ABSTRACT

The Joys of Formatting: A Model to Ease the Pain of the Formatting Process for Graduate Students

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Mentor: Katherine S. Professor, Ph.D.

Throughout this model, I will provide helpful tips in the text. Feel free to consult them, but please be sure to consult the Guidelines and the formatting cliff notes. The abstract page is the first page of your dissertation or thesis, but do not include a page number on this page. The student’s name and the mentor’s name should appear exactly the same throughout the document including the abstract, copyright, and signature page. The student should only include the degree he or she is seeking on this page, for example: Ph.D. or Psy.D. or Ed.D. or M.A. or M.S.M.E.; all previous degrees are included on the signature page. Please note a triple space follows after the mentor’s name. A triple space is a return of two single spaces with writing on the third line. The body of the abstract is double-spaced. Limit the dissertation abstract to 350 words; limit the thesis abstract to 150 words.
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Please notice how the word “Acknowledgments” is spelled, and please use this spelling. As you can see, there is a triple space after the level one heading when content follows.
DEDICATION

The content of the dedication should be included about three inches down from the top of the page as shown here. The title “DEDICATION” is optional, but it must be included in the table of contents. Begin dedication with “To.”
CHAPTER ONE

Formatting Headings

Spacing, Headings, and Page Numbers

Typically, dissertations or theses include up to five heading levels. In order to space headings properly, you may use this model or you may create your own document. I have used the heading styles in Word to format heading levels 1-4 so that the automatic Table of Contents feature can be used. You should double-space between a level 1 heading and a level 2 heading, and a triple space should follow after the level 2 heading and before either the level 3 heading or the text of the chapter. A triple space is two single spaces followed by writing on the third line. There should be a triple space above level 3, 4, and 5 headings. When text directly follows a level 3 or 4 heading, there should be a double space between the heading and the text. The text continues on the same line as a level 5 heading. As detailed in the Guidelines, the front matter includes Roman numerals while Chapter One begins with Arabic numeral one. In order to change the style, you must insert a section break as you see in this document on the Dedication page. Then you must click in the footer in order to make the header/footer toolbar appear. Make sure that the “link to previous” button is not highlighted. Then you can change the numbering formatting.

Title Case

Level 4 headings are italicized and in Title Case, which means the first word of the heading and all major words are capitalized as shown above. Conjunctions, articles,
and short prepositions are not major words. There is a triple space above the level 4 heading and a double-space below it as seen above.

Sentence case. I did not use the heading styles to format the level 5 because of technical issues with Word. I manually formatted it, but that is fine since only levels 1-3 are required in the Table of Contents and the heading styles enable you to use the automatic Table of Contents feature. Level 5 headings have a triple space above. Level 5 headings are in sentence case followed by a period and two spaces. Sentence case is capitalized like a sentence with the first letter of the first word capitalized and all other letters in lower case (unless a proper name or title is used).
CHAPTER TWO

Table of Contents Page, List of Figures, and List of Tables

You can create an automatic Table of Contents or you can create one manually. It is best to decide at the beginning of your project which you plan to use. In this document, I have used the automatic feature in Word to create the Table of Contents. I have manually inserted the List of Figures and List of Tables in order to show both processes.

Automatic Feature

I have adapted the heading styles in Word so that the automatic Table of Contents tool can populate the Table of Contents. This tool is found under the References tab. The entries in the Table of Contents will need to be formatted to meet the guidelines, but this can be done at the end of the project so you do not have to change the formatting repeatedly when you make changes to your document. The automatic tool, while it requires formatting adjustments, will save you time in the long-run because it will populate the Table of Contents for you instead of you doing it manually.

Manual Feature

The manual feature means you will create and update the Table of Contents yourself. The List of Figures and the List of Tables in this document provide you with an example of what this looks like. Here, I have provided the steps to right align your page numbers manually. First, type the entry with a space followed by the page reference (e.g., Figure 3.1. Graduate student stress levels: Stress levels of graduate students nearing
graduation correlated to their familiarity with the formatting *Guidelines 5*). In this example “5” is the page reference. Next, place your cursor before the page number and right click. Select paragraph and then tab. Change the tab stop position to six inches. Then select right align, leader 1 or 2 based on your preference, and click “Set.” Once you do that, be sure your cursor is before the page number and hit “Tab.” Following this procedure should allow you to hit tab before each page number, resulting in page numbers that are aligned to the right. For entries that extend over one line, use a hanging indent.
CHAPTER THREE

Formatting Figures and Tables

Figures

Figure 3.1 reflects a study conducted by Baylor University Graduate School. The sample group of students were graduate students in their final semester of either doctoral or master’s studies, and the study correlated these students’ stress levels to their familiarity with the formatting Guidelines. The results are astonishing. Stress levels were measured on a 0-10 scale with 10 indicating a serious condition called FINE (Freaking out, Insecure, Neurotic, and Emotional). Students can greatly reduce their stress levels and avoid the clinical diagnosis of FINE by reading and following the formatting Guidelines. Anecdotal evidence suggests puppies and kittens help too.

