
DIU Guide for Preparing Theses

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Introduction

If you desire to write a thesis, **very early** in your time at Dallas International University you need to discuss this with your adviser and plan your coursework accordingly. You will also need to fill out the **Petition to Write a Thesis** form (sample found at the end of this manual) and obtain all the necessary permissions. This is Step 1 in the process.

A master's thesis may involve an extended review of the literature, a formulation and defense of some theoretical hypothesis, and the gathering and analysis of primary field data.

You should use this *Guide for Preparing Theses* and department-approved style sheet for formatting and references in the text and the Works Cited section. Please contact your thesis chairperson for department-approved style sheet and additional specific helps in this area.

This thesis guide should be your first source for establishing format and mechanical standards. Where this *Guide* is silent, refer to department-approved style sheet, and consult your thesis chairperson when necessary.

Do not use a previous thesis as the sole model for your thesis!

Preliminary Advice

Be realistic about the time you are willing or able to commit to the research project. It is not too early to be thinking about a timeline. Try to construct a rough timeline with start and finish time for (a) topic selection, (b) developing the proposal, (c) conducting the research, (d) drafting the thesis, and (e) revising, defending, and further revising of the thesis. These will of course be only rough estimates, but they will give you and your committee a sense of the probable duration of the project. If the project will require more time than you are willing to give, consult with your adviser.

Plan your coursework to support your thesis topic. Discuss possible topics with your adviser very early in your time at DIU to guide you in selecting courses.

Select your thesis committee chairperson early in the process. The chairperson is your ally. Spend time with him or her to clarify your plans. He or she will help you through the process. If there is a difference of opinion among the members of your committee, your chairperson is your ally to resolve that difference.

If you plan to collect field data, discuss your plans with your chairperson. We advise you not to enroll for thesis credit until you begin writing your thesis. You should submit at least a draft of your thesis proposal before doing field research, to get guidance in your fieldwork.

Meaning and Scope of a Thesis

A thesis represents either original research or a new synthesis of material in the literature. Original research analyzes and describes new material, proposing and testing a

hypothesis. The thesis relates the hypothesis or hypotheses to earlier conclusions by scholars.

The goals of a thesis are to:

- identify significant problems;
- investigate that problem, first through a literature review and critique, then by appropriate research methodology;
- analyze and synthesize the findings;
- relate the findings to concepts and issues in the literature; and
- convincingly and objectively communicate conclusions and implications in clear prose. This implies accuracy and honesty, building your conclusions on facts. Address all relevant data, including that which is problematic to your hypothesis. Be self-critical and logical.

Typically, a thesis will be between 100 and 250 pages long, plus appendices.

Developing a Thesis Topic

A helpful guide to developing a thesis research project is *Research Basics: Design to Data Analysis in 6 Steps*, by James Spickard (available in the DIU Library). In addition, the following recommendations should guide you in developing a thesis topic:

- Explore topics that interest you. Do not be overly influenced by what you think others might want you to research. You must decide for yourself what to study; you are the one who will be living with it for the next few years. This is particularly true if you are doing research related to the research program of your adviser.
- Describe the focus of the problem to investigate or the data to analyze. State the boundaries. Avoid the temptation to be too broad. A broader topic might sound better, but it will probably prove to be un-doable.
- State your research question(s) or hypothesis.
- The topic should allow for substantial objective conclusions.
- Identify problems to be surmounted in working on this topic.
- Identify alternative hypotheses that might explain the anticipated findings.
- Decide on the methodology for conducting the research or applying the theory to the problem.

Choosing a Title

Thoroughly discuss with your chairperson an appropriate title for your thesis. Retrieval systems use the words in the title, and occasionally other descriptive words, to locate your work. The title must be a meaningful description of the contents of your thesis. Here are some things to remember:

- Avoid ambiguous words;

- Locate the most important words near the beginning of the title; and
- Include key words to help researchers find your thesis.

Thesis Proposal

The thesis proposal is to be short, typically between five and 15 pages, depending on the nature of your topic. Early in your studies, you may choose to do a draft proposal to guide in your initial research. You should complete the formal proposal **before** the first term in which you register for thesis credits. Email a completed **2253 Thesis Proposal.pdf** form, signed by the members of your committee, to academic_affairs@diu.edu.

Work with your thesis chairperson to determine the specifics of your proposal. Typically, a proposal includes the following components:

1. Problem Statement

The Problem Statement addresses *what* is being done in the study. Describe the nature of the problem, stating what specifically you want to accomplish. This gives direction to the study. It may be descriptive, classificatory, or historical. It may be evaluative, quantitative, or qualitative. It may explain a phenomenon or demonstrate a process.

Here are some points to check:

- Does the problem statement address itself to *what* is being done in this study?
- Is the statement specific enough that the reader will easily understand?
- Is the statement concise?

2. Purpose Statement

The Purpose Statement tells *why* the study is being done. This statement answers two general questions: “How can the **researcher** use the results of this study?” and “How can the **profession** use the results of this study?”

