)
 - Explanation of appendixes
-

BODY OF THESIS – SEE APPENDIX 6

- Chapter 1 starts on page 1; page numbers should be in the upper right-hand corner
 - Half-inch paragraph indentation
 - Single-space after periods
 - Widows and orphans corrected – one line/heading at the end of a page or one line/heading at the beginning of a page
 - *Abbreviations – after the first introduction of an abbreviation use only the abbreviation (see further rules in APA 6.24)
 - *Italics – most commonly used for anchors of scales, key terms or phrases (see rules at APA 6.22; note: not used for emphasis)
 - *Quotation marks – most commonly used for quoted material, first introduction of a word or phrase used ironically/slang/invented or coined phrase, introduce a label (see rules at APA 6.7; note: not used to highlight key terms or to hedge/downplay meaning)
 - Be consistent with tense – methods section should be past tense and the rest present tense
 - Pronouns – avoid third person and the editorial “we”, your thesis is your work (APA 4.16-4.17)
 - Format lists correctly – see APA 6.49
 - Numbers below 10 should be written out (see exceptions APA 6.32)
 - Verbs and pronouns need to match the sentence – singular versus plural is the most common issue (APA 4.15)
-

-
- En dash (separates equivalent relationships like page ranges and dates) versus em dash (create emphasis by separating a phrase) versus hyphen (compound words) – make sure you are using the correct one (APA 6.7 & 6.14)

 - Quotations under 40 words are put in the paragraph. Quotations more than 40 words are formatted as block quotes. See APA 8.27

 - While not specified in APA, avoid one-sentence paragraphs
-

Headings – see appendix 7

- Properly formatted according to APA (APA 2.27)

 - Headings must be subdivided into at least 2 sections (APA 2.26)

 - Headings must be “styled” with the proper heading style – headings should all appear in the navigation pane, or the thesis will not properly export the table of contents in the pdf
-

tables and figures – use them purposefully – see appendix 8

- Information adds to the thesis rather than restates

 - Figure numbers bolded and on the first line, figure titles on the next line and italicized

 - Tables/figures placed right after callout in thesis (or as close as possible)

 - Review checklist for tables and figures at APA 7.21 & 7.35

 - Table and figure notes should be double-spaced and on the same page as the table/figure (add citation information when needed here)
-

in-text citations – see appendix 9

- Listed alphabetically when citing more than one article

 - More than two authors, include first author, et al

 - Include year and page number, if applicable

 - Narrative citations include year directly following author in parentheses
-

REFERENCE LIST – SEE APPENDIX 10

- Double spaced

 - Hanging indent

 - Alphabetical by first author, then second author (etc), then by year

 - *DOI's or stable URLs if they exist (note: some books will have DOIs) – do not include a period at the end of a DOI or a URL

 - En dashes – used for ranges of numbers like page numbers (APA 6.6)

 - Include up to 20 authors, 21+ authors, include the first 19 authors ... & the last author

 - *Titles of books and journal articles should be formatted in sentence case

 - *Double check whether a period or a comma is necessary

 - More than one author, use an ampersand (&) between the names
-

APPENDICES

- List in order you introduce in the thesis (Appendix A should be the first one referenced)

- Include copy of stamped consent/assent form and IRB Approval to Conduct Research (if applicable)

- Consistent formatting with the rest of the thesis (12-point font, 1-inch margins, etc)

EXAMPLES

Appendix 1: Title Page

Title Page

[Title: Titles Must Be in Mixed Case and May Not Exceed Six Inches on One Line and Must Be in the Inverted Pyramid Format When Additional Lines Are Needed] → do not keep brackets
no nicknames, shortened names, etc.

[Student Name, as listed on AIM]

A thesis submitted to the faculty of Brigham Young University in partial fulfillment of the requirements for the degree of Master of Arts, Education, Fine Arts, or Science (or Educational Specialist)

[Committee Chair's Name] Chair
[Committee Member's Name]
[Committee Member's Name]

Department of [Department Name]
Brigham Young University

Copyright © [Current Year] [Student Name, as listed on AIM] → no nicknames, shortened names, etc.

