



Guideline for Thesis Writing
Faculty of Engineering and Natural Sciences

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GUIDELINE FOR THESIS WRITING

INTERNATIONAL UNIVERSITY OF SARAJEVO (IUS)
Faculty of Engineering and Natural Sciences (FENS)



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1 INTRODUCTION

Writing a thesis is a requirement for the completion of a Bachelor of Science (BS), Master of Science (MS) and doctor of Philosophy (PhD) at International University of Sarajevo (IUS). It is a way in which the students demonstrate their ability to produce a relatively lengthy academic work combining skills in research, synthesis of material gained from a variety of sources, analysis and writing. In accordance to the content of the thesis, the students should demonstrate their understanding of the topic, their ability to present their research in a clear and coherent manner, and their ability to draw appropriate conclusions based on their analyses. A degree of independent thought is expected, though the work should be primarily based on research. The following guidelines are designed to help the students through the process of planning, researching and writing their thesis. They are also meant to help the supervisors in their role as advisors and mentors of the students as they go through this process.

The overall aim of guidelines given below is to make sure that every thesis which will bear the name of International University of Sarajevo should meet the same high standards of presentation as for all relevant physical properties, including structure and format, along with the paper and print quality. The existing guidelines, stated by this thesis manual as well as other guideline which are not detailed here but agreed upon by the students and the supervisors in the candidate's major program, will be strictly applied throughout the thesis.

2 ORGANIZATION

The undergraduate students will choose a topic from those offered by supervisors during the sixth semester of their studies. In close consultation with their supervisors, the students will do appropriate research on the topic selected, decide the focus of the thesis, plan the organization of the content and write the work according to the schedule of deadlines agreed with the supervisor.

2.1 Schedule

- The students may ask their relevant program coordinator to approve a personally chosen topic at least two semesters before their graduation. Supervisors will provide topics, and the students will choose one of them.
- The first consultation with supervisor; topic can be adjusted by agreement between the student and the supervisor
- Final proposal submitted to the relevant program coordinator
- Final draft approval, approximately one month before final deadline for submission
- Submission of thesis to the program coordinator at the end of each semester, accompanying 2 soft-bound copies (a book bound in a flexible paper cover) with a CD. Submission of an electronic copy (CD) of their theses to the IUS Library

2.2 Initial Student-Supervisor Consultations

- Discuss and clarify topic: decide (at least a tentative) purpose and focus
- Agree a tentative writing schedule and deadlines
- Agree schedule of consultations
- Discuss choice and use of sources
- Discuss plagiarism and paraphrasing (see section on Plagiarism)
- Discuss organizing/structuring the thesis: chapters, order of main points, etc
- Discuss expectations of student and supervisor responsibilities

2.3 Recommended steps in the process of writing the thesis

Each step in the process of writing the thesis involves consultation with the supervisor. The student's job is to produce parts of the thesis according to the agreed plan by the agreed deadlines. The supervisor's job is to help the student understand and carry out each task. The supervisor will review the work produced by the student, make comments on both its merits and deficiencies, and offer advice on how to proceed. The following are recommended steps, which the student should follow in planning, researching and writing the thesis:

- Consult the supervisor about the topic at the beginning of the semester after topic is chosen
- Make plans for research and writing with the supervisor and follow the agreed schedule
- Identify the focus or research question to be addressed in the work
- Make a tentative outline of the organization of information that will be in the thesis. This will show the tentative organization of chapters to be included
- Begin research as discussed with the supervisor and take notes from sources
- If necessary, revise the focus or research question based on initial research. Revise the outline.
- Continue gathering information, collecting notes and organizing notes to be used in writing
- Begin to write the first drafts of chapters. These should include a description of methods used to gather information, methods used to analyze the information, findings, and analyses of findings, conclusions reached and implications of the findings.
- Write the introduction, conclusion and abstract based on the contents of the body of the work
- Submit a draft of the entire work
- Make final revisions based on the advice of the supervisor
- Submit the final, bound copies of the thesis
- Obtain the commentaries of the supervisor
- Prepare for the defence, especially noting and preparing responses to the comments made in the commentaries

2.4 Student's responsibilities (agreed in initial student-supervisor consultations)

- Consult supervisor on a regular basis (according to agreed schedule)
- Meet deadlines for:
 - Initial drafts of chapters
 - First draft of entire thesis
 - Final draft for final approval before binding
- Students should be aware that if they **fail to consult regularly** their supervisor, there is a high probability that the thesis will not be properly done and **will not be approved** for a defence. It will then be necessary to re-write the thesis with proper consultations.