Some points to check:

- Does the purpose statement address *why* the study is being done?
- Is the purpose directly related to the problem?
- Is the statement concise?

3. Literature Review

Reviewing the literature at the proposal stage will clarify the current questions for the topic you are considering. This will tell you what methods other scholars have used and who the eminent scholars are. It will show what research is needed.

Here are some points to check:

- ✦ Are the persons cited considered experts in the field?

- ✦ Is the need for the research based on a large number of different sources or a limited number of sources?
- ✦ Have other researchers addressed the area you are researching? If so, what were their conclusions? What affect does that have on the need for your research?
- ✦ Are there quotations that express a need to research the area you identified?
- ✦ What variables did other researchers identify?

4. Hypothesis, or Elements

A hypothesis is “a suggested solution to a problem or ... the relationship of specified variables” (Mauch & Birch 1998: 101). There are three essential characteristics of a well-formed hypothesis:

Construct validity. Present the reasons, experiences, theories, or previous research that support the hypothesis.

Testable. A hypothesis is a proposition that can be put to an empirical test. To indicate that the hypothesis is true you must show that a contradictory hypothesis—the null hypothesis—is not true. Show by empirical evidence a relationship between variables. If none exists, the data represent mere coincidence.

Relevant. The hypothesis focuses on the problem you are investigating. It must answer all or part of the issues being investigated.

Descriptive and historical studies often do not involve a hypothesis. They may involve questions to be answered or a description and classification. For example, analysis of language or cultural phenomena may not entail a hypothesis. For such studies, your proposal should research questions or elements to be studied. “Elements” are the specific parts of the problem to be studied.

5. Scope

Limit your research to a doable scope, given your available time and resources. Be specific about your goal or hypothesis, making sure that you will be able to know when the research has reached the goal. Do not make the problem so broad that you can’t discuss it in one thesis. If your topic sounds like a subheading in an encyclopedia article (“Austronesian languages”), then it is probably too broad. Narrow the topic to something like “The transitivity system of Fijian” (See Booth et al. 1995: 37–38).

6. Methods

Match your methods to the theoretical or hypothetical propositions under scrutiny. See Mauch and Birch (1998: 115ff.) for a discussion of types of methods. Choose your methods wisely.

Specify the population from which you’ll select subjects for your study, and tell how you will do the selection. Specify what type of data you will collect for your topic. Some types of data you might collect are case studies, cultural data, language texts, other language data, or phenomena undergoing change processes. Will your data be nominal, ordinal, ratio, or interval (or a combination)?

Specify how you will collect the data—interviews, survey, testing instruments, texts, historical documents, or other means.

If your research will involve people as the subjects or sources of your research, then discuss this with your thesis chairperson and the chair of the Human Subjects Research Committee. Read the *DIU Policies and Procedures on Human Subjects Research and Implications of the Federal Policy on Human Subjects Research for DIU Faculty and Students* (request a copy from your thesis chairperson). There is a line on the *Thesis Proposal Approval* form for the chairperson of the Human Subjects Research Committee to sign. You will be required to make adjustments to your methods that that committee recommends.

7. Data Processing

How you process your data will depend on the nature of the data and the problem you are analyzing or describing. Specify in your proposal how you plan to process the data you collect.

A well-written proposal will give you a rough draft of the first three chapters of your thesis. You have a draft of the problem statement (usually chapter 1), the literature review (chapter 2) and your research methods (chapter 3).

By approving thesis proposal, your committee is telling you that you have a reasonable foundation and methods to start your research. At the same time, committee members recognize that unforeseen circumstances will necessitate some mid-stream corrections. Maintain communication with your committee chairperson to reduce the number of surprises, and always be mindful of your timeframe and upcoming deadlines.

Order of Thesis Research and Defense

The following are general guidelines for developing your thesis. **If you plan to collect field data for your thesis, then you should complete at least steps 1–8 before leaving campus to do your field research.**

