

# *Manuscript Preparation Guide*

**Old Dominion University**

**Ph.D. Criminology & Criminal Justice**

**and**

**M.A. Applied Sociology**

**Addendum to, and to be used with:**  
*Old Dominion University Guide for Preparation of  
Theses and Dissertations*

[http://al.odu.edu/al/pdfs/thesis\\_dissertation\\_guide.pdf](http://al.odu.edu/al/pdfs/thesis_dissertation_guide.pdf)

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## INTRODUCTION

This guide is intended to provide some examples of how to format your thesis or dissertation. It is recommended that you consult the Style Guide provided by the Graduate School here:

[https://www.odu.edu/content/dam/odu/offices/graduate-studies/thesis-dissertation/docs/thesis\\_dissertation\\_guide.pdf](https://www.odu.edu/content/dam/odu/offices/graduate-studies/thesis-dissertation/docs/thesis_dissertation_guide.pdf)

Additionally, for details on the latest edition of the American Psychological Association (APA) style guide, please see this link:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

While many criminology journals use APA, or some variation of it, your thesis or dissertation document should not be formatted like a journal article. Using the APA along with the guide provided by the Graduate School should provide a solid foundation. While some of the examples in the document are American Sociological Association (ASA), you can choose between ASA and APA based on recommendations from your advisor.

## WRITING ABOUT YOUR RESEARCH: VERB TENSE

[From the February 2010 issue of the online publication Graduate Connections Newsletter <http://www.unl.edu/gradstudies/current/dev/newsletter/GradConnections-201002.pdf> pp 16-17, from the University of Nebraska-Lincoln. (retrieved 3/30/10)]

CONSISTENCY OF VERB TENSE helps ensure smooth expression in your writing. The practice of the discipline for which you write typically determines which verb tenses to use in various parts of a scientific document. In general, however, the following guidelines may help you know when to use past and present tense. If you have questions about tense or other writing concerns specific to your discipline, check with your adviser.

### USE PAST TENSE. . .

**To describe your method and report your results.** At the time you are writing your report, thesis, dissertation or article, you have already completed your study, so you should use past





## IN-TEXT CITATIONS AND LONG QUOTATIONS

Cite the original source of direct quotes, statistics, information facts, or ideas which originated



## CITATIONS WHICH REQUIRE PAGE NUMBER(S) - DIRECT QUOTES AND STATISTICS

Pure criminological research, according to Cressey (1978:174-5), is "trying to discover the processes generating the criminals to be punished and the laws and personnel doing the punishing." Applied criminological research is concerned with "increasing the efficiency of the punitive legal apparatus" (Cressey 1978:174).

## USING LONG QUOTATIONS

Quotes of more than three lines should be single spaced and indented from the left margin, but not indented from the right margin. There is a double space between the quote and the regular text of the manuscript. Quotation marks are not used as the formatting indicates that it is a direct quotation. Here is an example:

Chopra (1999:110) calls for a new model of medicine that does not merely look for "magic bullets" to cure, but instead, aims to "go beyond the origins of disease." Chopra believes this new model should include the consciousness as well as the physical.

And it is consciousness that is, in fact, the phenomenon, and matter that is the epiphenomenon, or by-product, in human physiology, and probably in the physiology of this organic universe in which we live...the human body is not an anatomical structure that is fixed in space and time. The human body is more like a river alive with energy, information, and intelligence. It has a cybernetic feedback loop and can influence its own evolution and its own expression. It has the ability to learn from mistakes and the ability to make choices. (Chopra 1999:111)

Chopra (1999:112) describes the "quantum mechanical model" as a constant regenerative body that is always recycling. When he is asked why disease is still in the . .



## USING MICROSOFT WORD TO MAKE HEADINGS AND TABLE OF CONTENTS

Using Word to prepare subheadings in order to be able to automatically generate a table of contents is a multi-step process and also a very valuable skill. Learn it early in your career and you will be well served.

### USING STYLES TO IDENTIFY HEADINGS AND SUBHEADINGS

First, write a page or two and type in the headings and subheadings as they should appear with respect to font, capitalization, italicize, line spacing, etc. Once the formatting appears as it should, highlight a heading and then point – don't click – to a corresponding heading number (such as "Heading 1" for Major Heading, "Heading 2" for First Level Subheading, etc.) and right click on "Update Heading 1[2, etc] to Match Selection" and then left click on it to choose it. That automatically changes the style bar heading to match the selection. Then do this with each heading/subheading level. Note that you may have to work with this a bit; Word seems to possess an inordinate number of computer gremlins designed to make life challenging.