2.5 Supervisor's responsibilities

- The role of the supervisor is to help the students plan and execute the research and writing of the thesis according to the requirements of the program and faculty
- The supervisor should be available at the arranged meeting times to consult the student, check the work in progress, offer advice, and make suggestions for improvement of the thesis.
- The supervisor is responsible to check if the thesis format is in line with the FENS guideline and manual for the corresponding project/thesis/dissertation; to check English grammar and spelling; and to check project/thesis/dissertation for plagiarism.

3 CONTENT OF THE THESIS: STANDARDS OF EXCELLENCE

3.1 Assessment criteria

The process of producing a thesis is facilitated by cooperation between the student and supervisor. The thesis must be prepared electronically by using an appropriate word processor and drawing software. Even though there are several advantages of using a word processor, the preparation of a well-organized and written document does not always guarantee an acceptable positive result, so that the candidate must read these guidelines very carefully and understand them properly prior to the preparation of their theses. Moreover, the supervisor should also ensure that the candidate is well-aware of and accurately follows these guidelines during the process of the writing-up. After the completion of the thesis, the supervisor must check the thesis if it covers what is outlined in this manual. The following section is meant to make the goals of the product more explicit. In doing so, it is supposed to support both the process of writing the thesis and its assessment. The assessment of the thesis is based on the achievement of objectives set for the thesis. It covers the whole working process: the producing the thesis and the improvement of the work during the process, the output, the report, tutoring and feedback discussions, the learning process and self-assessment. Due to different approaches, subject matters and methods, theses and the working processes associated with it will differ from one another. That is why the following points of assessment can be used flexibly, and their importance can be critically evaluated, depending on the form of each thesis. The thesis will be evaluated in a holistic manner, using the following criteria. An **excellent** thesis will meet these standards:

3.2 Content

- The topic and goal of the thesis are clearly presented (the clarity is maintained throughout the thesis)
- The content is presented in appropriately divided chapters (as planned by the supervisor and student)
- The ideas/information presented in the thesis are clearly explained, appropriately ordered, and supported by appropriate source material found in the research
- All points made by the student (i.e. coming from the student's **own** analysis, interpretation, conclusions, etc.) are well supported by research documentation

- The points made throughout the thesis are logically developed: i.e. in a logical order, with language use that makes both ideas and their order clear (see also Language Use)
- The student demonstrates excellent understanding of the topic and clear thinking in the development of ideas
- The student demonstrates the ability to synthesize information from different sources, make good analyses and come to appropriate conclusions, as well as to present their own ideas

3.3 Use of sources

- The student has used at least the minimum number of sources as defined by the supervisor
- The bibliography is properly and consistently formatted by using programs such as EndNote
- All **ideas** and information (not only quotes) taken from a source are properly cited in the text.
- Direct quotes are properly punctuated
- The use of direct quotes is minimal. The student almost always paraphrases sources, putting the information in their own words (with proper citations). Lengthy quotes are rarely used
- Paraphrases are appropriate: i.e. there is **no** close copying of phrases/sentences from sources with only a few words changed. Ideas from sources are integrated appropriately into the student's original (own) text (**See information in PLAGIARISM section**)
- Sources (e.g. quotes) are not used to structure the chapter, but to support the **student's** points that form the underlying structure of the chapter (In effect, this means that quotes are **not** used to begin paragraphs, but to support the topic of the paragraph as written from the student's outline)
- Points or examples from sources (presented as quotes, paraphrases, or ideas integrated into the student's thesis) are not left without comment and/or analysis
- It should absolutely be clear which ideas come from which source and which ideas/comments/etc. are the student's own

3.4 Organization and structure

(This refers to structural elements other than layout requirements)

- The entire thesis, including supplemental pages, is arranged as required by the program and supervisor
- The ordering of chapters is clearly logical: i.e. the development of main ideas and realization of the goal of the thesis are clearly reflected/represented by the order of chapters
- The introductory chapter clearly previews the subsequent structure of the thesis (as well, of course, as its purpose and content)
- Each chapter is clearly structured to enhance the clarity and logical development of ideas. In other words, each chapter has an introduction, body, and conclusion
- The concluding chapter summarizes the main points of the entire thesis and ends with appropriate concluding remarks. (The conclusion should really not have any new information,

though it can, of course, draw logical conclusions from the preceding chapters). This chapter does not include references.

