

**THESIS MANUAL**  
**DEPARTMENT OF PSYCHOLOGY**  
**DE PAUL UNIVERSITY**

**A Guide to the Preparation of**  
**Proposals, Theses, and Dissertations**

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## **PART I. DEVELOPMENT AND FORMAT OF THE THESIS PROPOSAL**

This manual has been developed by the Department of Psychology of DePaul University as an aid to undergraduate and graduate students in planning and reporting thesis and dissertation research. In most cases the thesis -- honors or masters -- is the first public demonstration of a student's scholarly abilities; the doctoral dissertation is intended to demonstrate the student's abilities at the highest level of professional competence. Since the thesis and the dissertation are public communications of scientific efforts and results, it is important that these reports be presented in a clear and consistent manner.

### **PURPOSE AND USE OF THE MANUAL**

A thesis or dissertation is a research report. In many respects it is similar to a research article from a scholarly journal in content, style, and format. It differs in that the thesis and particularly a dissertation generally deals with the selected problem area in greater breadth and depth than does a single journal article. For this reason there are some important differences between a research article and thesis or dissertation. The purpose of this manual is the detailing of these differences.

This manual should be studied carefully during the earliest stages of planning a thesis or dissertation, preferably in conjunction with specific proposal examples and journal articles recommended by one or more faculty members. Pertinent sections of the manual should subsequently be reviewed at the appropriate stages of planning and drafting the proposal.

### **NATURE OF THE THESIS AND DISSERTATION**

Articles published in the various psychological journals are essentially of two types: the review article (as found in *Psychological Bulletin*), and the research report (as found in *Journal of Experimental Psychology*, for example). The review article is basically a review of a number of research reports and an attempt to synthesize results or to evaluate them in terms of current theories or concepts. The research report is much more limited in scope: it reports the results of one or more empirical studies. The thesis and dissertation are to some extent combinations of these two types, but they more closely resemble the research report. A literature review and critique, by itself, is not considered adequate as an undergraduate honor's or a graduate master's thesis or doctoral dissertation project. Since the procedures involved in proposing and writing the thesis or dissertation are virtually identical, this manual will attempt no further distinction. The term "thesis" will be used to refer all such projects.

The finished thesis should reflect, in a formal way, the various stages experienced by the student in selecting and exploring the chosen problem. These stages usually include: identification of a problem, review of literature for findings relevant to the problem, development of specific and testable hypotheses, methodology for the investigation, analysis of results of the investigation, and discussion of the implications and limitations of these results. Each of these stages will subsequently be discussed in detail.

The thesis is, however, supervised research. While the student is expected to exhibit considerable independence at this stage of his or her career, thesis research may not be undertaken without appropriate, formal approval. The graduate student is required to submit a formal thesis proposal as the first official step of the thesis project. Only after the proposal has been approved should actual research begin. Similarly, the project is not officially completed until the finished thesis has been accepted. These procedures will subsequently be discussed in more detail. The undergraduate honor's student need only secure approval from his or her faculty advisor for a proposed topic area and research design before proceeding with the thesis project.

While in some respects the thesis project can rightfully be considered an assessment of the student's competence, of equal importance is its function as a learning experience for the student. To a great extent, modern psychology remains a research discipline. Whereas independence is strongly encouraged, students should avail themselves of the experience and special competence of the faculty members assigned as supervisors.

Basically the thesis project involves only two formal stages: approval of the thesis project and acceptance of the thesis. But typically there are a number of informal stages consisting of consultations and discussions with individual faculty members or with the committee. The following sections of this manual will discuss both formal and informal stages.

### DEVELOPMENT OF A RESEARCH IDEA

There is no specific or standard way in which the general nature of the research problem is determined. Through course work or through working with a faculty member, the student may become interested in a particular line of research. The student should not ask or expect to be assigned a research problem. On occasion, however, a student may learn about existing data sets from talking to a faculty member or other professional in the field, and analysis of that data may be appropriate for an honor's or master's thesis project.

Once a general problem has been chosen, the student should begin a preliminary search of the literature. A recent textbook or review article may be consulted as an aid in defining related areas or problems. The student should attempt to categorize the problem in a way which will facilitate the preliminary literature search. One way of doing this is to review the index listings in The Psych Lit Database, noting those topics which appear to be relevant to the problem area. Another way is to locate a few recent articles dealing with the problem area. A comprehensive literature review is premature at this stage. The objective is to develop a fairly general understanding of the nature of theory and research in the problem area.

Having accomplished this, the student may attempt a more specific statement of the problem of interest, formulate specific hypotheses or research questions, and begin to consider methodological approaches. Due consideration should be given to needs for special equipment, availability of subjects, time limitations, and cost requirements. Research is always limited by considerations of practicality; ideas which are not practical should be reconsidered or modified.

If the student remains convinced of the feasibility of investigating the problem area, he or she should consult informally with a faculty member likely to be experienced in the same general area. Here again practicality must be considered: if the problem lies outside the competence of any faculty member, the project cannot adequately be supervised, in which case the idea should not be pursued.

After identifying the research topic, the student identifies a faculty member with related research interests to request him or her to serve as the committee chair. Requirements for the use of possible facilities may need to be specified at time. In general, advice should be sought with respect to (1) basic acceptability of the problem, (2) practicality of the proposed research, and (3) recommendations for further literature search and refinements of hypotheses and methodology. A number of such consultations may be required to accomplish that purpose. Expression of interest, encouragement, or approval at this point in no way constitutes acceptance of the student's ideas.

Once the faculty member has agreed to serve as chair, other committee member(s) will be considered and secured. The thesis proposal is approved by a committee of two, both of whom must be full time departmental

members. A departmental adjunct faculty member, or someone outside the department may serve only as a third member of the thesis committee. For the dissertation committee, an additional departmental member, who in this case may be an adjunct faculty member, is required, for a total of three. If a student would like to invite someone outside the department or university to serve on the dissertation proposal committee, that outside reader serves in addition to the three departmental members.

## DEVELOPMENT OF THE PROPOSAL

A proposal is actually a useful preliminary step in any research program. Although the student may find the preparation of the proposal difficult, this process establishes the "rules of the game," the limits of what will and must be done, and what will not or may not be done. The proposal also protects the student from needing to make major revisions in the project due to changes in an advisor's view or to other events. Many of the problems students experience in their thesis projects can be traced to lack of specification in proposals. The proposal accepted by the committee details the minimum requirements for the completion of the project, but it is the student's ultimate responsibility to ensure that the proposal leads to an acceptable thesis. Therefore, a meticulously planned and prepared proposal will save the student and his or her committee later time and effort.

