

# **General Thesis Guidelines**

**2006-2008**

Graduate School



[www.enmu.edu](http://www.enmu.edu)

# Notes from the Graduate School

The following "General Thesis Guidelines" are just that, guidelines, and are not intended to replace or override specific style guides or requirements established by your program. For purposes of conformity and appearance, the Graduate School has set rules for the following, to which you must adhere: 1) preliminary pages; 2) paper; 3) margins; 4) font styles and printers; 5) and deadlines. Please refer to the following text for specific requirements in these areas.

As is true with all University matters, the current *Graduate Catalog* is the official document of record.

## Introduction

The requirements for master's degrees and the procedures to be followed to fulfill them are stated fully in the *Graduate Catalog*. The "General Thesis Guidelines" is intended solely as a set of general guidelines for the preparation of a thesis. No other degree requirements are considered in this guide.

No matter whether graduate programs at Eastern New Mexico University require a thesis or offer it as an option, if you are planning to write a thesis you should take great care in the selection of a thesis topic, the planning of research and the organization and writing of the thesis.

The finished thesis reflects your intelligence and professionalism. It is a record of your research, scholarly activities and writing ability. It is also a reflection on your graduate advisory committee, the department, the college and the University; therefore, it should be prepared with great care.

The following are general standards and practical suggestions designed to help you perfect your scholarship and writing. These guidelines should be kept in mind by both you and your graduate advisory committee from the time you select a topic until the final document is accepted by the Graduate School.

# Table of Contents

Notes from the Graduate School.....	i
Table of Contents .....	ii
Graduate Advisory Committee Members and the Thesis Process.....	5
Substitutions .....	5
University Standards.....	6
Quality of Writing .....	6
Appropriateness of Topic .....	6
Quality and Level of Achievement .....	6
Discussion of Findings .....	6
Academic Honesty .....	6
Thesis Prospectus.....	7
Format and Contents of the Thesis .....	8
Preliminary Pages .....	8
Text .....	9
Heads.....	9
Introduction.....	9
Objectives.....	9
Review of Literature .....	9
Methods and Procedures.....	9
Results and Discussion.....	10
Conclusions and Recommendations.....	10
The Reference Materials.....	10
What to Document .....	10
The List of Sources .....	11
References Cited.....	11
Bibliography .....	11
Glossary .....	11
Appendices .....	11
Copyrighted Material .....	11
Thesis Review and Approval.....	11
Preliminary Drafts .....	12
Reading Copy .....	12
Deadlines .....	12
Oral Defense .....	12

General Instructions for Production of Final Copy .....	13
Style .....	13
Your Responsibilities.....	13
Word Processing .....	13
Paper .....	13
Margins .....	13
Heads .....	13
Spacing.....	13
Pagination .....	13
Approval of Samples .....	14
Illustrative Material .....	14
Graphics .....	14
Number of Copies.....	14
Binding Fee.....	14
Final Grades and Graduation .....	15
Appendices .....	16
Appendix 1: Preliminary Pages.....	17
Title Page .....	18
Certificate of Acceptance.....	19
Title Page for Abstract .....	20
Table of Contents .....	21
List of Figures.....	22
List of Tables.....	23
Appendix 2: Graduate Examination Report.....	24
Graduate Examination Report (Sample) .....	25
Appendix 3: Hints.....	26
Nine Quick Ways to Make Your Writing Clearer.....	27
Words That Need Watching in Scholarly Writing .....	29
"Never-Never" Typing Rules .....	30
Appendix 4: References to Helpful Publications.....	31
Recommended Guides of Thesis Preparation.....	32
Appendix 5: Timeline for Thesis Process.....	35
Summarized Timeline for Thesis Process.....	36

**General Thesis  
Guidelines**

**for Graduate Programs at ENMU**

**Approved by Graduate Committee  
1998**

# General Thesis Guidelines

## for Graduate Programs at ENMU

### Graduate Advisory Committee Members and the Thesis Process

Before you are permitted to write a thesis you must have a graduate advisory committee consisting of at least three members of Eastern New Mexico University's graduate faculty. The chairperson of the committee must be a member of the graduate faculty within the discipline in which you propose to do your research. The other two members of the committee must be graduate faculty members: one of these members must be from your discipline, while the third member may be from an allied discipline. All exceptions to the above must be approved by the dean of the Graduate School and some programs may require that all committee members be department faculty.

The purpose of the thesis advisory committee is to oversee all phases of your thesis project from the selection of a research topic to the submission of the final copies of the thesis to the Graduate School. The major responsibility for directing the thesis rests with the chairperson of the committee; therefore, you need to select a person who has an interest in and knowledge of your topic, as well as one who has the time and energy to devote to working with you on your project. It is helpful to discuss the matter with your graduate advisor. Your graduate advisor may be the perfect choice to serve as the chairperson of your thesis committee. It is the chair who will help you select a thesis topic, prepare a prospectus and act as your first reader, mentor and ratifier of your thesis materials. The chairperson will settle questions of style and usage and will act as your intermediary. It is the chairperson's responsibility to ensure that the content of your thesis is adequate, accurate and substantive. Only after the chair has approved the thesis materials and style will the reading copy be submitted to the other committee members.

Should other members of your committee have comments and criticisms, they will be directed to the chair who will pass them on to you for your response. Throughout this process, the chairperson has the final authority in the committee, including a veto over any criticism he or she deems unreasonable. If the chair and a committee member (or members) reach an impasse over a substantive matter, the member may ask to be removed from the committee. Should the impasse threaten your chances of successfully completing your thesis project, you may ask the graduate dean to resolve the differences.

Should the dean of the college or graduate school consider the thesis or thesis materials unacceptable, he or she will return the thesis to the committee chair for review by the full thesis advisory committee. The chair then forwards comments, criticisms and required changes developed from this process to you for your revision.