3.5 Language use

- The language of the thesis is English
- The text is characterized by excellent grammar, vocabulary use, and spelling
- The vocabulary is appropriate to the topic and shows the student has mastered the words necessary to discuss the theme/topic in depth and at an advanced level
- Occasional problems with the above, or with English word order, never interfere with clarity
- The writing is made coherent and “natural-sounding” through the appropriate use of transitions/connectives between ideas within paragraphs and between paragraphs (i.e. the sentences “flow” together naturally, as transitions make relationships between ideas clear)

3.6 Layout and format

- The thesis closely follows the layout requirements provided by the program and supervisor (i.e. font, margins, indents, spacing, headings, citations, etc.)
- Chapters are formatted in a clear and helpful manner, with appropriate title, headings, sub-headings, etc. All these elements are appropriately presented (type size, etc.)
- Supplemental pages (e.g. title pages, bibliography, appendices, etc.) are presented in the proper order and proper format
- Graphs, charts, etc. are appropriately and clearly integrated into the text or presented in appendices

4 PLAGIARISM

Plagiarism includes not only copying the exact words of another author, but also using his or her ideas without properly acknowledging where they come from. The process and form of such acknowledgments are referred to as “citation.” Plagiarism is both an ethical issue and a legal one: i.e., plagiarizing is illegal as well as unethical. It is considered stealing the ideas of another person and violating their rights as an author. Laws prohibiting this are known as copyright laws. Because violating these rights is considered such a serious offence, it is something that must be taken very seriously by writers and those who supervise them.

Unfortunately, most students do not properly understand the concept of plagiarism, and they very often plagiarize without realizing that they are doing anything wrong. For this reason, thesis supervisors must be especially vigilant, discussing this issue with students, carefully monitoring students’ writing and making sure plagiarism is not a problem. The following paragraphs discuss the main aspects of plagiarism and how to avoid it.

4.1 COPYING: PLAGIARIZING TEXT

To avoid plagiarism, researchers (in this case, students) must be very careful when taking notes from any source (oral, written or electronic). Firstly, they need to write down all bibliographical information **as soon as** they decide to use a source. They should routinely write the page

number down when taking notes from a page of text. When taking notes, they should avoid copying, but rather write down only brief notes conveying the main information in the text they are using. Researchers/writers will **not** want to use many direct quotes in their own work (it is considered poor form, perhaps even lazy), but if they find a “perfect” sentence which they think they might want to use word-for-word, they should make sure this is a quote.

It is also important to remember that changing one or two words in the text of another author, and presenting it without quotation marks, is not acceptable. In other words, doing this would still be plagiarism, even if a few words are changed or left out.

Taking the **ideas** (opinions, conclusions, etc.) of others without proper citation is also considered plagiarism. This does not include commonly held ideas or information that is very generally known, but any ideas that “belong” to the author of the original text. Such ideas must be cited in the same manner as quotes, even though they are included in the text in the student’s own words and without any quotation marks. In other words, **paraphrases** from the original must also have a citation in the text. The supervisor should be familiar with the student’s plan and with the student’s own ideas. If an idea seems to be “borrowed” (i.e., it is **not** an original idea of the student) without proper citation, this should be rectified on early drafts. Students may paraphrase the idea, which means to rewrite the idea **completely** in one’s own words, to fit into one’s own plan for the thesis. This can be done much more effectively if the information or idea is taken from brief notes that do not include the original sentence structure.

Very important note: A **direct translation** from any language into English is considered a **direct quote** and must be treated as such. Just the same as when using English sources, changing a few words here and there in the translation are **not** acceptable.

Using long quotes (i.e. more than one or two sentences) is usually unnecessary and should be avoided. However, sometimes a long quote is appropriate. (This should be discussed with the supervisor.)

Another problem arising from writing text directly from the original is that the writer will tend to use not only words, phrases and sentence structure from the original, but also the overall organization and sequencing of the original author. This is **not** good. The work of the student researcher is then being “driven” or at least overly influenced by the source, instead of being directed by the student and by the specific needs of the student’s thesis. Supervisors who regularly monitor the work of student researchers should be able to tell when the student’s writing seems to be copied or even too closely following the text of another (more “professional”) writer. Sometimes this is very obvious from such things as vocabulary, phraseology and sentence structure, or from the inclusion of information that is really not necessary for the student’s work. If a supervisor even suspects that a student is not properly using a source (i.e., plagiarizing text), she or he should ask to see a copy of the original text to see what is being done. The supervisor responsibility is to advise the student to significantly change the text of his/her thesis.

