

*MALS Final Project
Formatting Requirements (MFPFR)
Manual*



GLS
Graduate Liberal Studies Program
Learning Outside the Box



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CHECKLIST FOR STUDENTS COMPLETING FINAL PROJECTS

- Carefully read this manual and the relevant GLS website page.
 - Consult this manual both **before** you begin writing and **as** you write.
 - Remind your final project director that your final project **must** follow the guidelines in this manual.
 - **Do not** refer to theses or final projects in Randall library or the GLS program archives for structural or formatting guidance.
 - **Do not** refer to thesis formatting guidelines and/or deadlines established by the Graduate School.

- Once your final project committee members (i.e., the director and reader[s]) agree that you are ready to defend your final project, submit a review copy, complete with a signed title page, of your final project to the director of the GLS Program no later than **two weeks before** close-of-business (COB) of the last day of classes in the semester in which you plan to graduate.
 - This copy will be checked to ensure that you have followed the guidelines of this manual.
 - If you have followed them, you will be allowed to defend.
 - If you have not, you will not be allowed to defend, and so will not graduate, until the formatting of the final project conforms to these guidelines.

- Defend final project.
 - Bring 3 copies of your properly formatted final project to the defense on cotton paper suitable for binding (see “Final Copies” on pages 2-3).
 - Have your title pages signed by your committee members (i.e., director and reader) after the defense.
 - Bring these 3 copies to the director of the GLS Program no later than the close of business on the last day of classes in the semester in which you plan to graduate.
 - **Submission of the three copies for binding and archival in Randall Library is mandatory. If you do not submit these copies, you will not graduate until you have submitted them.**

CHECKLIST FOR FACULTY DIRECTING FINAL PROJECTS

- Carefully read this manual and the web page to ensure that the student's final project conforms to the guidelines in this manual.
 - **Do not** refer to thesis formatting guidelines and/or deadlines established by the Graduate School.

- Before you permit the student to defend his or her final project, the written portion of the final project must conform to the guidelines published in this manual.
 - A review copy of the final project must be submitted to the GLS office **at least 2 weeks before the end of classes for formatting approval. Sign the title page to indicate your permission for the student to defend.**
 - Any corrections or changes required by the director and reader of the project that the student needs to make after formatting approval must be minor (i.e., spelling and grammar). Therefore, do not agree to let the student defend or submit the final project for formatting approval if significant changes are required.

- At the final project defense:
 - If the student passes the oral defense, sign the title pages of the 3 copies on cotton bond paper. Each page **must** have an original signature in black ink—photocopies are not acceptable.

- After the final project defense:
 - The official assessment plan of the GLS Program requires each director and reader to fill in an assessment form immediately after the defense. The assessment form shall be submitted to the GLS Program Director as soon as practicable but not later than COB on Friday in the week prior to the official graduation ceremony.
 - The project director shall, within 2 business days, notify the director of the GLS Program that the candidate has passed the final defense. Notification can be verbal or via email.

INTRODUCTION

The final project culminates an important stage of your graduate career. In preparing and defending this document, you prove that you have acquired essential skills of research or scholarship as well as the ability to effectively communicate the results of your inquiry to the academic community.

To assist you and your advisory committee in this process, the Graduate Liberal Studies Program has prepared this MFPPFR manual. Our goal is to help you produce a final project that looks professional and is accessible to readers. We also hope that the final project format recommended in this manual will facilitate publication of the work.

The requirements described in the manual are derived from standard practice among American universities, libraries, and publishers. We encourage you to become familiar with the manual before beginning your first draft. Following this manual from the beginning and as you actually write the final project will help you anticipate and avoid problems, locate answers to your questions, and spend less time making corrections. Although this manual also deals with the preparation of illustrations, if you do not plan to include tables and illustrations, you will not need to read that section of this manual.

We welcome your suggestions for improving the usefulness or clarity of this document. Please communicate these to the Graduate Liberal Studies Program so they can be incorporated into future editions of the manual. As previously stated, contact details can be found on the GLS website.

PERSON

The final project represents the culmination of an individual's research program. Although final project directors and committee members play an important role in the development, guidance and final evaluation of the overall project, an individual and not a group of persons authors the final project. While the Graduate Liberal Studies Program recognizes the important input that committee members often make in a person's final project, they are not co-authors. Consequently, the final project should not be written in the first person plural (we). We is a plural pronoun that refers to more than one individual. Final projects should be written either in the first person singular (I) or in the third person. The third person is probably the best way to write a final project in some areas but may not always be appropriate. Individuals who provide assistance in the research project should be mentioned in the acknowledgments. Obviously, if the work is published, co-authorship is often necessary and appropriate.

RESPONSIBILITIES

You and your committee are responsible for the content and quality of your final project. When you have questions concerning the substance of your work (e.g., the arrangement of tables or whether material belongs in an appendix), turn first to your director, or to the other member(s) of your committee. The Assistant Director or Director of the GLS Program can assist you in interpreting this manual, but your committee is the best resource for advice about writing and organizing your work. **Do not** use another final project as a model for your work as a particular style or example in a previous work may be incorrect or out-of-date.