Remember, it is important that you develop a good working relationship with the members of your advisory committee, that you keep them apprised of what you are doing with your project and that you consult with them as difficulties arise rather than wait until the difficulties are insoluble.

#### **Substitutions**

Faculty have many commitments; therefore, you should not assume that all members of your committee will be available when you want them. This is especially true in the summer, when most faculty are off campus. Plan ahead. As soon as you and your chairperson are sure of when you will be ready to defend your thesis, determine that all members of your committee will be available for your oral defense. If you learn that a member of your advisory committee will be absent, appeal to the graduate dean to supply a substitute. As soon as you know the substitute's name, familiarize this person with your project and provide him or her with a copy of your thesis.

# University Standards

## Quality of Writing

The thesis is a public document in which correctness, clarity and economy of language are important. The graduate faculty expect that every candidate for a master's degree bearing the name of Eastern New Mexico University will have demonstrated the ability to speak and write well, observing the standards and conventions of good English usage, and suiting tone to audience. To help achieve this quality in writing, the Graduate School recommends that you study *The Elements of Style*, 3rd Ed. (1979, Reprinted 1995), by William Strunk, Jr. and E. B. White, and *The Chicago Manual of Style*, 14th Ed. (1993), prepared by the Editorial Staff of the University of Chicago Press. In addition, each graduate program may require a discipline specific style guide. Some of the style guides used by various programs at the University, together with some handbooks on English usage, are listed in Appendix 5.

## Appropriateness of Topic

The selection of a topic requires mature judgment on your part and the advice of the members of your advisory committee. For the topic to be acceptable, you should select a subject that allows you to make a scholarly contribution to your discipline. Your choice of topic must be based upon consideration of your abilities, the expertise of your chairperson, the facilities and resources available, and the length of time you have available for the completion of the project.

## Quality and Level of Achievement

A master's thesis is intended to demonstrate that you are capable of conducting a research project and reporting the project's results in a clear, concise, professional and timely manner. The Graduate School expects your master's thesis to be creative or innovative and to make a positive contribution to scholarship in your discipline.

## Discussion of Findings

In your thesis, you should discuss the results of the research in relation to previously published work and clearly identify results that are new and different. You should explain the significance of your findings in the context of current thinking on the subject, and your conclusions or recommendations should be made carefully and substantiated by your findings.

## Academic Honesty

Because the faculty, administrators and staff at Eastern New Mexico University place great value on academic honesty and integrity, it is imperative that all aspects of your thesis research and reporting are beyond reproach.

You should take a few minutes to read the statement entitled "Academic Integrity" in the current *Graduate Catalog*. Your research findings must be reported accurately. Falsification or misrepresentation of research data, methods, techniques or results is cause for rejection of a thesis and dismissal of a graduate student from the University. You must acknowledge all ideas, information or statements of other researchers or writers (whether they are paraphrased or quoted directly). Failure to acknowledge sources is plagiarism and carries the same penalties as falsification or misrepresentation. If you have a question as to whether or not an idea, phrase, sentence or word necessitates a citation, discuss the particulars with the chairperson of your graduate advisory committee.

# Thesis Prospectus

A thesis prospectus is a statement of your proposed original research or scholarly study. The purpose of the prospectus is to present your topic in such a way as to convince the members of your graduate advisory committee, the program's graduate coordinator, the college dean and the dean of the Graduate School that you have a significant research subject and can carry it through to a successful conclusion. Not only should there be evidence of your preparation to undertake the project, but also a brief statement of the expectations of the graduate advisory committee and yourself about the nature and extent of the project.

Your readers will be looking for evidence to convince them of your ability to do what you have proposed; therefore, your prospectus must anticipate their questions about what you are proposing to do, how you plan to do it, when you plan to do it, and how long you estimate it will take to complete it.

Some of your readers may not be experts on your subject, so write your proposal in language that is as nontechnical as you can. If you must use technical language, for your readers' convenience include a glossary of technical terms used in your proposal.

In most, if not all cases, your prospectus should be presented within the framework of a research design. You are urged to develop your topic and specific elements of the prospectus in consultation with your graduate advisory committee. The prospectus can be submitted any time after the filing of an official degree plan. **The prospectus must be accepted at all levels before data collection is initiated.** The prospectus should demonstrate that the University's standards for theses are attainable within the prospectus' framework.

At the minimum, the prospectus should include:

- I. The Preliminaries
  - A. Title page in thesis format (see Appendix I for examples)
  - B. Signature pages in thesis format
  - C. Table of Contents
  - D. List of Figures (if applicable)
  - E. List of Tables (if applicable)
- II. The Text (body) of the Prospectus
  - A. Introduction
    1. Statement of problem, hypothesis or proposition
    2. Statement of significance of problem
  - B. Methods
    1. Data gathering
    2. Data analysis
  - C. Test implications and/or expected results
  - D. Required support and facilities
- III. The Reference Materials
  - A. Preliminary Bibliography or Works Cited
  - B. Schedule of completion of milestones for the proposed project
  - C. Vitae — A resume of the student's education and experience

# Format and Contents of the Thesis

The use of a prescribed format safeguards the quality of theses prepared at Eastern New Mexico University and is required for the preliminary pages and major divisions of the text. Adherence to these guidelines should reduce the work of writing and typing.

Ordinarily, your thesis will include the following major heads. The others depend upon college, department or program regulations, and your personal preferences. Some combination of those under "Text" should be included, although titles are only suggested. There may be other ways of designating the major divisions.