All Rights Reserved

Handwritten annotations:
- Blue brackets on the left indicate "double spaced" for the title and student name sections.
- Blue brackets on the right indicate "single spaced" for the degree program and committee information.
- Red circles highlight the comma in the degree program and the student name field.
- A red circle on the right indicates "no page numbers".

Appendix 2: Abstract

The image shows a Microsoft Word document titled "Updated Five-Chapter Thesis Template" with the user "Kaeli Cook" logged in. The document is in the "Home" tab, showing the ribbon with various options like Font, Paragraph, Styles, and Editing. The main content area contains the following text:

abstract

ABSTRACT

[Title: Titles Must Be in Mixed Case and May Not Exceed Six Inches on One Line and Must Be in the Inverted Pyramid Format When Additional Lines Are Needed.]

[Student Name, as listed on AIM]
Department of [Department Name], BYU
Master of [Arts, Education, Fine Arts, or Science]
(or Educational Specialist)

An abstract is a brief, comprehensive summary of the contents of the article; it allows readers to survey the contents of an article quickly, and like a title, it enables persons interested in the document to retrieve it from abstracting and indexing databases. The abstract needs to be dense with information. A good abstract is accurate; non-evaluative; coherent and readable; and concise. See the *Publication Manual of the American Psychological Association 7th Edition* item 2.9 for more information.

Keywords: [keyword, keyword, keyword]

Handwritten annotations in red and blue ink are present:

- A blue bracket on the left side of the title and author information is labeled "single spaced".
- Red arrows point from the top of the page to the title and author information.
- A red arrow points from the title to the author information with the note "no nicknames, shortened names, etc.".
- A red arrow points from the bottom of the page to the keywords with the note "do not keep brackets".
- A red arrow points from the bottom of the page to the left margin with the note "last line on the page".

Appendix 3: Table of Contents

AutoSave [Off] Updated Five-Chapter Thesis Template • Saved to this PC Search (Alt+Q) Kaeli Cook

File Home Insert Draw Design Layout References Mailings Review View Help Acrobat Comments Editing Share

Clipboard Font Paragraph Styles Editing Create PDF Create PDF and share link and share via Outlook Adobe Acrobat Request Signatures Dictate Sensitivity Editor Reuse Files

TABLE OF CONTENTS

not the title of your thesis

page numbers

level 1

level 2

level 3

don't forget semicolons

chapter 1 starts on page 1

TITLE PAGE	i
ABSTRACT	ii
ACKNOWLEDGMENTS	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	vii
LIST OF FIGURES	viii
CHAPTER 1: Introduction (or Background)	1
Statement of the Problem	1
Statement of the Purpose	2
Research Questions or Research Hypotheses	2
CHAPTER 2: Review of Literature	3
Level 2 Heading Here	3
Level 3 Heading Here	3
Another Level 3 Heading Here	3
Another Level 3 Heading Here	4
Another Level 2 Heading Here	4
Definition of Terms	4
CHAPTER 3: Method	5
Participants	5
Group One	5
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Appendix 4: List of Tables and Figures

AutoSave [Off] Updated Five-Chapter Thesis Template • Saved to this PC Search (Alt+Q) Kaeli Cook KC

File Home Insert Draw Design Layout References Mailings Review View Help Acrobat Comments Editing Share

Clipboard Font Paragraph Styles Editing Adobe Acrobat Voice Sensitivity Editor Reuse Files

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use template to get correct spacing

or figures

LIST OF TABLES

Table 1 *Title of Table 1 Here in Title Case and Italicized*9

** must be hyperlinked*

Word has the capability for you to create a hyperlinked List of Tables; however, this List of Tables is not hyperlinked. Check with your graduate coordinator about whether or not this list needs to be hyperlinked.

Insert a page break here and begin your next page with LIST OF FIGURES (if you have figures).