FORMAT EVALUATION

When your committee agrees that you have produced a complete, final copy of your manuscript, you must submit a copy of your final project to the Graduate Liberal Studies Program director for format evaluation. This must occur as soon as practicable but no later than COB two weeks prior to the last day of class in the semester in which the defense will be offered. The title page must be signed by the chair of your committee (i.e., the final project director) and the committee member(s) (i.e., the reader(s)) and must accompany the entire, unbound draft copy of your manuscript. The Director or Assistant Director of the GLS program will not review your work without this signed title page or if the unbound final project copy is incomplete. Once the format of the final project conforms to the requirements of this manual, you will be given permission from the GLS Program to schedule your oral defense. **Without this review, you will not be able to defend nor graduate.** Most students must usually make a few corrections or changes. The student shall leave an e-mail address where he/she can be reached concerning instructions for returning the final project for corrections. If significant corrections need to be made, the GLS Program Director will ask to see a revised copy before allowing the student to defend.

FINAL COPIES

After a successful format evaluation and any changes or corrections requested by the committee and the assistant director or director of the GLS Program are made, the student shall prepare final copies for submission to the GLS Program so they can be bound.

- The GLS Program requires that each student submit **three** copies of his/her final project.
- Each copy is to be on white, 8.5 x 11", 20 or 24 lb., 100% cotton bond paper. The Copy Center on campus stocks the paper and can do the copies for you at a reasonable price.
- Each copy should contain a title page bearing the original signatures of all members of the final project committee. All signatures must be made using black ink.

- These 3 copies should be brought to the oral defense and signed there by the committee members if the defense was successful. These 3 signed copies should then be brought to the GLS Program Director's office no later than the COB of the last day of classes for the semester in which the defense was held. **Without the submission of these 3 copies, you will not be able to graduate.**
- After approval (and signature) by the director of the GLS Program, these copies will be delivered to the Acquisitions Department, Randall Library, for binding. Binding requires approximately four weeks once the final project is sent to the bindery. After binding, one copy will be catalogued for Special Collections and a second copy will be catalogued for the circulating collection; these two copies will be identified as official copies. The third copy will be sent to the GLS Program. The library pays binding costs for these three copies.
- Students and faculty typically request additional copies for personal use. You may have additional copies bound using "The HF Group's" website at <http://www.thesisondemand.com/>. Several binding options are offered including the format used for all "official" UNCW binding. This website assumes that you will be able to forward an Adobe Acrobat (.pdf) file to the company. If this is not the case, you should contact the company using the below provided contact information and obtain instructions as to how to proceed. If you are providing a printed copy for personal use, you need not use 20 or 24 lb., 100% cotton bond paper as is required for official copies, nor would you need to secure your committee members' signatures on your title pages, the official format for which could be modified accordingly.

The HF Group
 PO Box 640
 Browns Summit, NC 27214
 Tel: 800.444.7534
 Fax: 336.931.0711

ORGANIZATION AND REQUIREMENTS

Final projects are organized into three sections:

1. Preliminary matter (including title page, the table of contents, abstract, acknowledgements, dedication, and list of tables/figures)
2. Text (introduction, chapters, and conclusion)
3. Back matter (including notes, works cited or bibliography, and appendices)

The graduate student and the advisory committee work together to determine what parts are to be included in the final project. While some requirements apply to the entire text, others differ for these three sections and are described below. In the appendix are examples of each of the aforementioned sections.

Length Requirement for Final Projects

One of the most common questions the students starting to work on their final projects ask is what length requirements we have for the MALS final projects. While the length of each individual final project depends on whether the final project is a research project or a creative project, there are some general parameters you should bear in mind when planning your project. In general, students writing a Master's thesis-type research paper for their final project should write a minimum of 40 pages to meet the length requirement for MALS final project; given the nature of the final project, a shorter project could hardly meet the requirements for all components of a scholarly research project of this extent. For students producing a creative product (e.g. a memoir manuscript, documentary film, original art work) as their final project, the minimum requirement for the written portion of the final project—an artist's statement—should be at least 15 pages. See below for more details on the contents of an artist's statement.

Artist's Statement

In the case of a creative work, such as an exhibition of original photographs or art, works of poetry or fiction, or a documentary or a film, the written portion of the project must include a written analysis, similar to an "artist's statement." In this statement the student provides a profile of his or her background in the project medium; describes various factors and influences that figured into the focus of the project; reconstructs various stages in the completion of the project; discusses any special challenges involved in the completion of the project; assesses the personal significance, meaning, and value of the project; and speculates, as relevant, on any future exhibition or performative venues for the project. This statement should be at least 15 pages.

PRELIMINARY MATTER

The preliminary matter consists of the:

- Title Page
- Table of Contents
- Abstract
- Acknowledgments (optional)
- Dedication (optional)
- List of Tables
- List of Figures
- Other lists such as nomenclature or symbols, when necessary.

Preliminary pages are paginated separately from the rest of the text using lower-case Roman numerals at the bottom of these pages.

- The Title page is page i but is not numbered. It should not be included in the Table of Contents.
- Begin numbering with the Table of Contents, page ii.
- Continue using the lower-case Roman numerals up to the first page of the text (page 1 of Chapter 1 or Introduction).

Specific requirements and examples for each part of the preliminary matter follow. Examples are given in the Appendix.

Title Page

Follow exactly the sample Title Page in the appendix (see example on page 6). Proper spacing and arrangement are clearly indicated.