Now whenever you're working on a paper, you can make the headings and subheadings appear as they should either while writing the paper, or once the paper is finished. This also lays the groundwork for a very quick and easy generating and updating of a Table of Contents.

### *Generating a Table of Contents*

Generating the table of contents is the third step, but it is also a multi-step process. First, go to where you want the table of contents to appear and insert a new page there. Click on References — Table of Contents – Insert Table of Contents. On the left side make certain that

the following are checked: show page numbers, right align page numbers, show levels 4. On the right side make sure that “use hyperlinks instead of page numbers” is not clicked.

*Is that it?* First, note that this is a third-level subheading, Word Heading 4, and how it appears. Now to generate the table of contents, the next step is to click “OK.” A table of contents should generate right there. You may need to block it and double space it, but it should appear exactly as the text appears throughout the document.

## CITING REFERENCES IN TEXT, USING FOOTNOTES: ASA GUIDELINES

American Sociological Association. 2011. *American Sociological Association Style Guide*. 4th ed. Washington DC: American Sociological Association.

### **General Formatting**

Cite the last name of the author and year of publication.



## FOOTNOTES

If using footnotes, number them consecutively throughout the chapter. Each new chapter should start with footnote 1 using superscript Arabic numerals. If you refer to note again later in the text, use a parenthetical note: . . .(see note 1).

## REFERENCE LIST EXAMPLES

References follow the text in a section headed REFERENCES (use first-level head format identified earlier).

All references should be double-spaced and use a hanging indent.

Use title case for all titles (capitalize all words except prepositions such as *of*, *between*, *through*), articles (such as *a*, *the*, and *an*), and conjunctions (such as *but*, *and*, *or*; however, capitalize them if they begin the title or the subtitle).

Capitalize only the first word in hyphenated compound words, unless the second word is a proper noun or adjective (for example, don't capitalize it in *The Issue of Self-preservation for Women*, but do capitalize it in *Terrorist Rhetoric: The Anti-American Sentiment*).

All references should be in alphabetical order by first authors' last names.

Include first names for all authors, rather than initials, but use first-name and middle-name initials if an author used initials in the original publication.

6 ) List all authors. It is not acceptable to use *et al e*



Hoge, Dean R., Benton Johnson, and Donald A. Luidens. 1994. *Vanishing Boundaries: The Religion of Mainline Baby Boomers*. Louisville, KY: Westminster John Knox Press.

When the same first author appears in multiple references, arrange them alphabetically by the last name of the second author.

Alba, Richard and Philip Kasinitz. 2006. "Sophisticated Television, Sophisticated Stereotypes." *Contexts* 5(4):74-77.

Alba, Richard, John R. Logan, and Brian J. Stults. 2000. "The CJ

Gurr, Ted Robert, ed. 1989. *Violence in America*. Vol. 1, *The History of Crime*. Newbury Park, CA: Sage.

Mason, Karen. 1974. *Women's Labor Force Participation*. Research Triangle Park, NC: National Institutes of Health.

### **Book with Two or More Authors**

Same as with one author, but do not invert authors' names after the first author. Separate authors' names with a comma (unless there are only two authors), and include the word *and* before the final author.

Note that the word "edition" is abbreviated, and not italicized or capitalized.

Corbin, Juliet and Anselm Strauss. 2008. *Basics of Qualitative Research*. 3<sup>rd</sup> ed. Thousand Oaks, CA: Sage.

### **Edited Volume (when citing the entire volume)**

Same as book reference but add "eds." to denote book editor'(s)' name(s).

Hagan, John and Ruth D. Peterson, eds. 1995. *Crime and Inequality*. Stanford, CA: Stanford University Press.

### **Chapter in an Edited Volume**

Put chapter title in quotes.

Use Pp. and page numbers to designate where the chapter is found in the volume.

Italicize the book title, then give the book editor'(s)' name(s).

Do not invert editor'(s)' name(s).

Use initials instead of first and middle names for editor(s).

Clausen, John. 1972. "The Life Course of Individuals." Pp. 457-514 in *Aging and Society*. Vol. 3, *A Sociology of Stratification*, edited by M.W. Riley, M. Johnson, and A. Foner. New York: Russell Sage.

### **Scholarly Journal Article**

Author's full name, inverted so that last name appears first. Year. "Article Title in Title Caps and in Quotes." *Journal Title in Title Caps and Italicized* Volume Number (Issue Number):page numbers of article.

