

**WEBER STATE
UNIVERSITY**

**MASTER OF EDUCATION
IN
CURRICULUM AND INSTRUCTION**

**CONTENT AND STYLE
REQUIREMENTS FOR PAPERS AND
PROJECTS**

January 2007

CONTENT AND STYLE REQUIREMENTS
FOR PAPERS AND PROJECTS

by

Master of Education Policy and Program Committee

A publication produced to help
candidates complete the degree
of

MASTER OF EDUCATION
IN CURRICULUM AND INSTRUCTION

WEBER STATE UNIVERSITY
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Acknowledgments

The *Acknowledgments* section is generally used to recognize professors, teachers, friends, and family. It is optional; not required.

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Abstract

Much of the following information in this guide was taken from the *Publication Manual of the American Psychological Association (5th Ed.)* The APA style as outlined in the APA Manual (American Psychological Association) with some modifications is expected in papers, proposals and projects in the Master of Education program. Because APA guidelines are used for publications, the requirements vary slightly for manuscripts that reach their audiences in the exact form in which they are written, i.e., theses, dissertations, papers, and projects, as opposed to manuscripts that are typeset prior to publication. Therefore, universities generally require modifications of style. These modifications are outlined in this handbook, and students and faculty need to be very familiar with the contents. Please note that this guide provides brief explanations and examples, but in many instances **will not** substitute for the *APA Manual*.

REQUIREMENTS FOR PRODUCING A PAPER, PROPOSAL, OR PROJECT

The following items cover the basic format that you should follow as you produce your paper for a course, your project proposal and report. Also, note that this publication has been developed as an example as to how your paper, proposal, and report should look. Again, if your question is not addressed in this publication, refer to the APA Manual and/or your instructor/committee chair.

Language

As you write remember to use language that meets the standards of today's usage. Avoid sexist, racist, and other discriminatory language which will likely distract readers (see chapter 2 in the APA manual for alternatives, suggestions, and recommendations). Furthermore, avoid value-laden words and phrases which could distract readers. Maintain objectivity throughout your text. The only exception to this rule is in the Summary and Conclusions section of your project report. This is where you are expected to interpret the results of your project and discuss their educational implications.

You should avoid educational jargon and slang. Write as if you are addressing non-educators who are not familiar with certain technical words, phrases, or acronyms. If such words, phrases are unavoidable, then you should include a subsection, with a subheading entitled *Definition of Terms* at the end of your review of the literature. Also, such a section may be included if establishing a common ground for certain terms and words is critical. Finally, you should write complete sentences, i.e., subject and verb. Contractions are not used in formal writing. Write in the third person voice.

Word Processing

In producing your paper, it is assumed that you are using a word processor.

Consequently, a number of the instructions will refer to common word processing functions. It is recommended that you use a serif font such as Times or Times Roman. (This document uses Times.) For font size, use 12. A serif font is much easier to read. With the exception of headings, your paper should be left justified.

Margins

In setting up the page for typing, see the table below for guidelines. The left margin is set so that your manuscript can be bound without interfering with your text. Be sure you follow the guidelines exactly throughout the paper. Naturally, if you are using a word processor, you can establish the margins at the beginning of your document.

Table 1

Proper Page Margin

Margin	Measurement in Inches
Left	1.50
Right	1.00
Top	1.00
Bottom	1.00

Running Head

The running head is an abbreviated title that is printed at the top of each page of the manuscript to identify it. Use two or three words of the title, upper and lower case letters, typed in the upper right corner above the page number. Justify the right hand margin for the running head and the page number.

Pagination

All page numbers are located in the upper right corner of the page. As you have already identified the top and right margins at one inch from the top and from the right, direct the word processor to place the page number in the upper right corner or use the header.

Do not use periods, parentheses, hyphens or the word *Page*. The first page of the text is Arabic numeral 1 but suppressed. All other pages are numbered consecutively through the appendices. Use roman numerals (*i, ii, iii, iv, etc.*) centered at the bottom for the preliminary pages (pages that proceed the text), with the title page being page *i* but not printed on the page (suppressed).