- Margins: left 1.5"; top, right, and bottom 1"
- Typeface and size: consistent with text
- No underlining, boldface, or italics (exception: names of species, genera, or book titles may be underlined or italicized)
- Center material between the proper margins
- Final project title (line 3): ALL CAPS, single-spaced
- Title length: 15 words or fewer (105 characters or fewer)
- No abbreviations are allowed in the title
- Name (line 8): capitalize as shown
- Statement: see example in the appendix for wording; begin first line of statement on line 13; capitalize as shown; do not alter words per line
- "Graduate Liberal Studies Program" (line 19): capitalize as shown
- [Gerontology concentration final projects should include "Gerontology Concentration" centered on line 21 and all the text below is moved 2 lines lower; for example, the next line "University of North Carolina Wilmington" would appear on line 23 and "Director, Graduate Liberal Studies" would appear on line 44]
- "University of North Carolina Wilmington" (line 21): capitalize as shown
- Year (line 23)
- "Approved by" (line 26): capitalize as shown
- "Advisory Committee" (line 29): capitalize as shown
- Signature lines: first line for reader's signature on line 32, centered (about 30 spaces); second line for chair's signature on line 35, centered (about 30 spaces)
- "Chair" (line 36): capitalize as shown
- "Accepted by" (line 39): capitalize as shown
- Signature line for GLS Program Director on line 41, centered (about 30 spaces)
- "Director, Graduate Liberal Studies" (line 42), capitalize as shown
- All signature lines must be the same length
- All signatures should be in black ink
- If you have three or more committee members, please contact the Graduate Liberal Studies Program Director for guidance in formatting the signature lines
- Do not paginate the title page

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THE ECOLOGY OF MARSH GRASSES IN THE ESTUARIES
OF THE CAPE FEAR RIVER

Pat T. Student

A Final Project Submitted to the
University of North Carolina Wilmington in Partial Fulfillment
Of the Requirements for the Degree of
Master of Arts

Graduate Liberal Studies Program
University of North Carolina Wilmington

2006

Approved by

Advisory Committee

Chair

Accepted by

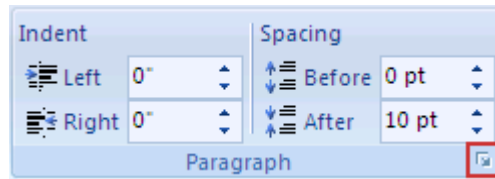
Director, GLS Program

Note: All entries are centered on a page with a left margin of 1.5 inches and a right margin of 1 inch. Tops and bottoms are also 1 inch.

Table of Contents (See example on page 19)

The Table of Contents introduces the reader to your text, indicating its contents, organization, and progression. This key to your paper should make access easy, not overwhelm the reader with a detailed index of the contents. The arrangement shown in the sample Table of Contents works well for most final projects, with minor adjustments for the style of chapter numbers or heading levels. All final projects require a Table of Contents. The following list of requirements is very important—the format advisor (the GLS Director or Assistant Director) will check carefully to see that you have met each of them.

- Margins: **left 1.5"; top, right, and bottom 1"**
- Center the words "TABLE OF CONTENTS" between the proper margins
- Typeface, size and style: consistent with text
- No underlining, boldface, or italics (exception: names of species, genera, or book titles may be underlined or italicized.)
- Entries need not be made for every heading in your text: decide which headings (e.g., chapter titles, 1st, and 2nd level headings) will convey the structure and contents of your project, then follow your scheme consistently for each chapter.
- Most students include the first 3 levels of headings. Note: if you choose to include a level, you must list every heading at that level in the Table of Contents.
- Entries must be consistent, in both style and substance, with headings as they appear in the text (wording, capitalization, style of numerals, etc.) (i.e., the same wording and capitalization).
- Abbreviation: you may abbreviate a lengthy heading for its entry here, but do not paraphrase it; the entry **must match the heading exactly** up to the point where you abbreviate.
- Length: may run more than one page; do not type "continued" at the top of second page. Each entry should have tab leaders with numbers aligned correctly
- Use proper indentation, leaders (i.e., do not use periods). First, set the margins, then follow the below instructions as appropriate:
 - For Word 2003
 1. click File, Page Setup
 2. margin tab: Set left to 1.5", top to 1", bottom to 1" and right to 1"
 - Right justify numbers. To do this:
 1. put one tab between the text and the page number for each line of your Table of Contents;
 2. select all the material on the table of contents page;
 3. click on Format, then Tabs;
 4. then enter a value in the Tab Stops Line (probably 6.5");
 5. click Alignment Right and Leader 2 (.....);
 6. click OK.
 - For Word 2007
 1. Put one tab between the text and the page number for each line of your Table of Contents.
 2. Press Ctrl + A to select all the text on the page.
 3. Click "Page Layout" on the tool bar ribbon.
 4. Click the Paragraph Dialog Box Launcher (Red area in the picture below).



5. Click the “Tabs” button.
 6. Enter “6.5” in the Tabs Stop Position.
 7. Select “Right” in the Alignment box.
 8. Select “2” in the Leader Box.
 9. Click “OK.”
- Page Number: ii (and iii, if the Table of Contents runs to 2 pages), centered at ½ inch from the bottom of the page (see page ii of this manual for an example)
 - The Table of Contents of your project must contain the words List of Tables and List of Figures if you have Tables or figures; however, individual tables and figures are not included here. In the preliminary matter section of the final project, between the Acknowledgments or Dedication (if included) and the first page of the text (usually the Introduction), you must include a List of Tables and a List of Figures in that order. See below:
 - The first elements in your Table of Contents will be:
 - Abstract
 - Acknowledgments (optional)
 - Dedication (optional)
 - List of Tables (if necessary)
 - List of Figures (if necessary)

Abstract (See examples on pages 20, 21, and 22)

The abstract should be a succinct summary of the aims, methods, conclusions or results, and significance of your study. The sample abstracts provide models for format and style.