<b>Preliminary Pages</b>	<b>Text</b>
Title	Introduction
Copyright	Objectives
Signature	Review of Literature
Abstract Title	Methods and Procedures
Abstract	Results and Discussion
Acknowledgments	Conclusions and Recommendations
Table of Contents	Bibliography or Works Cited
List of Figures*	Glossary
List of Tables*	Appendices

\*Required if applicable to the thesis

## Preliminary Pages

(See Appendix I)

<b>Title</b>	The title page should contain a short descriptive title, key word or words of the subject, author's name, etc.
<b>Copyright</b>	You may apply for a copyright of your material and so indicate on a separate page, unnumbered and uncounted, that will appear after the title page.
<b>Signature</b>	This page, bearing the signatures of all relevant people, indicates acceptance of either the reading copy or the final copy.
<b>Abstract Title</b>	Very similar to the Title Page of the thesis.
<b>Abstract</b>	The abstract (not more than 500 words) should be a summary, complete in itself, without

references. It should summarize the scope, objectives, methods, and results of the paper.

<b>Acknowledgments</b>	An expression of your appreciation for assistance, if desired.
<b>Table of Contents</b>	The table of contents should include all major heads and subheads in outline form.
<b>List of Figures</b>	Graphs, illustrations, photographs, and other figures appearing in the text should be listed with consecutive numbers.
<b>List of Tables</b>	Tables appearing in the text should be listed with consecutive numbers.

## **Text**

### **Heads**

Chapter titles, and titles of divisions within a chapter, are referred to as "heads." Use of heads in the text should not exceed three levels below that of chapter heads. Beyond that level, heads serve to confuse rather than clarify the material for the reader. When possible, make parallel heads (those at the same level) coordinate in grammatical form and content. Sometimes, clarity and common usage violate this rule. Never mix sentence heads and topics heads.

### **Introduction**

The introduction should state clearly and concisely the nature and significance of your study, put it into historical context, and define its scope.

### **Objectives**

The objectives of your study must be clearly stated.

### **Review of Literature**

A review of the literature is necessary to ensure that the investigation has not been performed already and to inform the reader about other relevant studies.

### **Methods and Procedures**

Methods used in obtaining information should be explained clearly. When such procedures are conventional or well-documented, citations of sources and a few comments are sufficient. New procedures and techniques, or deviations from published procedures, should be described in detail because the techniques of an investigation are sometimes of more significance and interest than are the results. It should be possible for another scholar in the field to repeat your work by following the procedures described in your thesis.

If you statistically analyzed data, discuss the tests you employed and the appropriateness of the test to the type of data collected. In quantitative or statistical work, a statement of confidence parameters is required, along with an estimation of sources or systematic error.

If the subject is not quantifiable, as in the case of literary or historical study, a distinction must be maintained between your intuitive impressions and statements that you can support by careful reasoning or by appeal to authority.

For example, in the case of textual analysis, you should assert links between your conclusions and those of discipline-authorized critical theorists on your topic or text. In the case of original archival research, however, you will also need to provide some quantifiable information: the temporal parameters of your search and results; the limitations in amount or quality of the archival material; and a careful articulation of the conclusions you can assert with respect to the available material

## **Results and Discussion**

The results of the study may be presented in several ways. If the study involves the collection of data, the original observations may be included in an appendix. Graphs and brief tables are employed in the text, whenever feasible, as a means of condensing the information and conveying the significance of results of data analysis. Tables and computer-generated graphics prepared using laser printing technology should follow immediately after their first mention in text, unless consigned to an appendix. For further information on figure and table preparation, see the following section on illustrative materials.

## **Conclusions and Recommendations**

Conclusions based on research may be listed in numbered statements or given in narrative form. Recommendations may suggest action that could be taken to investigate new research topics identified in the study. In addition, some programs require a subsection on limitations in which you are required to critique your own work.

# **The Reference Materials**

## **What to Document**

In your thesis, everything you have derived from an outside source requires documentation. It is obvious that you must document direct quotations and paraphrased statements, but you must be scrupulous in acknowledging information and ideas, as well. This is particularly true when your readers might assume the material you have appropriated is yours. However, it is rarely necessary to give sources for familiar proverbs ("A stitch in time saves nine"), well-known quotations ("We have nothing to fear but fear itself"), or what is generally known ("Nixon is the only president to resign the office"). When in doubt about this matter, consult your thesis advisor.

You should employ the method preferred by your discipline, program or college. This method is ordinarily found in a style manual recommended by your program. Be sure you understand the system you are to use before you try to apply it.

Notes: Depending on your discipline's style format, the list of sources cited at the end of your thesis may not be sufficient in itself to provide adequate, precise documentation. You must specify what you have derived from each source. There are a number of ways to handle this critical matter, and it is important that you use the system preferred in your program, discipline or college.

The most common method of supplying this information is to insert brief parenthetical acknowledgments in the manuscript whenever you use another's words, facts or ideas. One method simply inserts the author's last name and a page reference.

... You can't edit your graph in this mode (Guzelimian 54).

Another method is similar, but stresses the date of the source. In a parenthesis insert the author's last name, the date, followed by a comma and the page reference: (Guzelimian 1985, 54). The third method employs the familiar Arabic number superscript following each citation of source. Of course, there are variations on these methods.

## The List of Sources

This is an important section in your paper and not merely an afterthought. This section has different titles, depending on the requirements of your department, discipline, or program. Two of the most common titles are:

### References Cited

This means all references quoted directly or paraphrased in the body of the thesis are included in this list. All references in this section must be cited in the text and all sources cited in the text must be in this section. The bibliographic style you use should conform to a style guide recommended by your program.

### Bibliography

Some programs require a section entitled Bibliography instead of a Works Consulted or References Cited. If that is true in your case, this section should include all relevant literature applicable to carrying out the study. Not all of these references will be cited in the body of the thesis; however, all those cited in the body should be included in the Bibliography. As with References Cited, bibliographic style should conform to an accepted style guide in your field of study.

## Glossary

If there are a number of terms used frequently in the thesis that may be unfamiliar to readers, it is appropriate to include a collection of definitions.