The proposal is a detailed statement of the concepts and aims of the research and of the methodology to be employed. The organizational plan of the proposal is very similar to that of the thesis itself, and, indeed, large sections of the proposal will subsequently be incorporated virtually verbatim into the thesis. Like the thesis, the proposal is to be divided into a series of chapters. Unlike the thesis, however, the first section of the proposal is not a chapter, but a brief summary of the proposal, formally identified as the "Overview." Since the "Overview" is typically developed after the chapters of the proposal have been written, discussion of the "Overview" will be postponed until after a discussion of the contents of each chapter.

## WORD PROCESSING AND STYLE REQUIREMENTS

The thesis (or dissertation) is word processed in its entirety. The student is urged to use Microsoft Word, in either its PC or MAC version. Pictures or symbols must be scanned and reproduced in the most professional manner possible.

**Paper and Font.** The thesis is printed on 8 ½ by 11 inch white paper, with black font only. Times New Roman, font 12 is recommended, as a standard

**Margins and Paragraphs.** Top, bottom, and right margins of at least one inch are to be maintained throughout. A left margin of two inches is to be maintained throughout, to allow for binding of the thesis. . Only left justification (i.e., no right justification) is used in a thesis. Also, note that there is virtually no use of bolding or italicization in a thesis. Paragraphs are to be indented a standard tab length. Quotations which are indented as separate paragraphs should be indented 15 character spaces with a comparable reduction in the right margin.

**Numbering:** All pages are to be numbered in the upper right corner on the second line below the upper edge of the paper. There are no subheadings included in the thesis. (Roman numerals are used in only three places in the proposal and thesis: (1) as lower-case page numbers for pages preceding the first page of the first chapter; (2) as chapter numbers; and (3) to number hypotheses when more than a single hypothesis is involved.)

**Capitalization.** Some parts of the thesis are typed in all uppercase letters while other parts use a combination of uppercase and lowercase letters (i.e., capitalizing initial letters of important words in a heading). For the

format of the thesis title page, see Appendix A. For guidelines on headings, see the section below and for other guidelines on capitalization, see the most recent APA Publication Manual.

**Writing Headings and Subheadings.** Headings and subheadings are done differently in a Thesis than is required by APA style because unlike a manuscript submitted for publication, the Thesis has specific chapters. Most theses use no more than three different levels of headings, as indicated below. Note that the chapter title, which is in all uppercase letters, does not count as a level one heading. This includes between the Chapter Title and the first heading to follow. The three levels of headings are as follows:

Level one headings, such as such as introducing a major new research area or denoting the rationale section, are as follows:

**Centered and Underlined, With Initial Letters Capitalized**

Level two headings, such as denoting a subsection of research, are as follows:

**Flush Left, Underlined, With Initial Letters Capitalized**

Level three headings, such as identifying a further subdivided area of research, are as follows:

**Indented, underlined, first word 's initial letter capitalized, followed by all lowercase letters and ending with a period.**

**Note:** A subtitle *cannot* appear immediately after a chapter heading. A minimum two sentence paragraph must follow any chapter heading, including the Methods and Results chapters.

The overall writing style in the thesis should conform to the APA publication manual. Students should consult this manual for grammar and guidelines for eliminating bias in language usage (e.g. gender and race based biases, etc.). There are places where the thesis requirements differ from those of APA and they will be noted in the document below.

## **WRITING CHAPTER: INTRODUCTION**

It should look like this:

### CHAPTER I

#### INTRODUCTION

The first chapter of the proposal will typically be the lengthiest. Usually the chapter begins with a somewhat general statement of the research problem area, its relevance to scientific theory or application, and a brief summary of where the proposal is heading. This broad introductory summary typically takes up to two to five pages, but there is no rule. Next comes a review of the literature, organized into sections according to some specific plan. From the literature review a statement of rationale leads into the specific hypotheses to be tested, or problem to be explored.

As previously mentioned, the first chapter of the proposal should provide the reader with a general orientation. When possible and appropriate, relevant psychological theories and concepts should be specified and related to the general problem area. For example, if the research area involves the phenomenon of repression, reference to psychoanalytic theories is clearly in order, but reference to learning theories may also be appropriate.

Having provided the reader with a frame of reference, the proposal continues with a review of the literature appropriate to the problem area. Students are frequently in doubt about the extent of the literature review. As a general rule, the review should be thorough. It is clearly necessary to cite all references dealing specifically with the problem as it is to be researched. Peripheral aspects of the problem area probably should be mentioned but need not be covered in great detail. Especially if the problem is the subject of extensive current research, the older literature may be rather briefly summarized and referenced by a review article. More recent studies should be discussed individually and in detail.

Advisors differ somewhat with respect to preferences for detailed discussion of individual articles. Some faculty members may require that considerable detail be cited for each article, including such specifics as number and type of subjects, procedures, measurement parameters, and statistical significance of results. Other faculty members may feel that less detail is required. The student should attempt to determine such preferences before actually writing the proposal.

The literature review must be organized according to a specific rationale which is generally explicitly stated at the beginning of the review. The order of publications cited will depend upon this rationale; historical order is not necessarily appropriate, but if the review manifests some sub-organization, the arrangement and presentation of citations according to date of publication may be appropriate. Despite the fact that lines of research do not always develop logically, it is the student's task to demonstrate the logical relation of one study to another. It is also incumbent on the student to cite and represent the research accurately. Students should always refer to original studies and not rely on the summations of secondary sources (such as review articles or textbooks).

Students should avoid listing of any kind in the introductory section. Instead, when identifying, for example, the various levels of moral development, the levels should be summarized in the student's own words in paragraph form. Finally, students should make sparse use of excerpts or quotes. The only reason to quote someone else is when what that person said or wrote was so precisely or perfectly worded that including his or her statement word-for-word significantly aids in understanding some theoretical point or research finding. Check the latest edition of the APA Publication Manual for how to properly set up and cite quotes. Also, when abbreviating the names of scales or inventories after their first full citation (e.g., According to Bem (1971) in her Bem Sex Role Inventory (BSRI), men and women . . .), note that in each subsequent chapter, the full name of the scale or inventory will need to be re-introduced as if it was being cited the first time. Each chapter, including the Overview/Summary stands on their own in that regard.

Apart from chapter headings, the student may wish to use various headings and subheadings in order to clarify the organization of the proposal; indeed, subheadings are required in Chapter II. Headings should be used to signal only major changes in content. They must not be used to replace transitional sentences between paragraphs. Headings and subheadings may be derived directly from a preliminary outline, and they do, in fact, constitute an outline. The primary requirement of a heading is to be informative. A good heading serves as an index to the content of the section. While the nature of chapter headings is fixed, the number and kind of other headings are highly variable. A short proposal may have little need of headings and subheadings; a fairly long proposal will, however, benefit from both forms and headings.