- Margins: **left 1.5 ”; top, right, and bottom 1”**
- Typeface and size: consistent with text
- No underlining, boldface, or italics (exception: names of species, genera, or book titles may be underlined or italicized.)
- Center the word “ABSTRACT” between the proper margins
- Double-space
- Length: 350 words, maximum (some abstracts within the limit will still run to two pages.)
- Do not include citations or references.
- Page number: iii, centered ½” from the bottom of the page (and iv, if the abstract runs to 2 pages) (iv and v, if your Table of Contents runs to 2 pages)

Acknowledgments and Dedication (See examples on pages 23 and 24)

These are optional pages, although most final projects include a brief paragraph acknowledging the contributions of committee members and others who helped the student complete the research. The Dedication and the Acknowledgements should be

separate, single pages. If you decide to include these pages, you must maintain a professional tone.

- Margins: **left 1.5"; top, right, and bottom 1"**
- Typeface and size: consistent with text
- No underlining, boldface, or italics
- Double-space
- Page number: place the lower case Roman numerals ½" from the bottom of the page. If the last page of the Abstract is iii, the Acknowledgments page will be iv and the Dedication page v.

List of Tables and Figures (See examples on pages 25 and 26)

Obviously, only final projects that use tables and figures require these lists. Both lists follow essentially the same format, which resembles the Table of Contents. Again, the following samples provide models that are easy to read and work well for any final project.

- Margins: **left 1.5"; top, right, and bottom 1"**
- Typeface and size: consistent with text
- No underlining, boldface, or italics (exception: names of species, genera, statistical abbreviations, or book titles may be underlined or italicized.)
- Order: the "LIST OF TABLES" precedes the "LIST OF FIGURES"
- Make entries for every table title and figure caption.
- Entries must be consistent, both in style and in substance, with the titles and captions as they appear in the text (wording, capitalization, style of numerals, etc.)
- Abbreviation: you may abbreviate lengthy titles or captions, but do not paraphrase them; the entry must match the title or caption exactly up to the point where you abbreviate.
- Length: either list may run to several pages; do not type "continued" at the top of second and subsequent pages.
- Page number(s): number consecutively from the last page of the Acknowledgements or Dedication (if present), centering between the proper margins the Roman numerals ½" from the bottom of the page

Other Lists

Lists other than the Table of Contents, List of Tables, and List of Figures may include the Nomenclature, List of Symbols, Definitions or Glossary, or similar lists. Discuss with your committee the need for such lists, decide upon the proper title, then choose a clearly organized format. Once the format is chosen, follow it consistently.

TEXT: REQUIREMENTS

The text of the final project should be organized logically according to the nature and range of the research being reported. In general, final projects begin with the Introduction or Preface, which includes a clear explanation of the goals of the project. The student should include a review of previous research, a record of the results obtained, and interpretive discussion of the results. The organization of the final project argument will

vary with the discipline, but the argument must be logically presented and supported with facts. A summary of the significant findings of the study should also appear within the text of the final project.

Margins

As noted throughout this manual, you must maintain margins of 1.5" on the left, and 1" at the top, right, and bottom of the page (see page 11). The extra width of the left margin accommodates binding hardcopy. All material, including appendices, must meet margin requirements.

Right-justification: Justifying the right margin is not recommended.

INTRODUCTION

Background

This is an example of how the margins and headings should look like on the page. This text is under a second order heading. Note how the pages are double spaced. The text is left justified, but not right justified.

Top Margin - 1 inch

Background in More Detail

This is an example of text under a third order heading. It is a lot clearer if you leave an extra line between text and a new heading. Paragraphs are always indented ½ inch as are third order headings. Note also how the page number is centered at the bottom and ½ inch from the bottom.

Left Margin – 1½ inches
Hardcopy

Right Margin – 1 inch

Margin Requirements

Bottom Margin - 1 inch

Headings

Up to three levels of headings are allowed in a final project. Headings are designated 1st order, 2nd order or 3rd order. Instructions for their use are listed below.

- 1st Order Headings are **centered** with all words **capitalized**
- 2nd Order Headings are **flush with the left margin** with **only the first letter of each word capitalized**, excluding articles, prepositions, etc.
- 3rd Order Headings are **indented ½ inch** from the left margin, with the **first letter of each word capitalized**, excluding articles, prepositions, etc.; text begins on the next line.

Main headings within the text should be consistent in style with the Table of Contents. They may be bolded in the text, but not in the Table of Contents.

Example of Headings:

PROJECT DESCRIPTION (1st Order)

Background (2nd Order)

The Cape Fear River between Wilmington and Cape Fear is located on the approximate axis of the Cape Fear Arch. Although the river occupies Holocene sediments, from the area of about Wilmington south to Bald Head Island, the channel cuts through the Holocene into sediments and rocks ranging in age from Cretaceous to Oligocene. Cretaceous units are discussed below.