- 1) Complete the **Petition to Write a Thesis** form and obtain approvals. (See sample form at end of this manual.)
 - 2) Select a thesis committee chairperson.
 - 3) Discuss potential topics with your chairperson.
 - 4) Obtain tentative approval from your chairperson for your topic.
 - 5) Select the other members of your committee, in consultation with your chair.
 - 6) Draft your thesis proposal; obtain your chairperson's approval of the draft.
 - 7) Obtain approval of your research methods from the Human Subjects Research Committee (see *Human Subjects Research* handout).
 - 8) Obtain approval of your proposal from your committee; email the completed **2253 Thesis Proposal.pdf** form to the academic_affaire@diu.edu.
 - 9) Prepare a writing timetable, including critical dates, if not part of your proposal. At this time, following the standards of DIU and your department, become familiar with the template and standard form you will use for references in the text and citations in the "Works Cited" section of the thesis.
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- 10) Begin your study.
- 11) Submit progress reports to your chairperson and committee, being prepared to make necessary adjustments to your study procedure.
- 12) Decide with your committee whether you will submit drafts of each chapter or present the full thesis as a single document.
- 13) Write a first draft of your thesis. Follow the style and format guidelines established by DIU and your department. Contact the Library Director for additional assistance.
- 14) Review the draft with your chairperson for corrections.
- 15) Submit corrected first draft to your committee.
- 16) Have an individual consultation with each committee member.
- 17) Work with your chairperson to integrate committee members' comments.
- 18) When the committee agrees that you are ready, schedule a time and location for your defense, and email the *2251 Approval to Schedule Thesis Defense.pdf* form to academic_affairs@diu.edu at least 15 days before the proposed date of defense.
- 19) Submit a "defense" copy of your thesis to each committee member and to the DIU Library Director for checks on the works cited in your manuscript at least 2 weeks prior to the defense. Responsibility for ensuring the thesis is properly formatted is with the thesis student and the thesis chairperson, *not* with the Academic Affairs Office or the DIU Library.
- 20) Oral defense must be scheduled before the last week of the term.
- 21) Make any corrections required by your committee.
- 22) Before printing out a proof copy, run it through a spell checker, but don't depend on this as a final spelling check. It is recommended that you print out your thesis on normal printer paper and have someone proofread your thesis for spelling, punctuation, and grammar. Also have them check the margins and other formatting requirements, as spelled out in this guide. Better quality will result if you have a proofreader who has never seen your thesis. Mistakes often stand out more clearly on paper than they do on a computer screen. Only after proofing should you print your thesis on the proper paper for submission.
- 23) Submit your thesis to the committee (or just the chairperson) for final approval and signatures.
- 24) Submit the required school copies (ready to be bound) to the Academic Affairs Office no later than six business days before the end of the term in which you will graduate. A mechanical check will be made of these copies. This is *not* a proof check, but you will be required to make any necessary changes arising from the mechanical check before your thesis is accepted. Wrong margins will require a reprint. In addition, you are required to submit an electronic copy of your final, approved thesis in a PDF file for the DIU archives.

25) Payment of the thesis binding fee should be made in the DIU Finance Office before submitting the final copies to the Academic Affairs office for binding.

Thesis Committee Composition

A DIU student writing a thesis will select a thesis committee of at least three members, all of whom hold terminal degrees. The committee chair (or one of the co-chairs) must be a member of the DIU regularly (scheduled) faculty, and at least one additional member of the committee must be a DIU faculty member (either core or adjunct). Non-DIU faculty members serving on thesis committees must be approved by the committee chairperson and the academic dean. Email a copy of the non-DIU faculty member's CV to academic_affairs@diu.edu for his approval.

The thesis committee guides the candidate's research and writing, conducts the candidate's defense, and evaluates the quality of the thesis. All thesis committee members must be present for the thesis defense.

Language and Usage

We encourage you to consult reliable guides for English usage in deciding questions of grammar, sentence structure, style, and usage. Recommended resources include: *Garner's Modern English Usage*, by Bryan A. Garner (2016); *The Chicago Guide to Grammar, Usage, and Punctuation*, by Bryan A. Garner (2016); *The Chicago Manual of Style, 17th edition* (2017); *On Writing Well*, by William Zinsser; *The Harbrace College Handbook*, by John C. Hodges, et al. (1998); *Style: Toward Clarity and Grace*, by Joseph M. Williams (1990).

Personal Titles

Titles such as *Mr.*, *Mrs.*, *Ms.*, *Dr.*, *Dean*, and *Professor* are ordinarily not used in the text of the thesis.

General Matters of Usage

An academic thesis is the work of one person: its author. Therefore, when referring to yourself, use the pronoun *I*. Avoid using *we* unless the people included are clearly identified. Style manuals often caution against overusing the first-person pronoun *I*. This is generally good advice, but substituting the editorial *we* is never a satisfactory alternative. Judicious use of *I* will resolve most of these difficulties. Use of first-person plural pronouns may be appropriate when you are figuratively leading the reader through a process of logical reasoning (for example, "We begin by placing the segment...").

A thesis presents a completed argument or project, so you should avoid future tense when referring to procedure and method ("This thesis will comprise five chapters..."). Present or present perfect tense serves better in such contexts ("This thesis comprises five chapters...").

An argument or a study is not a human being and should not be spoken of as though it possessed human capabilities. The editors of the APA *Publication Manual* explain that "An experiment cannot attempt to demonstrate, control unwanted variables, or interpret findings, nor can variables or figures *compare* (all of these can, however, *show* or

indicate)” (1994:30). Judicious use of *I* can avoid such illogical statements, as well as acknowledging accountability for the results and conclusions.

Make sure your conclusion chapter really has conclusions and implications. Do not simply restate your findings. Always bear in mind the question, “So what?” Help the reader understand what your findings mean. Clarify the key conclusions to be drawn from your research.

Thesis Defense

Schedule your thesis defense only after all your committee members agree that you are ready. After every member of your committee has given approval, and at least 14 days before the proposed date of the defense, schedule the date, time and reserve the venue by emailing ***2251 Approval to Schedule Thesis Defense.pdf*** to academic_affairs@diu.edu. **At least two weeks before the defense**, submit a final, “defense” draft of your thesis to each committee member and to the DIU Library for checks on your Works Cited in your manuscript.