If your word processor has a *widow* function, turn it on. This will prevent having one line of a paragraph at the bottom of a page or at the top of a new page.

Spacing Between Lines

The entire body of the text of the paper, project proposal, project report, including long quotes and references, is double-spaced.

Spacing and Punctuation

With a typewriter, the rule was to space bar twice after periods and colons. This practice was to provide the typesetter options and alternatives for justifying text. With word processing, *one* space after all punctuation (with exceptions) is sufficient: after commas, colons, and semicolons

- after punctuation marks at the ends of sentences
- after periods that separate parts of a reference citation
- after the periods of the initials in personal names (e.g., J. R. Goose)

Exceptions: When typing a ratio, such as 6:1, there is no space after the colon. In certain abbreviations, such as a.m., i.e., U.S., no space is needed after the first period.

There are differences between a hyphen and a dash in terms of usage. Hyphens are used in phrases, such as day-by-day. Note that there is no space before or after the hyphen. A dash may be used in phrases, such as: “Studies—published and unpublished—are” See your word processing manual on how to make a dash.

If you are typing a minus sign for a math problem, insert a space before and after the hyphen (e.g., 56 - 43).

Finally, the placement of punctuation with parentheses depends on the context. If the context requires a comma (as this does), the comma follows the closing parenthesis. (If a complete sentence, like this one, is enclosed in parentheses, the period is placed inside the closing parenthesis.)

Headings

Headings indicate the organization of the manuscript and establish the importance of each topic. All topics of equal importance have the same level heading throughout the manuscript. Headings function as an outline to reveal a manuscript's organization. Do not use a heading for the introduction because the introduction is identified by its position in the manuscript.

APA style suggests one to five levels of headings. For most papers, three or four levels of headings may be sufficient. Table 2 shows the different levels and their associated forms. The key is to be consistent throughout. See page 114-115 in the *APA Manual* for the correct levels to use.

Table 2

Levels of Headings

Level 5:

CENTERED, UPPERCASE HEADING

Level 1:

Centered, Upper and Lowercase Heading

Level 2:

Centered, Italicized, Upper and Lowercase Heading

Level 3:

Flushed left. Italicized. Upper and Lowercase Heading

Level 4:

Indented, italicized, lowercase heading with a period. Text begins immediately after the period.

In the body of the text, all major headings start on a new page and use upper case letters. Major headings (Level 5) are: NATURE OF THE PROBLEM, PURPOSE,

METHODOLOGY, RESULTS, DISCUSSION, and REFERENCES. **Do not bold headings at any level.**

Italics Instead of Underlining

To add emphasis to text, use *italics* instead of underlining. Also be careful not to overuse the italics. Coming across italicized text is like hitting speed bumps on the road. It catches your attention but you do not want the reader to keep anticipating speed bumps.

Quotations

Be careful to document text taken from another source. Always give credit when you use another's words. If you are not sure, give the credit as due the original author. Plagiarism is defined by *Webster's Dictionary of the English Language* (1988) as: *to use and pass off someone else's ideas, inventions, writings, etc., as one's own*. Furthermore, plagiarism may subject you to expulsion from the Master of Education Program at Weber State University.

Any material used verbatim from another source must be set apart. Word-for-word reproduction of less than 40 words should be set apart by double quotation marks within the text. For example, "if this were a quote, note the beginning quotation mark and the ending quotation mark, and how it is cited" (source, year, page number).

When citing a source within the text at the end of a sentence, cite the source in parentheses immediately after the closing quotation marks with the punctuation outside the final parentheses.

If your quotation is forty or more words, then it needs to be block quoted--started on a new line, indented from the left margin, and double-spaced. For example, if you were quoting a source (year):

Then the quote would look like this. No quotation marks are necessary as it is recognized as a quote. (Double quotations can be used inside a quote if needed.) At the end of the quote, the page number is entered inside parentheses as follows. (page number)

To cite a source at the end of a block quote, cite the source in parentheses after the final punctuation mark. (See material beginning on page 117 in your *APA Manual*).