4.2 Confidential material

The release of a thesis, containing confidential material to the public, can be restricted by the decision of the Dean’s office and the IUS Senate upon a joint application of the candidate and his/her thesis supervisor. The length of such a confidential period is one year at most. However, it may successively be extended through a similar process each time.

4.3 THESES CONTAINING POTENTIALLY PATENTABLE INFORMATION

If any thesis contains potentially patentable information, the candidate may request a maximum duration of 90 days hold on the release of the thesis to the public. If this request is accepted by the thesis committee, the thesis will not be released to the public during this period. The hold-period begins immediately after the official graduation date.

5 BASIC FORMAT REQUIREMENTS

Every thesis, bearing the name of International University of Sarajevo, must meet the same high standards of presentation as for all applicable physical properties, including the format of file, margins, page numbering, paper and print quality and so on. The following guidelines are closely linked to the format and appearance of the thesis that the candidate is writing and preparing. Please refer to the thesis format demonstrated in the corresponding manuals that are available at the FENS website.

5.1 Paper

All copies of the thesis must be written on high quality white paper, measuring 210 by 297 mm (A4) to assure durability, permanency, and opacity.

5.2 Length

- Minimum 30 pages and a maximum of 50 pages of text for the bachelor's thesis

5.3 Margins

- The left margin (binding side) must be at least 4 cm wide to allow for binding; other three margins must be at least 2.5 cm wide. Narrower margins are not acceptable. Slightly larger margins are advisable to compensate for small printing shifts during reproduction. Absolutely nothing must appear in the margins. This means that headings, page numbers, text, tables, illustrations, etc., must be contained completely within the area bounded by the margins.

5.4 Spacing

- The student should use double-spacing (extra space before sub-headings is recommended)
- The general text of the manuscript must use 1.5 or double-spacing, yet tables, long quotations, footnotes, endnotes, bibliographies, and captions may be single-spaced
- The text may have a full justification, or it may be justified only from the left-hand side.

5.5 Font

- The student must use a legible font (such as Times New Roman, Arial) with a legible size (generally 12)
- The student must not use script or ornamental fonts. The font type and font size must be consistent throughout the thesis. Italics may be used to underline the works.

5.6 Pagination

- Insert page numbers in the top right corner of the page
- All page numbers must appear in the same location. In any case, page numbers must be at least two single spaces above or below the nearest line of text, yet within the margin boundaries as stated above. All page numbers must be in the same font and point size
- For the preliminary pages, the candidate may use small Roman numerals (i, ii, iii, iv, etc.). The Title page and the Approval page **do not have numbers**, even though they are counted as pages i and ii, respectively. Actual page numbering begins with "iii" on the Plagiarism page
- The Arabic numerals are used, beginning with "1" on the first page of the text and continue throughout the rest of the thesis, including bibliography, appendices, and vita. All pages must be numbered consecutively, including pages containing illustrations, tables, figures, plates, and photographs

5.7 Alignment

- The subtitles should be left-aligned and the text body justified
- All materials must be centred between the text margins rather than between the paper edges. After the manuscript is bound, the centred material will appear to be centred on the page. In paragraphs, two types of formatting can be used. If spacing between paragraphs is used, then there is no need for indentation. If indentation is used, then no spacing must be used between paragraphs

5.8 Word and text divisions

- All prints must be in permanent black ink and must appear on one side of each page only
- Indented paragraphs with NO extra space between paragraphs
- Punctuation: Leave one space after each punctuation mark (full-stop, comma, colon etc.). Do not use exclamation marks (!) in academic writing.
- Do not use contractions (can't, won't...)
- If any hyphenation is used, words must be divided correctly at the end of a line and may not be divided from one page to the next. American or British standard dictionary should be used to determine the correct word division. At least two lines of a paragraph must appear together at the top and bottom of every page. All headings and subheadings must be followed by at least two lines of a paragraph.