Cape Fear Formation (3rd Order)

The Cape Fear Formation is the oldest Cretaceous unit to crop out in the North Carolina Coastal Plain. It is best exposed along the Cape Fear River and its tributaries in the inner Coastal Plain in the vicinity of Fayetteville, NC. The Cape ...

Sections vs. Chapters

Sections do not stand alone on separate pages. They are considered 1st order headings, are centered and capitalized. Sections run continuously through the Text part of the final project; i.e., they do not end mid-page and a new section start on the next page. The following headings are examples of sections:

INTRODUCTION
METHODS
DISCUSSION
CONCLUSIONS

Chapters do stand alone on separate pages; that is to say, each chapter begins on a new page. They are counted as pages but are not numbered. Remember that Chapter headings should be listed in the Table of Contents exactly as shown in text. An example of a new chapter follows:

CHAPTER 1. INTRODUCTION TO FINAL PROJECT REQUIREMENTS

Paragraphs and Indentation

All paragraphs of the text should be indented ½ inch. Indent consistently throughout your paper. See examples on pages 11 and 12.

Spacing

Double-space:

Abstract
Acknowledgments
Biographical Sketch
Entire text.

The following may be single-spaced:

Tables
Appendices
Individual footnotes
Reference entries
Block quotations
Figure and Table Captions

The Title page should be spaced according to the sample provided. Spacing in the Table of Contents, List of Tables, and List of Figures should conform closely to the samples, adapted to your paper's needs (always aim for logical arrangement and legibility).

Pagination

The text, beginning with the second page of the Introduction or Chapter 1, is numbered consecutively with Arabic numerals. The first page of the text and the first page of each chapter are counted, but not numbered. See examples on page 1 of this manual. The first page of text will thus be counted as page 1, and numbering will begin with page 2. Page numbers should be placed at ½ inch from the bottom of the page and centered. To change

from Roman numerals to Arabic numerals between the preliminary matter and text, you will have to insert a “section break”.

Typeface and Size

The typeface and size of your final project should be consistent throughout. We strongly recommend that you use 12 point, but 10 point is acceptable. Use a font that is easy to read. We strongly recommend Times New Roman.

Illustrations

The introduction of computer graphics for illustration has enhanced the ability of persons to prepare illustrations. Computer programs allow someone with little drafting ability to prepare high-quality illustrations. However, illustrations (Tables and Figures) must serve the reader, support the text, and conform to standards in your field. Each figure and table larger than ½ page must be on a separate page and not on the same page as the text. **Each table and figure follows its reference in the text.** Style guides often provide clear guidelines for the arrangement of data in tables or the creation of useful illustrative materials. Plan your tables and figures with these requirements in mind, remembering that margin requirements apply to every page of your text. Table titles and figure captions must be carefully coordinated with the List of Tables and List of Figures. Creating and maintaining these lists early in your work on the manuscript will help you control the numbering and progression of tables and figures. In addition, tables and figures can also be in color, but remember that it costs more to duplicate color than black and white. The following section answers common questions and resolves typical problems.

Tables (See examples on page 28)

"Good tables are essential to..." theses, reports or papers "...because some information is presented best in tabular form." Simple tables generally are more effective than complex ones. A table should deal with a single subject or bring together related information for comparison. Several small tables generally are better than one big one.

Table too wide for margins. Type it the length of the page (or use landscape printing). The title should appear along the left margin. The page number still appears as usual at the bottom of the page. See appendix for example.

Table too long for one page. Continue the table onto the next page, using usual margins. Don't repeat the title on the second (or subsequent) pages. Instead, center "Table ## cont." at the top of each succeeding page until the table is completed.

Oversized table. You have two options. Consider redesigning the table to fit the page or reapportioning the data between two tables. You may also reduce the table xerographically. If you opt for reduction, remember that table titles and page numbers must still be in the same typeface and size as the rest of the text. (Reduce the table itself, then paste up the page with the title and page number in normal type.) You may also place the table in a pocket in the rear of the final project.

Figures (See examples on page 27)

Figures are diagrams, designs or patterns that provide illustration. Common figures include maps and cross-sections, graphs, photographs, drawings, etc. Text figures should be carefully planned to ensure the most effective communication possible. Illustrations serve to demonstrate relations that cannot be described as clearly by written

word or to relate more detail than words can effectively portray. Figures can be in black and white or color, or mixed in a final project. Remember that designing your illustrations early using the vertical and horizontal spatial dimensions of the page, minus the margins, will result in a better illustration. If you have trouble showing everything in portrait format, you can use landscape format. Sometimes, figures can be combined on a single page and identified with different letters, such as a, b, c, and d. Below are answers to specific problems you may encounter in preparing figures.

Oversized figure. You may be able to redesign the figure to meet margin requirements. If you choose to reduce it xerographically, produce a caption and page number in normal size type. Extremely large illustrations, such as maps, may be folded and inserted in a pocket when the final project is bound.

Multiple-image figure. Consider this as one figure, giving it a logical and inclusive common caption. You may label the components a), b), c), and so on, but do not use a combination of figure number and letter on the component itself (i.e., "3a") appearing on component a) of Figure 3. See example for the proper arrangement of such figures.