Numbers

Generally in APA style figures are used to express numbers 10 and above, and words are used to express numbers below 10. See pages 122-130 in your *APA Manual* for more detail.

Institutional Review Board and NIH Certification

In designing projects that involve human subjects, students need to be aware that Weber State University requires that **all** proposals be reviewed by the Institutional Review Board (IRB). School districts as well as other agencies also have strict guidelines on accessing data, so before beginning your research, you will need written permission from your district or agency as well.

The IRB review should come after the proposal is formulated and approved by the graduate committee, and the NIH educational online module been successfully completed. ((URL:<http://cme.nci.nih.gov/>) Proposals that do not deal with sensitive materials, etc., may be reviewed in an expedited fashion.

Guidelines:

1. The candidate must have WSU IRB approval as well as approval of the agency where the research is being conducted.

2. The application and instructions for Human Subjects (IRB) can be accessed from the MEd Home Page. Download the application and complete the form. Answer **all** questions. **Note that the form calls for your and your chair's signature.**
3. Any survey, interview, or questionnaire and a copy of the Information letter sent to participants used must be submitted with the IRB application.

A hard copy signed by the chair and the researcher and an electronic copy must be submitted to the IRB Education Sub-committee. Both copies should be submitted at the same time. If difficulties are encountered, check with the graduate secretary. Students need to understand that their signature guarantees that they will follow-through with the project as outlined in the application.

The IRB Education Sub-committee allows for expedited review whenever possible. The IRB sub-committee chair can approve human subjects applications or choose to send the application on to the other committee members or full board for approval. The chair of the sub-committee is Dr. Linda Gowans in the Education Building, lgowans@weber.edu. Plan on three to five days for expedited review. It will be longer if questions arise. Once the IRB approves the application, the project can begin.

NOTE: On Question #4: Duration of Study: Answer this with respect to the amount of time it will take to not only do the actual study, but to write and defend it. If you go longer than the given time, you must ask for a completion extension if you are still doing data collection.

Graduate students also need to be aware of the privacy and educational rights of subjects. This document is found in Appendix E.

DIVISIONS OF THE MASTER'S PROJECT PROPOSAL

The following will provide a summary of the major divisions of the Master's Project Proposal. Depending on the nature of your project, there may be minor variations which are acceptable; consult with your committee chair.

The divisions of the Master's Project Proposal are arranged in the following order:

Title Page

The title page of the proposal contains the title of the manuscript, the full name of the student/author, the affiliation (Weber State University), and the date. The committee members' signatures are also on the title page. Do NOT use boldface type. (See *Appendix B* for example). Be sure to check with your committee members to determine how they wish to have their names listed on this page. The recommended font is a serif font (e.g., Times, Times-Roman). Serif fonts are more reader-friendly than Sans serif fonts (e.g., Geneva, Helvetica). All major headings begin on a new page and use upper case letters (Level 1--see p.5).

Body of the Proposal

NATURE OF THE PROBLEM

The purpose of this section is to present the educational problem and/or issue that you are addressing. The problem and/or issue should be succinctly described, generally in not more than one or two pages. You should include a discussion of the context for the problem or issue: Why is it a problem? What are its implication if not resolved?

Literature Review

The NATURE OF THE PROBLEM is followed by the Review of the Literature. The heading is optional. An overview of current and pertinent literature on the topic is vital. The literature review should be comprehensive enough to demonstrate familiarity with the background and research findings relevant to the project, and to serve as the basis for *establishing a convincing need for pursuing the project*. The review may include all or some of the following aspects:

- a review, which is a synthesis/summary, of the current and pertinent research directly related to your problem and/or issue;
- a review of what others have done to resolve the problem, directly and indirectly, which will inform and support what you propose to do;
- a synthesis of compelling evidence for what you propose to do.

