

**FORM AND STYLE REQUIREMENTS  
FOR PROFESSIONAL PAPERS,  
THESES AND DISSERTATIONS**

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FORM AND STYLE REQUIREMENTS  
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## Introduction

A professional paper\* presents the results of a research-oriented or theoretical paper on a topic in sociology. The criterion of what constitutes "professional" is that the paper be suitable for publication in a professional journal and/or presentation at a professional meeting.

A thesis or dissertation\* presents a report of the results of a piece of original research and should be indicative of a student's ability to conceptualize, design, carry out, and draw meaningful conclusions from the results of such research. It is in the final, written version that the student demonstrates his/her ability to perform as a professional. These guidelines have been prepared to help the student in carrying out that task. The Graduate School has prepared a booklet, Guide to the Preparation and Processing of Dissertations, Theses, and Professional Papers, which may be purchased in the University Bookstore. The instructions issued by the Graduate School supersede all departmental guidelines.

In order to acquaint the student with the format utilized by professional sociologists, the format and style requirements for the thesis or dissertation are similar, though not identical, to those specified for the submission of articles to the American Sociological Review, the official journal of the American Sociological Association. These requirements, which were revised in January 1991, are specified in the February 1991 issue of the American Sociological Review. However, it should be noted that there are two exceptions to following these instructions exactly. (1) The instructions given in the ASR are for submission for publication and entail some requirements with respect to typesetting, etc. The departmental requirements are for the thesis or dissertation to appear as it would in a final, published version. (2) Theses and dissertations are usually considerably longer than are the articles that appear in the ASR, and it becomes necessary that they be divided into chapters and be given a table of contents and a list of figures or tables. Journal articles are not divided into chapters.

For any questions not covered by the Graduate School instructions, the ASA requirements, or by the guidelines presented here, the student should consult the latest edition of Kate L. Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations, 5th edition (Chicago: University of Chicago Press, 1987).

\*Hereafter, the word "paper" will be used unless reference is made specifically to a thesis, dissertation, or professional paper.

### Responsibilities of the Student

While there are a number of persons who share in the responsibility for the preparation and acceptance of the final copy of the paper (e.g., the student, the student's supervisor and graduate research committee, and the word processor, if the student does not type his/her own), it is the student who holds the major part of the responsibility for making sure the paper meets all the requirements of the Graduate School and the Department of Sociology and Social Work.

1. Use good quality 20-pound weight, 25 percent rag content bond paper, size 8-1/2 by 11 inches.
2. Check to make sure the font size is standard, either pica or elite. The same typeface should be used consistently throughout.
3. Check carefully that the paper is in correct form including
  - (a) every sentence checked for grammatical correctness;
  - (b) every quotation and its accompanying reference checked for accuracy;
  - (c) every table checked for completeness and for arithmetical correctness;
  - (d) footnotes numbered correctly;
  - (e) all parts of the paper accounted for, including the reference page(s) and the vita;
  - (f) sufficient space indicated for additions that have to be put in by hand in india ink (e.g., brackets or signs which are not on the typewriter or computer);
  - (g) pages numbered and numbers placed to conform to the requirements of the department/Graduate School; and
  - (h) headings and subheadings checked for consistency.
4. Make sure that every reference that appears in a text note also appears on the reference page(s). All reference entries must conform to the style utilized by the American Sociological Review. It is the responsibility of the student to check these for accuracy. Do not rely on the graduate research committee to check the references.
5. Arrange for the permanent mounting of photographs and other materials to be included and for the photographic reduction of materials. Make sure that the inclusion of all such materials is allowed for in page numbering.
6. Never begin or end a page with a single line of type (i.e., divide paragraphs so that at least two lines are typed at the bottom of the page and two at the top of the following page), and

- make sure that no headings or subheadings appear at the bottom of the page.
7. Use margins and spacing specified by the Graduate School. Do not justify the right-hand margins.
  8. Even if you use a spelling or grammar function, double check. "Weather" and whether," "their" and "there" are all correctly spelled, but they don't mean the same thing.