(This template has already been formatted with this page break)

Appendix 5: Description of Thesis (if needed)

** for journal ready*

DESCRIPTION OF THESIS STRUCTURE AND CONTENT

Describe the structure of your thesis here. It may be something like this (don't use these exact words – instead, paraphrase): This thesis, *Name of Thesis Here*, is written in a hybrid format. The hybrid format brings together traditional thesis requirements with journal publication formats. [If you have submitted, or plan to submit, your journal-ready manuscript to a particular journal, you can include information about the required formatting for that journal here (e.g., running head, length of manuscript, location of tables and figures). You may or may not want to mention which journal you have targeted.] If the article in your thesis/dissertation has been submitted for publication, has been accepted for publication, or is already published, you need to add a statement about compliance with all publishing agreements and policies.

The preliminary pages of the thesis reflect requirements for submission to the university. The thesis report is presented as a journal article and conforms to length and style requirements for submitting research reports to education journals.

The literature review is included in Appendix A. In this paragraph or a separate paragraph, refer your readers to your other appendices. In this thesis template, Appendix B contains information regarding the IRB-approved template for writing a consent form. In this appendix, you must include either your IRB-approved consent form or your IRB Letter of Approval to Conduct Research. Similarly, if your study includes minors, you must also include a copy of your assent form or IRB approval letter in this appendix. Appendix C contains the study's instruments. Appendix D includes examples of discussion subheadings and Appendix E provides information regarding creating a table of contents in Microsoft Word. Appendix F is entitled, "Levels of Headings Using the Publication Manual of the APA 7th Edition" and is followed by Appendix G, which provides information regarding how to conduct a reference

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check. Appendix H details information regarding how to get your thesis approved and Appendix I outlines the contents of the prospectus and final thesis. Appendix J includes a sample table of contents using MS Word table features.

This thesis format contains two reference lists. The first reference list contains references included in the journal-ready article. The second list includes all citations used in the Appendix entitled "Review of the Literature".

mention journal you are submitting to, journal-specific formatting required

explanation of each appendix

Page 10 of 46 8294 words Text Predictions: On Display Settings Focus 90%

Appendix 6: Body of Thesis

Chapter 1:

CHAPTER 1

Introduction (or Background)

H This thesis template is designed to give you a general idea of what you should include in your thesis, as well as to help you with formatting issues. It is designed primarily for use with quantitative research studies for MS, MA, and EdS students in BYU's McKay School of Education. Be sure to consult with your thesis chair and committee for specific requirements regarding organization, terminology, and stylistic preferences.

In your introduction section, you should write several paragraphs to introduce your topic and to set up the problem (why it was important that you conducted this study). The length and depth of your introduction will depend upon the standard set by your discipline and target journal for publication.

1/2 inch indent

1

Chapter 1 starts on page 1

Widows & Orphans:

<p>dicho espacio de tiempo, determinadas fuerzas cosmico-rodaban la Entidad Primordial le debían dotar de cierta inclinación característica y guiarla en la elección de los medios y del momento para encarnarse.</p> <p>Mientras tanto, los reflejos de las fuerzas elementales superiores afectando a la Entidad Primordial trabajaban en el mundo material inclinando Fuerza Madre, simbolizada por el bueire y el sello, marcaba la Entidad Primordial con los símbolos.</p> <p>Mientras tanto, la madre humana se había convertido en el centro gravitatorio de fuerzas elementales que formulaban un poder de atracción ilusorio en torno a su persona, formulando así el SAHU o Cuerpo Astral del futuro ser humano, sometido a la magia de las fuerzas elementales naturales. De este modo, la mujer más insignificante se vuelve atractiva por un tiempo para su amante. No obstante, en cuanto concluye la cooperación entre las fuerzas del padre y de la madre, el SAHU se adhiere rápidamente al germen vitalizado y permanece con él en calidad de parry invisible, según el cual la materia tyrida en gravitación irá dando forma al cuerpo material. Esta operación del SAHU explica la visión percibida por algunos clarividentes respecto al reino vegetal: la de una «forma-planta» asociada a las semillas.</p> <p>Al concentrarse en torno al yulo vitalizado, el Cuerpo Elemental deja a la madre humana en su estado natural, despojada del atractivo ilusorio que le había otorgado. Ella no recupera o no puede recuperar su poder especial de atracción basta haber cumplido con su parte, recibiendo del nuevo ser humano que creó a punto de nacer.</p> <p>En este punto, vemos que el niño no-nacido es pre-</p> <p style="text-align: center;">❖</p>	<p>parado para emerger a la vida por los padres.</p> <p>Contribuye mediante el principio llamado por los egipcios HATI o Corazón cetero. Esto es, el Centro de los instintos heredados, raciales e individuales, y que incluyen funciones como la digestión, el oído, la vista, el olfato, etc. En una palabra, el HATI es lo aéreo y viene revestido por un cuerpo formulado por las fuerzas elementales, el SAHU. Antes y después de la concepción, el SAHU o cuerpo astral posee ese poder de radiación, que forma la esfera de atracción en torno a la madre humana, que fue sellado por la Gran Fuerza-Madre-Bueire en el momento de la concepción y que se ha retirado instantáneamente para formar la esfera o aura del futuro ser humano, KHAIBT o aura radiante.</p> <p>En el momento del nacimiento, el Ego se une al cuerpo. Existen muchas representaciones, que datan del período de civilización egipcia más elevada y muestran el nacimiento de grandes príncipes, y en las que se pueden reconocer las dobles formas, celestial y terrenal, de generación de cuerpos. Dicho de otra forma, el HAMMEMIT da vuelta y arroja como es una emanación llamada KA o doble del recién nacido, y ésta se une al cuerpo terrenal.</p> <p>Los textos egipcios siempre mencionan al HATI en asociación con el AB o Corazón. Del mismo modo que cuando conversamos, a menudo confundimos y combinamos instinto con voluntad. La voluntad es una cualidad latente en el animal. En el hombre, puede ser desarrollada y cultivada basta convertirse en Voluntad Libre. Asimismo, el AB (voluntad) o Nave Roja del Corazón queda representado en el <i>Libro de los muertos</i> por un receptáculo que contiene un bueire y un germen cónico. Cuando dicho germen cónico se desarrolla porque se cultiva, la verdadera vida y el total desarrollo del Ego</p> <p style="text-align: center;">❖</p>
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Orphan →

Widow ←

Note 1: An orphan is a single line on the bottom of a page. A widow is a single line on the top of a page. You can also have orphaned headings where the heading is the last line on the page and the paragraph starts on the next page.

Abbreviations:

apprehension. In order to meet this outcome, I created a new instrument entitled the Self-efficacy to Teach Apprehensive Writers Survey (STAWS). This new instrument was then analyzed to identify any existing latent factors as well as the reliability of the scale. Finally, I explored how the STAWS instrument can be used to explore the self-efficacy of the surveyed instructors of first-year university writing courses to support their highly apprehensive writers. This study employed the following research questions:

Note 2: The first use of an abbreviation you write out the entire phrase and include the abbreviation in parentheses. For the rest of the thesis, you use only the abbreviation.

Italics:

This study is grounded in Bandura's (1977) concept of *self-efficacy*, a term used to describe a person's belief that they can fulfill the required behaviors to produce a desired outcome. This belief is important because it influences what individuals choose to do, the amount of effort they put into doing it, and the way they feel as they do it (Bandura, 1986). In this way, investigations of *self-efficacy* focus less on the skills and strategies that someone has at their disposal and more on what a person feels they can accomplish within their present

Note 3: The first use of a term followed by a definition may be italicized. Subsequent uses of the term are not italicized.

Woolfolk Hoy, 2001). The TSES used Bandura's unpublished teacher efficacy scale as a model for the new scale and incorporated his expanded 9-point scale for responses (1—Nothing, 3—Very little, 5—Some influence, 7—Quite a bit, and 9—A great deal) (Tschannen-Moran & Woolfolk Hoy, 2001). The final scale contained 24 items (12 items in the short form). These items loaded onto three distinct factors: engagement, instruction, and management.

