



Thesis Handbook
2012-2013



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**Pratt Institute Art and Design Education
ED 660A Thesis
Fall 2012
Wednesday 12:30-3:20 and 5-7:50
South Hall 205**

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Course Description

This is the first of two courses in developing, researching, writing and exhibiting your M.S. Thesis. Your thesis work will enable you to become a more reflective practitioner as you learn to explore ideas and practice in art education, pose your own research questions and carry out a research project. The course will help you analyze diverse perspectives on a topic you are curious and perhaps passionate about so that you develop the capacity to question your assumptions and previous knowledge, accept uncertainty, and situate your research within the ongoing theoretical and empirical research debates.

The thesis project is developed from questions raised by one or more of the following: observations, fieldwork, reading, studio practice, personal interest, and related art education coursework. The research is grounded in the theories and practices that sustain art education research, incorporating social science, historical and contemporary visual arts research methods.

As the first stage of work on the thesis, this course will help develop a wide range of research skills and capacities. By the end of the semester all students will have formulated their thesis question, written a literature review, identified research methods, completed the thesis proposal, submitted the proposal to an outside reader and to Pratt's IRB committee, and started data collection. The goal is to be in the best position possible to complete the thesis next semester.

Students will deepen their understanding of the foundations of art and design education and develop an original contribution to the field, according to the following standards:

New York State Teaching Standards:

Standard II: Knowledge of Content and Instructional Planning

Teachers know the content they are responsible for teaching, and plan instruction

that ensures growth and achievement for all students.

Element II.1:

Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).

Performance Indicators:

c. Teachers demonstrate the effective use of current developments in pedagogy and content.

Standard VII: Professional Growth

Teachers set informed goals and strive for continuous professional growth.

Element VII.4

Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.

Performance Indicators:

- a. Teachers examine and analyze formal and informal evidence of student learning.
- b. Teachers recognize the effect of their prior experiences and possible biases on their practice.
- c. Teachers use acquired information to identify personal strengths and weaknesses and to plan professional growth.

Goals:

- To understand the role of the teacher-researcher
- To become a reflective practitioner
- To practice research-based teaching

Learning Outcomes:

Upon completion of this course, students will be able to:

- Reason from more than one point of view
- Monitor assumptions on a research topic
- Formulate and revise research questions
- Develop a process for collecting and analyzing data
- Differentiate, evaluate and synthesize research studies in appropriate fields of knowledge
- Compare research findings to research in the field
- Interpret, analyze and communicate findings effectively and logically
- Use citations for all references

As evidenced by the following assignments and projects with accompanying

Learning Outcomes Assessments:

- 25% Thesis Introduction and Methodology (Rubric)
- 25% Literature Review (Rubric)
- 25% Writing, Analysis and Organization (Rubric)

10% Data Collection Plan and Timeline (Checklist)

15 % Proposal Presentation (Rubric)

Introduction. Students will write a background statement that describes why the topic is relevant both personally and professionally.

Research Questions. Students will develop a research question and sub-questions using an inquiry mode.

Annotated Bibliography. Students will develop an annotated bibliography of 12-15 sources for the literature review.

Literature Review. Students will identify three categories of literature for the review. Students will write a critical analysis of 12-15 books and articles. After completing the literature review, students will revise their research questions if necessary.

Thesis Proposal: Students will develop a proposal that will help them produce an evidence-based, sound thesis project. The proposal will include: The introduction, methodology, literature review, and data collection plan and timeline. A committee of your peers, your advisor, and an outside reader will review the proposal.

Thesis Proposal Presentation: Students will present their proposal as a power point to peers, advisors, and other faculty and lead a discussion about their topic. The presentation will prepare students for their final thesis presentation the following semester.

All written assignments should adhere to the following guidelines:

1. Follow APA (see guidelines)
2. Double-spaced
3. 1-inch margins
4. 12 point font
5. Timely submission
6. Labeled with name, title and date.

Required reading:

Falk B. & Blumenreich, M. (2005). *The power of questions: A guide to teacher and student research*. Portsmouth, N.H.: Heinemann. (You need to purchase this book.)

Recommended:

La Pierre, S.D. & Zimmerman, E, Eds. (1997). *Research methods and methodologies for art education*. Reston, VA: National Art Education Association. (On reserve in library and office)

Merriam, S. B. (1998) *Qualitative research and case study applications in education*. San Francisco, C.A.:Jossey-Bass (On reserve in library and office).

Eisner, E.W. & Day, M.D. (2004). *Handbook of research in art education*. Mahwah, N.J.: Lawrence Erlbaum Associations (On reserve in my office and the library).

Assignment for Week 1:

Bring to the first class a paragraph describing your research interests and be prepared to discuss them. Look at the list of previous thesis topics that are on the website, as well as the thesis presentation booklets 2006, 2007, 2008, 2009, 2010, 2011, and 2012.

SECTION ONE: RESEARCH TOPIC AND QUESTIONS

Week 1: August 29

Introduction (Joint Class)

The history and purpose of the M.S. Thesis in Art and Design Education. Making sense of the literature in the field of art education.

Discussion of individual research interests and qualitative research methods.

In class reading: Falk, et al. (21-40). In class-look at Falk p.40, brainstorm research question, and discuss your thesis topic's personal and professional relevance. Review rubric for introduction/methodology.

Assignment for Week 2:

Draft Introduction - Initial Thoughts on Research.

Draft Research Questions and Sub-questions- Refine and finalize your thesis question and sub-question. Provide a narrative description that explains how you arrived at the questions and why you think they will help you research the topic.

Week 2: Sept. 5

Making Sense of the Sources (by appointment)

Review draft introduction and research questions

Library Tutorial for students who have not attended a tutorial (4 P.M.

with librarian Paul Schlotthauer)

Assignment for Week 3:

Literature Review: Revisit the annotated bibliography and literature review you worked on last semester. Search for new sources for additional categories in the review and begin to annotate the sources.

Read Falk et al. (41-49).

SECTION ONE: LITERATURE REVIEW

Week 3: Sept. 12

Annotated Bibliography (by appointment)
Library Tutorial (4 P.M.)

Assignment for Week 4:

Annotated Bibliography: Annotate at least 5-8 new sources

Week 4: Sept. 19

Annotated Bibliography

Assignment for Week 5:

Annotated Bibliography: Complete annotated bibliography (total of 12-15 sources and begin to draft the literature review.

SECTION TWO: LITERATURE REVIEW

Week 5: Sept. 26

Literature Review: One (by appointment)

Assignment for Week 6:

Read sample literature reviews from prior theses based on your topics. Organize the new sources in your annotated bibliography into categories and create an outline for your literature review.