#### Table of Contents

1. The table of contents should list all materials in the paper beyond the signature sheet. It lists the acknowledgments (if any), the major section and chapter headings, and the main headings and subheadings within each chapter, giving beginning page numbers. (NOTE: A professional paper ordinarily is not divided into chapters.)
2. The table of contents does not ordinarily list more than three levels of headings or subdivisions. The relationship between main divisions and subdivisions is shown by the proper use of indentation, spacing, and capitalization. It is recommended that the major headings (chapter titles, bibliography, appendix, etc.) be typed in full capitals and set off by double spacing, while divisions within chapters be single spaced.
3. No terminal punctuation is used for the centered heading, TABLE OF CONTENTS, nor for any other line of the table of contents.
4. An indentation of four spaces should be used for headings that require more than one line or for subdivisions within a major section.
5. The numbering of chapters and appendixes, and the wording, capitalization, and punctuation (if any) of titles and subheadings should be exactly the same in the table of contents as they are in the body of the paper. However, entries of subheadings underlined in the text are not underlined in the table of contents.

Example: See Appendix D, Guide to the Preparation and Processing of Dissertations, Theses, and Professional Papers.

#### General Word Processing Regulations

The Graduate School Guide provides the student with specifications with respect to the typing and binding of theses and dissertations, including the preferred weight of paper, the appropriate margins, and the preferred style of type. These same requirements apply to the professional paper.

Aside from the points specifically covered by the guidelines appearing in the American Sociological

Review, examination of individual articles reveals some variation in the details of presentation. The regulations listed here represent an attempt to standardize the style and format for the paper and to adjust it to a situation where chapter divisions are necessary, in addition to covering some items not described in the journal notice.

### Typing, Spacing, and Indentation

1. All straight text is double spaced. Quotations of three lines or less may be incorporated in the double-spaced text. Any quoted matter of four or more lines should be indented and single spaced (omitting the quotation marks). Double space above and below indented quotations.
2. Footnotes should be single spaced, with double spacing between the footnotes. (See the section on footnotes and reference format for location of footnotes.)
3. Tables may be single or double spaced, depending on their length.
4. There should be three lines at the end of any section of the thesis. For example, there should be three lines above and two below any subheading other than a paragraph heading.
5. Avoid ending a page with a heading or subheading. Unless at least two lines of the text follow the heading on the same page, place the heading at the top of the next page.
6. Never end a page with the first line of a new paragraph, and avoid carrying over from the preceding page only the last line of a paragraph.
7. The opening word of all paragraphs should be indented four spaces from the original left-hand margin (first letter typed on the fifth space). Indented quotations should also be indented four spaces from the margin (first letter typed on fifth space). If the quotation is at the beginning of a paragraph in the original source, the first line of the quotation should be indented an additional four spaces (the first letter typed on the ninth space).
8. The first line of a footnote is indented the same number of spaces as the first line of a paragraph (four spaces).

### Chapter Titles and/or Subheadings

1. Each chapter must begin on a new page. The word CHAPTER (in full capitals) and its number (in roman numerals) are centered and placed two inches below the top edge of the paper. The chapter title is written in full capitals and centered three lines below the chapter-number heading. If the title requires more than one line, additional lines are double spaced, centered, and arranged in an inverted pyramid. The first line of the chapter begins three single lines below the title.
  
2. Chapters (or the paper itself, in the case of the professional paper) should be divided and subdivided under a logical pattern of headings and sub-headings. Headings and subheadings within a chapter (or paper) usually come in the following sequence:
  - (a) the centered subheading, underlined, with major words capitalized;
  - (b) the centered heading, not underlined, with major words capitalized;
  - (c) the side heading, underlined, beginning in the left-hand margin, with only the first word, proper nouns, and proper adjectives capitalized;
  - (d) the side heading, not underlined, with only the first word, proper nouns, and proper adjectives capitalized;
  - (e) the heading at the beginning of paragraph, with capitalization the same as for 8 and (d), with a period placed at the end of the subheading.