5.9 Corrections

- No ink corrections, strikeouts, correction fluid, correction tape, paste-ups, insertions between lines, or letterset are permitted on the final bound copies. If the candidate has to make corrections, s/he must make them on the original manuscript not by ink corrections or strikeouts which are never allowed before it is copied for reproduction

5.10 Binding

- Soft-bound for the bachelor thesis (soft bound is a book bound in flexible paper cover, not spiral bound cover)
- Hard-bound for the master thesis and doctoral dissertation
- The color of the cover must be as follows:
 - Bachelor's thesis must be White
 - Master's thesis must be Black
 - PhD dissertation must be Dark Blue
- Students should submit an electronic copy (Word file) and the minimum of five (5) hard copies of the thesis to the IUS plus additional copies for the personal use.

6 ORDER OF REQUIRED PAGES AND SECTIONS

Depending on the area of the study and program requirements, usually, but **not necessarily**, the thesis will consist of the sections listed below. In agreement with the supervisor the student will decide whether a section should be a part of the thesis. Below there is a more extensive description of each section, where needed. Two general rules of thumb should govern the presentation of any thesis: Keep the format as simple as possible, and be consistent with the format throughout the thesis.

- title page (cover)
- approval page
- plagiarism page
- abstract
- dedication
- table of contents
- list of figures
- list of tables
- list of abbreviations
- acknowledgments
- introduction
- material and methods
- results
- discussion and conclusion
- references/bibliography
- appendices

6.1 Title page (Cover)

- The title must be single-spaced, in all capital letters. If necessary, long titles can be written in multiple lines avoiding unnecessary line breakages
- The title should summarize the main idea of the paper in 10-12 words. An option is to use the main finding as the title, for example, Perception of Facial Expressions in PTSD. With other types of research the student should try to include the variables of interest in the title (and be careful not to imply causality).
- It is a good idea to include the species if the student is working with animals or some details about the type of population if you're working with humans.

6.2 Approval page

- This page includes the approval signed by the thesis supervisor and other committee members.

6.3 Plagiarism page

- This page includes the statement signed by the author about plagiarism.

6.4 Dedication and acknowledgments

- If included, each of these items must appear on a separate page. A heading for the dedication is not required, but it must have a page number. If used, the dedication must be brief and centred on the page.
- Like the dedication and acknowledgments are optional. They must have headings and should use the same spacing as the text. The heading appears centred between text margins, without punctuation, 3.5 cm from the top of the page; the text begins at least two spaces below the heading
- This page is written to acknowledge the persons who have made a real effort to help the author in the preparation of the thesis. Any kind of help can be acknowledged.

6.5 Table of contents

- The table of contents must list the title of each chapter and its parts and sections, references or bibliography, appendices, and vita (if applicable). The wording used for all entries in the table of contents must match exactly with what is used in the text. Each entry may have leader dots which connect it to its corresponding page number
- The heading appears without punctuation, centred between the text margins, 3.5 cm from the top of the page. The listing of actual contents begins at the left margin at least three spaces below the heading.

6.6 Abstract

- Align the word Abstract left on this page, and then begin typing on the very next line (i.e., do not insert any extra blank lines here).
- Type this section as a single paragraph in block format (i.e., do not use indentation).
- The purpose of this section is to provide a brief and comprehensive summary of the study. It is

very important because it is all that many people will read. It should include a brief description of the problem being investigated, the methods used, the results, and their implications.

- It should be accurate (do not include information here that is not in the body of the manuscript), self-contained (spell out abbreviations), concise (maximum 250 words), and specific (begin this section with the most important information and limit it to the four or five most important concepts, findings, or implications of the study).
- As part of the theme of being concise, use digits for all numbers except when they begin a sentence.
- Avoid citing references in the abstract.
- Paraphrase rather than quoting.
- Use active rather than passive voice (but without personal pronouns), for example, use 'Researchers instructed participants to...', rather than, 'Participants were given instructions to...'
- Use past tense for procedures and present tense for results
- It is a good idea to write this section last (after all of the other sections are written). You might try taking the lead sentences from the various sections of the thesis and integrating them.

6.7 Introduction

- The main purpose of this section is to tell the reader why the student performed the study. In other words, s/he has to inform the reader of the research question and indicate why it is important, and how it is unique when compared to previous studies by relating to the references.
- It starts out broad and becomes more and more specific. For example, the student might begin by defining any relevant terms. Then go on to review the relevant literature. Avoid an exhaustive and historical review. Then go on to make clear the connection between previous research and the present work.
- Here the student should include the hypotheses, rationales, and research objectives.
- The final paragraph usually contains a statement which clearly and explicitly states why the study was performed, such as 'The purpose of this study was to...' or 'The present study was designed to investigate the...' Be especially careful **not** to use a sentence of this type earlier in your introduction.