Note 4: Italics can also be used for anchors of scales.

Quotation Marks:

feedback helped to ensure that all terminology was fully accessible to all participants and illuminated questions that teachers had difficulty answering. For instance, while an original question asked "To what extent can you motivate your apprehensive writers to write in both academic and non-academic contexts?", this think-aloud feedback made it clear that teachers had different answers when considering academic writing and non-academic writing. Teachers also

Note 5: Quotation Marks should be used for all quoted material including instructions, quotes, and survey questions.

first-year writing courses were asked to look over the survey and provide feedback. The survey directions and items were shared with two graduate teachers were first introduced to the survey items which clarified the term "writing apprehension" and directed the teachers to consider only their current capabilities rather than future potential abilities. Both graduate instructors felt that they thoroughly understood the term "writing apprehension" after the description, but they felt a

Note 6: Quotation marks should NOT be used to highlight key terms.

norms mean to him and those around him. He explores his own gendered identity and individuality one afternoon that begins with him dressed as a "typical" boy according to societal

Note 7: Quotation marks should NOT be used to hedge or downplay meaning.

Lists:

- This study will address the following research questions or research hypotheses:
1. Add your first question or hypothesis here.
 2. Add question 2 or hypothesis here.
 3. Add question 3 or hypothesis here (of course, you may have more or fewer questions than three – delete or add as necessary).

Note 8: Numbered List - items are indented 1/2 inch with space between the number and the following item. Default word list format is correct.

Data Analysis (or you may call it Statistical Analysis)

In this section you should describe the type of data you collected and how the data were analyzed. Also specify the statistical analysis with your rationale for selecting the particular test(s). Present limitations/violations of assumptions of the statistical analysis.

Your prospectus will contain four main sections: (a) BYU preliminary pages, (b) introduction chapter, (c) review of literature chapter, and (d) method chapter.

Obtaining Institutional Review Board (IRB) approval for research not conducted in public schools requires two steps: (a) obtaining approval through the McKay School Scientific Review Committee, and (b) obtaining IRB approval through BYU Office of Research and

Note 9: Lettered lists are within the sentence and the letters are surrounded by a pair of parentheses.

En dash vs Em dash:

Dash Guide

Comparing the EM dash, EN, dash, and HYPHEN

Name	Shortcut	Example
- Hyphen	Dash	This is a hyphen-in-action
- EN dash	Ctrl/option + minus sign	<u>En</u> dashes replace the 9–5
- EM dash	Ctrl + alt + minus sign OR shift + option + minus sign	<u>Em</u> dashes break up sentences—like that

Block Quotes:

context specificity with a wide enough scope for the measure to be useful. For example, [Pajares → introduction to quote] (1997) gives the following warning:]

[indent] Judgments of competence need not be so microscopically operationalized that their assessment loses all sense of practical utility. Domain specificity should not be misconstrued as extreme situational specificity, and there is no need to reduce efficacy assessments to atomistic proportions. (p. 13) [at the end]

] double spaced

Appendix 7: Headings

THESIS/DISSERTATION LEVEL HEADING (CENTERED, NO BOLD, ALL CAPS)

Level 1: Centered, Bolded, Title Case

Level 2: Flush Left, Bolded, Title Case

Level 3: Flush Left, Bold Italic, Title Case

Level 4: Indented, Bolded, Title Case, Paragraph Heading, Followed by a Period. Paragraph continues.

Level 5: Indented, Bold Italic, Title Case, Paragraph Heading, Followed by a Period. Paragraph continues.