### Writing the Rationale

It should look like this (a level one subheading):

## Rationale

The literature review is to be followed by a discussion of the implications of the literature cited, as well as by a statement regarding how the proposed research will make a unique contribution to the field and/or aid in further understanding of some phenomenon. This discussion actually constitutes the rationale of the proposed research. Studies which do not relate to and/or support the logic of the rationale are irrelevant to the literature review, and should not be included in it. However, it is fine, and even encouraged, for the student's own reasoning to now be expressed regarding how or why proposed variables may relate.

The rationale of the proposed research must be identified as such, with a level one heading. A page break is not necessary. The rationale of a research proposal is usually stated in somewhat general or universal terms. The critical sentence of such a rationale might be, for example: "Research evidence appears to implicate epinephrine as at least one substance involved in the expression of anxiety." It should be clear that this is not a statement of a theorized natural law. It is a logical hypothesis which can, however, be tested through the formulation of one or more hypotheses or research questions. Having stated the rationale, the student's next task is to very generally describe the proposed methodology. If the research involves an intervention, its key elements should be discussed here. However, an appendix may be used for specific information. Immediately following the rationale section are the hypotheses.

## Writing the Statement of Hypotheses or Research Questions

It should look like this (a level one subheading):

### Statement of Hypotheses

Or if a qualitative study, it should look like this:

### Research Questions

Or, it can be a sequential combination of the two types of research.

The statement of hypotheses or research questions section is also identified by a level one heading. Explicitly stated hypotheses, or research questions stated in testable form, are crucial in that they provide the transition between the literature review and the methodology. When a study involves more than one hypothesis or research question, each is numbered with a Roman numeral and written as a separate paragraph.

Ideally, the independent and dependent variables are operationalized by the wording of the hypotheses. The following hypotheses serve as examples:

Hypothesis I. There will be a main effect for praise such that the children receiving praise will engage in more continuous activity on a task. Praise will be operationalized as saying good for a mean of once a minute.

Hypothesis II. There will be an interaction between praise and gender, such that when praise is given, girls will continue to work longer than boys.

Hypotheses are always phrased as true-false statements. The hypothesis should be as precise as possible and make no reference to variables which are not actually to be measured. In the case of Hypothesis II in the preceding example, it would be incorrect to attribute the effect to differences between males and females in locus of control, unless the latter were actually to be measured in some way.

Where appropriate, each hypothesis may be followed by elaboration or explanation. In such cases, the hypothesis should be framed as a single, first sentence of the paragraph to permit differentiation of the hypothesis from discussion of the hypothesis.

Students may also pose research questions along with, or instead, of hypotheses. Research questions should be stated in a single sentence and make reference to specific concepts or variables defined in the proposal. It differs from a hypothesis in that no prediction is made. For example: Research Question I: What elements of the family environment are most frequently a concern for adolescents? The "elements" of interest and the method for determining "frequency" should be clearly described in the proposal.

## WRITING CHAPTER TWO: METHOD

It should look like this:

### CHAPTER II

#### METHOD

The purpose of the Method chapter of the proposal is to describe very precisely the procedures to be followed in testing the experimental hypothesis. The second chapter of the proposal, as is true of all chapters of the proposal and of the thesis, begins on a new page. Usually the second chapter will be divided into two or more sections; these sections do not begin on new pages. *Following an introductory paragraph*, headings frequently employed in the chapter typically include Research Participants, Procedure, Apparatus and/or Materials.

Research Participants. The nature of the population from which samples are to be drawn should be specified. Characteristics of the population, such as age, sex, race, educational level, socioeconomic level, religion, political affiliation, etc., should be described in detail whenever relevant. Number of research participants and method of selection from the population should be indicated. If research participants are to be divided into groups prior to any treatment, method of assignment to each group should be described. If some preliminary measure is to be used as the basis for assignment to groups--test scores, for example--this procedure should be described in the following section.

Procedure. A very detailed description of the procedure to be employed in the study is included under this heading. Normally a sequential order is best; that is, the procedures are to be described in the sequence in which they will occur in the study (e.g., pretesting, assignment of research participants to groups, experimental manipulation).

If instructions to the research participants are significant to the research design, these instructions should be cited in full. Similarly, debriefing instructions, if such are to be used, should be cited in full. It should be noted that such instructions or program materials are quoted in full within the body of the proposal, but in preparation of the thesis itself, lengthy instructions are usually included as an appendix

Behavioral measures to be obtained as a result of the study should be described explicitly and in detail. If a standardized, published test is to be used, a copy need not be included, but the method of test scoring should be noted, and references should be cited. Any relevant data about the standardization of the instrument and reliability and validity data should be presented as well. On the other hand, if a non-standardized or unpublished test or questionnaire is to be used, a copy of the instrument should be included as an appendix to the proposal, and the method of scoring should be explained.

Facilities, such as rooms or equipment, should be described in as much detail as appears relevant to the purposes of the study. If such facilities or equipment are unusual or particularly critical to the procedure, they may merely be mentioned in this section and described in detail in the following section.

Apparatus. This heading will not often be used. It should be reserved for the detailed description of unusual types of facilities or equipment. Commercially available equipment, such as Skinner boxes or psychogalvanometers, may be identified by manufacturer and model number; modifications of such items should be described fully. Equipment designed and/or constructed by the student or for the student should be described as completely as possible; such descriptions may be supplemented by drawings or plans where appropriate, but photographs of equipment will not normally be included.

Input-output parameters of equipment should be specified--for example, intensity of shock--and the appropriate measurement units should be specified (milliamperes, volts, pounds, inches, centimeters, etc.). Where the parameter is critically relevant to the study, manufacturer's specifications should be verified or corrected through preliminary testing. The accuracy of recording devices should be specifically confirmed, and a statement to this effect should be included in the proposal.

The student should bear in mind that replicability is an essential characteristic of any study and that reproducibility of results is essential to the progress of science. Descriptions of research participants, procedures, and apparatus, therefore, must be sufficiently detailed to permit replication of the study.

#### Reporting of Multiple Studies

One area of difference in the Thesis from a manuscript written for publication in a journal is when there is more than one study to report. For the Thesis, in order to retain the basic format of the four chapters, Study 1 and Study 2, for example, are written sequentially in the METHODS sections, and again in the RESULTS section. In other words, do not go back and forth from one METHODS and RESULTS to a second set of METHODS and RESULTS, in the Thesis.

### WRITING CHAPTER THREE: RESULTS AND ANALYSIS

It should look like this:

#### CHAPTER III

#### RESULTS AND ANALYSIS

In the third chapter of the thesis proposal the student is to describe the nature of anticipated results and the way in which these results are to be analyzed in order to test each hypothesis. Output variables should be specified in the appropriate units of measurement and categorized according to the source in a particular group or treatment condition. Like the Methods Chapter, this section begins with an introductory paragraph.