Not all levels need to be used in any given thesis, but, if they are needed they should appear in the form and order given above.

Example:

## CHAPTER TITLE IN CAPITALS

### Centered Heading

The centered heading introduces a major division of the chapter. All major words are capitalized, and the heading is not followed by a period. A triple space is set above such a heading and a double space below.

### Centered Heading not Underlined

The centered heading, not underlined, represents a second-level subheading. The inverted-pyramid form, divided into two or more single spaced lines, should be used if the centered heading exceeds 48 spaces.

### Side heading underlined

A free-standing side heading, set flush to the left margin and on a line by itself, introduces a

subdivision of that part of the thesis/dissertation begun under the second-level centered heading. It represents a third-level subheading. The first word, proper nouns, and proper adjectives are capitalized, and there is no terminal punctuation. A side heading that extends more than halfway across the page should be divided into single spaced lines, each line set flush to the left margin.

#### Side heading not underlined

The fourth-level subheading is set flush to the left margin and is not underlined. It provides another subdivision of the chapter, subordinate to the first three levels of subheadings. Capitalization, punctuation, and spacing are the same as those for the third-level subheadings.

Paragraph side heading. The paragraph side heading is a fifth-level sub-heading. Only the first word, proper nouns, and proper adjectives are capitalized. The paragraph side heading is underlined and should end with a period. The text continues on the same line.

3. Not all chapters in a thesis/dissertation need to have the same number of divisions and subdivisions; occasionally a chapter has none. However, be careful to be consistent from chapter to chapter in the system used. That is, if a chapter has only one level of subdivision, use the highest level used in other chapters.
4. Please note that there must always be at least two headings at any given level, since subdividing a chapter or section must logically produce two or more subsections.

#### Pagination

1. Every page in the paper is assigned a number, and a numeral should appear on every page except the title page, the approval page, and the end sheets.
2. There are two separate series of numbers. The first, in small roman numerals begins with the title page (although no number appears on this page) and ends with the last page preceding the actual text. In other words, if there is a table of contents or preface, these pages are assigned small Roman numerals which appear centered at the bottom of the page.

The second series, in arabic numerals, begins with the first page of the text and continues throughout the paper, the appendices (if any), the reference page(s), to the end.

3. On all pages other than the title page and approval page (on which no page numbers appear) and the initial pages of major subdivisions, the number should appear at the top of the page in the upper right-hand corner.
4. On the initial page of any major subdivision of the paper--the acknowledgments, the first page of a new chapter, the first page of a table of contents, a list of tables, the bibliography--the numeral is centered and placed on the fifth line above the bottom of the page, making sure it does not intrude into the bottom margin of one inch.

### The Use of Numerals

Various manuals differ in the rules given for deciding when numbers should be written out and when numerals may be used in the text of a thesis. The following guidelines are suggested by the Department of Sociology and Social Work.

1. Numbers used at the beginning of a sentence are always written out.
2. With certain exceptions listed below, numbers described by a single word (i.e., round numbers and the numbers from one through nineteen) should be written out; otherwise numerals should be used. In other words, write out such numbers as three, sixteen, twenty, sixty, but use numerals for such numbers as 76, 89, 100, 187, 1972, and so on.
3. Numbers in a series should all be treated the same way. Do not use numerals for some and spell out others, even though some may be round numbers, some over four digits, and still others describable by a single word. Use as a guide the largest number in the series (or the one most complicated to write out). N.B.: The rule for writing out numbers at the beginning of a sentence still holds. However, one may write out the initial number at the beginning of a sentence and use numerals for the others in the series if it is otherwise appropriate to do so.
4. Use numerals when referring to numbers that are part of the name of something or are page numbers, e.g., chapter III, Hypothesis 2, page 16, table 9. N.B.: When referring to parts of a book (or thesis), if there is more than one such part, do not capitalize the reference, e.g., chapter III, page 16, appendix A. If there is only one, capitalize, e.g., the Appendix, the Bibliography.
5. Dimensions, degrees, distances, weights, measures, sums of money, and like matter should be expressed in numerals when appearing in the text. Also, when decimals occur, use numerals.
6. In the case of percentages, the amounts are given in numerals, but percent is always written out in the text rather than the symbol "%" (though this symbol may be used in the body of