Note that there is no space after the colon preceding page numbers.

For multiple authors, invert last name of first author only.

Separate with commas, unless there are only two authors.

Use *and* between last two authors.

Conger, Rand. 1997. "The Effects of Positive Feedback on Direction and Amount of Verbalization in a Social Setting." *American Journal of Sociology* 79:1179-259.

Coe, Deborah L. and James D. Davidson. 2011. "The Origins of Legacy Admissions: A Sociological Explanation." *Review of Religious Research* 52(3):233-47.

### **Magazine or Newspaper Article**

Ziff, Larzer. 1995. "The Other Lost Generation," *Saturday Review*, February 20, pp. 15-18.

### **Newspaper Article (author unknown)**

*Lafayette Journal & Courier*. 1998. Newspaper editorial. December 12, p. A-6.

### **Public Documents**



### **Unpublished Materials**

Name of author. Year. Title of Presentation. Location where the article was presented or is available or has been accepted for publication but has not yet been published.

Conger, Rand D. Forthcoming. "The Effects of Positive Feedback on Direction and Amount of Verbalization in a Social Setting." *Sociological Perspectives*.

Smith, Tom. 2003. "General Social Survey." Paper presented at the Annual Meeting of the American Sociological Association, August 16, Atlanta, GA.

### **Dissertation or Thesis**

King, Andrew J. 1976. "Law and Land Use in Chicago: A Pre-history of Modern Zoning." PhD dissertation, Department of Sociology, University of Wisconsin, Madison.

### **Print Edition of a Book Accessed through an Online Library**

Daniels, John. 2010. *Apathetic College Students in America*. Middletown, IL: University of Middletown Press. Retrieved April 6,

2011([http://uprveh.an1aA8y.daA8y.d\(dA\)2L\(St\)-2TJ0./aApB7\(e\(A\)-9\(m\)2\(e1\(ow0/P<</MCIDe\)4\(s\)9\(s](http://uprveh.an1aA8y.daA8y.d(dA)2L(St)-2TJ0./aApB7(e(A)-9(m)2(e1(ow0/P<</MCIDe)4(s)9(s)

## TABLES, FIGURES AND GRAPHS

The general rule about tables is that they should be complete and appear in a format that is easily readable. Check recent journals for additional examples for tables containing statistical applications not shown here.

**Titles** Each table and figure in the text must have a unique title. Each table must include a descriptive title and headings for columns and rows.

**Numbering** Each table and figure in the text must have a unique number. Figures and tables are numbered consecutively throughout the text, and each table or figure must be mentioned by number in the text. When possible, first mention of each table or figure must be either within 1.5 pages before the table/figure or on the page

these tables cannot break pages and so adding/deleting text anywhere previous in the chapter can quickly mess up the appearance of the table.

Table 1. Demographic Characteristics of Sample and Population of Eastern Virginia Medical Students

Variable	Sample		E.V.M.S. Medical Student Population	
	N	Percentage	N	Percentage
<u>Gender</u>				
Male	96	49.5	231	56.9
Female	98	50.5	175	43.1
<u>Race</u>				
White/European	152	78.8	314	77.3
Black/African American	8	4.1	27	6.7
Hispanic	1	.5	4	1.0
Asian/Pacific Islander	23	11.9	60	14.8
Bi-racial/Multi-racial	5	2.6	-	-
Other	4	2.1	1	.2
<u>Year in Medical School</u>				
First	54	27.8	104	25.6
Second	59	30.4	103	25.4
Third	48	24.7	107	26.3
Fourth	33	17.0	92	22.7
<u>Marital Status</u>				
Single	124	63.9	333	82.0
Cohabitation	15	7.7	-	-
Married	53	27.3	73	18.0
Divorced	2	1.0	-	-
Widowed	0	0	-	-
Separated	0	0	-	-
<u>Age</u>				
	Mean	= 26.1	Mean	= 27.25
	Range	= 20 - 41		
	SD	= 3.7		