Week 6: Oct. 3

Literature Review: Two (by appointment)

Make judgments and decisions about the literature but also be respectful. Recognize contributions scholars have made. Compare and contrast sources and discuss commonalities and differences.

Assignment for Week 7:

Draft **Literature Review**, which includes an introduction and discussion of one or more of your research categories (10 double-spaced pages).

Week 7: Oct. 10

Literature Review: Three (by appointment)

Complete literature review.

Assignment for Week 8:

Expand and revise your literature review (15 double-spaced pages).

Week 8: Oct. 17

Literature Review: Four

***** FINAL LITERATURE REVIEW*****

Assignment for Week 9:

Send your literature review to a reading partner for peer-review and revise based on peer and instructor feedback.

Week 9: Oct 24

Research Methodology and Action Plan (by appointment)

Formulate an action plan and decide on the research methodology that is most appropriate to your topic. **Your action plan should consider the where, what, how and when of your research and the dates the data collection will take place. Institutional Review Board (IRB) applications MUST BE IN (we will discuss this in class).** Your action plan and research methodology should produce the kind of evidence you need to explore your problem and support your approach to solving it.

Reading for Week 10:

Falk, et al. (pp. 60-85)

Readings on methodologies assigned as needed: Action Research, Case Study, Auto-ethnography, Historical, And Arts-Based Research...

Assignment for Week 10:

Using the Falk chapter, describe your action plan and methodology.

SECTION THREE: THESIS PROPOSAL

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Week 10: Oct. 31 **Thesis Proposal** (by appointment)

Develop a research proposal, which incorporates your INTRODUCTION, RESEARCH QUESTIONS AND SUB-QUESTIONS (3-4 pages), RESEARCH METHODOLOGY AND ACTION PLAN (3-4 pages), LITERATURE REVIEW (15 pages), and BIBLIOGRAPHY. The proposal should be approximately 22 pages double-spaced, APA style.

Share methodology and action plan.

Assignment for Week 11:

Finalize thesis proposal and prepare to send to outside thesis reader.

Week 11: Nov. 7 **Thesis Proposal Review** (Joint Class)

Presentation of the thesis proposal and participation in a critique by peers, your advisor and other faculty members.

Reading for Week 12:

Merriam, S.B. Conducting effective interviews (71-93)

Assignment for Week 12:

Revise the thesis proposal based on the feedback you receive and send to outside reader.

SECTION FOUR: DATA COLLECTION

Week 12: Nov. 14 **Data Collection Tools**

Data collection tools: voice recorder, video cameras etc. Transcribing interviews.

Reading for Week 13:

Falk et al. (91-114) do exercises 3.4.5 on page 84

Merriam, S.B. *Being a careful observer* (94-111) or other readings as applicable.

Assignment for Week 13:

Revise and refine METHODOLOGY.

Nov. 21-23

THANKSGIVING

Week 13: Nov. 28 **Preparing for Data Collection**

Continue to plan the data collection process.

Prepare for data collection (as applicable)

Assignment for Week 15:

Merriam, S.B. *Mining data from documents* (112-133) or other readings as applicable.

Assignment for Week 15: Revise and refine METHODOLOGY. Prepare your Thesis Proposal Presentation.

Week 14: Dec. 5 **Data Collection**

Reading for Week 15:

Falk (pp 133-160) and Merriam, S.B. *Analytic techniques and data management* (155-168)

Assignment for Week 15:

Revise your Thesis Proposal Presentation

Week 15: Dec. 12

THESIS PROPOSAL PRESENTATIONS (Joint

Class)

STUDENTS WILL BRIEFLY SHARE THEIR RESEARCH TOPICS AND WORKPLANS.

Thesis Guidelines Fall 2012

Welcome to Thesis 1. Please use this handbook as a guide for the research you will be engaged in over the next two semesters.

Submission of work in progress

I have created a webpage for each of you on the course website. The page will document our weekly meetings, keep us up to date on the progress of your research and serve as the site where I post the writing you have done (with my comments). I may also post relevant e-mail exchanges about how you are thinking about your topic. You can then download the papers and/or leave them there until you are ready to revise. I will post links to anything of interest I find for you here too.

- Please be aware that the papers you are writing make up the body of your thesis. It is important that they are all submitted following the directions in the syllabus, in APA style (see OWL Perdue site for guidelines), proof read, edited (and then revised based on comments).
- Deadlines must be met. An IP grade is submitted at the end of the fall semester, this means 'in progress.' However, for that IP grade to be submitted, the literature review must be complete, and the proposal written and reviewed by an outside reader with a complete plan for the research/data collection.
- Weekly meetings are at least half an hour and if they are canceled must be rescheduled and made up.
- It is recommended that students free up schedules at the beginning of January and Spring break 2013 as the time will be needed for data collection and writing.
- Use the Thesis Writing Guide in this handbook. Tutoring services are available in the Writing Center. Please see me for details.

Thesis Proposal Format (Due to External Reader by November 14)

Cover Page

NAME, AFFILIATION, DATE AND TITLE (THESIS PROPOSAL)

Chapter I

INTRODUCTION AND METHODOLOGY

Chapter 2

LITERATURE REVIEW

BIBLIOGRAPHY

If you want, you can provide a separate note for the external reader. This note might contain questions you have about additional sources or data collection possibilities.

Thesis Proposal Presentations (November 7 at 5 P.M.)

Prepare a five-minute presentation using power point or other software program. You should include:

1. Your MAIN research question and how it relates to your general topic. You should discuss how your assumptions changed as you read the literature about the topic and how you revised your question as a result.
2. An overview of your topic that integrates some key insights from your literature review.
3. A description of the methodologies you will use to research your question such as case study, auto-ethnography, action research, life history narrative research, oral history research, etc. and why you choose these methodologies.
4. A BRIEF description of your data collection; what, where, and how.

You will have five minutes to answer questions from the audience.

The presentations are an opportunity for you to hear about students' diverse fields of study and methodological approaches so that you can use each other as resources as you begin your data collection process. This is also an opportunity for you to talk about your research publicly. Even though you are still at the beginning stages of your research, you have all thought deeply about your topics and have already developed more critical lenses than you had when you started out in September.

PLEASE NOTE: Before you prepare your presentation look at the rubric for the Thesis Proposal Presentation (see rubrics in Thesis Handbook and on course website).

Thesis Exhibitions (Spring, 2013)

Visual Inquiry and Representation: Artists as Researchers and Educators (See Spring, 2012 Catalog on course website)

The ADE thesis exhibition is an integral part of the culmination of the art and design education program. The exhibition is a form of visual inquiry through which students have the opportunity to articulate and reflect on aesthetic philosophical and educational concerns through visual representations inspired by the research conducted as part of their thesis.