The defense is public; you may invite anyone you want to attend. The defense will involve you giving a brief presentation of your research followed by questions from the committee members.

You will benefit by attending one or two defenses before your own. This will show you the typical interactions, strategies, procedures, and so forth. Pay attention to what you like, what you want to avoid, and what could be improved.

Thesis Approval

Acceptance of your thesis is based on the quality of your written thesis, not on your performance at the defense—although the oral defense is a requirement for graduation. Three outcomes are possible, usually reached by consensus among the committee members. The three possible outcomes are: (a) unconditional pass; (b) pass with conditions; or (c) fail.

If you receive a “pass with conditions,” the committee may require you to rewrite substantial portions of the thesis. Each committee member has the right to review the required changes before signing the approval form. Alternatively, they may sign at the time of the defense, delegating responsibility for the final check to the chairperson.

If you receive a “fail,” you will not be permitted to graduate or receive a DIU master’s degree. If circumstances warrant, a student who has been dropped from the program due to receiving a fail on the thesis may petition for a second defense after substantial re-working of the thesis.

Work with your committee to produce your thesis. When you have made all the changes they require, have defended the thesis, and have secured your committee’s permission to print it, obtain your committee members’ signatures on the *Thesis Approval Sheet*. Before you print the required copies, you may bring a sample of one or two chapters to the Academic Affairs Office for a check of the format and mechanical specifications.

Although DIU will provide the service of this mechanical check, it is your responsibility to follow the specifications outlined in these guidelines.

Required Copies

You must submit two complete, unbound copies of your thesis to the Academic Affairs Office. Both copies must be submitted AT LEAST six (6) workdays before the end of the bimester or term in which you will graduate. You should submit your thesis in covered boxes. Affix to each box a typed label with the following information:

- student's full name;
- the complete name of the degree and major (for example, Master of Arts in World Arts);
- the complete and correct title of the thesis;
- the month and year of graduation; and
- the number of the copy (that is, Required Copy 1, Required Copy 2).

We will check your final copies for missing pages, poor or dirty pages, visible corrections, and so forth. If we find problems, we will require you to make all necessary corrections before you graduate. Please note that this check does not include proofreading for spelling and grammar, though we may draw your attention to errors that we notice while doing the check.

Do not wait until the last minute to secure the approval of your committee and the Academic Dean. *Please allow sufficient time to make required corrections and adjustments.* If no corrections or adjustments are required, there is no harm in receiving approval before the deadline. If corrections or adjustments are required and you have not allowed sufficient time, graduation and the awarding of the degree may be delayed.

The required copies you submit to DIU must meet all specified paper and duplication requirements, all form and format standards, and must not be punched or bound in any way.

It is your responsibility to produce and bind any complimentary copies requested by the members of your committee. Please note that your employer or sponsoring organization may also require you to give them a bound copy of your thesis. Check with them regarding their expectations. If they require one or more copies, it is your responsibility to produce and bind those copies according to their specifications.

Electronic Copy

An electronic copy of your thesis (the PDF file you use to print the final copies for binding) should be emailed to academic_affairs@diu.edu for archiving. This PDF should include all pages that are in the printed copy, including those intended to be signed.

Create the PDF at high quality for printing, not optimized (reduced/compressed) for the web.

Thesis Publication Permission Form

You are encouraged to make your thesis available electronically on our website. To do so, you must give written permission to the Office of Academic Affairs. (Note that DIU requests the *non-exclusive* right to post your thesis on the same web page as our other theses. This will not preclude you from publishing your thesis in any other venues, either in printed or electronic forms. You retain the copyright for your work.) The electronic file is in addition to the required paper copy.

Print and fill out the Thesis Publication Permission Form (see the last page of this document) and email it to academic_affaire@diu.edu along with your electronic copy. If you give publication permission, that info will be passed on to the webmaster for posting on the school's website.

Paper Requirements

The required copies of master's theses submitted to DIU must be presented on high-quality 8½ x 11 inch, white, acid-free or pH-neutral bond paper in twenty (20) pound weight, containing 25% or more cotton content. This paper is required for adequate longevity for library use. If printing double-sided, paper quality should be such that one cannot see the print on the reverse side.

Style Requirements

The formatting and reference style used throughout the thesis must be consistent with this guide, except where otherwise noted.

Name

Your name on the thesis must match your name on your transcript and other official DIU records, unless the thesis chair grants permission for variation (such as using only a middle initial, not a full middle name).

Footnotes

Use footnotes (on the bottom of the page) rather than endnotes (at the end of the chapter or thesis). Follow your department's standards for formatting citations, footnotes, and bibliographic entries, consistent with the guidelines of the chosen national standard style manual. Footnotes are in a 10-point font and single-spaced.