Facing-page caption. Some figures remain within margin requirements but leave no room for the caption. For such figures, create a facing-page caption. The figure appears on the right-hand page, and its caption appears to its left (see example). The front side of the caption page is blank. Margins on the caption page are reversed, so the wider margin is on the right, allowing for the binding (as you usually have allowed for it on the left). The page number appears centered at the bottom. The style of the caption should conform to your style guide or journal, just as your other captions do.

Photographs

Photographs (photomicrographs) are black and white or color positive print images. They can be pictures of buildings, people, landscapes etc.; they are identified in the final project as figures. Thus the rules for figures apply.

Photographs may be placed in the final project in three different ways, dry-mounted originals that occur within the text, as entire pages on photographic paper or as color laser copies. The most important aspect that determines how best photographs are placed in the final project is resolution. Each photograph must be treated as a figure -- given a number and caption -- and, like all figures, must meet margin requirements.

Multimedia, Sound, Video

If you plan to submit parts of your final project or dissertation in multimedia, sound or video formats, you should confer with the Graduate Liberal Studies Program for the procedures.

BACK MATTER

The back matter of your final project consists of the Notes (if you have chosen to group your footnotes at the end of the paper), the References (Bibliography or Literature Cited), and Appendices. The back matter is paginated consecutively from the last page of the text. The back matter, including the appendices, must meet the same margin requirements as the rest of the final project.

Notes

If you use footnotes, you may (1) place them at the bottom of the page, (2) group them at the end of each chapter, or (3) group them at the end of the final project, before your Bibliography. If you choose to group them at the end of each chapter, begin the Notes on a new page, which is counted but not numbered. Following the first page of notes, number the rest of the pages. If you choose to group the Notes at the end of your paper, begin them on a new page, which will be counted but not numbered. Number the subsequent pages. Follow the recommendation of your final project director for the numbering and format of footnotes. You may single-space within each note, double-spacing between them. Footnotes are indicated in the text and in the notes with superscript numbers. The number should appear at the end of the last word in the sentence. If you use footnotes, you must choose a computer software package that prints superscripts.

References

Style guides and journals vary widely in the treatment of references cited. Your comprehensive list of references may be called "Literature Cited," "References," or "Bibliography," but certain requirements apply to the list of references no matter what it is called. You must become thoroughly familiar with the style of citations and references recommended by your final project director, ensuring that your final project conforms exactly to requirements. When you submit your final project for format evaluation, the advisor will check carefully the format of your citations and the reference list (i.e., that every work cited in the text appears in the references), the order of references, and the completeness of entries. The first page of the references, like the first page of each chapter, is counted but not numbered.

World Wide Web Citations

Students in some cases may use sources in their research that include scholarly projects, reference databases, the texts of books, articles in periodicals, and professional and personal sites from the World Wide Web. Sources cited from the Web, like citation of printed work, must appear as an entry in the "Literature Cited," "References," or "Bibliography" and include the same information that would be provided for a printed source. An additional requirement, however, is retrieval information placed at the end of the reference. Retrieval information must include the date of retrieval because documents on the Web may change in content or site location. Guidelines for citing electronic resources located on the World Wide Web are available from the University Learning Center (ULC) Writing Services (1st Floor, West Side Hall) or online. The site located at <http://www.apastyle.org/electmedia.html> provides detailed information from the American Psychological Association on how to cite information from the World Wide Web. The site located at <http://www.mla.org/style.sources.htm> provides information about documenting sources from the Internet and is authorized by the Modern Language Association of America. If citation questions arise that the ULC or the Web sites above do not address, consult your final project advisor or the Graduate School.

Appendices (See examples on pages 28 and 29)

Discuss with your committee the need for appendices, carefully considering the value of the material you propose to include. How does the material relate to the rest of your text? Would it be more useful to readers somewhere within the text? Does including the material violate any copyright? Some material often included in appendices, such as computer printouts, may be so lengthy that placing it in the text would disrupt the reader's comprehension of your material. Placing lengthy printouts, supplementary tables, examples of data collection sheets, or questionnaires in appendices makes sense. To provide a clear break between appendices, designate each with a letter (Appendix A) and a title. The first page of the appendix is counted but not numbered. Subsequent pages are numbered as usual. The appendix is listed in the Table of Contents. The separate appendices do not have to be listed. All material in the appendices must meet the usual margin requirements.

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ABSTRACT

The thermal significance of coloration was investigated in two species of Sonoran Desert tenebrionid beetles. Body temperatures and heat flux of a black beetle (*Eleodes armata*) and a beetle with white elytra (*Cryptoglossa verrucosa*) were compared in a wind tunnel in the laboratory. The effects of visible radiation, infrared radiation, conduction, convection, beetle color, and substratum color on body temperature were analyzed. Results showed that body color has no overall effect on body temperature. Black elytra are warmed more by visible radiation, but color is not relevant to heat loss by convection, or to heat flux between a beetle and a heated sand substratum whether by emitted radiation or reflected visible radiation. *C. verrucosa* absorbs more heat by conduction and free convection from a heated substratum but differences in shape between the two species may explain this effect. When temperature differences occur between black and white beetles in the field, these differences are generally less than 3.5 °C. These differences are small when compared with the range of body temperatures experienced by active beetles in the field. It is concluded that coloration does not have adaptive value in terms of the thermal biology of these desert beetles.