Students are invited to reflect and respond visually to the research they have undertaken and to create artworks that while inspired by the themes and concepts they have explored, become entirely new creations. These can involve a variety of interventions in the gallery space, including but not limited to traditional art disciplines as well as multimedia installations, videos, photo-documentation, historical documents, visual diagrams, performances, documentary films, and participatory actions etc. Though the show focuses on concepts and themes relative to the thesis work, the artworks are not mere literal representations of the thesis arguments, but look to reflect and expand meaning and content explored in their research thus becoming artworks in and of themselves.

Students are encouraged to respond to the gallery space and consider site-specificity when conceiving their artworks. Choice of site and placement as well as the selection of materials will be conceptually aligned with the themes and content they are bringing forth while simultaneously inviting the viewer to participate and actively engage in reflecting on current issues and/or the history of art education in its expanded theoretical and interdisciplinary dimensions. The exhibition provides a venue for articulating concerns, proposing solutions and critical reflections on aesthetics, philosophy and education through a wide variety of social participatory and contemporary art practices.

Rubric: Research Questions and Methodology

	EXEMPLARY	COMPETENT	BEGINNING	NOT ACCEPTABLE
Reasoning and Monitoring	Formulates research question that requires reasoning from more than one point of view; monitors assumptions about the topic.	Formulates research question that requires reasoning from more than one point of view; states an assumption about the topic.	Formulates research question that includes assumption/s about the topic.	Research question can be answered with a yes or no.
Designing	Designs study that will help answer research question; identifies multiple research studies that support methodology	Designs study that will help answer research question; identifies one source of research that supports methodology	Designs study that will help answer certain aspects of the research question	Study design does not directly relate to the research question.
Identifying	Identifies the role of the researcher; identifies context for study; identifies process for analyzing data	Identifies the context for the study and the process for analyzing the data	Identifies the context for the study	Does not identify the context for the study, the process for analyzing data.
Organizing	Organizes a system for keeping track of data and emergent understandings	Organizes a system for keeping track of the data and some emergent understandings	Organizes a system for keeping track of the data	Does not develop a system for keeping track of the data
Revising	Revises methodology and/or research question based on self-assessment and problem solving	Revises methodology and/or research question based on problem solving	Revises methodology and/or research question	Does not revise methodology or research question

Rubric: Literature Review

DOMAINS	EXEMPLARY	COMPETENT	BEGINNING	NOT ACCEPTABLE
Relevance and Scope	Identifies distinct fields of knowledge related to research question; identifies contemporary research studies that address the breadth, depth and conflicts in the field	Identifies fields of knowledge related to research question; identifies some contemporary research studies	Identifies at least one field of knowledge related to the research question; identifies research studies.	Field of knowledge is not directly related to the research question; research studies are not contemporary or peer-reviewed
Categorization and Synthesis	Categorizes research through multiple common denominators; synthesizes research based on significance to the field and research questions	Categorizes research through more than one common denominator; synthesizes research based on significance to field or research questions	Categorizes research common denominator; makes an attempt to synthesize research.	Does not categorize research; does not synthesize.
Differentiation	Differentiates among research studies based on theory, methodology, disciplinary orientation, evidence, & conclusions.	Differentiates among research studies in some areas.	Differentiates among research studies in at least one area.	Does not differentiate among research studies.

Trends and Connections	Explains trends in different fields and makes connections across categories	Explains some trends in more than one field	Explains trends in one field.	Does not explain trends
Evaluation	Evaluates the strengths, weaknesses and gaps in the research studies	Evaluates some of the strengths and weaknesses in research studies.	Evaluates strengths or weaknesses in some research studies	Does not evaluate the strengths or weaknesses of the research studies.

Rubric: Data Collection/Analysis

	EXEMPLARY	COMPETENT	BEGINNING	NOT ACCEPTABLE
Investigating and Collecting	Investigates systematically; collects adequate data related to all parts of the research design	Investigates somewhat systemically; collects data related to some parts of the research design	Investigates partially; collects data related to one part of the research design	Collects limited data; does not relate data collection to research design.
Interpretation and Clarification	Interprets data by identifying distinct patterns, relationships, themes; clarifies assumptions by viewing data from different perspectives	Interprets data by identifying several themes	Interprets data by identifying at least one theme	Does not interpret data but simply describes it; makes claims based on weak interpretation

Contextualization	Contextualizes interpretation through description of research setting, subjects, and relevant history.	Contextualizes interpretation through a description of the research setting	Contextualizes interpretation through limited description of the research setting	Provides little contextual information
Justification	Justifies all findings based on related, convincing evidence	Justifies some findings based on related evidence	Justifies findings based on somewhat related evidence	Does not provide adequate evidence to justify claims
Comparison	Compares and contrasts claims to research discussed in literature review	Compares some claims to research discussed in literature review	Compares at least one claim to research discussed in literature review	Does not relate claims to research

Rubric: Writing, Analysis, and Organization

	EXEMPLARY	COMPETENT	BEGINNING	NOT ACCEPTABLE
Logical Analysis, Interpretation, and Judgment	Uses topical sentences to analyze, interpret and judge logically within paragraphs	Uses topical sentences to analyze, interpret and judge logically within most paragraphs	Uses topical sentences to describe evidence but lacks analysis, interpretation and judgment in paragraphs	Lacks topic sentences and demonstrate little logical flow
Logical Organization	Uses sub-headings to convey thesis logic and organization	Uses sub-headings to convey logic and organization in some sections and not others	Uses sub-headings to convey organization of thesis	Uses few sub-headings in a disorganized fashion

Effective Transitions	Makes effective transitions between paragraphs, sections, and chapters.	Makes effective transitions most of the time	Makes irregular effective transitions	Makes few transitions .
Grammar	Uses correct grammar, punctuation and spelling	Uses correct grammar, punctuation and spelling most of the time	Makes repetitive mistakes in grammar, punctuation and/or spelling	Makes frequent and repetitive mistakes in grammar, punctuation and/or spelling.
Citations	Inserts in-text citations into reference list; follows APA-style citation style	Inserts most of the in-text citations into reference list; follows APA citation style in most instances	Inserts some of the in-text citations into reference list; follows some but not all of the APA requirements for citations	Reference list and in-text citations are not consistent; does not follow APA requirements for citations