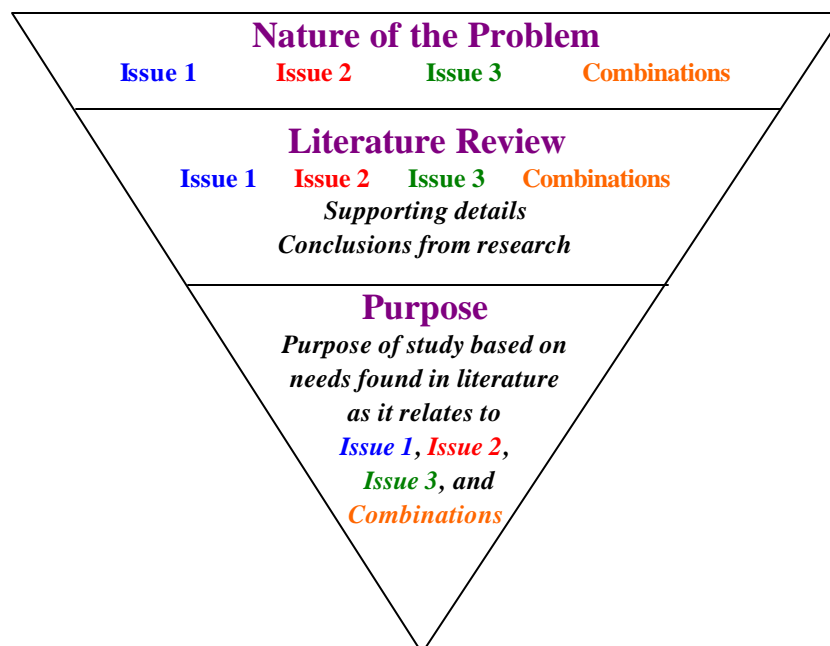
In scholarly writing, certain types of periodicals and journals are suspect as to their credibility and viability as research. Consequently, you should NOT cite articles from magazines such as *Ladies' Home Journal*, *Time*, *Sports Illustrated*, etc. unless you are illustrating the universal nature of the issue. In addition, items which you find using ERIC that are included in the microfiche section of the library are suspect. ERIC accepts any submission for inclusion; they do not review for authenticity or accuracy. In some cases, research articles not accepted for publication may be submitted to ERIC. However, you may also locate very useful documents in ERIC. This is not to dissuade you from using ERIC. It is to encourage you to use ERIC with a discerning and critical eye. In using research from the internet, the same cautions apply.

Your Literature Review is written in past tense because the research you are reporting has already been done. However, use present tense when describing research or events that are ongoing.

PURPOSE

In an introductory paragraph to this section, briefly review the problem or issue. Then state the objective(s) of the proposed study and a description of the purpose. The purpose is stated as a general goal. Objectives may be used to subdivide the purpose into meaningful units, and may be stated in question format. Objectives might also be stated as intended outcomes of the project, and what you hope will be the results of the project. This section is written in future tense because it reflects what you propose to do. Check that your purpose is aligned with your nature of the problem and literature review as illustrated in Figure 1.

Figure 1. Project proposal pyramid



METHODOLOGY

In an introductory paragraph to this section, briefly review the objective(s) and purpose and how the project design will align with said purpose. Then identify the major categories of tasks (steps) that will be completed in order to achieve the stated objective(s). Under each category, provide a *detailed* description of the tasks. The tasks to be completed should also have their bases of support in the review of the literature.

This section should include, if applicable, a description of the sample population; a description of how the sample population will be selected for participation; a description of the instruments, instructional activities, instructional packets, etc. If applicable, also describe the development and design of the instruments. A thorough description of the procedures to be used should anticipate most of the questions your committee members might raise about the sequence of events, the population, and/or the materials involved in the development of the project.

Data Analysis Plan

This section in your proposal describes how the data will be organized and analyzed for your project. Describe all statistical procedures that will be used to answer the research questions. If the data is qualitative, how will you analyze and present the findings? It may be useful to take each step of your methodology and describe how you will handle the data that would be generated in this step. If you choose to do this, you may not have a separate section titled *Data Analysis Plan*.

REFERENCES

List all of the sources cited in the paper using the format from the *APA Manual*. Some help is given in this style in the Writing References section.

DIVISIONS OF THE MASTER'S PROJECT REPORT

The following will provide a summary of the major divisions of the Master's Project Report. Depending on the nature of your project, there may be minor variations which are acceptable; consult with your committee chair.