a table or in parentheses). Percent is written as one word.

### Hyphenation and Division of Words

1. When words are hyphenated or divided at the right-hand margin by a hyphen, make sure this is done correctly. Consult a dictionary when in doubt.
2. Avoid having more than two consecutive lines end with hyphens, and never end a page with a hyphen--whether it is a divided word or a hyphenated word.
3. Do not divide at the end of a line any word which is part of a hyphenated combination of words (e.g., English-speaking). Do not divide proper names, or separate initials, or roman numerals from the name of which they are a part.

N.B.: See also the section on composition for hyphenation of words.

### Tables

1. Tables should always follow as closely as possible the first mention of the table in the text. If the table is typed on a separate page, that page should follow the page on which first mention of the table is made. If more than one table is mentioned on a page, the following pages will include all tables so mentioned.
2. Tables which do not occupy a complete page may be worked into the text, following first mention as closely as possible. Tables on the page with text should be separated from the text by three lines above and three lines below the table.
3. It is important to mention each table in the text and to present a concise statement of the facts shown. It is neither necessary nor desirable to repeat in the text every detail which appears in a table.
4. Arabic numerals are used in numbering tables in the text, and the word, "TABLE," is written in capital letters. Tables included in an appendix may be numbered in a separate series. If there is only one appendix, it is suggested that tables be identified by capital letters instead of numbers, e.g., Table A, Table B, etc. If there is more than one appendix and each contains tables, it is suggested that those in Appendix A be labeled Tables A-1, A-2, etc.; those in Appendix B, Table B-1, and so on.

5. The title of a table should give a concise and complete description of the data included. In stating a table title it is customary to follow the sequence of answering the questions `What?', `Where?', and `When?'. Since the title should be as concise as possible, unnecessary words such as "the," "an," and similar terms, are usually omitted. Abbreviations should be avoided in table titles.
6. The title of a table is not written in full capitals, but with the initial word and all major words capitalized. The title follows immediately after the table number (which is itself followed by a period), extends across the page, is not followed by any punctuation, and is separated from the body of the table by a double line from margin to margin.
7. The unit of measurement used in the table must be specified (e.g., population in the 1000s). If the same unit of measurement applies to the entire table, the unit may appear in the table title. When the various columns or rows do not have the same unit of measurement, the appropriate unit should be specified as part of the column or subheading.
8. Long and cumbersome column headings should be avoided. However, be specific enough to give the reader all of the information necessary for an understanding of the table. Do not repeat words or phrases which can be understood as carrying over from the main heading.
9. All columns of data in a table should be aligned at the right. If the figures include decimals, each item in a column should be carried to the same number of decimal places. If a datum is zero, this should be indicated in the proper column in an appropriate manner.
10. Footnotes to tables appear directly below the table rather than at the bottom of the page with text footnotes. Use lower-case letters rather than numbers in designating the table footnotes.
11. Tables may be either single- or double-spaced, depending on their size. Margins for tables should correspond with the margins of the text. When tables are too large for a single sheet, they may be continued on the next page, typed on larger sheets of paper and folded to size, or they may be reduced photographically to fit the standard 8-1/2 x 11 inch page. (See page 14 of Graduate School Guide.)
12. All tables should be checked for accuracy before and after being typed. Percentage calculations should be checked to make sure that they add up to 100 percent. When percentages are used, one decimal place may be included, or the amount may be rounded to a whole number. Totals for numbers and percentages should be placed at the bottom of the columns.
13. When data from tables appear in the text, the student should make a specific point of

checking the data as they appear in the text with the figures in the tables to ensure accuracy and consistency.