ABSTRACT

This novel, entitled *Dolores Blaze*, tells the story of the title character of Vladimir Nabokov's *Lolita*. It is a "re-visioning" of this character, as seen through the eyes of Dolly's childhood friend and through Dolly's own diary entries – thus juxtaposed against the account of *Lolita*'s narrator and Dolly's step-father, Humbert Humbert. The novel is based on a close and respectful reading of both *The Annotated Lolita*, edited by Nabokov scholar Alfred Appel Jr., and published literary criticism of the novel. The early sections of the novel focus on Dolly's childhood in the Midwest and explore her relationships with her mother, father and her friend Betsy. Later, the novel examines Dolly's troubled relationship with the step-father who sexually abused her, with her adolescent friends, and with other men in her life. Betsy, who narrates much of the novel, inherits Dolly's diaries when Dolly dies in childbirth on the eve of her eighteenth birthday. Thus, from the perspective of old age, Betsy weaves together her own recollections with Dolly's diary entries, photographs, and mementos in an attempt to piece together Dolly's life and, more importantly, to understand Dolly's fate and reclaim her spirit.

ABSTRACT

I write poems in an attempt to shed new light on common experiences, or to view aspects of the world through a different lens. My intention is for the poems in this collection to vivify both the beauties and horrors of our human existence. The poems in this collection range a wide variety of subjects, from live oaks to grandfathers to the Egyptian desert. I have arranged the poems in four sections, one of which is a sequence of poems based on my experiences in Egypt. The other sections follow an internal logic, but do not focus on a particular theme. Some of the themes which run through the collection are: my family history; childhood and adulthood; love, relationships and sexuality; death and its impact on the living; the dark underside of life; the relationship between self and place; the possibilities and limitations of language as a means of communication; movement and stillness; nature; and spirituality. Most of these poems are autobiographical, to the extent that they reflect and address my personal experiences. However, there are also a number of poems which are not autobiographical, but which present my interpretation of someone else's experience – either a historical or fictional character or a member of my family. In either case, my ultimate goal is for the poems to reach my readers in the deepest way possible.

ACKNOWLEDGMENTS

My thanks go to Tom Patch whose enthusiasm about and introduction to the life sciences got me started. I am especially grateful to Dr. Martin Trinkle who introduced me to the exciting field of evolutionary biology and whose endless ideas and encouragement led to this and most other studies un which I have been involved. I would like to thank Laurie Mason for hours of discussion about reptilian biology and my introduction to field biology in Kansas. My field research in the Chiracahua Mountains would have lacked some of its joy without the presence and assistance of Sandy and Michael Malcom. Dr. Ray Callinger allowed me access to unpublished data, his study areas, and to his cabin at the Cave Creek Motel. The many evenings discussing biology and the happy days in the field will long be remembered. Special thanks go to my parents, brothers, and sister who helped me along the way. I am sure they suspected it was endless. Also, special thanks to the Alexander Box family for their assistance and friendship. The Department of Zoology, the Graduate School and the National Science Foundation provided financial support for my research and studies. Finally, I would like to thank my committee for their guidance, equipment, financial support, and assistance throughout my studies.

DEDICATION

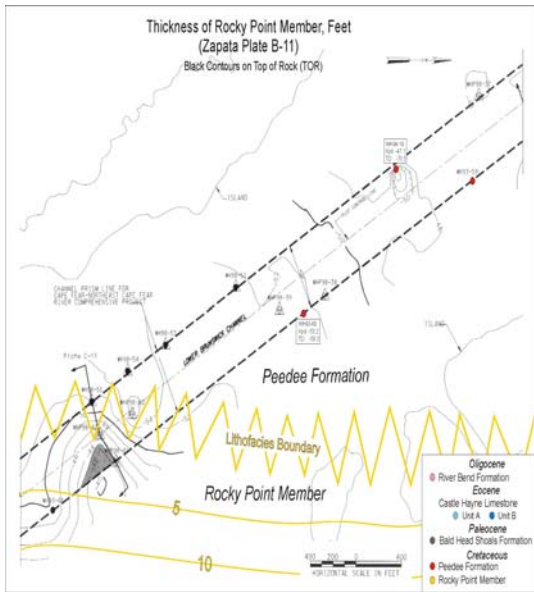
I would like to dedicate this final project to my grandmother, Anna Mae, whose continued support and encouragement along the way have meant more to me than she will ever know.