Bibliography

Because the term *bibliography* is commonly used to refer to different kinds of book lists, other terms such as *works cited*, *references*, *references cited*, or *works consulted* are often more accurate headings than is the term *bibliography*. A bibliography or a selected bibliography may include works cited as well as other readings. A list of works consulted may include works cited and other works germane to a particular topic. A references or

references cited list generally includes works that specifically document or support the argument of that particular thesis—that is, only works that were specifically cited. Discuss with your committee what you will include in your list and call it.

Citation software such as Zotero or EndNote is highly recommended. Even so, check citations and references very carefully for accuracy. Be sure that your References Cited or Bibliography section is properly organized and consistent. Avoid widow and orphan lines in your bibliography entries, ensuring that each entry is complete on a given page and not divided by a page break.

Format Requirements

Abstract

The word ABSTRACT should appear in all capitals, 2 inches from the top of the sheet, followed by 0.5 to 0.75 inches. The Abstract should be double-spaced, typically containing about 150 words (actual length is subject to thesis committee’s approval). Numbers should be counted as words. Hyphenated words count as two words; acronyms, initials, and abbreviations count as words. Country names that are more than one word count only one word. Do not use illustrative material—for example, tables or charts—in the Abstract. The Abstract page should include your full name, the kind of degree, the date the degree will be conferred, the full name of the school, and your thesis chairperson’s name. These items are not included in the 150 word count. Include in your abstract pertinent place names, names of people, language names, and other proper nouns that will help researchers identify the relevance of your thesis to their research. If the thesis title will take more than one line, center the title, double-spaced, in inverted pyramid form.

Dedication

This page is optional but Roman numeral–numbered, counted, and included in the Table of Contents. The word DEDICATION should appear in all capitals, 2 inches from the top of the sheet, followed by a triple space, and the page numbered appropriately (Cf., *Page Numbering*).

Acknowledgments

DIU permits up to two pages of acknowledgments, if you wish to include one. The diction and contents of any acknowledgments must be restrained and appropriate to scholarly work. The word ACKNOWLEDGMENTS should appear in all capitals, 2 inches from the top of the sheet, followed by a triple space, and the page numbered appropriately (Cf., *Page Numbering*).

Printing

Because of the published size of the document, DIU has set a standard that all theses 200 pages (excludes flyleaf pages) or fewer must be single-sided. For theses 200 pages (excludes flyleaf pages) or longer, the author has the choice of single-sided or double-sided printing. For double-sided printing, please pay close attention to paper quality and use proper mirror-margin formatting. (See “Margins for Double-Sided Printing.”)

Margins for Single-Sided Printing

The basic margins for the body of the thesis are 1.5 inches on the left and at the top of the page. Right and bottom margins are 1 inch. The top margin is measured to the baseline of the first line of text or subheading, and the bottom to the last line of text.

Summary of Margin Requirements for Single Sided Printing

Margins for each page carrying a major heading (e.g., ACKNOWLEDGMENTS, CHAPTER, TABLE OF CONTENTS, BIBLIOGRAPHY) where the top margin should be two inches:

| | |
|----------------|------------|
| Left: | 1.5 inches |
| Right: | 1.0 inch |
| Top: | 2.0 inches |
| Bottom: | 1.0 inch |

Margins in the body of the thesis should be:

| | |
|----------------|------------|
| Left: | 1.5 inches |
| Right: | 1.0 inch |
| Top: | 1.5 inches |
| Bottom: | 1.0 inch |

For pages bearing major headings, including tables of contents, lists of tables and lists of figures, bibliography, and the head pages of chapters, the margins are 2 inches at the top, 1.5 inches on the left, and one inch on the right and at the bottom. Top and bottom margins are measured to the baselines of the first and last lines of type.

Note that the right and left margins remain a consistent 1 inch and 1.5 inches, respectively, throughout your document, including pages bearing your abstract, title page, table of contents, and all other pages.

No exceptions are made for the margin standards. Keep these margins in mind when preparing questionnaires, letters, graphs, or other research documents you might incorporate into your thesis.

The final copies you submit to the school may have either a ragged right margin or a justified right margin. Your committee may request ragged right margin on all working copies during the writing and editing process. Discuss this with your committee.

Margins for Double-Sided Printing

The basic margins for the body of the thesis are 1.5 inches on the left and at the top of the page. Right and bottom margins are 1 inch. The top margin is measured to the first line of text or sub-heading, and the bottom to the last line of text.

| Summary of Margin Requirements for Double-Sided Printing | | | |
|---|------------|--------------------|------------|
| Margins for each page carrying a major heading (e.g., ACKNOWLEDGMENTS, CHAPTER, TABLE OF CONTENTS, BIBLIOGRAPHY) where the top margin should be two inches: | | | |
| Left Page: | | Right Page: | |
| Left: | 1.0 inch | Left: | 1.5 inch |
| Right: | 1.5 inch | Right: | 1.0 inch |
| Top: | 2.0 inches | Top: | 2.0 inches |
| Bottom: | 1.0 inch | Bottom: | 1.0 inch |
| Margins in the body of the thesis should be: | | | |
| Left Page: | | Right Page: | |
| Left: | 1.0 inch | Left: | 1.5 inch |
| Right: | 1.5 inch | Right: | 1.0 inch |
| Top: | 1.5 inches | Top: | 1.5 inches |
| Bottom: | 1.0 inch | Bottom: | 1.0 inch |

Make sure the following pages start on a right-hand page, with nothing on the back side: thesis approval sheet, title page, copyright page, copyright disclaimer page, thesis duplication release page, abstract page, dedication page, and acknowledgements page. (If you have more than one acknowledgements page, the second page can be on the back.)