## Appendices

In an appendix, you may include anything that would contribute to a clearer understanding of the study as a whole, but which is not appropriate to include in the body of the thesis. Items such as maps, charts, questionnaires, correspondence, and tables that are inappropriate for inclusion in the text may be presented in appendices.

## Copyrighted Material

Copyright is the right of exclusive ownership by an author in the creation of his or her work. This right is protected for the life of the author plus 50 years by a federal law passed on January 1, 1978. This law protects any work from the moment of its creation, regardless of whether or not it is ever published and whether or not it contains a notice of copyright.

The copyright law contains a "fair use" provision that allows teachers, librarians, reviewers and others to reproduce copyrighted materials for educational and illustrative purposes without compensation to the copyright owners. Such purposes include "criticism, comments, news reporting, teaching . . . , scholarship or research." **Copies of copyrighted pictures, charts, tests, forms and questionnaires, no matter how short, should never be reproduced without written permission.**

Publications that explain the copyright law are available from the Copyright Office, Library of Congress, Washington, D.C. 20559.

## Thesis Review and Approval

Between the time your thesis prospectus is approved and you deliver final thesis copy to the Graduate School office, your thesis may go through any number of revisions culminating in a "reading copy." Your committee chairperson may require several informal, preliminary drafts of parts or all of the thesis before you develop a

satisfactory reading copy, suitable for submission to the other committee members for their review, evaluation and comment.

## **Preliminary Drafts**

There are no formal requirements for the preliminary drafts except those agreed upon by your committee chairperson and you. Common sense, however, dictates that all drafts be legible, typed and on suitable paper. The goal of the preliminary draft is to produce a copy that closely approximates the reading copy in its form and content.

Occasionally, it happens that a thesis project becomes unmanageable. Before giving up in despair, in consultation with your thesis chairperson, you should try to salvage the original topic. To change topics, or even to modify your topic substantively, may require the preparation and submission of a new prospectus to the graduate dean.

## **Reading Copy**

Once you have produced a nearly final manuscript, a "reading copy" may be submitted to the chair. The reading copy must be complete, including the title page, abstract, and a signature page designating it a reading copy. The reading copy may contain minor corrections. Tables and figures do not have to be in final form, and the manuscript does not have to be on approved paper or in approved font style. Nonetheless, the reading copy should contain everything that is supposed to be in the final copy.

When the chair considers the reading copy acceptable, it will be submitted to the other committee members for their opinions. Together with comments of the entire committee and their signatures, the thesis is passed on for approval to the graduate coordinator and the college and graduate deans.

## **Deadlines**

Reading copies must be submitted to the Graduate School office at least six weeks prior to the end of the fall and spring semesters or four weeks prior to the end of the summer session (see appendix 6 for calendar). With or without recommendations or requirements for additional revision, the reading copy then may be approved for oral defense, which will be scheduled by you and the committee chair. You should know that the oral defense of the thesis may reveal the need for further revision. After all revisions have been made and approved, two final (letter perfect and complete) copies must be delivered to the Graduate School no later than ten days prior to the end of the semester in which you expect to graduate. These copies will be bound and placed in the University library.

# **Oral Defense**

The oral defense permits you to defend your thesis against challenges to your research, your methodology, your assumptions and your conclusions. It also gives you the opportunity to show how knowledgeable you are about a wide range of matters related to your graduate study.

An oral defense can be scheduled only after all members of the graduate advisory committee, the graduate coordinator, the college dean, and the graduate dean have signed the "Certificate of Acceptance" for the reading copy. The defense must be publicly advertised at least 5 working days prior to the defense date in the *Monday Memo*, by postings in the Graduate School, and in the building that houses the program. The defense must be attended by all members of the student's advisory committee and may be attended by a non-voting representative of the Graduate School (appointed by the graduate dean).

The chairperson of your advisory committee will lead the defense. Questions from the audience may be called for by the chairperson after the committee and the Graduate School representative have finished their questioning.

The committee chair must report the outcome of the defense to you and to the college and graduate deans no later than 10 days prior to the end of the semester. (Appendix 2)

## **General Instructions for Production of Final Copy**

### **Style**

You should make it a point to study and understand the style guide recommended by the graduate faculty in your program. Each department, program or academic unit (in some cases, the college) will insist that theses written by students under its aegis conform to the specific style manual or guide it has adopted.

### **Your Responsibilities**

Whether you plan to word process your thesis or arrange for a skilled word-processor to do so, ensure that the proper style manual is understood, and general format rules (see Appendix 3) are followed. You must edit, spell check, revise, and collate the thesis to ensure that there are no omissions, transposed letters, or other errors.

### **Word Processing**

The final copy of the thesis must be prepared using laser printer technology. The approved font sizes are 10 characters and 12 characters per inch. The approved font styles are pica, elite, courier, prestige elite, times new roman, and bookman. Avoid script and sans serif (e.g., Letter Gothic) fonts. Print on only one side of the paper. Do not change font styles or sizes in the course of preparing the final typescript of your thesis.

### **Paper**

Final copies of your thesis intended for submission to the Graduate School must be printed on white, 20 lb. bond paper with a minimum rag or fiber (cotton) content of 25 percent. The paper must be free of imperfections.

### **Margins**

Leave a minimum of one-inch margins at the top, bottom and right side of the page. To leave space for binding, you should allow at least 1.25 inches for the left margin. Indent the first word of a paragraph ½ inch from the left margin. Indent a setoff quotation one inch from the left margin.

### **Heads**

Heads can begin immediately preceding text, except that a head or subhead should not be placed at the bottom of a page unless it is followed by at least two lines of text. The heads must be internally consistent. Partially filled pages are not permitted unless they are at the end of a chapter or where there is not sufficient room to place a subhead and two lines of text.