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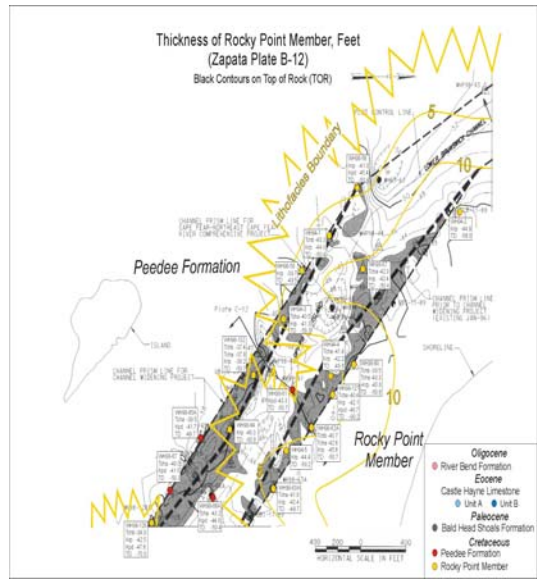
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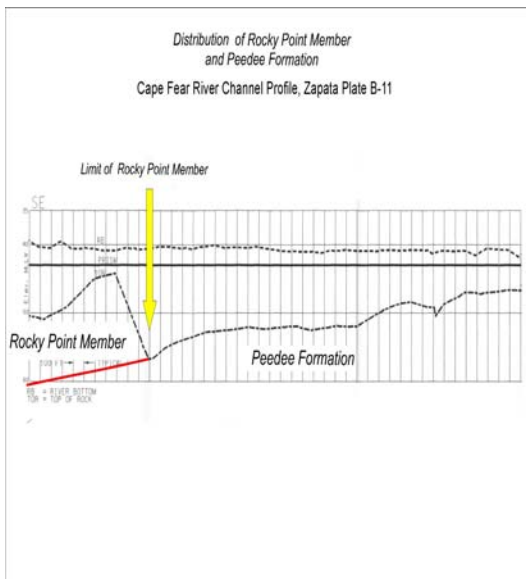
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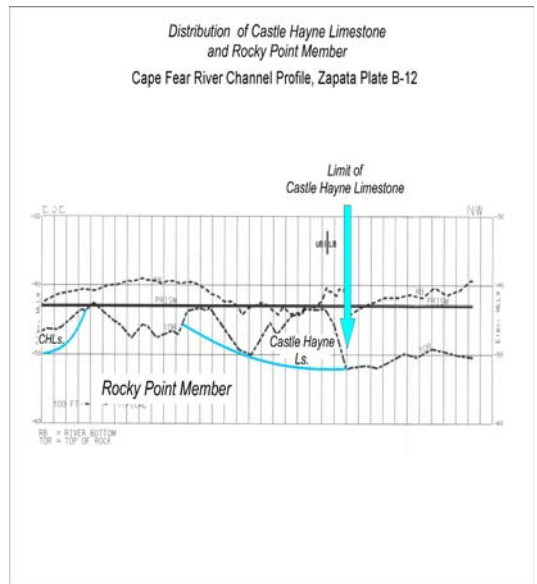
a.



b.



c.



d.

Figure 1. a., b.) Thickness of Cretaceous Rocky Point Member, Anchorage Basin, Cape Fear River.
c., d.) Cape Fear River Channel profiles.

SAMPLE	Quartz	Feldspar	Muscovite	Chlorite	Glaucony	Pyrite	Phosphorite	Other Detrital	Bioclasts	Dolomite	Micrite/Matrix	Porosity
ICQ-KD1	27	1	<1	1	<1	2	<1	.	6	10	37	15
ICQ-KD2	29	1	<1	1	2	1	<1	.	4	16	35	12
RL314	23	1	<1	1	1	1	-	.	3	21	30	18
D86003	32	1	Tr	<1	1	1	-	.	-	23	27	16
H8528	19	1	Tr	<1	<1	1	-	.	Tr	35	26	19
H8527	10	<1	<1	Tr	<1	<1	-	.	-	53	13	23
95-IQ-5	24	1	Tr	1	<1	<1	-	.	-	26	20	27
95-IQ-4	23	2	Tr	Tr	1	1	-	.	-	35	21	17
95-IQ-3	24	2	Tr	1	1	1	<1	.	Tr	42	15	14
95-IQ-2	33	2	<1	<1	1	1	<1	.	-	30	14	17
97-HP-4	25	<1	Tr	1	1	<1	Tr	.	3	19	68	36
97-HP-3	28	2	<1	1	1	1	<1	.	10	8	55	22
97-HP-2	26	<1	<1	<1	2	1	Tr	.	13	<1	55	17
97-HP-1	29	<1	1	Tr	1	2	<1	.	5	2	51	20

Table 1. Sample numbers are referenced to location in Methods section of manuscript.

APPENDIX

Appendix A. Procedure used to extract lipids from trout liver.

1. The tissue (1 g) was homogenized with methanol (10 ml) for 1 minute in a blender.
2. Chloroform (20 ml) was added and the homogenization continued for 2 minutes more.
3. The mixture was filtered, and the solid remaining was re-suspended in chloroform- methanol (2:1 by volume, 30 ml) and homogenized for 3 minutes.
4. The solid was filtered again and re-washed with fresh solvent.
5. The combined filtrates were transferred to a measuring cylinder, one fourth of the total volume of 0.88 % potassium chloride in water was added, and the mixture was shaken thoroughly before being allowed to settle.
6. The aqueous (upper) layer was drawn off by aspiration, one fourth of the volume of the lower layer of methanol-saline solution (1: 1, v/v) was added and the washing procedure was repeated.
7. The bottom layer containing the purified lipid was filtered before the solvent was removed on a rotary film evaporator.
8. The lipid was stored in a small volume of chloroform at -20 C until it was ready to be analyzed.

Appendix B. Variables used to construct a yearly maintenance energy budget.

<u>Month</u>	<u>Hours</u>	<u>Temp</u> <u>(°C)</u>	<u>Ml O₂ g⁻¹ hr⁻¹</u>
May - August	15 inact	20	0.096
	9 act	30	0.345
September	16 inact	20	0.096
	8 act	30	0.345
October	16 inact	20	0.096
	8 act	30	0.240.
November – April	16 inact	10	0.020
	8 act	30	0.240
December – March	20 inact	10	0.020
	4 act	30	0.240