14. If a measure of association or a measure of significance is used, it is appropriate to include such figures just below the table in which the cross-tabulation data are given.

### Footnotes and Reference Format

The American Sociological Review utilizes a format in which footnotes are used only for substantive observations. Source citations are made within the text rather than in footnotes, with the complete source references given in an appendix.

#### Footnotes

1. Collect at the bottom of each page all footnotes referred to on that page. If it is necessary to continue a footnote which has been referred to in the last line(s) of the text, be careful to break the note in the middle of the sentence. No other continuation signal is necessary. The concluding portion on the following page has no number and appears  
  
above the numbered footnotes from that page. All numbers come at the end of the passage to which they refer.
2. Footnotes should be numbered consecutively throughout each chapter.
3. The footnote numbers should be placed slightly above the line (never a full line above). There is no punctuation after the numeral and no extra space between it and the beginning of the note.
4. Footnotes are single spaced. Double space between footnotes.
5. Separate the text and footnotes with an unbroken line of ten spaces beneath the text and one line below it. Double space between the line and the footnote material.
6. Indent the first line of each footnote the same number of spaces (four) as the paragraph indentation in the text.

#### Reference Format: Text Citations

1. All source references are identified at the appropriate point in the text by the last name(s) of the author(s), year of publication, and pagination (where needed). Subsequent citations should be identified in the same way, avoiding the use of "ibid.," "op. cit.," or "loc. cit."
  - (a) If the author's name is in the text, follow it with the year in parentheses, e.g.:

". . . . . Duncan (1959) . . . . ."
  - (b) If the author's name is not in the text, insert, in parentheses, the last name and year of publication, e.g.:

". . . . . (Duncan 1959) . . . . ."
  - (c) Pagination follows year of publication, after a comma and preceded by p. or other appropriate abbreviation, e.g.:

". . . . . (Duncan 1959, pp. 70-71) . . . . ."
  - (d) If there is more than one reference to the same author and year, the references are distinguished by a, b, etc., added to the year, e.g.:

". . . . . Levy (1965a, p. 331) . . . . ."
  - (e) Separate a series of references with semicolons and enclose them within a single pair of parentheses, e.g.:

". . . . . (Burgess 1968; Jones et al. 1970; Smith 1977) . . . . ."
  - (f) For dual authors give both names; for more than two, use "et al." in the text. When two authors have the same last name, use identifying initials in the text. For institutional authorship, supply minimum identification from the beginning of the complete citation, e.g.:

". . . . . (U.S. Bureau of the Census 1963, p. 117) . . . . ."
2. Please note that references should be given for more than just direct quotations. When paraphrasing or in any way referring to the work of another author, the sources should be given.

1. All source citations are listed alphabetically by author (and within author, by year of publication) in an appendix entitled "References." The reference appendix must be complete and include all references made in the text.
2. All references must be complete. The use of "et al." is not acceptable in the list of references; list the names of all authors.
3. No italics or abbreviations should be used.
4. For a book:
  - (a) Name of author, last name first, with a period after the first name. If there is more than one author, the names of the second and subsequent authors are given with the first name or initials first. If there is more than one book by the same author, list the most recent first.
  - (b) Date of publication appears after the name of the author(s) and is followed by a period.
  - (c) Title of the book appears on the same line as the date, underlined, and followed by a period.
  - (d) Place of publication and publisher follow the title. These are separated by a colon and followed by a period. Give the publisher's name as briefly as possible consonant with intelligibility, e.g., John A. Wiley and Sons should be "Wiley."

Examples:

Lipset, Seymour Martin. 1963. Political Man. New York: Doubleday.