### **Spacing**

Double space the entire typescript, including title, quotations, notes and bibliography, unless your program specifies otherwise.

### **Pagination**

The preliminary pages are numbered with lower-case Roman numerals located at the bottom center of the page, one-half inch from the bottom of the page. The title page is assumed to be page i and the signature page is ii, but neither is numbered.

Text pages should be numbered at the top, starting with the first page of text and using Arabic numbers. The page number may be centered one-half inch from the top edge of the page, or it may be in the upper right

corner one-half inch from the top and flush with the right margin. Do not adorn the number with hyphens, periods or any other matter.

Each chapter (e.g., Introduction, Review of Literature, etc.) should begin on a new page with either a skip folio (no page number on page) or drop folio (page number at the bottom center).

Beginning with the first page of the text and concluding with the final page of the documentation, paginate consecutively throughout the manuscript.

## **Approval of Samples**

You must submit a sample thesis title page to the Graduate Office for approval at least one month prior to production of the final copy. This must be on 25% bond paper and employ the exact font style and size and printing system to be used in producing the final copy. If you wish to change type style, paper, or your printing system in producing the final copy, another sample title page must be submitted for approval. A final thesis copy that is not consistent with the approved sample page will not be accepted.

## **Illustrative Material**

All illustrative material must be included in both final copies submitted to the Graduate School office. Line drawings, graphs, maps and photographs all are considered figures and should be numbered in a single, consecutive series in their order of appearance in the text. Each of these figures, as well as all tables, should appear on a separate page placed immediately following its first reference in the text.

Photographs should be printed on page-size, photographic paper, photo-offset, or Xeroxed<sup>®</sup> onto bond paper. As a second choice, photographs may be attached to bond paper with dry mount tissue. Do not use tape or staples.

## **Graphics**

Computer generated graphics must be laser-jet quality, but upon approval of your graduate advisory committee, college dean and graduate dean, graphics may be drawn by hand. Hand drawn graphics should be done in black, permanent ink. Hand drawn graphics may be scanned and computer generated for the final copy on the same kind of paper used for the thesis. Hand drawn graphics may be reproduced by photo-offset or xerographic techniques on bond paper. Color graphics should only be included if the color is necessary to convey specific information. Color graphics should be printed on archival stable paper, such as "Neenah Environment" acid free paper.

All tables, graphs, illustrations, and photographs should meet the same margin requirements as the text. If the dimensions of a table or figure necessitate orientation along the vertical axis of the page, the top of this page should be at the bound side of the thesis. In such instances, keys or guides to figures or tables can be placed on a facing page. However, the facing page must be numbered on the reverse side of the caption.

## **Number of Copies**

A minimum of two unbound, printed final copies must be delivered to the Graduate School office ten days prior to the end of the fall, spring or summer semesters in order to complete the requirements for a master's degree. Each of the two required copies should have its own signature page with original signatures and must be ready for delivery to the library for binding.

## **Binding Fee**

The binding fee for the two required copies is part of the graduation fees. Binding fees for additional copies must be paid to the cashier and the receipt presented to the Graduate School along with the extra final copies of the thesis.

## **Final Grades and Graduation**

A form for removal of "I" for 599 credit must be submitted to the Graduate School by the chairperson of your graduate advisory committee. Please be aware that once you register for thesis credits, you must continue to enroll for at least one thesis credit each fall and spring semester until the thesis is accepted as stipulated in the graduate catalog. After approval of the final copy, the graduate dean will sign off on the removal of "I" and the Graduate School will submit the form to the Registrar's office. You will not be awarded a diploma until this form is filed with the Registrar. Note: Theses are graded by S/U and are not computed into the cumulative grade point average.

# Appendices

Note: The following pages are counted in the numbering of this document but the numbers that appear on the pages (or that are absent) are numbered as they should be in the thesis.

# Appendix I:

# Preliminary Pages

**Note:** Each draft document for a thesis should be identified clearly on the Acceptance page as the Prospectus, Reading Copy, or Final Copy.

APPROACHES TO LITHIC ASSEMBLAGES THROUGH A CULTURAL  
RESOURCE MANAGEMENT PHASE II TESTING PROGRAM  
ON THE COLUMBIA PLATEAU WASHINGTON

A Thesis Presented  
to the  
Graduate Faculty of Anthropology  
Eastern New Mexico University

In Partial Fulfillment of the Requirements for the Degree  
Master of Arts

by  
Daniel G. Landis  
July 30, 1982

[18]  
(counted as "i", but not numbered)

Certificate of Acceptance

Final Copy

This Thesis Presented in Partial Fulfillment of the Requirements for the

Degree Master of Arts

by

Daniel G. Landis

has been accepted

by the

Graduate Faculty of Anthropology

Eastern New Mexico University

Approved:

\_\_\_\_\_  
Committee Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Committee Member

\_\_\_\_\_  
Date

\_\_\_\_\_  
Committee Member

\_\_\_\_\_  
Date

\_\_\_\_\_  
Graduate Coordinator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Graduate Dean

\_\_\_\_\_  
Date

\_\_\_\_\_  
Commencement Date  
(Leave blank; will be filled-out by Graduate Dean)

APPROACHES TO LITHIC ASSEMBLAGES  
THROUGH A CULTURAL RESOURCE MANAGEMENT PHASE II  
TESTING PROGRAM ON THE COLUMBIA PLATEAU WASHINGTON

Abstract of a Thesis

Presented to the  
Graduate Faculty of Anthropology  
Eastern New Mexico University