The statistical analysis appropriate to each hypothesis, however, should be separately specified and referenced to the relevant hypothesis. The statistical technique should be identified by name and if exceptionally complex techniques are employed, a descriptive phrase (e.g., Student's t for independent samples, three-way analysis of variance, Hotelling's T, etc.) should also be included. A reference to the technique should be cited--usually a statistics text or a computer manual--unless it is simple t, F, or Chi Square. Formulas should not be cited unless

the technique is unusual. The student should not cite the critical value of the statistic for the test of each hypothesis. The chosen alpha level should be cited only when it differs from the standard of .05.

### WRITING THE OVERVIEW:

It should look like this:

#### OVERVIEW

As was noted earlier, the first section of the proposal is actually a section entitled Overview, however, the student does not normally prepare the Overview until after the three numbered chapters of the proposal have been completed.

It begins on a new page, following the title page and table of contents page, with the word OVERVIEW, centered, underlined, and appearing in all uppercase letters. On the table of contents page, the Overview is identified as a separate section, such as a chapter or the list of references. (See Appendix B.) The page number(s) of the Overview appear in lowercase Roman numerals, because page "1" of the Proposal is always the first page of the Introduction Section.

The Overview is, in effect, a summary of the proposal. Its purpose is to permit any reader to gain a brief, if incomplete, understanding of the nature and objectives of the proposed project. While there is no prescribed minimum or maximum length for any other portion of the proposal, the Overview generally does not exceed one and one-half typewritten pages.

The Overview does not consist of formally identified sections, but does systematically summarize the major contents of Chapters I, II, and III of the proposal. It should begin with a very brief statement of the general problem and continue with a short summary of relevant previous research findings. Specific studies are rarely mentioned by researchers' names or discussed in any great detail, but a major review article might be. For example, the following type of summary statement is permissible: "Brewster and Myers' (1996) theory of socialization suggests that gender may be a critical variable in responses to humor." The rationale, hypotheses, proposed methodology, and design of the study should be stated as succinctly as possible in the Overview section, along with the general nature of expected results and their possible implications.

The Overview of the proposal will serve as the eventual basis for the Summary chapter of the thesis, as both serve the same purpose.

### WRITING THE REFERENCES SECTION:

It should look like this:

#### REFERENCES

The final section of the thesis proposal is an alphabetical list of references cited within the body of the proposal. The list begins on an appropriately headed new page, but this section of the proposal is not identified as a chapter. It should be in capital letter, centered, and underlined. The precise format of the list of references is that specified in the most recent edition of the APA Publication Manual.

### PREPARING THE APPENDICES:

Appendices, if there are any, should be positioned immediately following the final page of references. Several types of material may be included in appendices: (1) unpublished tests or scales, complete with scoring instructions; (2) the complete text of lengthy instructions; (3) extended descriptions of stimuli to be used in the proposed research; (4) detailed intervention materials such as curricula; auxiliary analyses and possibly raw data; (5) informed consent forms; and (6) letters to participants.

Each appendix begins on a new page with an appropriate identification centered as a heading and centered in the middle of the page. Appendices are identified by capital letters (for example, Appendix A, Appendix B, etc.), and there should always be a corresponding reference to their identification within the body of the proposal. Appendices should always be ordered in the sequence they are first cited in the proposal.

Appendices should look like the following page:

Appendix A  
Bem Sex Role Inventory

## REQUIRED SECTIONS OF THE PROPOSAL

The essential sections of the proposal -- not including title page, table of contents, etc., which will subsequently be described -- are the following:

### OVERVIEW

CHAPTER I. INTRODUCTION (including the rationale and statement of hypotheses sections)

CHAPTER II. METHOD

CHAPTER III. RESULTS AND ANALYSIS

REFERENCES

APPENDIX A (optional)

Appendices, as noted previously, may or may not be required. With that single exception, all of the sections listed above are mandatory. Within each chapter or section, a considerable latitude of internal format is permissible to meet the specific requirements of adequate communication of the student's ideas. The student should, of course, prepare a working draft of the proposal within the framework of the above outline and within the guidelines set forth in this manual and the APA Publication Manual.

## PREPARATION OF PREFATORY PAGES

In addition to the divisions of the proposal already described, the formal draft of the proposal contains two additional pages: A title page, and a table of contents.

### Title Page

The format for the title page of the proposal is included as Appendix A of this manual; deviations from that format are not permitted. If the title of the proposal requires more than two lines, it should begin nearer the top of the page. In the case of a doctoral dissertation, the word DISSERTATION is substituted for THESIS. In all other respects, the title page of the dissertation proposal is identical to that of the thesis proposal. Note that the student's name is generally given in full - first name, middle or maiden name (not initial), and surname.

The title page is not numbered, but the following page (TABLE OF CONTENTS) is numbered in the lower-case Roman numeral ii. The format for the Table of Contents of the proposal is illustrated in Appendix B of this manual. Note that major listings in the Table of Contents begin at the left margin; first-order subheadings are indented 5 character spaces, and second-order sub-headings are indented an additional 5 character spaces. Paragraph headings are not listed in the Table of Contents.

The Overview begins on the third page (or a later page, if the Table of Contents requires more than a single page). Pages of the Overview continue the lower-case Roman enumeration of the Table of Contents. That is, Arabic enumeration is withheld until the first page of Chapter 1, which is numbered "1". Arabic enumeration continues throughout the remainder of the proposal, including appendices.

A number of prefatory pages, some of which are optional, precede Chapter I of the thesis. While the first page of Chapter I is always numbered "1," a variable number of pages precede that page, as described below.

### Table of Contents

This prefatory page is mandatory in both the proposal and the thesis, although their look will vary because of the additional chapters and results in the final thesis. The correct formats for both are illustrated in Appendices B. and H.

Each heading and appendix in the thesis is listed in the Table of Contents with its appropriate title and page location. Note that chapter titles are totally capitalized and begin at the left margin of the paper. Level one headings are indented 5 character spaces, and level two headings are indented 10 character spaces, with the first letter of each word (except prepositions and articles) capitalized. Level three subheadings are not listed.

Prefatory pages, References, and Appendix listings are not totally capitalized, but they are typed to begin at the left margin (i.e. they are not indented).

A blank character space separates the periods which extend from listings to page identifications.

The Table of Contents is vertically centered, if it is a single page. If more than one page is required, the first page occupies the entire usual typing space of the first page, and the second and subsequent pages simply continue.

## DEFENDING THE PROPSOAL

The student will work with the chair and other committee member(s) to reach a consensus regarding when the proposal is ready to defend. With the chair's approval, the student will distribute a final copy of the proposal to each member of the committee at least two weeks prior to the scheduled proposal defense. The committee chairperson may contact the other member(s) of the committee to verify receipt of the proposal. The student should assume responsibility for establishing and notifying the committee of the date and room location of the proposal defense. Each committee will establish its own working rules and procedures, but in all cases, the student is required to defend and discuss the proposal before the committee. It is the student's responsibility to bring to the defense the appropriate Proposal Approval form, available in the psychology department. (See Appendix C.)