Rubric: Thesis Proposal Oral and Visual Presentation

	EXEMPLARY	COMPETENT	BEGINNING	NOT ACCEPTABLE
Relevance	Establishes relevance of research topic; makes clear connection between research question and broader topic	Establishes relevance of research topic	Discusses research topic	Research topic is unclear
Integration	Integrates literature into discussion of topic; identifies gaps in the literature	Integrates literature into discussion of topic	Integrates one or two sources into discussion of topic	Makes no connection to the literature

Reflection	Describes assumptions about the topic and how they may have changed after reading the literature; describes changes in research question	Describes changes in research question and makes some connection to how the literature influenced revisions.	Describes changes in research question.	Does not discuss any changes in thinking about the topic
Organization	Presentation is organized with clear transitions	Presentation is organized	Presentation is somewhat organized	Presentation lacks organization
Delivery	Sustained contact with audience; audible voice throughout	Makes contact with audience; audible voice most of the time.	Attempts to make contact with audience; somewhat audible.	Does not make contact with audience; not audible
Text-Font Choice and Sequencing	Font formats (e.g. color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned but it may be a little hard to read.	Font formatting makes it very difficult to read the material.
Use of Graphics	All graphics support the theme/content of the presentation; text and image are balanced; background does not detract from text and graphics.	A few graphics support the theme/content of the presentation; background does not detract from text and graphics.	A few graphics do not seem to support the theme/content of the presentation; background does not detract from text and graphics.	The graphics detract from the content of the presentation; background competes with other graphics on the page.

ADE Thesis Writing Guide

The thesis is the culminating project for the Master of Science degree in Art & Design Education at Pratt Institute. Its purpose is to provide a structure in which students will investigate a particular problem or question relating to their coursework, their teaching practice, and the literature in the field. Designing, researching, and presenting an original and provocative study bear witness to the student's readiness to join the art education profession.

The study may be based on a theoretical question, a policy issue, or a historical movement in art and design education, to name several possibilities. It may also take the form of a field study, including observations and analysis of a particular art teacher, art room, or students. Such issues as teaching style, art history in the studio class, or strategies for critique are other possible subjects.

As a supplement to the thesis, students may consider alternative modes of presentation to explore, analyze and document their research questions if desired, such as a gallery exhibition or an installation, an illustrated lecture or series of lectures, a film, or a video. However, any supplementary material will not be considered when evaluating the thesis.

The thesis is expected to be typed and double-spaced, between 50 and 80 pages including references and appendices, and formatted according to the most recent edition of the *APA Publication Manual* (except where specific Pratt Library requirements are indicated).

The primary source of guidance in terms of content, organization, documentation, and format is the thesis advisor. The department chair is also available for advice. There may be a tutor assigned to your department who can assist you with written grammar and formatting.

The library staff can provide advice on research strategies, techniques, and sources. See the reference librarians for assistance. The Writing and Tutorial Center, located on the first floor of North Hall, also offers editorial help. Call (718) 636-3459 for an appointment, or drop in during scheduled hours.

1. Order of Sections

The material of your manuscript should be ordered as follows:

- Title page
- Signature page
- Abstract
- Acknowledgements
- Table of contents
- List(s) of tables, figures, charts, graphs, media, illustrations, etc., if any
- Glossary of Terms, if any
- Preface / Forward, if any
- Introduction / Methodology
- Literature Review
- Context
- Findings / Discussion / Analysis
- Reference List
- Appendices, if any
- Multimedia, if any

2. Main Chapters

Introduction and Statement of Research Question(s) The research question should be presented in clear language. What is it that you are seeking more information about? What problem are you trying to address?

Methodology What is your research plan and why does it make sense for your thesis topic? Your method should be the one that is most appropriate for your topic; it should produce the kind of evidence you need to explore your problem and support your approach to solving it.

Literature Review What have other people said about your topic? How is this information of value to your study? List the major authors on the subject and summarize their findings. What are the theoretical underpinnings of your thesis? Establish a relationship between your research question and the literature.

Implications and Context Why is your thesis topic and research plan relevant to the field of art and design education? The context should also provide the necessary background information for the findings chapter of the thesis.

Findings / Discussion / Analysis Your analysis of the various aspects of your thesis should be the basis for your findings chapter. What conclusions have you reached based upon your research and investigation?

Conclusion A brief summary of your study, including a discussion on why this issue is important to the research in art and design education and what new information or sources your study has contributed to the field.

Each chapter of the thesis should represent a broad area you wish to cover. Each section of a chapter should deal specifically with research you want to analyze. Each paragraph of a section should explore one specific idea and contain both analysis and evidence to support your analysis. This structural hierarchy will help you organize your thesis as you analyze your research.

3. Structure and Organization

List the important points that you want to make and arrange them in sequence before you start writing. Even if you have not yet compiled all your research or field notes, make a realistic assumption of what you will research and how much space to allocate to each aspect of your research. Keep your structure flexible to accommodate new discoveries and ideas. Some examples of different kinds of information:

Observed Data (interviews, field notes)

Analysis (this should make up the bulk of your text)

Working Hypotheses (should evolve alongside your research and analysis)

References (found in books or journals)

Now create a map of all your information. This should be a web or flow chart that examines all of your research holistically. Look for patterns and repetition. Determine any relationships that may exist between the different components of your research. This is a good time to reprioritize content and change the sequence of information.

4. Style

Avoid using the passive voice: “The dog was bitten by the cat.” Active voice is used for most non-scientific writing: “The cat bit the dog.” Using active voice for the majority of your sentences makes your meaning clear for readers, and keeps the sentences from becoming too complicated or wordy. Even in scientific writing, too much use of passive voice can cloud the meaning of your sentences.

Avoid using casual language and slang throughout your thesis, unless you are quoting verbatim from an interview or transcript for a specific reason. Also avoid using the first person: “I think that...”, except when writing about your own experiences or giving your personal perspective in the introduction.

Hearing the words, distanced on the page, adopting the stance of a reader, allows thesis writers a different position from which to self-critique. It can help you to craft the ‘flow of a text’, one of the hardest aspects of a text to judge. Reading aloud, for example, makes it clear that the choreography of an argument is neither set to a funereal dirge, nor to a frenetic reel. Thesis writing must develop a tempo which moves the reader at a regular and pleasing pace through the various points and counterpoints. It is this flow which makes the thesis argument not only logical, but a good read, and where you can benefit from sharing your work with others.

5. Figures and Tables

Visual material such as figures (illustrations, photographs, or other imagery) and tables can be used quickly and efficiently to present a large amount of information to an audience, but visuals must be used to assist communication, not to use up space, or disguise marginally significant results behind a screen of complicated statistics. Ask yourself this question first: is the table or figure necessary? For example, it is better to present simple descriptive statistics in the text, not in a table.