In Partial Fulfillment  
of the Requirements  
for the Degree  
Master of Arts

by  
Daniel G. Landis  
July 30, 1982

## Table of Contents

	Page
Abstract.....	iii
Acknowledgements .....	iv
List of Figures.....	vii
List of Tables .....	viii
Chapter	
I.    Introduction .....	1
The Priest Rapids Testing Program .....	1
Previous Investigations in the Project Area .....	3
Models of Plateau Prehistory .....	5
Problem Orientation .....	16
II.   General Environmental Characteristics of the Project Area .....	19
Geographic Setting .....	19
Geologic Setting .....	19
Soils .....	21
Climate .....	23
Flora .....	24
Fauna.....	26
Paleoenvironments .....	28
III.  Field Methods .....	30
Surface Collection .....	30
Mapping .....	34

## List of Figures

Figure	Page
1. Project Site Locations .....	2
2. Comparison of the Snake River cultural sequence and a revised sequence for the Mid-Columbia region .....	13
3. Site Map, 45GR136 .....	40
4. Site Map, 45GR123 .....	46
5. Site Map, 45GR433 .....	49
6. Site Map, 45GR48 .....	53
7. Site Map, 45GR439 .....	56
8. Site map, 45GR139 and 45GR50 .....	60
9. Site Map, 45KT372 and 45KT6 .....	68
10. Site Map, 45KT377 .....	74
11. Site Map, 45KT382 .....	78
12. Site Map, 45KT44 .....	83
13. Site Map, 45KT1 .....	85
14. Site Map, 45KT42-43.....	90
15. Site Map, 45YK5 .....	94
16. Selected projectile points from Priest Rapids .....	125

## List of Tables

Table		Page
1.	Basic Testing Accomplished.....	31
2.	Test Unit and Backhoe Trench Dimensions.....	32
3.	Cultural Material Inventory Summary .....	38
4.	Cultural Material Inventory, 45GR136.....	44
5.	Cultural Material Inventory, 45GR123.....	48
6.	Cultural Material Inventory, 45GR433.....	51
7.	Cultural Material Inventory, 45GR48.....	55
8.	Cultural Material Inventory, 45GR439.....	59
9.	Cultural Material Inventory, 45GR139.....	64
10.	Cultural Material Inventory, 45GR50.....	67
11.	Cultural Material Inventory, 45KT372.....	70
12.	Cultural Material Inventory, 45KT6.....	73
13.	Cultural Material Inventory, 45KT377.....	77
14.	Cultural Material Inventory, 45KT382.....	82
15.	Cultural Material Inventory, 45KT1.....	89
16.	Cultural Material Inventory, 45KT42-43.....	92
17.	Cultural Material Inventory, 45YK5.....	96
18.	Priest Rapids Projectile Points.....	122
19.	Raw Material Relative Frequencies of Debitage from Test Units: Cryptocrystallines and Noncryptocrystallines .....	130
20.	Raw Material Relative Frequencies of Tools from Test Units: Cryptocrystallines and Noncryptocrystallines .....	131

# **Appendix 2: Graduate Examination Report**

# Graduate Examination Report

To: Graduate Dean

Student: \_\_\_\_\_

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

Degree: \_\_\_\_\_

Date of Examination: \_\_\_\_\_

Examination:  First Attempt  Second Attempt

Outcome: Written:  Satisfactory  Unsatisfactory

Oral:  Satisfactory  Unsatisfactory

Thesis Defense:  Satisfactory  Unsatisfactory

Remarks and Recommendations:

\_\_\_\_\_

## Endorsements:

\_\_\_\_\_  
Committee Chair Date

\_\_\_\_\_  
Committee Member Date

\_\_\_\_\_  
Committee Memembr Date

\_\_\_\_\_  
Graduate Coordinator Date

Copies: Student, Department, Graduate School, Registrar

# **Appendix 3:**

# **Hints**

# Nine Quick Ways to Make Your Writing Clearer

1. Avoid the passive voice as you would avoid bubonic plague. **Passive:** A questionnaire was constructed and validated. **Better:** I constructed and validated a questionnaire or "This researcher constructed and ..."
2. Be careful with relative pronouns. Distinguish between **which** and **that** in relative clauses. Use **that** with restrictive clauses. Use **which** to introduce nonrestrictive relative clauses, which are set off by commas.

**Restrictive:** The book that I picked up was purple.

**Or:** The book I picked up was purple.

**Unrestrictive:** The audience, which had at first been indifferent, became more and more enthusiastic.

3. Avoid using **since** without a time referent and **while** whenever you don't really mean "simultaneously." **Since** used as **because**, **in as much as**, or **for the reason that**, and **while** in the concessive connotation of **although** or **whereas** are often ambiguous because of a strong sense of time.

Since the grid was placed in a similar habitat, the influences of other plants have been minimal.

While the peaches are grown in Georgia, most of them are eaten in New York. (Note the two possible meanings.)

4. Avoid abbreviations. When it is a nuisance to repeatedly spell out terms you could abbreviate, spell out the term the first time you use it, immediately followed by the abbreviation in parentheses.

**Example:** Peabody Picture Vocabulary Test (PPVT)

Avoid "scholarly" abbreviations entirely.

E.g., i.e., viz, and the like are clearer (and easier to type and proof read) if you write them as: for example, that is, compare with, and namely. Also, do not use **etc.** in formal writing.

5. Use a comma after introductory prepositional or adverbial phrases.

After reading the note, Henrietta turned pale.

But not after an adverbial phrase that immediately precedes the verb it modifies.

In the door stood a man with a summons.

Also use a comma after the last item in a series before a conjunction.

Gold, silver, red, and blue

He opened the letter, read it, and made a note of its contents.

6. Your sixth and seventh-grade teachers probably gave you exercises in which you underlined the subjects of sentences once and the predicates twice. If you will do that exercise mentally with all longer sentences you write, you can prevent misalignments — lack of agreement — between subject and verb.