### Use of PowerPoint Slides:

Many students like to prepare PowerPoint slides for their thesis proposal defense, but this is not required. For those who do choose to do so, the number of slides should be kept to a bare minimum – no more than 10-12 is recommended for a proposal (exceptions can be discussed with the advisor). It should be kept in mind that unlike a classroom in which PowerPoint slides serve a “note taking” function for students, in a thesis proposal or final defense, already knowledgeable and prepared committee members are more interested in seeing how well a student can orally present his or her ideas -- not how well slides can be read. Thus, bullet points are recommended to briefly identify theories, hypotheses, proposed methods, and analyses. Full sentences lifted from the thesis document should never be used in covering relevant past studies or basic steps in a proposed procedure. PowerPoint slides are most useful when displaying graphs, tables, or visually oriented stimulus materials. Finally, it is recommend that the slides be made using a dark background with light or white colored fonts, as this makes for easier viewing in partially lit rooms.

### POSSIBLE OUTCOMES:

At the scheduled proposal defense, there are three possible outcomes: (1) the proposal may be approved without substantive change; (2) the proposal may require some revision; (3) the proposal may be rejected.

In the first case, approval may be granted despite the need for minor changes or corrections. The need for such changes will be noted on the Proposal Approval form, and the student will be held strictly accountable for them.

In the second case, if changes required by the committee are significant enough to require revision and resubmission of portions of the proposal, it will be the student's responsibility to make note of such revisions. The student will be expected to take prompt action on revising the proposal. Until required changes have been made, the proposal is to be regarded as suspended - that is, neither approved nor flatly disapproved. The student will make the required changes and resubmit the proposal. With the approval of the committee chairperson, the student may simply replace disapproved pages and recopy (photographically) the entire proposal; the result is, in effect, a new proposal. A new title page should be prepared, similar to the original title page except for the date of submission; a new, unnumbered second page should be included whereon the student briefly notes the differences between the revised version and the original proposal. One such note, for example, might be: *Page 19. Procedure for selection of research participants has been modified. Instead of matched groups, two independent and randomly selected groups are proposed.* The chairperson and other member of the committee will have made notations on their own copies of the original proposal, and it will be the student's responsibility to ensure that resubmitted proposals comply with the changes noted by each member of the committee. Failure by the student to ensure such compliance may necessitate still further resubmissions.

In the third case, the student shall be notified in writing by the chairperson of the committee setting forth in brief the reasons for disapproval. Copies will be distributed to the other committee member(s) and placed in the student's departmental file.

Assuming the committee totally or substantially approves the proposal, the committee chair and member(s) will sign the Proposal Approval form and submit it to the department of psychology. Receipt by the student of the Proposal Approval form signed by all committee members constitutes formal and official approval to undertake the project described in the proposal. Following approval of the proposal, students who are using human participants in their research, including sites outside the university, must submit, with a few exceptions, a description of the study for ethics approval to the departmental research participants committee. Possible exceptions include: 1) when a student is using an existing data set, and his or her project entails only a new and separate analysis of the data, or 2) when a student is working for (or with) a company that is administering its own survey, and for his or her project, the student gains permission from the company (and his or her committee) to conduct specific analyses on this already to-be-gathered data.

The student may not institute methodological changes other than those noted on the approval form without the written permission of all committee members. Failure to obtain such permission will invalidate the official approval of the committee. Similarly, while the committee may subsequently require data analyses not described in the proposal, the student cannot be required to perform data collections other than those established in the approved proposal. These restrictions are necessitated by the nature of research: even the most carefully designed study may lead to unforeseeable difficulties, requiring deviations from the original plan. Such deviations must be acknowledged by all involved parties.

## **PART II. THE FINAL THESIS**

Having gathered and analyzed the data, the student is ready to begin the first draft of the thesis. The existence of a well planned and well executed proposal greatly facilitates writing. The final product differs from the proposal only in the inclusion of data, details of data analysis, a chapter discussing the results of the study, a chapter summarizing the study, and several miscellaneous pages not included in the proposal. The

requirements of form and format discussed in relation to the proposal are very similar to those of the thesis; exceptions will be made clear in subsequent sections of this manual. The student is advised to review portions of this manual dealing with requirements of form and format.

### INCORPORATION OF PROPOSAL CHAPTERS

Ideally, Chapter I of the proposal will become Chapter I of the thesis, although it may be necessary to make some verb tense changes. Please note that hypotheses remain in the future tense. In rare cases, for example as a consequence of unexpected findings, the student may find it necessary to go back and expand the literature review.

Similarly, Chapter II of the thesis proposal can usually be incorporated into the thesis with minor changes in verb tense. (Chapter II of the proposal is written in the future tense while the corresponding chapter of the thesis is written in the past tense.) The student should consult with the thesis committee chairperson concerning the need for inclusion of all methodological details contained in the proposal. While detailed descriptions of research participants, procedures, and apparatus are appropriate for the proposal, such detail may be unnecessary in the thesis itself. Any deviations from the procedure described in the proposal should be reflected in the thesis.

Chapter III of the thesis should be based upon the corresponding chapter of the proposal. In most cases, the results will be reported in the same order that the hypotheses were earlier presented. This chapter should include data summaries, but there is rarely any reason for including raw data. If raw data are pertinent, they may be included as an appendix. The summary statistics reported in Chapter III will largely depend upon the nature of the data and the statistical techniques employed. Means and standard deviations (or variances) for each group must be reported; the final number of research participants in each group must also be reported. Such statistics as range and median are not commonly reported.

The Results chapter (Chapter III) serves the purpose of reporting data summaries and results of analyses. Discussion should be limited to references to the source of data, method of analysis (again citing only unusual formulas), outcome of the statistical test and its significance, and reason for performing the analysis (generally by reference to a specific hypothesis). *Implications of the results and their significance for theory are not appropriate topics for this chapter.* Of course, some discussion of the reason for performing supplemental analysis is necessary, but this should be brief and specific.

It should be noted that while Chapter III of the proposal is titled RESULTS AND ANALYSIS, the corresponding chapter of the thesis is simply titled RESULTS. Also note that if abbreviations were introduced earlier and are to be used again, the abbreviations should be redefined when first used in this chapter.

It should now look like this:

## CHAPTER III

### RESULTS

Tables should immediately follow the page on which they were referenced in the text and are used liberally as a convenient means of summarizing results. As is true of all chapters of the thesis, Chapter III may be divided into sections, using the various types of headings previously discussed. If there are several categories of results - each, perhaps, relating to a single hypothesis - sectioning the chapter may facilitate the reader's understanding. In this case, the introduction to each such section should include a restatement of the particular hypothesis or

research question with which it is concerned. If the study deals with a single hypothesis and Chapter III is not sectioned, that single hypothesis should be restated at the beginning of the chapter.