Table 2. Additional Characteristics of Sample

Variable	(N)	Percent
<u>Religious Affiliation</u> (192)		
Catholic	46	24.0
Jewish	9	4.7
Protestant	66	34.4
Atheist	8	4.2
Agnostic	28	14.6
Other	35	18.2
<u>Strength of Religious Affiliation</u> (190)		
Not Very Strong	54	28.4
Somewhat Strong	48	25.3
Strong	49	25.8
Very Strong	39	20.5
<u>Area(s) of Medicine In Which Want to Specialize</u> (231)		
Family Medicine	33	14.3
Internal Medicine	44	19.1
Obstetrics/Gynecology	18	7.8
Pediatrics	46	20.0
Psychiatry	6	2.6
Surgery	26	11.3
Other	28	12.2
Undecided/Unknown	30	13.0
<u>Setting Where Hope to Practice</u> (171)		
Urban Area	45	26.3
Suburb	74	43.3
Small Town	25	14.6
Rural Area	9	5.3
Other	18	10.5
<u>Number of Children Have Now</u> (192)		
0.0	179	93.2
1.0	5	2.6
2.0	7	3.6
4.0	1	.5

Table 2. Continued

Variable	(N)	Percent
<u>Number of Sexual Partners</u>	(181)	
Mean = 5.2		
Std. = 5.6		
Range = 0 - 30		
<hr/>		
<u>Respondent or Sexual Partner Ever Been Pregnant</u>		
Total Responding	(192)	
Yes	29	15.1
No	163	84.9
<hr/>		
<u>Respondent or Sexual Partner Has Ever Received an Abortion</u>		
Total Responding	(191)	
Yes	18	9.4
No	173	90.6
<hr/>		
<u>Personal Acquaintance Has Had An Abortion</u>		
Total Responding	(192)	
Yes	134	69.1
No	58	30.2
<hr/>		
<u>Has Abortion Been Topic of Medical School Training</u>		
Total Responding	(193)	
Yes	117	60.6
No	76	39.4
<hr/>		
<u>Has Respondent Received Any Training in Abortion Practices, Indications, or Procedures</u>		
Total Responding	(193)	
Yes	43	22.3
No	150	77.7
<hr/>		

Table 3. Hypothesis 1: Percentage of Students Willing to Perform an Abortion Based Upon Gender

Gender	Would you ever be willing to perform an abortion for a patient?	
	Yes	No
Male (N = 94)	58.5% 55	41.5% 39
Female (N = 95)	65.3% 62	34.7% 33

p = 0.339      Chi-square = 0.914, d.f. = 1

Table 4. Hypothesis 2: Impact of Age on Willingness to Perform Abortions

Would you ever be willing to perform an abortion for a patient?	N	Mean	SD	SE of Mean
Yes	115	26.40	4.14	.39
No	71	25.51	2.87	.34
t-score	1.735 <sup>a</sup>			

t-test<sup>a</sup> (d.f. = 181.503) of difference between means.  
p = 0.084

Table 9. Hypothesis 4: Regression of Predictor Variables on Criminal Activity

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Variables	B	s.e.	Beta	T	Sig.
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The data from a simple correlation matrix suggest that the proposed relationships between the various dimensions studied were all statistically significant (See Table 11).

Table 11. Significant Correlations of Select Dimensions

	Humor Coping	Sense of Humor	Stress Level	Sense of Control	Humor Lifestyle	Well-being
Humor Coping	1.000					
Sense of Humor	0.908	1.000				
Stress Level	0.236	0.303	1.000			
Sense of Control	0.472	0.395	0.209	1.000		
Humor Lifestyle <sup>a,b</sup>	0.874	0.920	0.281	0.471	1.000	
Well-being Total Index Score	0.227*	0.228*	0.590	0.374	0.276	1.000
	0.742	0.742	0.711	0.651	0.785	0.725

\*  $p < .05$ , all others significant at  $p < .01$  (1-tailed test)

<sup>a</sup> The Humor Lifestyle Subscale is comprised of sense of humor, humor coping, humor beliefs, and humor awareness. Humor coping was removed from the score for the correlation to humor coping.

<sup>b</sup> Sense of Humor was removed from the score for the correlation to sense of humor.

A significant correlation was found between social support and well-being ( $r = .304$ ) which supports current theory (Kahn and Antonucci 1980; Thoits 1987; Kahn 1994), and between sense of control and well-being ( $r = .374$ ), which also supports theory (Rodin et al. 1985; Lefcourt and Martin 1986; Rodin 1986; Gecas 1989; Abeles 1991; Mirowsky and Ross 1996; Antonucci and Akiyama 1997; Lachman et al. 1994). It is puzzling, though, that the correlation between social support and sense of control was not significant, which runs counter to research (Ziff and Lachman 1992; Lachman et al. 1994). Thus, high social support must reflect control.