- ▲ CHAPTER 3 Method **Level 1**
 - ▲ Participants **Level 2**
 - Group One **Level 3**
 - Group Two **Level 3**
 - ▲ Settings **Level 2**
 - Setting One **Level 3**
 - Setting Two **Level 3**
 - ▲ Measures (or you may call it Instruments) **Level 2**
 - Instrument One **Level 3**
 - Instrument Two **Level 3**
 - ▲ Procedure(s) **Level 2**
 - Describe Administration of Instrument One **Level 3**
 - Describe Administration of Instrument Two **Level 3**
 - Research Design **Level 2**
 - Data Analysis (or you may call it Statistical Analysis) **Level 2**

Note 10: Within the Level 1 heading there are several sub-divisions. Each has at least two sections. For example, there are 6 Level 2 headings. For each Level 2 heading that is sub-divided there are at least 2 Level 3 headings.

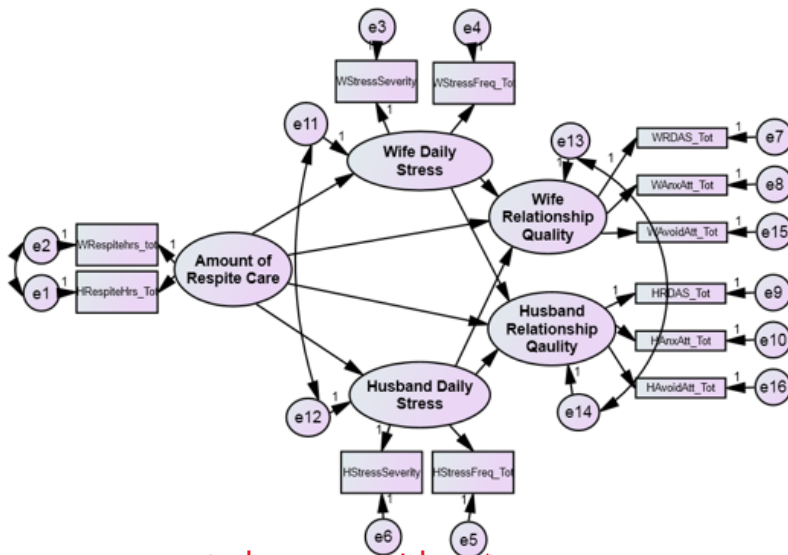
The screenshot displays the Microsoft Word interface. The ribbon at the top includes tabs for File, Home, Insert, Draw, Design, Layout, References, Mailings, Review, View, Help, and Acrobat. The 'Styles' button in the ribbon is circled in red, with a red arrow pointing to the 'Styles' task pane on the left. In this task pane, the 'Heading 1' through 'Heading 4' styles are highlighted with a red rectangular box. To the right of the Styles pane is the 'Navigation' task pane, which shows a hierarchical outline of the document. Under 'CHAPTER 3', the 'Method' section is expanded, and the 'Participants' sub-section is highlighted. A red handwritten note is written over the 'Participants' section, stating: 'if your headings do not show up here they are not done correctly'. The main document area on the right shows the text of 'CHAPTER 3 Method'.

Note 11: Style Panel - If your headings are not styled using the style panel in word then it will not export correctly, and your links will not work correctly. You can check to see if your styles are properly added if you open the navigation pane which can be found under the view panel. The template is pre-formatted to have the headings correctly formatted using styles. Make sure the formatting is correct after adding the appropriate styling.

Appendix 8: Tables and Figures

Figure 1 → **bold**

Title of Figure 1 Here in Title Case and Italicized → **title case & italicized**



*** must include copyright info here**
 → **double spaced directly following**

Note. See APA items 7.22-7.36 on pages 225-250 for more guidance on figures and formatting.

the document. Include the table as close to the in-text reference as possible, without splitting the table between two pages. **Table 1** is an example of a table formatted according to APA guides.