The divisions of your project are arranged in the following order:

Copyright Notice (optional)

Title Page (see Appendix C project report formats)

Dedication or Acknowledgements (optional)

Table of Contents

List of Tables (if any)

List of Figures (if any)

Abstract

Body of the Report

References

Appendices (if any)

Copyright Notice (optional)

Permission must be obtained in order to use extensive figures, tables, or text from copyrighted sources. You must contact the copyright holder, pay any fees required, and attach the letter of permission with your manuscript. Use of copyrighted materials without permission may be regarded as copyright infringement and subject to damages in a suit.

Title Page

The title page of the project contains the title of the manuscript, the full name of the student/author, the affiliation (Weber State University), and the date. The committee members' signatures are also on the title page. Do NOT use boldface type. (See *Appendix C* for examples). Be sure to check with your committee members to determine how they wish to have their names and titles on this page.

Dedication or Acknowledgments (optional)

In your project report, you may wish to publicly thank or acknowledge persons who have particularly supported the completion of your project. This is your opportunity. Keep it one page or less.

Table of Contents

The Table of Contents contains all major headings in the paper. Sub-levels may be used but should be consistent throughout the Table of Contents. Generally pre-pages (Acknowledgments, Abstract, etc.) are not listed in the Table of Contents. Be sure the headings and subheadings are printed as they appear in the text, i.e., that the major headings are all caps and the subheadings are both upper and lower case, regular font or italics. Note that the tab sets for Level 1 headings are at the margin; Level 2 headings are 1/2 inch from the left margin; and Level 3 headings are 1 inch from the left margin.

Set the decimal tab stop so that page numbers will be flush right and that periods will follow the headings or subheadings to the page numbers. This can be done in MS Word by the following process:

1. On the **Format** menu, click **Tabs**.
2. Under **Tab stop position**, type the position for a new tab, or select an existing tab stop to which you want to add **leader characters** (leader character: A solid, dotted, or dashed line that is used in a table of contents and that fills the space used by a tab character.).
3. Under **Alignment**, select the right alignment for text typed at the tab stop.
4. Under **Leader**, click the leader option you want, and then click **Set**.

Double space everything. The Table of Contents does not have a running head. The page number (Roman) appears at the bottom center of the page.

List of Tables

Type the table titles exactly as they appear in the text. Titles and page numbers must be the same size and font as the text. Use decimal tab stops as described in the Table of Contents.

In designing and developing your tables, you need to remember that the table should be self-explanatory. Double space between entries and single space within entries. Be sure the table is very explicit and is able to stand on its own if a written narrative were not available.

Refer to pp. 147-175 in the *APA Manual* for a good discussion of the uses of tables and how to set up effective tables.

List of Figures

Type the captions of the figures exactly as they appear in the text. Titles and page numbers must be the same size and font as the text. Use decimal tab stops as described in the Table of Contents section.

As with developing tables, your figures should be self-explanatory and stand by themselves without a narrative needed. Double space between entries and single space within entries. Be sure to label each item appropriately and descriptively.

With graphs, there are appropriate types to use for different situations and purposes:

- *Line graphs* are useful in showing trends over time and between two or more factors.
- *Bar graphs* are effective in comparing magnitude and size.
- *Pie graphs (or circle graphs)* are helpful in showing the relationship between the whole and its parts.

Again, be sure to label each aspect of your graph so that the reader can properly and appropriately interpret the graph.

Refer to pp. 176-201 in the *APA Manual* for a discussion of figures.

Abstract

An abstract is required for the project and should not exceed 250 words. The purpose of the abstract is to provide a concise overview or summary of the project report. Begin the abstract on a new page. The page number (roman) appears at the bottom center of the page. Type the word *Abstract* in uppercase and lowercase letters centered at the top of the page. Type the body of the abstract as a double spaced, single paragraph in block format (i.e., without paragraph indentation). Do not use boldface type on the abstract title. See *Appendix D* for a sample.

Body of the Text

There are several important **differences** between the **project proposal** and the **project report** that should be noted. Each serves a different function and purpose in the completion of the project.