Relation of Tables or Figures and Text Because tables and figures supplement the text, refer in the text to all tables and figures used and explain what the reader should look for when using the table or figure:

As seen in Table 1, a number of factors affected the children’s social development, including the amount of love they were given.

A number of factors affected the children’s social development, including the amount of love they were given (Table 1).

Focus only on the important point the reader should draw from them, and leave the details for the reader to examine on their own. However, ensure that each table and figure is intelligible without reference to the text.

Organization, Consistency, and Coherence Number all tables and figures sequentially as you refer to them in the text (Table 1, Table 2, etc.).

Captions and Labels For figures, make sure to include the figure number and a title with a legend and caption. These elements appear below the figure or table. For the figure number, type Figure “X”. Then type the title of the figure in upper and lowercase letters. Follow the title with a legend that explains the symbols in the figure and a caption that explains the figure:

Figure 1. How to create figures in APA style. This figure illustrates effective elements in APA style figures.

Captions serve as a brief, but complete, explanation and as a title. For example, “Figure 4: Population” is insufficient, whereas “Figure 4: Population of Grand Rapids, MI by race (1980)” is better. If the figure has a title in the image itself, crop it.

Graphs should always include a legend that explains the symbols, abbreviations, and terminology used in the figure. These terms must be consistent with those used in the text and in other figures.

Documentation If you are using figures, tables and/or data from other sources, be sure to properly document your sources.

Size Figures of any kind, whether photographs, charts, graphs or illustrations, should not take up more than 40% of the page, including the caption and white space before and after. The height of figures should not exceed the top and bottom margins.

6. Citations

Citations are the scholarly means of correctly attributing the source of particular ideas, theories and findings. They demonstrate that all scholarship is located within a field to and with which it speaks. Citations counter the fallacy that scholarship is the work of a single scholar.

Some questions to consider: How many references are needed to acknowledge an idea? When is it appropriate to put a few references and say 'for example' or 'as in' or 'see also'? If there is a large body of work in the area, is it a good idea to put in references from a range of dates, or from a number of locations?

APA Citation Basics When using APA format, follow the "(author, date)" method of in-text citation. This means that the author's last name and the year of publication for the source should appear in the text, for example, (Jones, 1998), and a complete reference should appear in the reference list at the end of the paper.

If you are referring to an idea from another work but NOT directly quoting the material, or making reference to an entire book, article or other work, you only have to make reference to the author and year of publication and not the page number in your in-text reference. All sources that are cited in the text must appear in the reference list at the end of your thesis.

In-Text Citation

- Always capitalize proper nouns, including author names and initials:

Franklin D. Roosevelt's excursion to the Eiffel Tower (Jones)

- If you refer to the title of a source within the text, capitalize all words that are four letters long or greater within the title of a source:

According to Permanence and Change (Jones)...

Exceptions apply to short words that are verbs, nouns, pronouns, adjectives, and adverbs:

Writing New Media, There is Nothing Left to Lose

- When capitalizing titles, capitalize both words in a hyphenated compound word:

Natural-Born Cyborgs

- Capitalize the first word after a dash or colon:

"Defining Film Rhetoric: The Case of Hitchcock's Vertigo"

- Italicize or underline the titles of longer works such as books, edited collections, movies, television series, documentaries, or albums:

The Closing of the American Mind; The Wizard of Oz; Friends

- Put quotation marks around the titles of shorter works such as journal articles, articles from edited collections, television series episodes, and song titles:

"Multimedia Narration: Constructing Possible Worlds"
"The One Where Chandler Can't Cry."

Short Quotations If you are directly quoting from a work, you will need to include the author, year of publication, and the page number for the reference (preceded by "p."). Introduce the quotation with a signal phrase that includes the author's last name followed by the date of publication in parentheses:

According to Jones (1998), "Students often had difficulty using APA style, especially when it was their first time" (p. 199).

Jones (1998) found "students often had difficulty using APA style" (p. 199); what implications does this have for teachers?

If the author is not named in a signal phrase, place the author's last name, the year of publication, and the page number in parentheses after the quotation:

She stated, "Students often had difficulty using APA style" (Jones, 1998, p. 199), but she did not offer an explanation as to why.

Long Quotations (Block Quotes) Place direct quotations longer than 40 words in a free-standing block of typewritten lines, and omit quotation marks. Start the quotation on a new line, indented 0.5 in from the left margin, in the same place you would begin a new paragraph. Type the entire quotation on the new margin, and indent the first line of any subsequent paragraph within the quotation 0.5 in from the new margin. The parenthetical citation should come after the closing punctuation mark:

Jones's (1998) study found the following: Students often had difficulty using APA style, especially when it was their first time citing sources. This difficulty could be attributed to the fact that many students failed to purchase a style manual or to ask their teacher for help. (p. 199)

Summary or Paraphrase If you are paraphrasing an idea from another work, you only have to make reference to the author and year of publication in your in-text reference, but APA guidelines encourage you to also provide the page number (although it is not required.)

According to Jones (1998), APA style is a difficult citation format for first-time learners (p. 199).

APA style is a difficult citation format for first-time learners (Jones, 1998, p. 199).

Interviews Reference interviews with the last name of your interviewee and the date:

The professor said that it was hard (Kelly interview, 2011).

In your reference list, add the details of your interviews under your bibliography. Include details such as when and where the interview took place. If you have interviewed several people who share a last name, or who do not wish to be identified by name, make sure to differentiate between them:

Interview with Kelly, J., Professor of Museum Studies. Pratt Institute, Brooklyn, NY. 2011

7. Format

Paper and Pages Your essay should be typed, double-spaced and printed on 8.5 in x 11 in watermarked, acid-free, minimum 20-lb. weight white paper for preservation purposes. You should use 10-12 pt. Times New Roman or a similar font.

Margins To assure proper binding, the following margins are required:

- Left margin: 1.5 in for all pages.
- Right margin: 1 in, with no intrusion of letters or anything else into the right margin.
- Top margin: the first page of the Acknowledgments, Table of Contents, List of Tables, List of Figures, the first page of each new chapter, References, and Appendices should begin 2 in from the top edge of the page. All other pages begin 1 in from the top.
- Bottom margin: 1 in for all pages.

Pagination The title page is counted as page one, but a page number does not appear on it. Lower case roman numerals (ii, iii, iv, v, vi, etc.) are used for all subsequent pages up to the first page of the text (page 1 of Chapter 1). Beginning with page 1 of Chapter 1, Arabic numbers (1, 2, 3, 4, etc.) are used and are continuous through the last page, including all appendices. All page numbers should be right aligned and placed 0.75 in from the top edge of the page.