Table 1 → **bold** → **callout directly before table**

Title of Table 1 Here in Title Case and Italicized → **title case & italics**

Variable	Mean	SD	t-value
Name of Variable 1	.09472	.44545	1.647
Name of Variable 2	.11824	.50863	1.692
Name of Variable 3	-.04088	.54771	-.543
Name of Variable 4	.07233	.46857	1.124
Name of Variable 5	-.08753	.38909	-1.638

*** same font as the rest of the thesis**

* $p < .05$ ** $p < .01$ $p < .001$.
 Note. See the APA manual for table and figure guidelines. → **note should be double spaced**

Appendix 9: In-text Citations

Three or more authors & Citing Multiple Works:

Writing is one of the most essential skills that college students need today [Kellogg & Raulerson, 2007; Lea & Street, 1998; Zhu, 2004]. As researchers have argued, writing well is important regardless of a student's major or intended career because writing-to-learn and writing-to-demonstrate-understanding are skills that help students no matter their chosen major, subject, or discipline (Emig, 1977; Yancey et al., 2014). This emphasis on writing also applies to

in alphabetical order
three or more authors: first author et al.

Note 12: When you cite more than one article you put them in alphabetical order. When there are three or more authors you shorten to the last name of the first author followed by et al.

Narrative:

because the self-efficacy construct is extremely content- and context-driven. Bandura (1997) warns that self-efficacy is a “dynamic, multifaceted belief system that operates selectively across different activity domains and under different situational demands, rather than being a decontextualized conglomerate” (p. 42). In this way, a person's self-efficacy depends greatly on

author followed by year

page number at the end

Note 13: Narrative citations name the author within the sentence. The year directly follows the author in parentheses. If there is a direct quote the page number goes at the end.

Parenthetical:

teachers. Perhaps the pandemic has caused urban students to move from a “psychological state of “having to” to one of “wanting to” based on which a physically active lifestyle can be developed” (Sun & Chen, 2010, p. 365).

author, date, page number (if needed)

Note 14: Author, date, and page number (if there is one) directly follow the end of the quote.

Appendix 10: References

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Cocuk, H. E., Yelken, T. Y., & Ozer, O. (2016). The relationship between writing anxiety and writing disposition among secondary school students. *Eurasian Journal of Educational Research* 16(63), 335–352.

Cohen, J. (2013). *Statistical power analysis for the behavioral sciences* (2nd ed.). Routledge.
<https://doi.org/10.4324/9780203771587>

Costello, A. B., & Osborne, J. (2005). Best practices in exploratory factor analysis: Four recommendations for getting the most from your analysis. *Practical Assessment, Research, and Evaluation*, 10(1), Article 7. <https://doi.org/10.7275/yjy1-4868>

Cotton, S., Grosseohme, D., Rosenthal, S. L., McGrady, M. E., Roberts, Y. H., Hines, J., Michael, S. & Tsevat, J. (2009). Religious/spiritual coping in adolescents with sickle cell disease: A pilot study. *Journal of Pediatric Hematology/Oncology* 31(5), 313–318.
<https://doi.org/10.1097/MPH.0b013e31819e40e3>

Daly, J. A. (1977). The effects of writing apprehension on message encoding. *Journalism Quarterly*, 54(3), 566–572.

Daly, J. A. (1978). Writing apprehension and writing competency. *Journal of Educational Research*, 72(1), 10–14. <https://doi.org/10.1080/00220671.1978.10885110>

Daly, J. A., & Miller, M. D. (1975). The empirical development of an instrument to measure writing apprehension. *Research in the Teaching of English*, 9(3), 242–249.
<https://www.jstor.org/stable/40170632>

Daly, J. A., & Wilson, D. A. (1983). Writing apprehension, self-esteem, and personality. *Research in the Teaching of English*, 17(4), 327–341.
<https://www.jstor.org/stable/40170968>

Handwritten notes in red ink:

- hanging indent (pointing to the first reference)
- before the last author (pointing to the author list in the first reference)
- on dash (pointing to the ampersand in the first reference)
- DOI (pointing to a DOI link)
- Journal names are italicized (pointing to journal titles)
- italics (pointing to the journal title in the third reference)
- sorted first by author, then year (single author first then group authors) (pointing to the vertical order of references)
- MOST titles are in title case. Double check APA. (pointing to the journal titles)

Note 15: Examples of all reference list options are available in the APA Handbook. There are slightly different requirements for each type.