6.8 Material and Methods

- The purpose of this section is to describe in detail how you performed the study. Someone should be able to replicate your study based on the information you provide in this section.
- For an experiment, this section is typically divided into four subsections: subjects, apparatus, and procedure.

6.9 Subjects/participants/scope

- Indicate who participated in the study, how many, and how were they selected. With human subjects, be sure to address the issue of informed consent and project approval by the Ethical

Committee.

- Include any details which are relevant to the study.

6.10 Instruments (Apparatus)

- Describe what materials were used and how they functioned in the study.
- If you use a piece of equipment, you must give the model number, company, and state where the company resides (as a two-letter abbreviation).
- Standard equipment such as furniture, stopwatches, pencils and paper, can usually be mentioned without providing a lot of details. In fact, you may often simply mention these items in passing as part of the procedure.
- Be careful **not** to describe procedures in this section. You should make clear what purpose the apparatus served, but do not give a lot of details on the use of the apparatus at this point.

6.11 Procedure

- Carefully summarize each step in the execution of the study.
- Indicate what a typical test, trial, or session involved.
- Describe any phases that the study had or any instructions that the subjects received.

6.12 Results

- Briefly state the main findings in words. That is, first give a general description, and then go into the details.
- When presenting the results, try to emphasize the meaning of the statistics. That is, clearly describe what it is you are testing and what significance means for the variables involved.
- Do not discuss the implications of the results in this section.
- If you are presenting a lot of material here, you may wish to employ subheadings (as is done in the methods section). These subheadings should have meaning and relevance to the data and should help to organize your presentation of it. In other words, they should **not** be organized by the type of analysis employed. Since this is not expected by the reader, it is a good idea to precede the subheadings with a paragraph informing the reader of the logical organization of this section.
- In cases where the reader would expect something to be significant and it is not, you should address the issue.
- Be careful with the word "prove". Since statistical tests are based on probability and can be in error, they do not really prove anything.

6.13 Discussion

- The purpose of this section is to evaluate and interpret the results, especially with respect to the original research question.
- Start off with a brief, non-technical summary of the results. In other words, tell the reader

about the main findings without using statistical terminology.

- Then go on to discuss the implications of the results. In other words, whatever was found needs to be discussed?
- It is also important to discuss how the results relate to the literature you cited in the introduction. In other words, emphasize any theoretical consequences of the results.
- You might (or might not) also mention any limitations of the study and any suggestions for future research in this section.
- Finally, you need an ending paragraph in which you make a final summary statement of the conclusions you have drawn. You are also encouraged, when appropriate, to comment on the importance and relevance of your findings.

6.14 TABLES

- Number tables consecutively as they appear in your text. Use only whole numbers, no 5a, 5b, etc.
- Place tables close to where they are first mentioned in your text, but do not split a table across pages. (Tables in papers submitted for review or publication are placed on separate pages at the end of the paper.)
- Label each table beginning with the table number followed by a description of the contents
- Each row and column must have a heading. Abbreviations and symbols (e.g., "%" or "nos.") may be used.
- Do not change the number of decimal places within a column
- Do not change the units of measurement within a column
- Use a zero before the decimal point when numbers are less than one. Write "0.23" not ".23" *unless* the number is a statistic that cannot be larger than one, for example a correlation $r = .55$, or a probability $p < .01$.
- Add notes to explain the table contents. These may be general notes or footnotes. The latter are labelled "a, b, c, etc."
- Use asterisks to indicate statistical significance explained in the probability level note at the bottom of the table. Assign a given alpha level the same number of asterisks from table to table within your paper, such as $*p < .05$ and $**p < .01$; the largest probability receives the fewest asterisks (the smaller probability gets more asterisks).
- You may both single space and double space within a table to achieve clarity.