U.S. Bureau of the Census. 1960. Characteristics of the Population.  
Washington, D.C.: U.S. Government Printing Office.

\_\_\_\_\_. 1967. County Business Patterns. Washington, D.C.: U.S.  
Government Printing Office.

Warner, W. Lloyd and J.O. Low. 1947. The Social System of the Modern Factory.  
New Haven: Yale University Press.

5. Periodicals:

- (a) Name of author(s) in the same way as for books.
- (b) Year of publication in the same way as for books.
- (c) Title of the article, in quotation marks, followed by a period.
- (d) Name of the journal underlined, followed by the volume number (in arabic numerals) without intervening punctuation. The volume number is followed by a colon and the page numbers, with no spacing and with the page numbers followed by a period.

Examples:

Glenn, Evelyn. 2000. "Citizenship and Inequality: Historical and Global Perspectives." *Social Problems* 47:1-20

Merton, Robert K. 1963a. "The Ambivalence of Scientists." *Bulletin of the Johns Hopkins Hospital* 112:77-97.

\_\_\_\_\_. 1963b. "Resistance to the Systematic Study of Multiple Discoveries in Science." *European Journal of Sociology* 4:237-82.

6. For collections:

- (a) Name of author of article in the same way as for books and periodicals.
- (b) Date of publication in the same way as for books and periodicals.
- (c) Name of article or chapter, in quotation marks and followed by a period.
- (d) The page numbers, preceded by "Pp." followed by "in" and "edited by" and the name(s) of the editor(s) with first name or initials first, the name of the book (italicized), followed by a comma.
- (e) The facts of publication

Example:

Gilmore, David, D. 1997. "The Manhood Puzzle." Pp. 185-97 in *Gender in Cross-Cultural Perspective*, 2<sup>nd</sup> ed., edited by Caroline B. Brettell and Carolyn F. Sargent. Upper Saddle River, NJ: Prentice Hall.

7. If the cited material is unpublished, but accepted for publication, use "forthcoming" with the name of the journal or publisher; otherwise use "unpublished."
8. Check recent articles in the American Sociological Review if additional examples are needed.

### Quotations

1. Every quotation should be checked for accuracy before it is incorporated in the text of the preliminary draft of the paper (and checked and rechecked for any subsequent typings). Direct quotations must be reproduced exactly. Should there be a grammatical error in the original source, the student may indicate recognition of this fact by inserting the Latin "sic" in brackets (typed or drawn in carefully with india ink) immediately following the error. Sic means "thus" and is used to show that the quotation is being reproduced exactly, errors and all.
2. Omissions in quotations are indicated by three spaced periods. A fourth period is needed if a new sentence follows the omission or if some form of punctuation has been omitted.
3. Ordinarily, a quotation is simply included in the text and marked off by the use of quotation marks. However, if the quotation makes up four or more lines of typed text, it should be indented four spaces, single spaced, and the quotation marks omitted. If the quotation is at the beginning of a paragraph in the original source, the first line should be indented an additional four spaces.
4. When short quotations are included in the text within double quotation marks, any double quotation marks which appear in the material being quoted should be reduced to single quotation marks, and any single ones should be made double. If the quotation is indented and single spaced, quotation marks are reproduced as they appear in the original source.
5. Capitalization in a direct quotation should be exactly as it is in the original, unless the quotation is linked grammatically with what precedes it. In this case, the first word of the quotation should not be capitalized even though it begins a sentence in the original context.
6. In punctuating quotations, periods and commas are placed inside quotation marks; colons and semicolons are placed outside. The single exception is when one is using the citation format used in the American Sociological Review. If a parenthesized citation follows an in-text quotation, the terminal quotation mark comes before the parentheses; the period, after, e.g.:

". . . . . ." (Jones 1960, p. 10).