Following are some words often misused:

<b>singular</b>	<b>plural</b>
datum	data
criterion	criteria
index	indexes (indices for math terms)
basis	bases
medium	media
stratum	strata

7. Use a logical and consistent pattern of tense.

- a. Write observations, completed procedures, and statements made by other authors in the past tense.
- b. Review previous research in the past tense.
- c. Write directions, generalizations, and references to stable (continuing) conditions in the present tense.

8. Avoid qualifiers (rather, very, little, pretty) and vague quantifiers (some, a few).

We all really should try to do a little better; we should be very watchful of this rule, for it is a rather important one and we are pretty sure to violate it now and then.

9. Avoid writing everything from the third-person-blah point of view. The third person and passive voice result in the deadliness and pomposity of "scientificese" or "pedaguese." If a Miss Fidditch or a Mrs. Grundy in your past has prejudiced you against use of the first person (supposedly because third person is "more objective"), try to change your attitude. Even APA—one of the most conservative style manuals—now recommends the first-person point of view.

# Words That Need Watching in Scholarly Writing

## **And/Or**

"The law allows up to \$25 fine and/or 30 days in jail." Leave that monstrosity to the lawyers. Say simply, "\$25 fine or 30 days in jail or both."

## **Compare/Contrast**

When you liken one thing to another, make it "compared to"; when you examine two things to determine their differences and likenesses, make it "compared with." When you are pointing out the differences between things, use "contrast."

## **Comprise**

Comprise has the meaning of "include, embrace, contain." Thus the whole comprises the parts, but not vice versa. Also avoid "comprised of." Use "compose," "constitute," or "make up" in such instances as "the 10 books that make up the set."

## **Continually/Continuously**

"Continual" means over and over again. "Continuous" means unbroken. Therefore, "IGE programs aim for continuous improvement." A mnemonic aid: "Continuous" ends in **o u s**, which stands for one uninterrupted sequence."

## **Farther/Further**

The general preference is to restrict "farther" to ideas of physical distance and to use "further" for everything else. "Further" also has a way of slipping in as the first word in a sentence, when you really mean "furthermore."

## **Infer/Imply**

To infer is to deduce; to imply is to signify.

## **Less/Fewer**

Use "less" for amount and "fewer" for number. In other words, use "less" with mass nouns and "fewer" with count nouns.

## **Point/Fact That**

"Smith's report stressed the fact that teachers' salaries have increased. ..." Delete "the point"; "the fact" usually can be deleted, too.

## **Pupil/Student**

Those who attend elementary schools are pupils; those who attend secondary and postsecondary schools are students.

## **Whether or Not**

Usually, the "or not" is a space waster. When, alternative, the "or not" may be needed.

# "Never-Never" Typing Rules

1. **Never** hyphenate at the end of more than two consecutive lines.
2. **Never** hyphenate except between syllables at the end of a line.
3. **Never** hyphenate a word between pages.
4. **Never** leave two or fewer letters before or after hyphenation.
5. **Never** hyphenate abbreviations.
6. **Never** leave a head at the bottom of a page.
7. **Never** place only one line of a paragraph at the bottom or at the top of a page.
8. **Never** space more or less than 1/2 inch between sentences.
9. **Never** type into the margins.
10. **Never** indent more or less than 5 spaces to begin a paragraph.
11. **Never** break a date between the month and day at the end of a line.
12. **Never** separate the initials of a name and avoid separating initials, titles, or degrees from the name.
13. **Never** be inconsistent.

# **Appendix 4:**

# **References to**

# **Helpful Publications**

# Recommended Guides for Thesis Preparation

Achtert, Walter S., and Joseph Gibaldi. *MLA Handbook for Writers of Research Papers*. 3rd ed. New York: Modern Language Association, 1999.

----- . *The MLA Style Manual*. New York: Modern Language Association, 1998.

Allen, George R. *Graduate Students' Guide to Thesis and Dissertation: A Practical Manual for Writing and Research*. San Francisco: Jossey-Bass, 1973.

Amato, Carol J. *The World's Easiest Guide to using the APA*. Stargazer Publishing Company, 1995.

American Antiquity Style Guide, *American Antiquity* 57 (1992): 749-770. Also available @ [HTTP://WWW.SAA.ORG/Publications/StyleGuide/Styframe.HTML](http://WWW.SAA.ORG/Publications/StyleGuide/Styframe.HTML).

*American Psychological Association Publication Manual*. 4th ed. Washington, D.C.: APA, Latest.

American Psychological Association Staff, ed. *Casebook on Ethical Principles*. Washington, D.C.: APA, 1995.

American Psychological Association Staff, ed. *Graduate Study in Psychology and Associated Fields*. Washington, D.C.: APA, 1986 edition with 1987 addendum.

American Psychological Association. Ad Hoc Committee on Ethical Standards. *Ethical Principles in the Conduct of Research with Human Participants*. Washington, D.C.: APA, 1982.

Avery, Thomas Eugene. *Student's Guide to Thesis Research*. Minneapolis: Burgess, Latest.

Bazerman, Charles. *The Informed Writer: Using Sources in the Disciplines*. Boston: Houghton Mifflin, 1995.

Brusaw, Charles T., Gerald J. Alred, and Walter E. Oliu. *Handbook of Technical Writing*. 3rd ed. New York: St. Martin's, 1997.

----- . *The Business Writer's Handbook*. 3rd ed. New York: St. Martin's, 1997.

Campbell, William G.. *Form and Style in Thesis Writing*. 6th ed. Boston: Houghton Mifflin, 1982.

Castetter, William B. *Developing and Defending a Dissertation Proposal*. Center for Field Studies, Graduate School of Education. Philadelphia: University of Pennsylvania Press, 1980.