Paragraphs Do not justify the right margin of your text; keep it left aligned, also known as ragged right, like the text in these guidelines.

White Space Avoid leaving more than two inches of white (empty) space without type, tables or figures. A table or figure should be inserted in the text as soon as possible after it is first referred to where it will fit in its entirety on one page. Leave the equivalent of three blank single-spaced lines between illustrative materials and text. Continue your text if you can fit at least four double-spaced lines of text after the figure. You may have more than one item of illustrative material on a page, preferably separated by at least four lines of double-spaced text.

Title Page Type your title in uppercase letters centered in the upper half of the page. APA recommends that your title be no more than 12 words in length and that it should not contain abbreviations or words that serve no purpose. Your title may take up one or two lines.

Beneath the title, type the author's name: first name, middle name(s), and last name. Do not use titles (Dr.) or degrees (Ph.D.). Beneath the author's name, leave 4 lines and add the copyright. Beneath the copyright, leave 4 lines and type the institutional affiliation and the date:

PRATT'S AWESOME EXAMPLE OF
AN APA THESIS TITLE PAGE

by
Pete Perfect Pratt

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A thesis submitted in partial fulfilment
of the requirements for the degree of Master of Science
(Art and Design Education)
School of Art and Design
Pratt Institute

May 2011

Headings There are five different levels of headings in your thesis:

- Chapters: Centered, roman, uppercase, 2 in from top of page, followed by 2 double spaces
- Sections: Left-aligned, underlined, title case, 2 double spaces before, followed by 1 double space
- Subsections: Left-aligned and indented 0.5 in, underlined, title case, 2 double spaces before, followed by 1 double space
- Headings: Left-aligned, roman, title case, 2 double spaces before, followed by 1 double space
- Subheadings: Left-aligned and indented 0.5 in, roman, title case, 2 double spaces before, followed by 1 double space

Line Spacing Double-space the entire manuscript with these exceptions (which should be single-spaced):

- The institutional affiliation on the title page
- Titles, headings, and subheadings of more than one line
- Block quotations
- Column headings and lines that run on in tables
- Reference list entries—double space between entries
- Figure captions
- Explanatory material for figures, tables, and illustrations
- Appendices: the spacing is variable depending on the source and content.

Numbers Numbers beginning a sentence, as well as numbers below 10, should be spelled out when they appear within the text.

8. References

Your reference list appears at the end of your thesis. It provides the information necessary for a reader to locate and retrieve any source you cite in the body of the paper. Each source you cite in the paper must appear in your reference list; likewise, each entry in the reference list must be cited in your text.

Your references should begin on a new page separate from the text of the essay; label this page "References" centered at the top of the page (do NOT bold, underline, or use quotation marks for the title).

- All lines after the first line of each entry in your reference list should be indented 0.5 in from the left margin (hanging indentation).
- Authors' names are inverted (last name first); give the last name and initials for all authors of a particular work for up to and including seven authors. If the work has more than seven authors, list the first six authors and then use ellipses after the sixth author's name. After the ellipses, list the last author's name of the work.
- Reference list entries should be alphabetized by the last name of the first author of each work.
- If you have more than one article by the same author, single-author references or multiple-author references with the exact same authors in the exact same order are listed in order by the year of publication, starting with the earliest.
- When referring to any work that is NOT a journal, such as a book, article, or Web page, capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns. Do not capitalize the first letter of the second word in a hyphenated compound word.
- Capitalize all major words in journal titles.
- Italicize titles of longer works such as books and journals.
- Do not italicize, underline, or put quotes around the titles of shorter works such as journal articles or essays in edited collections.

9. Library Requirements

- Theses must be printed on 8 ½" x 11" watermarked, acid-free, minimum 20-lb. weight white paper for preservation purposes.
- Appended images may be printed on the paper of your choice and must adhere to the required margins.
- The title and signature pages follow a standard format (see sample thesis template).
- The Library's copy have original signatures from all required parties (including your advisor and/or department chair).
- All visuals and supplementary information must be submitted with the thesis and presented as specified below.
- A binding fee of \$85 is paid upon submission. You will be given a slip to take to the Bursar, where you pay the fee. This pays for two copies, one of which you get to keep.
- Any manuscript that does not meet these standards will be returned for correction.

10. Binding

Library copy: Please submit one complete, signed copy to the Library unbound (boxed or in an envelope). The library uses an outside vendor for standardized binding. The \$85 binding fee provides one copy for the Library's collection, plus a personal bound copy of your thesis to keep.

Personal copy: The binding of the personal copy is optional but included in the \$85 fee. If you choose to have a second copy bound, you need to submit a second copy of your thesis and complete a mailing address form at the reference desk.

ED 660A – THESIS I

Fall 2012

Prof. Heather Lewis, Instructor
Prof. Paul Schlotthauer, Librarian

FINDING BOOKS AND ARTICLES AT PRATT

LIBRARY CATALOG: PRATTCAT (<http://cat.pratt.edu>)

Prattcat is the library's online catalog of books, journals and magazines, newspapers, and multimedia. It is searchable offsite through the Pratt Libraries Web site. You may search by a variety of fields, including **title, author, subject, and keyword**.

➤ **Remember:** Although you can search for titles of journals, magazines, and newspapers, you will not find individual articles listed. For these you must use one of the databases (see below). The Pratt Institute Library subscribes to the following journals relevant to art, design, and general education:

- *American Artist*
- *American Journal of Education*
- *Art Education*
- *Art Journal*
- *Arts and Activities*
- *Arts Education Policy Review*
- *College Art Journal*
- *Exceptional Children*
- *International Journal of Art and Design Education*
- *Museum Studies*
- *NAEA News*
- *School Arts*
- *Studies in Art Education*

SEARCHING PRATTCAT BY KEYWORD. The search engine looks for important words anywhere in the record. If you search on the word *design* you will pull up records containing that word. This can result in a large number of items, but not all of them may be relevant.

➤ **Search Tip #1: Wildcards.** Often you can increase the number of items retrieved by using a *wildcard*, which in PrattCat and many other databases consists of an asterisk (*). A portion of a word followed by an asterisk will retrieve all variations of that word. For instance, *financ** will pull up *finance*,

finances, financing, financial, etc. A question mark (?) is often used as a wildcard in the middle of a word: *kn?e** will pull up *knife* and *knives*.