Data developed in the course of a thesis frequently require analyses supplemental to those anticipated in the proposal. Such analyses may be undertaken on the student's initiative (but with the committee chairperson's consent), or may be specifically required by the thesis committee. Supplemental analyses may or may not directly relate to one of the study's hypotheses, but may be used to explore ideas suggested by the data. Results of supplemental analyses are to be reported in the same manner as results of primary analyses; supplementary analyses must clearly be denoted as such. In some cases it may be preferable to include them as a separate section of Chapter III.

In certain qualitative research involving the content analysis of interviews or text, the development of coding categories and a conceptual scheme for classifying data are part analysis and part results. Thus, based on the chairperson's discretion, the distinctions described between the analysis and results chapters may be modified.

In qualitative research involving text data (e.g., interview transcripts), it is essential to use the quotes strategically as a way to illuminate themes or statistical findings. Be sure to properly set up the quote, for example by identifying the demographics (e.g. sex, race, age, etc.) of the individual whose words are being used. Quotes of 50 words or more are generally better for conveying complex ideas in context than are shorter quotes. Avoid one and two sentence quotes.

### Tables and Graphs.

Tables and graphs are included in the body of the manuscript and may use less than the full typing width of the paper. The student is advised to maintain a 1 ½ inch margin on all sides of tables and figure so that they will not need to be redone to meet APA publication requirements. Explanatory comments, such as significance levels, may appear under a figure or a table. (See Appendix J for table examples.)

The "three-fourths rule" is to be observed in the construction of graphs. One axis should closely approximate 75% of the length of the other axis. Further details on graph construction will be found in the most recent edition of the APA Publication Manual.

All tables and graphs are to be included as separate pages, except when the table is quite short and fits within the context of a paragraph. Each table and graph is to be positioned immediately following the text page on which the table or graph is discussed, so that the top of the table or graph appears to the left (that is, at the binding edge of the paper). If the table is small enough, it may also fit on the same page as text. Note: This particular requirement does not conform to current APA guidelines for submitting a manuscript for publication, where the tables are all placed at the end of the paper.

### WRITING CHAPTER IV: DISCUSSION

It should look like this:

CHAPTER IV

DISCUSSION

A critical part of any thesis is Chapter IV, which discusses the significance of the results of the study. The chapter begins, as usual, on a new page. While much of the first three chapters of the thesis can be directly incorporated from the proposal, the fourth chapter of the thesis is wholly new.

This chapter may be divided into sections, and its organization often follows that of the hypotheses. The discussion considers how the contents of Chapter III bear upon the concepts presented and discussed in Chapter I. Students tend to experience one of two kinds of difficulties with the discussion chapter of a thesis: providing too brief, or too lengthy a discussion including unnecessary or irrelevant commentary. Both of these extremes should be avoided by providing thorough consideration of the implications of the results as they are relevant to the study's hypotheses and to underlying theory.

In theory, scientific hypotheses in experimental research are so precisely constructed and methodology is so perfectly planned and executed that the results of a scientific study are unequivocal; hypotheses are clearly confirmed or not confirmed. These ideals are rarely met. Frequently hypotheses or research questions are only partially confirmed or receive no confirmation. In other instances, results are equivocal, or unanticipated events in the field changed the research plan. A major purpose of Chapter IV is to consider factors which may have been responsible for such inconclusive or unanticipated results. Speculation about possible confounding or intervening variables is permissible, but it should be restrained, and, where possible, such speculation should be supported by data and/or literature citations. The discussion chapter must not be used by the student to excuse his or her own failures in planning or executing the study; that is, poor design of the study may not be used to account for inconclusive results. Nonetheless, it is important to discuss limitations of the research, and confounding factors in field or naturalistic research that could be helpful to future investigators.

Another important function of the discussion is to relate the results of the study to other research literature. If similar studies have obtained different results, the student should attempt to account for the difference. The student may also wish to discuss the possible implications or applications of the results to real-life settings, or other types of field settings. This discussion should conclude with suggestions for further research. Not required but recommended are the following subheadings within this chapter: 1) Major Findings, 2) Implications (sometimes "Theoretical Implications," 3) Limitations of Research, and 4) Future Directions. Some students also put a short summary as part of the last section of the Discussion section, but this is not to be confused with the required Chapter V Summary (see below).

New literature citations should be used sparingly in the discussion. Many citations will be derived from the literature review of Chapter I, but additional references may be introduced in Chapter IV. These references may deal with areas not directly related to the area of the thesis problem; they may be used, for example, to account for divergent results or unanticipated methodological problems, or to discuss a study published between the time the proposal was approved and the writing of the thesis.

## WRITING CHAPTER V: SUMMARY

The final chapter of the thesis is a summary of the thesis, and it looks like this:

### CHAPTER V

### SUMMARY

Chapter V will be the shortest chapter. It is equivalent to the summary or abstract of a published journal article. The summary is not divided into sections, and subheadings are not used.

As a general rule, the summary chapter should not contain more than 600 words. Especially complex studies or studies consisting of a number of individual experiments may require somewhat longer summaries, but even then the student should exceed 600 words by as few as possible. (In the case of a doctoral dissertation, the summary may serve as an abstract. However, an abstract published in Dissertation Abstracts cannot exceed 600 words, a separate, conforming abstract must be included with the dissertation.)

The purpose of the summary is to provide the reader with enough information to understand the purpose, procedures, and results of the study. Hence these topics should receive the greatest attention in the summary. (In this respect, the thesis summary is similar to the proposal Overview.) Allusions to the literature reviewed in Chapter I are not necessary, with the possible exception of a single study from which the thesis study was derived. Hypotheses need not formally be stated, but their essential concepts should be mentioned, and procedures can very simply be noted. (For example: "Half of the children in each group received praise while working on a jigsaw puzzle.") Results are briefly summarized in relation to the hypotheses; statistical values and levels of significance are not stated. The summary may conclude with a brief reference to underlying theory or implications.

### LISTING OF REFERENCES

The final mandatory section of the thesis is the list of references. The format required here is identical to that of the proposal. Indeed, the contents of the list of references should be virtually identical to that of the proposal, except where it is necessary to cite additional references. Again, the most recent version of the APA Publication Manual is the best guide.

### ASSEMBLY OF THE FINAL THESIS

The following is a list of the official and unofficial parts of the thesis in the order in which they are to occur. The list also shows the official title of each section.

1. Title page
2. Thesis Committee
3. Acknowledgments (optional)
4. Vita
5. Table of Contents
6. List of Tables
7. List of Figures
8. Chapter I. Introduction (with Rationale and Statement of Hypotheses or Research Questions)
9. Chapter II. Method
10. Chapter III. Results
11. Chapter IV. Discussion

12. Chapter V. Summary

13. References

14. Appendix A. Title

15. Appendix B. Title

Unjustified deviations from the order and procedures implied by this listing will not be accepted. If a student feels excessively restricted by this organization, he or she should consult with the chair of the thesis committee for permission to deviate.