Figure 3.1. Graduate student stress levels: Stress levels of graduate students nearing graduation correlated to their familiarity with the formatting Guidelines.
Figures should be formatted as shown in Figure 3.1. There is a triple space above and below the figure and a double space between the figure and the figure legend. If the legend is more than one line, it is left adjusted. If the legend is only one line, it is centered as seen in Figure 3.2.

![Figure 3.2. Graduate student stress levels.](image)

The style (e.g. font style, punctuation, and capitalization) of the figure legend is determined by the style guides assigned by the student’s department (see Appendix D in the Guidelines [p. 24]). See the Appendix in this document for examples by style guide. The styles of Figures 3.1 and 3.2 are formatted here according to The Chicago Manual of Style. When the Formatting Guidelines differ from the style in your style guide, choose the Baylor Formatting Guidelines (e.g. If The Chicago Manual of Style says to bold something, do not use bolding). If your department uses a different style guide, review the figures in the Appendix of this document.
Tables

Like figures a table must be mentioned in the text before it appears. A triple space comes before and after the table and a double-space separates the table caption from the table itself as seen in Table 3.1. The table heading is above the table and is always centered regardless of length of caption. Table 3.1 shows the electronic resources available to students. The type of information available in each resource may overlap as indicated in the table. The table caption is formatted according to The Chicago Manual of Style and the Dissertation and Thesis Guidelines. For other style guides, please see the Appendix.

Table 3.1. Electronic formatting resources for graduate students.

<table>
<thead>
<tr>
<th>Process</th>
<th>Formatting Assistance</th>
<th>Technical Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Formatting Cliff Notes</td>
<td>Formatting Cliff Notes</td>
</tr>
<tr>
<td></td>
<td>Dissertation/Thesis Model</td>
<td>Dissertation/Thesis Model</td>
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</tbody>
</table>

Note: To access these resources visit this website: http://www.baylor.edu/graduate/currentstudents/index.php?id=99928
APPENDIX

Figure and Table Examples

The appendix first level heading is set at 1.5 inch top margin like all first level headings (except for the Abstract first level heading). Pagination is continuous with the rest of the document. Appendices are identified by letter (e.g. APPENDIX A, APPENDIX B, etc.). If there is only one APPENDIX, there is no need to include a letter.

This Appendix provides the figure legend formatting and the table heading formatting according to select style guides. If your style guide does not specify figure legend formatting or table heading formatting, consult Turabian. The legend of Figure A.1 is modeled after The Chicago Manual of Style, AIP Style Manual, The ACS Style Guide, MLA Handbook for Writers of Research Papers, Suggestions to Authors of the Reports of the United States Geological Survey, A Manual for Writers of Term Papers, Theses, and Dissertations (Turabian)¹, and Scientific Style and Format: The CSE Manual for Authors, Editors, and Publishers.

¹ A period after the figure caption may or may not be included after the caption title according to Turabian. Consult Turabian regarding when it is used and when it is not used. (Use first line indent for all footnotes.)
Figure A.1. Graduate student stress levels.

The legend of Figure A.2 is formatted according to *American Statistical Association Style Guide*.

Figure A.2. Graduate Student Stress Levels.

The legend of Figure A.3 is formatted according to *Publication Manual of the American Psychological Association*. 
Figure A.3. Graduate student stress levels.

The heading of Table A.1 is modeled after *The Chicago Manual of Style* and the *AIP Style Manual*.

Table A.1. Electronic formatting resources for graduate students.

<table>
<thead>
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<td>Dissertation/Thesis Model</td>
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</tbody>
</table>

The heading of Table A.2 is formatted according to *American Statistical Association Style Guide*, and *The ACS Style Guide*.

Table A.2. Electronic Formatting Resources for Graduate Students

<table>
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</tbody>
</table>
The heading of Table A.3 is formatted according to *Scientific Style and Format: The CSE Manual for Authors, Editors, and Publishers, Suggestions to Authors of the Reports of the United States Geological Survey, and A Manual for Writers of Term Papers, Theses, and Dissertations* (Turabian).

Table A.3. Electronic formatting resources for graduate students

<table>
<thead>
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The heading of Table A.4 is formatted according to *Publication Manual of the American Psychological Association*.

Table A.4

*Electronic Formatting Resources for Graduate Students*

<table>
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The heading of Table A.5 is formatted according to *MLA Handbook for Writers of Research Papers*.

Table A.5

*Electronic Formatting Resources for Graduate Students*

<table>
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<tr>
<td></td>
<td>Dissertation/Thesis Model</td>
<td>Dissertation/Thesis Model</td>
</tr>
</tbody>
</table>

American Society of Mechanical Engineers (ASME) Style Guide.


Institute of Electrical and Electronics Engineers, Inc. (IEEE). *Author Digital Toolbox*.