But be careful! Sometimes a wildcard will pull up irrelevant results. For instance, *art** will pull up *art, arts, artist, artists, artistic*, etc., but it will also retrieve *article*, a common term in databases. If you are looking for materials on education, *class** will pull up *classroom* and *classrooms*, but also *classic, classical, classicism, classify*, and *classification*.

- **Search Tip #2: *Phrase Searching*.** To search on a phrase, enclose it in quotation marks. “*Green design*” will tell the search engine that these two words must appear next to each other and in that order. Without the quotation marks, the search engine will look for each word separately.
- **Search Tip #3: *Searching Multiple Terms*.** Inserting the word *and* between two terms means that both terms must be present but not necessarily next to each other or in any particular order. Inserting the word *or* means that either of the terms, but not necessarily both, must be present. An *or* search usually yields more results but they will not all be relevant. An *and* search will yield fewer results but they will probably be more focused. When used in this way in database searching, *and* and *or* are known as *Boolean operators*.

SEARCHING PRATTCAT BY SUBJECT. Subject headings are predetermined terms that describe what an item is about. If you search on the subject heading *education* you will pull up items that are about that subject. This usually results in a smaller number of items, but they will usually be more relevant.

- To find books on art education, do a Subject search using the Subject tab to see the subject heading *Art—Study and teaching*, which has many subdivisions to narrow the topic. The following are examples:

Art—Study and teaching—History
Art—Study and teaching—New York (City)
Art—Study and teaching—North America—History
Art—Study and teaching—Periodicals
Art—Study and teaching—Philosophy
Art—Study and teaching—Research—Methodology
Art—Study and teaching—United States
Art—Study and teaching (Primary)
Art—Study and teaching (Secondary)

ELECTRONIC DATABASES

(http://library.pratt.edu/find_resources/articles_databases/)

To search for specific journal articles, use one of the databases accessible through the Pratt Libraries Web site. Ask at the first-floor Reference Desk for more information on how to

access the databases offsite, or see the FAQs below. The following is a selection of databases available to Pratt students:

ARTbibliographies Modern

Abstracts of journal articles, books, essays, exhibition catalogs, dissertations and exhibition reviews with comprehensive bibliographic coverage of modern and contemporary art, architecture, design and photography. The time period coverage includes the 19th and 20th centuries. Covers literature published since 1974. A list of periodicals indexed is available. Updated monthly.

Art Full-Text/Art Retrospective

Indexes citations to articles from over 600 journals published worldwide with broad coverage of art-related topics including fine, applied and media arts, architecture, and design. Also indexes reproductions of works of art that appear in the indexed journals. A list of periodical titles for either Art Index or Art Index Retrospective is available.

Avery Index

Most comprehensive listing of journal articles on architecture and design, history and practice of architecture, landscape architecture, city planning, historic preservation and interior design and decoration. Indexes articles from nearly 800 US and foreign architectural journals published worldwide, 75% of which are not indexed in any other source. Includes articles from previous electronic version as well as records converted from Avery Library card file, with records dating from the 1860s to the present. A list of periodical titles indexed is available.

Bibliography of the History of Art

The Bibliography of the History of Art indexes and abstracts articles, art-related books, conference proceedings, dissertations, and art exhibition and dealer's catalogs. This extensive and comprehensive index covers European and American art from late antiquity to the present.

BuildingGreen

This searchable Website, which belongs to the independent publishing company BuildingGreen, Inc., provides print and electronic resources to help design and build construction projects from a whole-systems perspective, taking an integrated-design approach that minimizes ecological impact and maximizes economic performance. It includes such features as news articles on sustainable design and construction, research topics, green building products, and case studies.

DAAI (Design & Applied Arts Index)

Indexes over 500 journals that cover such subjects as industrial design, interior design, fashion, graphic design, typography, and commercial design since 1973.

Education Full-Text

Features comprehensive coverage of an international range of over 700 English-language education periodicals, monographs, and yearbooks.

ERIC

Contains annotated references to nonjournal material in the monthly *Resources in Education* (RIE) and to journal articles issued in the monthly *Current Index to Journals in Education* (CIJE). Contains almost 1 million records from over 2,000 titles published since 1966. A list of sources is available. Updated monthly.

GreenFILE

Covers all aspects of human impact on the environment, with over 500,000 citations from scholarly, government, and general-interest publications on topics such as global climate change, green building, sustainable agriculture, and renewable energy. Full text is available for many citations.

Humanities Full-Text

Covers almost 600 major full-text journals in social sciences and humanities, many peer-reviewed. Indexing goes back to 1984; full-text to 1995.

JSTOR

Focused on the arts and humanities, JSTOR includes over 1,000 leading academic journals across the humanities, social sciences, and sciences, as well as select monographs and other research materials. JSTOR is essentially an archive for backfiles of scholarly journals and is not a current-issues database.

National Newspaper Index

This index provides indexing (1977-present) of America's top five newspapers: *New York Times*, *Wall Street Journal*, *Christian Science Monitor*, *Los Angeles Times* and *Washington Post*.

New York Times (1851–2007) with Index (1851–1993)

Provides full-text access to the *New York Times* from its beginning in 1851 through 1993. Searchable by a variety of document types, such as advertisements, articles, birth notices, obituaries, editorials, news, reviews, and images.

OmniFile Full-Text Mega

A multidisciplinary database containing citations, abstracts, and full-text articles from a variety of databases, including Education Full-Text, General Science Full-Text, Humanities Full-Text, Readers' Guide Full-Text, Social Sciences Full-Text, and Business Full-Text.

Oxford Art Online

Contains over 43,000 articles from *Grove Art Online* on the art and architecture of Asia, Africa, Europe, the Americas and the Pacific, with 40,000 image links and 5,000 images. Also includes the *Oxford Companion to Western Art*, the *Concise Oxford Dictionary of Art Terms*, and the *Encyclopedia of Aesthetics*.

Project MUSE

Provides full-text access to peer-reviewed, scholarly journal in the arts, humanities, and social sciences. MUSE is the sole source of complete, full-text versions of titles from many leading university presses, non-profit publishers, and scholarly societies. For selected titles, access to over a decade of backfiles is also available.

Scopus

The world's largest abstract and citation database of peer-reviewed literature and quality Web sources, Scopus indexes over 19,000 titles from 5,000 publishers worldwide. Subject areas include social sciences and humanities, life sciences, health sciences, and physical sciences.

Social Sciences Full-Text

Contains over 600 titles covering the latest concepts, trends, opinions, theories, and methods in both applied and theoretical aspects of the social sciences. Indexing goes back to 1983.