#### EXTRA PAGES IN THESIS (NOT IN THE PROPOSAL.)

There are several pages that appear on in the final thesis, and never in the proposal form. They include the following:

##### Thesis Committee

The second page of the thesis, which is also mandatory, simply lists the members of the thesis committee. The correct format is illustrated in Appendix E. This page is numbered "ii".

##### Acknowledgements

NOTE: This optional page is only included in the final thesis, never the proposal.

A page of acknowledgements is optional (see Appendix F). If such a page is to be included, it immediately follows the list of committee members and is numbered "iii." All typing on the page is to be centered (within the correct margin requirements). Note that this is usually the only part of the thesis in which the first person pronoun ("I") is used.

Note: This page may only be inserted into the final copies *after* the final defense of the thesis and the final version of the paper itself is approved. It is not appropriate to include an Acknowledgements page in the proposal or the version of the draft given to Committee members prior to a final defense. The following example is acceptable:

#### ACKNOWLEDGMENTS

I would like to express my sincere appreciation to my thesis chair Andrea T. Smith and committee member Helen Ann Schmidt for their support and encouragement throughout this project. I would also like to thank Catherine Rockefeller, the principal of Oscar Meyer Elementary School, for providing me with the opportunity to do field observations.

Note: Acknowledgments should be brief and relatively formal. The student should avoid long lists of recipients of his or her gratitude and overly specific explanations of the reason for this gratitude. An acknowledgment of assistance is not a just cause for expressions of abiding sentiment or eternal devotion: an acknowledgement is not a dedication. The encouragement, support, and/or patience of spouse, friends, children, or others should be done with discretion.

If the thesis research was wholly or partially supported by funds provided by an individual, institution, or agency, recognition of that support, in the form required by the grantor, is appropriately made on the Acknowledgements page. Use of facilities outside the University should be acknowledged. This statement of recognition take precedence over other acknowledgements.

### Vita

NOTE: This page is required only in the final thesis, never the proposal.

The page following Acknowledgements (or Thesis Committee) is reserved for a short biographical statement about the researcher, but again is only appropriate for the final thesis draft. It does not follow the usual form of a vitae. This page is mandatory and should be numbered accordingly. The following example is acceptable:

### VITA

The author was born in Chicago, Illinois, January 1, 1972. He graduated from Cumberbund High School, received his Bachelor of Arts degree from DePaul University in 1993, and a Master of Arts degree in Psychology from the same university in 1995. In the same year he was awarded the Humperdinck Foundation Fellowship for Predoctoral Study in Psychology.

Note: The Vita information is essentially limited to facts about the student's education and professional activities. Major publications by the student should be cited, as should educational or professional honors bestowed upon him or her.

If the student has changed his or her name (e.g. as a result of marriage or other events), the student's given name should be cited. For example, "Connie Adams Smith (formerly Connie Jane Adams) was born . . .etc." Other personal information is not to be included in the Vita.

All typing on this page is to be centered within the required margins. In general, a short paragraph should suffice for the Vita. A sample vita is included as Appendix G.

### List of Tables

Following the Table of Contents is a page similar to the Table of Contents, except that it is headed:

### LIST OF TABLES

The List of Tables is precisely what its name suggests: a listing of tables as they occur within the body of the thesis. A typical entry for the List of Tables would be:

Table 6. Effects of Shock Intensity upon Normal and Pre-conditioned Male and Female Research Participants . . . . .	42
--	----

Note that the entire caption of the table is given, exactly as it appears in the text. Note also that the caption is single-spaced. However, between listings double-spacing is maintained.

If less than a full page is required for the List of Tables, the typing is centered vertically within the typing area of the page. If one or more full pages are required, the usual margins are observed, and the final page is not centered.

## List of Figures

The next page following the List of Tables is reserved for a page headed:

### LIST OF FIGURES

This page is very similar to the List of Tables page, except that its contents are a listing of figures which appear within the body of the thesis. Typically such figures will be graphs, but they may also include the drawings or reproductions of various kinds; the critical factor is that the caption begins with the word "Figure". These are listed in the order in which they occur within the text, and the caption is cited in full. The format is the same as that required for the List of Tables.

## FINAL ORAL EXAMINATION

Committee members for Master's thesis final oral examination minimally consist of the advisor (chair) and reader, both of whom are psychology faculty members. Committee members for the Dissertation final oral examination minimally include three psychology department full-time or adjunct faculty members, and two outside readers, who must be DePaul University faculty members (or adjunct faculty members) with Ph.D., Ed.D., or D.B.A. (doctorate of business administration) degrees. In rare instance, with the approval of the advisor, an outside reader with another type advanced degree (e.g., J.D, M.D.) may serve as an outside reader.

The date for the student's oral examination is set by the student in consultation with the committee chairperson and other members. All members of the committee must attend this meeting, but other faculty members and graduate students may also attend if they wish. The student should give copies of a draft of the thesis to committee members at least two weeks before the scheduled oral examination. Faculty members are also expected to return to students reviewed copies of their thesis within the two week period. In cases where the student is up against a deadline, permission must be obtained (from each committee member) for any time less than two weeks. In addition to the graduation deadline, there are also important deadlines for fall and spring comprehensive exams. Check with the department for the most recently established dates and requirements.

The student is responsible for making certain that each member of the committee has a copy of the thesis to serve as a guide in conducting the oral examination. The student should also bring to the examination a copy of the Report on the Final Oral Examination, and the Thesis or Dissertation Report Form (see Appendices I and J). The student's name and the title should be typed on the form prior to the oral examination. The student is not to offer refreshments to the committee during the examination or engage in any other activity that detracts from the purpose of the examination. All such activities must occur after the examination is complete.

## Use of PowerPoint's in the Final Thesis Defense:

As with the proposal defense, PowerPoint slides in a final defense are optional, but if used, should be kept to minimum. Twelve to fifteen is a good recommended number to use. Bullet points can be used to briefly summarize major theoretical issues, main hypotheses, participants, and of course, the study's main findings. Every analysis, especially those that are not significant or directly relevant to the "story of your study" need not be posted on a PowerPoint slide. Graphs and tables are particularly effective for summarizing findings on PowerPoint slides, though. The Discussion section can be characterized by a few brief bullet headings, such as 1) Theoretical Relevance of Findings, 2) Limitations, 3) Implications, and 4) Future Directions. The committee's primary interest and reason for being there is to hear a student discuss in an informed way his or her project.