In the **project report**, you will use some of the same headings you used in your proposal. Rewrite the *Purpose* and *Methodology* in past tense. The *Evaluation* section will

be replaced with *Findings* or *Results* and *Discussion of Results*. The report is your account of what happened, the results, your analysis, conclusion, and recommendations. Generally the project report will include information organized under the following headings:

NATURE OF THE PROBLEM

This major section contains your literature review. You have written this section for your proposal and it should not require much change.

PURPOSE

Again, you wrote this section for your proposal. For the project you will change the tense from future tense to past tense. You also may find there are some additions that you will need to add.

METHODOLOGY

In this section you will modify what you wrote for your proposal using past tense rather than future tense. Be sure to include a timeline of completions. The tasks completed should also have their bases of support in the review of the literature.

This section should include, if applicable, a demographic description of the sample population; a description of how the sample population was selected for participation; a description of the instruments, instructional activities, instructional packets, etc., and how they were developed if applicable. A thorough description of the procedures used should anticipate most of the questions your committee members might raise about the sequence of events, the population, and/or the materials involved in the development of the project.

RESULTS or FINDINGS

The *Results* or *Findings* section is the heart of your project report. This section generally begins with a restatement of the problem and proposed solution. Be sure to give a

concise but detailed reporting of the results. This section needs to be substantively, definitively, and objectively written. It is a mere recounting of what you found as a result of the implementation of the proposed solution. If you have a survey which includes open-ended questions, be sure to do an analysis of the responses and report them.

DISCUSSION OF THE RESULTS

The discussion takes place within the context of the findings. It is your interpretation and analysis of the results. What do they mean? How does the project resolve the problem or issue it was designed to remedy? What implications do the results have for educational practice and/or theory? What recommendations do you have for additional research or follow-up? Finally, this section is what you think of what you found and learned from doing this project.

Recommendations

Ultimately, your results and recommendations should respond to the need or issue or problem that you initially raised. Did your proposed solution resolve the problem? How? Why? Why not? What more should be studied?

REFERENCES

List all of the sources cited in the paper using the *APA Manual*. Some help is given in this style in the Writing References section.

APPENDICES

Place items that really do not fit in the body of the text in appendices, e.g., letters sent, forms, the specific instructional activities, survey instruments, etc. Be sure to identify a title for each appendix. Do not forget to refer to them in the body of your text. Appendices need to be listed in the order discussed in the body of the text.

PRINTING AND BINDING THE PROJECT

You are responsible for the printing and binding of your report. The IRB, NIH Certification, and district approval letters must be included in the appendix. After the project report has been signed by all committee members, copies for binding must be computer generated and printed on a Laser-quality printer. Use acid-free, non-yellowing, 20-pound weight paper. Cotton rag content should not exceed 25 percent.

Hard-bound copies are paid for at the Circulation Desk of the Stewart Library. The payment receipt and the report copies then are brought to the MEd office where they will be submitted for binding. The bound reports will be returned in about six weeks and the student will be notified.

Three hard-bound copies of the project report are required: two for the Stewart Library Archives and Circulation and one for the College of Education. The student may produce as many hard-bound copies for herself as she wishes. In addition, a hard-bound copy or spiral-bound copy may be required for the school district or institution. The graduate committee may request hard- or spiral-bound copies. The student is responsible for printing and binding all committee-signed copies of the report. The required printed copies are brought to the MEd office. Those copies intended for hard-binding should not be bound in any fashion but placed in an envelope or a box with each set separated by a colored sheet of paper or cardboard.

Final Comments on the Writing

The Master's Project report is scholarly writing and should reflect the student's ability to address a topic using an academic approach. Care should be taken to ensure that the writing is thoughtful and cogent and the concepts flow logically from the problem statement through the literature review, purpose, method, results, and discussion.

REFERENCES

The following sections in the APA Manual 5th Ed. (2001) will be particularly useful as you work with citations and references:

Reference Citations in Text	p. 207-214
Reference List	p. 215-231
Elements & Examples of References in APA Style	p. 231-26
Electronic Media	p. 268-281

Be sure to note the use of capital letters in article, book and periodical titles. *Italics* are used in place of underlining.