6.15 FIGURES (graphs, charts, drawings and pictures)

- Figures may be generated with a computer graphics program.
- Centre each figure on the page vertically as well as horizontally and arrange for the figure to use the bulk of the page
- These may be inserted wherever the author feels appropriate, but as a general rule, should

appear as near as possible to the part of the text which refers to them

- Illustrations of one-half page or less in length may appear on the same page with the text, separated from the text above and below by three spaces
- Illustrations that are too large to be placed sideways between the left- and right-hand margins should be rotated counter clockwise 90 degrees so that the top of the illustration runs parallel to the left-hand margin of the page. In such a case, the whole page must be reserved only for that illustration. The caption or legend for such an illustration must also be rotated. When illustrations are presented in this manner, the usual margin requirements remain in effect, and page numbers should appear in their normal place
- *Illustrations of any kind must be numbered consecutively, including appendices.* You may follow a straight sequence (1, 2, 3, etc.) or use a decimal approach (1.1, 1.2, 1.3,..., A.1, A.2, where the first digit is the chapter or appendix number, and the digit after the decimal point is the illustration number within that chapter or appendix)
- If the figure is a chart or graph, verbally label the axes (do not use "X" and "Y") and provide a key if necessary (e.g., explaining what open vs. filled circles are)

6.16 Footnotes and endnotes

- Notes may be in the form of footnotes, placed at the bottom of each page, or endnotes, placed at the end of each chapter or at the end of the thesis before the bibliography
- Footnoting practices differ widely among publications in the sciences, humanities, and social sciences. Candidates should consult with their program regarding accepted footnoting practice in their individual disciplines
- The most common mode of presentation for both footnotes and endnotes is to single-space within, and double-space between, each listing. If placed at the bottom of each page, footnotes must be separated from the text by a complete horizontal line one space above the first line of the footnote
- Arabic numerals, asterisks or small letters should be used for footnotes and endnotes. In either case, the label used may appear either above the line or in parentheses even with the line

6.17 Appendices

Appendices (singular: appendix) can include texts, lists, maps, charts, graphs and other materials which are either too long to be inserted into the main text (chapters) of the thesis, or which are interesting, but not centrally important, to the discussion in the main text. Appendices are placed at the very end of the work (after the Bibliography) in a logical order (usually the order in which they are referred to in the main text). They are numbered consecutively and the number is placed like a title at the top of the first page of the appendix: Appendix 1, Appendix 2, etc.

Lengthy materials are usually put in the Appendices, because they take up too much space in the thesis itself and interrupt the flow of the main text. The decision about where to put shorter materials (like a short text or excerpt of a text, graph, map, etc.) must be made by the student and supervisor. If the material is to be discussed in the main text, helpfully illustrates this discussion, or needs to be referred to by the reader in order to follow the discussion, it should be included in the main text. If it is only some additional interesting or relevant information, but not really discussed in the text, it would

probably be better as an appendix. The reader should be referred to an appendix using a parenthetical note placed in an appropriate place in the text: (See Appendix X.)

When deciding where to put some illustrative material, perhaps the following can be used as a guide: If the material takes up less than one page, it can easily be put in the main text. If the material requires about one complete page, a decision must be made based on how useful or important it is to the discussion in the main text. If the material comprises more than one page, it would probably be best as an appendix. Finally, if a long text is being used for an analysis, it might be best to put the whole text together as an appendix, and to put short extracts of the text in the main body of the work as they are being discussed or analysed.

6.18 STYLE

A thesis is a formal research presentation. Hence it should be written in a formal style appropriate to the discipline (e.g., passive voice, impersonal style). Adopt the past tense throughout ("Results of the experiment demonstrated...") and avoid slang and colloquialisms. Do not use contractions (e.g., can't, shouldn't, won't, etc.) but write each word separately (e.g., cannot, should not, will not, etc.) Avoid using the first-person singular "I", in order to sustain objectivity throughout the thesis. Technical terms should be used where appropriate, but avoid using words and phrases that are difficult to understand when a simpler vocabulary will do just as well.

Because stylistic conventions vary greatly from one discipline to another, you should consult with your supervisor and/or graduate coordinator regarding recommended style.

The student has to perform the grammar and spelling check of the whole thesis.

6.19 Alphabetizing within reference lists

- Use prefixes in alphabetizing names if commonly part of the surname (De Vries)
- Do not use *von* in alphabetizing (Helmholtz, H. L. F. von), or *Jr.*, *III*, or *Sr.*
- Treat *Mc* and *Mac* literally; *Mac* comes before *Mc*
- Disregard apostrophes, spaces, and capitals in alphabetizing; *D'Arcy* comes after *Daagwood*, *Decker* comes after *de Chardin*
- Single-author citations precede multiple-author citations of the same year (*Zev*, 1990 then *Zev et al.*, 1990).