## Composition

1. Try to avoid a string of one-sentence paragraphs. Collect related ideas into paragraphs. Once in a while (very seldom) a one-sentence paragraph lends force to the writing.
2. Try to avoid over-quoting except where appropriate in reporting qualitative research findings. If a chapter is made up of a series of quotations linked by a phrase or two, it is an almost-sure sign that the writer has not absorbed the material or knowledge sufficiently to enable making his/her own statement concerning the subject.
3. The paper is normally written in the past tense, especially those parts which refer to methods or to research which has already been done. However, in some portions the present tense is more appropriate than the past tense (e.g., the data are, the findings indicate, the conclusions suggest, etc.). Rarely is there any occasion to use the future tense. Be as consistent as possible in the tense used.
4. Pronouns such as "this," "he," "they," and "it" require readily identifiable antecedents. Be sure that a pronoun refers to an adjacent antecedent, not to a whole sentence, paragraph, or a series of possible antecedents.
5. Try to avoid abbreviations in the text (other than such things as e.g., i.e., etc. in the proper context). Titles such as Mr., Mrs., and Dr. are always abbreviated but should be avoided if possible.
6. Always use a comma before "and" and "or" in a series of three or more except where all elements are joined by conjunctions.
7. Avoid passive voice or nominalizations.
8. Verify the grammatical correctness of each sentence. Lack of agreement in number between subjects and predicates should be eliminated. Remember that nouns such as "data" and "criteria" are plural and must be used with plural verb forms.
9. Split infinitives are not the deadly sin they once were. However, try to avoid split infinitives where possible without being too awkward in the wording, and always avoid dangling participles.
10. Prefixes such as "sub," "inter," "pre," "post," "non," "co," "intra," "re," "un," "over," "semi,"

"counter," and "bi" do not require a hyphen except when joined to words beginning with the terminal vowel of the prefix or when combined with proper names (which retain their capitalization). Such often-used terms as middle class are not hyphenated when used as nouns; they are when used as adjectives, e.g., a middle-class standard of living, but belonging in the middle class; a high-school student, but attending high school.

11. Avoid the use of sexist language.
12. Avoid incomplete comparatives. If something is more or less or larger, tell what it's more, less, or larger than (see #13 for example).
13. Be careful in using the words, less and fewer. If something can be individually enumerated use fewer, not less. "Archaeological excavation has shown that the Greeks cultivated much less land and had many fewer settlements in the early Dark Age than at the height of Mycenaean prosperity."

#### Preliminary Drafts

1. "Rough copy" means the student's first attempt at getting ideas down on paper. Such "rough copy" should never be submitted to the supervising professor. After revisions of the "rough copy," the student has a "preliminary draft," which he/she may present to the chair of the graduate research committee.
2. The object of the preliminary draft is to get the corrections, suggestions, and criticisms of the supervising professor. However, the student should be careful not to submit material which has not been carefully checked for grammatical errors, typing errors, and so on. Handwritten copy should never be submitted.
3. On the preliminary draft it is desirable to leave larger margins than are required on the final copy so there will be room for corrections and editorial changes. It is a good idea to triple space the text for the same reason.
4. On the preliminary draft substantive footnotes may be numbered consecutively and typed on a separate sheet. While this is not the form for the final copy, it makes typing of the final copy easier.
5. Editorial changes and corrections should be studied carefully when the paper is returned by members of the graduate research committee. If the supervising professor suggests changes before the draft is submitted to the other committee members, make these changes before submitting it to the other members.

6. Where the graduate research committee has written comments on the original copy, such observations should be left to save time in future readings of the materials. If a page must be revised, the original should be attached to the new copy by stapling to the top.
7. Some time before the typing of the final copy, every member of the paper committee should have a chance to examine a finished preliminary draft to make sure that all corrections have been made. No member of the graduate research committee should be asked to approve a paper he/she has not thoroughly examined. Since committee members have many additional responsibilities at the University, any time that a draft of the paper is submitted, the student should expect to allow at least a week for the committee members to have time to study the paper.
8. The student is well advised to have a copy of all parts of the paper at all times in the event of accident, loss, etc.