The Table of Contents should start on a right-hand page, but it can continue on a left-hand (back) page. Subsequent pages in the front material can start on either the front (right-hand side) or back (left-hand side).

Chapter 1 should start on a right-hand page, but subsequent chapters need not start on a right-hand page, since this is a monograph. The body should contain continuously numbered pages. The numbering system is the same as for single-sided printing. Do not include blank numbered pages in the body. Your appendices, references, and curriculum vitae (CV) can start on either a left-hand or right-hand page.

The final copies you submit to the school may have either a ragged right margin or a justified right margin. Your committee may request ragged right margin on all working copies during the writing and editing process. Discuss this with your committee.

Page Numbering

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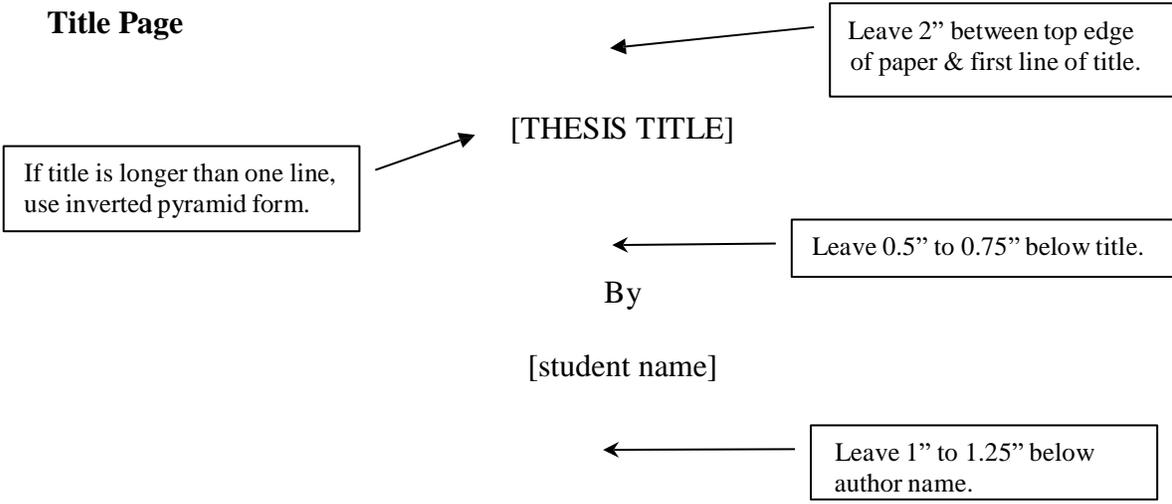
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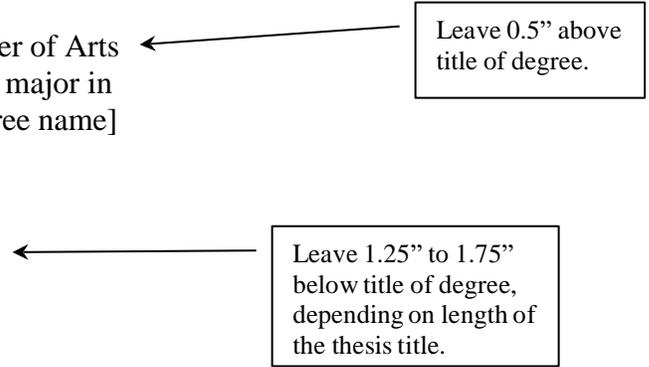
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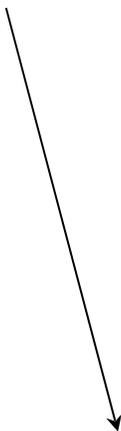


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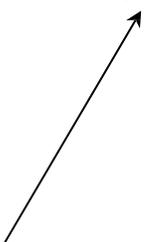
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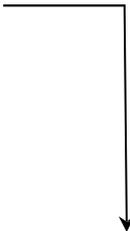


DEDICATION

This is dedicated to my spouse, friends, and children, who gave me the time and inspiration to complete this thesis. My goal has been accomplished only because of those who helped motivate me along this journey. I will never forget the unselfish acts of kindness demonstrated to me and hope to reward them in the years to come

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ACKNOWLEDGMENTS

This thesis could not have been written without the help of my mentor, Dr. Smart Professor, who encouraged and challenged me throughout the process of researching and writing this thesis. He and the other members of my committee, Dr. Cultural Anthropologist and Dr. A. Plied Linguist, guided me through the process and never accepted anything other than my best. I thank them.