- Fisher, Elizabeth. *Enjoy Writing Your Science Thesis!*. World Scientific Publishing Company, Incorporated, 1998.
- Fleischer, Eugene B. *Style Manual for Citing Microform and Nonprint Media*. Chicago: American Library Association, Latest.
- Foley, Stephen Merriam, and Joseph Wayne Gordon. *Conventions and Choices: A Brief Book of Style and Usage*. Lexington, MA: D.C. Heath, 1986.
- Gibaldi, Joseph. *MLA Style Manual & Guide to Scholarly Publishing*. Modern Language Association of America, 1998.
- Handbook for Authors of Papers in American Chemical Society Publications*. Washington, D.C.: American Chemical Society, Latest.
- Harris, John S., and Reed H. Blake. *Technical Writing for Social Scientists*. Chicago: Nelson-Hall, Latest.
- Irvine, Demar B. *Writing About Music: A Style Book for Reports and Theses*. 2nd ed. Seattle: University of Washington Press, 1999.
- Leedy, Paul D. *How to Read Research and Understand It*. New York: Macmillan, Latest.
- , *Practical Research: Planning and Design*. 3rd ed. New York: Macmillan, 1997.
- Madsen, David. *Successful Dissertations and Theses: A Guide to Graduate Student Research from Proposal to Completion*. San Francisco: Jossey-Bass, 1992.
- Manheimer, Martha L. *Style Manual: A Guide for the Preparation of Reports and Dissertations*. (Books in Library and Information Science: Vol. 5) New York: Dekker, Latest.
- Newman, Isadore. *Theses & Dissertations; A Guide to Writing in the Social & Physical Sciences*. University Press of America, 1997.
- Research & Education Association Staff. *Writing Your A+ Thesis*. Research & Education Association, 1996. Shafer, Robert Jones, ed. *A Guide to Historical Method*. 3rd ed. Homewood: Dorsey, Latest.
- Solomon, Paul R. *Student's Guide to Research Report Writing in Psychology*. New York: Scott-Foresman, Latest.
- Sternberg, David. *How to Complete and Survive a Doctoral Dissertation*. New York: St. Martin's, Latest.

Strunk, William, Jr., and E. B. White. *The Elements of Style*. 3rd ed. New York: Macmillan, 1979.

Sugden, Virginia J. *The Graduate Thesis: The Complete Guide to Planning and Preparation*. New York: Pitman, 1973, Reprinted Latest.

The University of Chicago. *A Manual of Style*. 14th ed. Chicago: University of Chicago Press, 1993.

Tietelbaum, Harry. *How to Write a Thesis*. Macmillan Publishing Company, Incorporated, 1998.

Turabian, Kate L. *A Manual for Writers of Term Papers*. 5th ed. Chicago: University of Chicago Press, Latest.

----- *A Manual for Writers of Term Papers, Theses, and Dissertations*. 4th ed.  
Chicago: University of Chicago Press, 1996.

Webster, William G.: Sr.. *Developing & Writing Your Thesis, Dissertation or Project*. Academic Scholarwrite Consulting & Publishing, 1998.

Williams, Joseph M. *Style: Ten Lessons in Clarity and Grace*. 2nd ed. New York: Scott-Foresman, 2000.

Zerubavel, Eviatar. *The Clockwork Muse; A Practical Guide to Writing Theses, Dissertations, & Books*. Harvard University Press, 1999.

**Appendix 5:**  
**Timeline for Thesis Process**  
**Fall 2006 Summer 2008**

# Summarized Timeline for Thesis Process

## Degree Plan

A degree plan must be prepared and submitted before the end of the first semester of graduate enrollment. The plan must show all required courses in progress, planned courses of study, leveling courses, catalog of record, and required examinations. The degree plan must be signed by the student, the advisory committee, the graduate coordinator and the graduate dean. If the planned course of study changes, a revised degree plan must be submitted. If substitutions are made for required courses, forms indicating the course substituted and the reason for the substitution must be submitted to the Graduate School.

Once the degree plan has been filed, students may enroll for thesis hours (599s). Be aware, however, that once you enroll for thesis hours, you must continue to enroll for at least one thesis hour every fall and spring semester until the thesis is completed. In addition, the expectation for the first regular semester of enrollment is the completion of the prospectus. Failure to complete and submit the prospectus to the Graduate School will result in denial of future 599 hour enrollments until the prospectus is submitted. This denial does not negate the continuous enrollment requirement and students who fail to meet the prospectus expectation will be required to repay missed enrollments.

## Prospectus

The prospectus can be turned in any time after the degree plan has been filed, unless program requirements preclude such. The prospectus must be signed by the advisory committee, graduate coordinator, college dean and graduate dean. If the proposed research involves humans or other vertebrates, approval of the human subjects committee or the animal care and concern committee must be included with the prospectus. If in the course of research, the topic changes substantially as determined by the Chair of the advisory committee, a new or revised prospectus may be required. The prospectus should be approved by the Graduate School before data collection begins. **Candidates who begin data collection prior to the approval of the Graduate School risk wasting effort.** The prospectus must be submitted at least four weeks prior to the submission of the reading copy of the thesis.

## Reading Copy

The reading copy of the thesis is due in the Graduate School no later than six weeks prior to the last day of the fall or spring semester or no later than four weeks prior to the last day of the summer session. Copies submitted past these deadlines will be considered for future semester completion.

## Defense

The defense of the thesis can only be scheduled after the reading copy has been accepted by the Graduate School. The defense must be publicly advertised by postings and publication in the *Monday Memo* five working days prior to the scheduled defense. A report of the outcome of the defense must be submitted to the Graduate School by the thesis Chair. The report must be signed by the members of the committee and the graduate coordinator. The defense must occur at least ten days prior to the end of the semester the student intends to graduate. Defenses held after this date will be considered for future semester completion.

**Final Copy**

Two copies of the final thesis, signed by all members of the graduate advisory committee and the graduate coordinator must be submitted to the Graduate School ten days prior to the last day of fall, spring, or summer semester. Final copies submitted after the deadline will be considered for future semester completion.