FREQUENTLY ASKED QUESTIONS WHEN SEARCHING DATABASES**How can I access them?**

To access the list of databases to which Pratt subscribes, log onto the Library's home page at <http://library.pratt.edu>, and click on Articles & Databases under Quick Links. If you are off campus, you'll be asked for your Pratt OneKey user name and password when you click on a specific database.

Why would I use these databases?

To find individual journal articles on specific topics. Remember, you can't use PrattCat to do this because it does not contain the titles of individual articles, only the titles of entire journals. Many databases also include other kinds of publications, including reports, newsletters, and books.

How do I use them?

Most databases have similar features to PrattCat, so you can search by authors, titles, keywords, and subjects (sometimes also called descriptors).

Can I use the search tips suggested for PrattCat?

Yes. Wildcards, Boolean operators, and phrase searching are supported in most databases.

Will the databases give me the full text of the articles I want?

Sometimes. In other instances you may get only an abstract, which is a summary of what's in the article. You will always get a citation.

What's a citation and why is it important?

A citation provides you with the information you need to locate an article. The important elements of a citation are:

- Author's name
- Article title
- Periodical title
- Volume number
- Date

➤ **Remember:** Without the periodical title, volume number, and date you won't be able to locate the article!

What do I do after I've copied down the citation?

Log into PrattCat and perform a title search for the periodical that contains the article (*not* the title of the article itself). If we have it, the record will show the volume numbers we own.

Does the Pratt Library have all the periodicals in all the databases?

No. Unlike PrattCat, these databases do not necessarily reflect the holdings of our library. Rather, they reflect the existing scholarly literature on specific topics.

If the Library doesn't own a periodical (or a book) I need, am I out of luck?

Not necessarily. Go to the Reference Desk on the first floor and ask the librarian for help. We may be able to determine if the item is available in one of the public libraries. If it isn't, we may be able to locate another academic library in the city that owns the title, and we can give you a referral card that will allow you temporary access to that library.

What if a title isn't owned by any of the local libraries?

We can try to obtain it from distant libraries through Interlibrary Loan. However, this process may take several weeks, so it is not an option if you need something quickly. Ask a Reference Librarian for more information.

ADDITIONAL RESOURCES

HISTORICAL NEWSPAPERS (other than the *New York Times*)**Brooklyn Daily Eagle Online (www.brooklynlibrary.org)**

The *Brooklyn Daily Eagle*, the major newspaper of first the City and then the Borough of Brooklyn from 1841–1955, has been digitized by the Brooklyn Public Library through the year 1902. The database allows searches by date and keyword, and include images as well as text.

Chronicling America (chroniclingamerica.loc.gov)

A Website produced by the National Digital Newspaper Program providing access to more than 200 newspapers from all over the United States, covering the period 1880–1922. This ongoing digitization project will eventually expand to include additional titles and years. Searchable by state, newspaper, year, and keyword. A directory provides place of publication, geographic coverage, publisher, dates of publication, frequency of issues, and other information about each newspaper.

Historical Newspapers Online**(gethelp.library.upenn.edu/guides/hist/onlinenewspapers.html)**

This site, hosted by the University of Pennsylvania, provides links to historical U.S. newspapers, organized by state. Date range and areas of coverage are indicated.

PUBLIC LIBRARIES

There are three public library systems in the city of New York. If you reside in the city, even if only temporarily while you are a student at Pratt, you may join one or more of them.

Membership is free. Once you join and receive a library card, you will have access to print collections and electronic databases greatly exceeding the resources at Pratt. The New York Public Library, for instance, contains one of the largest and most important research collections in the world.

New York Public Library (covers Manhattan, the Bronx, and Staten Island)

www.nypl.org

Brooklyn Public Library

www.brooklynlibrary.org

Queens Borough Public Library

www.queenslibrary.org

RESEARCH AND WRITING

STYLE MANUALS

Style manuals, in addition to providing rules for citing research, also discuss the basics of grammar, punctuation, vocabulary, sentence structure, plagiarism, formatting documents, and organizing research. These books are located in the Ready Reference section of the library in the first-floor Reference Room.

Chicago Manual of Style. 16th ed. Chicago: University of Chicago Press, 2010. **808.02 C532M16**

Concise Rules of APA Style. Washington, D.C.: American Psychological Association, 2005. **808.02 P976C**

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 7th ed. New York: The Modern Language Association of America, 2009. **808.027 M24**

Goldstein, Norm, ed. *Associated Press Stylebook and Briefing on Media Law*. New York: Basic Books, 2004. **808.02 A849 39th ed 2004**

Hacker, Diana. *A Writer's Reference*. 5th ed. Boston: Bedford/St. Martin's Press, 2003. **808.042 H118W5**

Hacker, Diana. *Rules for Writers*. 5th ed. Boston: Bedford/St. Martin's Press, 2004. **808.02 H118**

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 6th ed., rev. by John Grossman and Alice Bennett. Chicago: University of Chicago Press, 1996. **808.02 T93M6**

WEBSITES FOR WRITING AND ORGANIZING RESEARCH

The Writing Center of the University of North Carolina at Chapel Hill

<http://www.unc.edu/depts/wcweb/handouts/index.html>

This site features useful information in the form of individual handouts discussing the various aspects of creating a thesis statement, conducting and organizing research, and scholarly writing. There are also multimedia writing strategy demos.

The University of North Carolina Libraries' Citing Information Tutorial

<http://www.lib.unc.edu/instruct/citations/introduction/index.html>

The tutorial consists of a series of self-paced instructional modules designed to introduce you to citing information in a number of citation styles, including APA, MLA, Chicago/Turabian, and CSE/CBE. Includes sample bibliographies, works-cited lists, footnotes, and in-text citations.

Zotero

<http://www.zotero.org>

Zotero is a program that can help you collect, manage, and cite your research sources. It is an extension of Mozilla Firefox and works only with that browser. Zotero is open-source and can be downloaded for free.

Mendeley

www.mendeley.com

Another free program that allows you to manage, cite, organize, and share your research.

Citation Builder

<http://www.lib.ncsu.edu/citationbuilder/>

The North Carolina State University Libraries' online citation builder creates citations in MLA, APA, and CSE style formats based on publication information that you provide.

BibMe

<http://www.bibme.org>

BibMe is another citation builder, using MLA, Chicago, APA, and Turabian formats. Complete works cited lists can be created and then downloaded.

SourceAid

www.sourceaid.com/citationbuilder

Another citation builder for MLA, APA, Chicago, and CSE. You can select from a wide variety of research source types.

delicious

<http://delicious.com>

Delicious allows you to store bookmarks on the Web instead of your browser so that they are accessible from any computer, and enables you to keep track of your online source materials.