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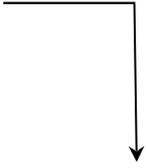


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LIST OF TABLES

LIST OF FIGURES AND MAPS

ABBREVIATIONS

| | | | |
|-----|------------------------|------|------------------|
| - | Affix boundary | 2 | 2nd person |
| = | Clitic boundary | 3 | 3rd person |
| [] | Constituent boundaries | ADJ | Adjective |
| * | Ungrammatical | AP | Adjective Phrase |
| (X) | Optional constituent | CAUS | Causative |
| ∅ | Null morpheme | COMP | Complementizer |
| 1 | 1st person | GEN | Genitive case |

1 Introduction

This thesis provides a descriptive grammar sketch of ...

1.1 Review of literature

...

2 Phonology

This chapter briefly describes ...

3 Simple clauses and basic constituent order

This chapter describes basic declarative clauses.

3.1 Intransitive clauses

The basic constituent order of intransitive clauses is SV, as seen in (1). Verbs such as *kha* ‘come’ in (1), *ni* ‘go’, *dho:ga* ‘arrive’, *ci* ‘sit/stay’, *si* ‘die’, etc., are intransitive. The subject in (1) is in absolutive case, which is morphologically unmarked but is indicated by = \emptyset ‘ABS’.²

- (1) ale= \emptyset kha-ji
young.brother=ABS come-PFV
‘Younger brother came.’
- (2) nam= \emptyset kha-ji
rain=ABS come-PFV
‘It is raining/rains.’
- (3) η a=la sem= \emptyset ni-ji
1SG=GEN heart=ABS go-PFV
‘I like (it).’ [lit. My heart went (to it).]

² All case markers are analyzed as enclitics which are marked by ‘=’ as opposed to affixes which are marked by ‘-’.

Note Interlinear spacing:

Single spacing between vernacular and morpheme line

Single spaced blank line between lines of same sentence, and after free translation

Added 8 points above and 6 below free translation

Note this exact spacing is not required, but something similar – giving a bit of space before the free translation, and extra space between sentences

Note, if spacing manually, use tabs to position words, not spaces. .0.2 inch tabs were used in this example, but 0.1 inch tabs will give more flexibility.

Note page margins and heading position were compromised on this example page to fit the example easily, plus this explanation. Don't compromise them in your thesis.

APPENDIX 1: STORY

- (41) jəm zi nan-ðɤjd-ij nə-wəst ki
 DEM1 way mother-daughter-NMLZR NEG-become.3SG.SAGR COMP
- Wuz tao rəmɤ-əm ki tu rəʃɤ,
 1SG.NOM 2SG.ACC1 send-1SG.SAGR COMP 2SG.NOM go.2SG.IMP
- məl-v-i ðits; tu wəzi, tər
 flock-PL-ACC2 milk.2SG.IMP 2SG.NOM come.2SG.SAGR over.to
- d=a-n=əʃ ʃtik tsar.
 with=DEM3-ABL=IPFV play do.2SG.SAGR

'Mother-daughter relationships don't work this way, that I send you that: You go, milk the flocks; but you come and play over there with them.'

- (42) e nan, tu=ʃ tʃiz çan?
 VOC mother 2SG.NOM=IPFV what say.2SG.SAGR
- [daughter] 'Mother, what are you saying?'

- (43) dəgar pərtʃəd rəʃɤ-ən, məktab çat-ər dʒoi-ən,
 other girl go-3PL.SAGR school.ACC1 self-DAT study-3PL.SAGR
- tu=ʃ məzɤ zi vərənd, wuz bət
 2SG.NOM=IPFV 1SG.ACC1 way scold.2SG.SAGR 1SG.NOM also
- məl-v-I bə nə-ðits-əm, rəʃɤ-əm çat=əm
 flock-PL-ACC2 also NEG-milk-1SG.SAGR go-1SG.SAGR say.PST=1SG.SAGR
- məktab də zə-v-ən.
 school.ACC1 with child-PL-ABL

'Other girls go and study for themselves at school, but you scold me like this; I will not milk the flocks anymore; (I) said, (I) will go to school with the children.'

Alternative acceptable spacing strategy for interlinear text.