Reference Section

This section begins on a new page, is in all upper case letters, and is double spaced between and within entries. The *References* section should contain only those materials actually cited in the body of the text. A *Bibliography* contains materials relevant to the subject but not necessarily cited in the text. For our purposes, use the heading REFERENCES.

References are written with a hanging indent. The first line of the citation is flushed left and succeeding lines are indented.

The *References* section follows the last major section of the paper. All references are listed in alphabetical order by the first author's last name. If there is more than one work by the same author cited, list the references in chronological order (earliest to latest). If two works cited by the same author with the same year, alphabetize by the title, designate with letters to distinguish the two works; e.g., 1995a, 1995b. Check your *APA Manual* for examples of references beginning on page 232.

The major documents not listed in the APA Manual are those from the ERIC Clearinghouses published their respective ERIC Digests.

Full text retrieved from the Clearinghouse website:

Author, F. M. (Year, month). *Title of article in italics*. City, State: Full name of the ERIC

Clearinghouse, ERIC Digest. (ERIC Document Reproduction Service No. EDxxxxxx)

Retrieved month day, year, from web address

APPENDICES

If there is only one appendix and no other designation is necessary, type APPENDIX as a major heading with a title beneath it. If there are a number of appendices, then each appendix has a letter designation, e.g., Appendix A and a title beneath it. Notice they are level 5 headings. The format of the appendices does not have to follow the same strict guidelines as the document. It may be single-spaced or use a different font and size. If multiple appendices are used, prepare a page titled APPENDICES (as above) followed by a list of the appendices as shown below. The use of divider pages between appendices is up to you. The following samples are included in appendices in this manual:

Appendix A: Sample of Course Paper Title Page

Appendix B: Sample of Proposal Title Page

Appendix C: Sample of Project Title Page

Appendix D: Sample of Abstract

Appendix A

Sample of Title Page for a Course

THIS IS A SAMPLE TITLE THAT MAY BE

ENTERED FOR A COURSE PAPER

by

Full Name of Student

A paper submitted in partial fulfillment
of the requirements for the course

MEDUC 6000

WEBER STATE UNIVERSITY

Ogden, Utah

Month Date, Year

Course Instructor

Appendix B

Sample Title Page for a Project Proposal

THIS REPRESENTS THE TITLE OF THE MASTER'S PROJECT PROPOSAL

DOUBLE SPACE BETWEEN MULTIPLE LINES OF THE TITLE

TYPE IN INVERTED PYRAMID FORM

by

Full Name of Student

A proposal submitted in partial fulfillment
of the requirements for the degree
of

MASTER OF EDUCATION
IN CURRICULUM AND INSTRUCTION

WEBER STATE UNIVERSITY
Ogden, Utah

Month Date, Year

Approved

(Name of Committee Chair)*

(Name of Committee Member)*

(Name of Committee Member)*

* Be sure to ask committee members how they would like their name typed

Appendix C
Sample Title Page for a Project Report

THIS REPRESENTS THE TITLE OF THE MASTER'S PROJECT REPORT

DOUBLE SPACE BETWEEN MULTIPLE LINES OF THE TITLE

TYPE IN INVERTED PYRAMID FORM

by

Full Name of Student

A project submitted in partial fulfillment
of the requirements for the degree
of

MASTER OF EDUCATION
IN CURRICULUM AND INSTRUCTION

WEBER STATE UNIVERSITY
Ogden, Utah

Month Date, Year

Approved

(Name of Committee Chair)*

(Name of Committee Member)*

(Name of Committee Member)*

* Be sure to ask committee members how they would like their name typed.

Appendix D

Sample Abstract

The required abstract is a summary, not an introduction, giving a complete overview of the project. It is written in the past tense and contains less than 250 words. The abstract begins on a new page. Note that there will be no running head on this page in your document. The author types the word Abstract in upper and lower case letters, centered at the top of the page. The body of the abstract begins two lines below. The abstract is written as a double spaced, single paragraph in block format (i.e., without paragraph indentation).