The student is expected to be prepared to answer fully any question dealing with the thesis project, but the committee may direct to the student questions dealing with other areas. At the end of the examination period -- generally about one hour -- the student is asked to leave the room while the committee discusses his or her performance on the thesis project and of the oral examination. Only for the thesis will the student's performance on his or her oral defense be evaluated as either "With Distinction," "Above-Average Achievement," or "Average Achievement." At the doctoral level, it is already assumed that all students are operating at the highest level of distinction. If the committee has approved the student's performance, the chairperson proceeds immediately to complete the Report on Final Oral Examinations and Thesis Report Form. These are signed by all members of the committee and delivered to the Psychology Department office. The office staff will see that both forms are subsequently delivered to the LAS graduate office. At this time, the thesis advisor should also complete the change of grade form, replacing the "R" previously assigned for thesis credit hours, to an actual grade.

If the committee has approved the thesis contingent on some further revisions of the manuscript, the committee members may withhold their signatures until final revisions are completed, or they may sign and leave the forms in the hands of the thesis chair until revisions are completed and approved by the chair. The method of handling final changes depends on individual committee members' discretion and extent of changes to be made. The thesis is considered completed when the signed forms are delivered to the Psychology Department office.

### SUBMITTING THE THESIS TO THE GRADUATE SCHOOL

The last step of the thesis project involved preparing the final version of the thesis and submitting the required copies to the graduate school office.. Having received permission from the thesis committee to proceed with preparation of the final version, check the latest submission guidelines required of the Graduate School office. After binding, two copies are for the library and one copy each goes to the Department of Psychology, the chairperson of the committee, and the student. The student may request and pay for extra copies.

Appendix A

Title Page of Thesis Proposal

EFFECTS OF SITUATIONAL DISTRACTORS  
ON PARAMETERS OF PERCEPTUAL PREFERENCE

Proposal for a Thesis  
Presented to  
the Department of Psychology  
De Paul University

BY  
JOHN ROBERT JONES  
SEPTEMBER 21, 1997

## Appendix B

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Appendix C

Thesis Proposal Approval Form

**(a similar form is used for the Dissertation Proposal)**

APPROVAL OF THESIS PROPOSAL

Name of Student \_\_\_\_\_

Social Security Number \_\_\_\_\_ Major

\_\_\_\_\_

The Department of Psychology has approved a thesis proposal submitted by the above student and has granted permission for this student to begin work on the thesis project described in that proposal.

Title of Thesis:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The thesis project is to be conducted in the manner described in the proposal with the following exceptions and/or conditions (refer to page number):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Date of Approval

\_\_\_\_\_  
Department

\_\_\_\_\_  
Chairperson, Thesis Committee

\_\_\_\_\_  
Member, Thesis Committee

\_\_\_\_\_  
Member, Thesis Committee

Appendix D  
Title Page of Thesis

EFFECTS OF SITUATIONAL DISTRACTORS  
ON PARAMETERS OF PERCEPTUAL PERFORMANCE

A Thesis<sup>\*</sup>

Presented in

Partial Fulfillment of the  
Requirements for the Degree of  
Master of Arts<sup>\*\*</sup>

BY

JOHN ROBERT JONES

JUNE, 1993<sup>\*\*\*</sup>

Department of Psychology  
College of Liberal Arts and Sciences  
DePaul University  
Chicago, Illinois

<sup>\*</sup> Substitute Dissertation

<sup>\*\*</sup> Substitute Doctor of Philosophy

<sup>\*\*\*</sup> This must be your anticipated graduation date

Appendix E

Page ii of Thesis

THESIS COMMITTEE

Arthur T. Smith, Ph.D.

Chairperson

Helen Ann Schmidt, Ph.D.

Appendix F

(optional) page iii of Thesis

Acknowledgements

### ACKNOWLEDGMENTS

I would like to express my sincere appreciation to my thesis chair Arthur T. Smith and committee member Helen Ann Schmidt for their support and encouragement throughout this project. I would also like to thank Catherine Rockefeller, the principal of Oscar Meyer Elementary School, for providing me with the opportunity to do field observations.

Appendix G  
(Required) page iii  
Vita

### VITA

The author was born in Chicago, Illinois, January 1, 1972. He graduated from Cumberbund High School, received his Bachelor of Arts degree from DePaul University in 1993, and a Master of Arts degree in Psychology from the same university in 1995. In the same year she was awarded the Humperdinck Foundation Fellowship for Predoctoral Study in Psychology.

## Appendix H

### Table of Contents for Thesis

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Appendix I  
Thesis Report Form

DEPAUL UNIVERSITY  
L A & S GRADUATE PROGRAMS  
THESIS REPORT FORM

I have read the thesis written by \_\_\_\_\_  
NAME

\_\_\_\_\_  
SOCIAL SECURITY DEPARTMENT

and the following is my report:

\_\_\_\_ **ACCEPTABLE** - Students may proceed to make \_\_\_\_\_ final copies.

\_\_\_\_ **NOT ACCEPTABLE** - Reason: \_\_\_\_\_

**For Adviser Only: The following thesis title is identical to the one on the title page of the draft returned to the student; this title is approved by me and it is to be used when the final copies of the thesis are typed.**

TITLE OF THESIS: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Adviser Date Reader Date

\_\_\_\_\_  
Reader

Appendix J  
Examples of Tables

Table 12

Mean Attribution Scores for Experiment 1

Condition	<u>n</u>	Attribution	
		Causality	Responsibility
High Situational similarity/ high personal similarity	21		
<u>M</u>		1.49	0.94
<u>SD</u>		0.51	0.36
High situational similarity/ low personal similarity	25		
<u>M</u>		2.01	1.92
<u>SD</u>		1.14	1.74
Low situational similarity/ high personal similarity	23		
<u>M</u>		1.56	1.59
<u>SD</u>		1.13	0.84
Low situational similarity/ low personal similarity	22		
<u>M</u>		3.25	3.79
<u>SD</u>		1.21	1.39

Note. The higher the score, the greater the attribution.

Table 14

Intercorrelations Between Subscales for Students and  
Older Adults

Subscale	2	3	4
University students ( <u>n</u> =200)			
1. Tranquility	.93-	.09	.73
2. Goodwill	---	.34	.62
3. Happiness	---	.14	
4. Elation	---		
Older adults ( <u>n</u> =189)			
1. Tranquility	.42	-.07	.52
2. Goodwill	--	.43	.62
3. Happiness	--	.47	
4. Elation	--		

TABLE 9

ANALYSIS OF VARIANCE: PERFORMANCE SCORES  
OF SCHIZOPHRENICS, APHASICS, AND NORMALS

Source	Df	MS	F
Groups (G)	3	128.81	7.20*
Treatment (T)	1	409.13	22.81**
G x T	4	17.89	1.22
Error	81	14.64	

Note: The higher the number, the greater the performance.

\* $p < .05$

\*\* $p < .01$