- (1) ʃe i fɛnɛ ɔ bɪl
 1PL COP here LOC Beul
 ‘We are here at Beul.’
- (2) ni jɛ n=dowaa ni naa ebɔŋge onezim
 1SG 3PL PRS=call 1SG COMP Ebongué Onésime
 ‘Me, they call me Ebongué Onésime.’
- (3) ni ʃi dʒi mɔtu momɔ ɔ fɔɔ ʃɛ m=paa pɔmbu kidɔmbɔ
 1SG FOC COP one person LOC cause 1PL PRS=fight for language
 ki-kwakum
 of-kwakum
 ‘I am the first person for the cause we fight for, the language of the Kwakum.’
- (4) nunɛ m=pewɔ naa ŋ=kafɪ dʒine ɔ bɪmbu=gwaambɔ momoon
 now PRS=search COMP PRS=speak 2PL LOC quantity=1SG.POSS small
 jɛ ʃɪŋl ni dʒi ne kɛki kwakum kwambaa me=nɛ
 3PL know 1SG COP with how Kwakum create P4=DEM
 ‘Now, I am seeking to tell you my amount of the little that we know, that I have,
 (about) how the Kwakum were created.’
- (5) baw=iʃi kɛki ni dʒɔkɔ me ne gwaambɔ ʃang=we
 grandfather=1PL.POSS like 1SG hear P4 with 1SG.POSS father=DEM
 idʒinɔ=lje bɛ me naa tʃɪmbuta
 name=3SG.POSS COP P4 COMP Tchimbuta
 ‘Our grandfather, like I heard from my father, his name was Tchimbuta.’

REFERENCES / WORKS CITED

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CURRICULUM VITAE

Name:

Education

2018 Dallas International University, USA; MA in Applied
Linguistics

2012 XYZ U

Work

Note: List Education and Work experience in reverse chronological order.

Table Formatting Examples

Nicely formatted table: The key is for it to look neat and have, as much as possible, equal spacing above and below text inside the cells, and some systematic way of lining up text within the cells. E.g., in this table, all the cells are left justified, with the cell contents centered top to bottom. The column widths match the widest data in the cells in that column.

| Tense & aspect auxiliaries | | Mood/modality & negator auxiliaries | |
|----------------------------|------------------------------|-------------------------------------|--------------------------|
| <i>bay</i> | ‘PST’ | <i>ba/bahā’/ka’</i> | ‘Q’ |
| <i>sōng</i> | ‘FUT’ | <i>kono’</i> | ‘hearsay’ |
| <i>wa’i, (h)ē’</i> | ‘PRF’, ²² | <i>du</i> | ‘definitely’ |
| <i>na</i> | ‘now/already’, ²³ | <i>ganta’</i> | ‘hypothetical’ |
| <i>(la)gi’</i> | ‘still/yet’, ²⁴ | <i>hati’</i> | ‘counter to expectation’ |
| <i>pa’in</i> | ‘contemporaneous action’ | <i>subay, wajib</i> | ‘should, ought’ |
| | | <i>mbal, halam</i> | ‘negator’ |
| | | <i>da’a</i> | ‘imperative negator’ |

Poorly formatted table: This example has the text in the cells all at the bottom of the cell so there is much more space above the text than below. Some columns are center justified and some are left justified. The left column is too wide for the data in it. It looks unprofessional.

| Tense & aspect auxiliaries | | Mood/modality & negator auxiliaries | |
|----------------------------|------------------------------|-------------------------------------|--------------------------|
| <i>bay</i> | ‘PST’ | <i>ba/bahā’/ka’</i> | ‘Q’ |
| <i>sōng</i> | ‘FUT’ | <i>kono’</i> | ‘hearsay’ |
| <i>wa’i,</i> | ‘PRF’, ²² | <i>du</i> | ‘definitely’ |
| <i>na</i> | ‘now/already’, ²³ | <i>ganta’</i> | ‘hypothetical’ |
| <i>(la)gi’</i> | ‘still/yet’, ²⁴ | <i>hati’</i> | ‘counter to expectation’ |
| <i>pa’in</i> | ‘contemporaneous action’ | <i>subay, wajib</i> | ‘should, ought’ |
| | | <i>mbal, halam</i> | ‘negator’ |
| | | <i>da’a</i> | ‘imperative negator’ |

Alternate acceptable table formatting strategy when one column has cells with much more text than others. – Align all the cells to the top of the cell.

| Surface Structure | Notional Structure | Sentences | Content |
|--------------------------|---------------------------|------------------|---|
| Introduction | | S1-4 | Ebongué identifies himself and the subject of the narrative. |
| Stage | Exposition | S5-30 | Tchimbuta is introduced along with his wife and young daughter (both named Kondel). They lived in the forest and they made salt through a process of burning a tree called <i>ku</i> and filtering its ashes through water. |
| Episode 1 | | S31-38 | The wife and daughter are making Kwakum salt when they run into this Del man. |
| Episode 2 | | S39-48 | They go back to the camp where they meet Tchimbuta and give this man the name Kwalku. |
| Episode 3 | | S49-54 | Tchimbuta’s daughter became a woman. They were all living in the same camp, so Tchimbuta and his wife told Kwalku to build his own camp. |
| Episode 4 | | S55-57 | Tchimbuta encourages his daughter to move in with Kwalku, and she does. |
| Episode 5 | | S58-68 | Kwalku and his new wife birthed three children: Benge, Kingkoma, and Kongandi. |
| Closure | Conclusion | S69-76 | The family tree is filled out: Benge is the father of the Dimako district, Kingkoma is the father of Kempong and Goumbérgérong, Kongandi is the father of the other Doumé district villages. |

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