#### The Abstract

1. An abstract must be filed with the Graduate School at the time the paper is submitted. A copy of the abstract is bound in each copy of the paper.
2. For a master's thesis, the abstract must not exceed 150 words; for a doctoral dissertation, no more than 350 words.
3. It is not necessary to prepare an abstract for the professional paper.

Example:

ABSTRACT

# A SOCIOLOGICAL INVESTIGATION OF ROLE CONCEPTIONS OF BLACK AND WHITE FEMALE COLLEGE STUDENTS

AUGUST 1991

Mary Jane Jones

The purpose of this dissertation was to explore differences in role conceptions of black and nonblack female college students. After reviewing pertinent literature, the study was accomplished by devising attitude scales to measure modern and traditional attitudes toward three aspects of women's roles: woman's role in general, woman's role as wife, and woman's role as mother. The Likert scales were scored in such a manner that a high score was indicative of a modern attitude.

The attitude scales were included as part of a questionnaire which was administered to all students enrolled in introductory sociology courses. The number of respondents utilized was 269.

The major assumption of this study was that there is a difference in the attitudes of black and nonblack female college students, and three general hypotheses were tested:

1. Nonblack female students will endorse the traditional definition of the woman's role in general more than will black female students.
2. Nonblack female students will endorse the traditional definition of the woman's role as wife more than will black female students.
3. Black female students will endorse the traditional definition of the woman's role as mother more than will nonblack female students.

The major assumption and Hypothesis 3 tended to be supported by the data. However, blacks tend to endorse the traditional attitude toward the woman's role in general, and there appears to be little or no difference in the attitudes of black and nonblack students toward the woman's role as wife.

## The Vita

The vita is a required part of the paper and must be included. The vita is simply a brief biographical sketch and should include: the full name of the writer, the date and place of birth, the names of the parents, and any other personal data which might be of interest to the reader. There should also be an account of schools attended, degrees received, publications, and experiences of the writer. The vita should also include the writer's permanent address. Following the vita should appear the name of the person who typed the paper. The vita is bound with the paper as the last page before the

blank end paper.

Example:

#### VITA

Lillian Williams Spencer was born in Galveston, Texas, on January 14, 1933, the daughter of Mary Jones Williams and John Gabriel Williams. After completing her work at Central High School, Galveston, Texas, in 1951, she entered Texas Woman's University, where she received the degree of Bachelor of Science in sociology in May 1955. During the following two years, she was employed by the Department of Public Welfare in Dallas, Texas. In September 1957, she entered the Graduate School of the Texas Woman's University. In June 1958, she married Herbert George Spencer.

Permanent address: 202 West Mulberry  
San Antonio, Texas

This thesis was typed by: Laura Brown

#### Binding of the Professional Paper

1. Candidates for the M.A. degree submitting a professional paper are asked to submit one final bound copy to the Department of Sociology and Social Work. The copy should be a photo reproduction on 20-pound weight, 25 percent rag content bond paper.
2. Once the final version of the paper is approved and signed by the members of the graduate research committee and by the chair of the department, the bound copy should be submitted to the student's committee chair no later than the date assigned by the Dean

of Graduate Studies and Research for the submission of theses, dissertations, and professional papers.

3. In addition, the student is asked to submit two 3 x 5 inch catalog cards for the purpose of record keeping in the department. The cards should include the following information: name of author, title of paper, date degree is granted, and a very short description of the content of the paper. An example is given below.

Ross, Joan

August 1976

Intergenerational Relationships Between Adult  
Children and Their Parents

Questionnaire survey of a graduating class of 1947 covering such topics as: frequency of contact with parents, distance lived apart from parents, and kinds of contacts with parents, including types of advice solicited, services performed. Findings revealed frequent intergenerational contact for this sample, with little sexual difference shown.