

**Columbia College M. Ed. in Divergent Learning and the American
Publication Manual (APA) Style Sheet**

Components and Format of the Thesis

Created by:

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Thesis Example from Ann Smoak (with permission)

Revised, May 2008

General Thesis Notes

- Double-space the entire document.
- Use 12-point Times New Roman font. *Note that Style Sheet is in 10-point font to save space.*
- Margins:

| | |
|-------------------|---|
| Top | 1½ inches for title page, 1 inch for all other pages |
| Left | 1½ inches |
| bottom, and right | 1 inch |

- Write in the past tense. You may use present tense in the Dedication, Acknowledgments, and Recommendations.
- Numbers must be located at the bottom center of each page.

| | |
|---------------------------------|---|
| Title Page through Abstract | Lower case Roman numerals (do not put a number on the title page) |
| Introduction through Appendixes | Arabic numerals |

- Do not use personal pronouns and modifiers (I, me, my, we, us, our). Use the third person (the student, this researcher, etc.).
- Do not use bold type anywhere in the document. Do not underline anything in the document. This includes figure and chart titles.
- Within a paragraph or sentence, identify elements in a series by lowercase letters in parentheses (ex: (a) classrooms, (b) work sites, and (d) home offices).
- To separate paragraphs in a series, such as itemized conclusions or steps in a procedure, use an Arabic numeral followed by a period. See example below:
 1. Schools surveyed students for...
 2. Teachers who responded....
 3. Students who responded...
 4. Teachers and students who responded...
- Use ½-inch paragraph indentations except in the Abstract and the References.
 1. The Abstract is one paragraph with no indentations.
 2. References require a ½-inch hanging indentation.
- The titles of all major sections must be centered and written in all upper case letters. If subtitles are used within major sections, they must be centered and written in title case letters.
- Space once after commas, colons, semicolons, and after periods that separate parts of a reference citation. Space twice after punctuation marks at the end of sentences.
- Perform a spelling and grammar check on the document before you submit it. Do not rely totally on the software program to check spelling and grammar.
- Tables and figures must be embedded in the body of the paper.

- The title of the study should be written in all upper case letters and should be double spaced. It should be written as a statement and not as a question.
- The title page should look like example below:

TITLE (upper case letters)

By

Name

Master of Education
in
Divergent Learning
Columbia College
2008

Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Education in Divergent Learning
in the Graduate School

Name, Degree
Primary Research Advisor

Name, Degree
Secondary Research Advisor

ABSTRACT

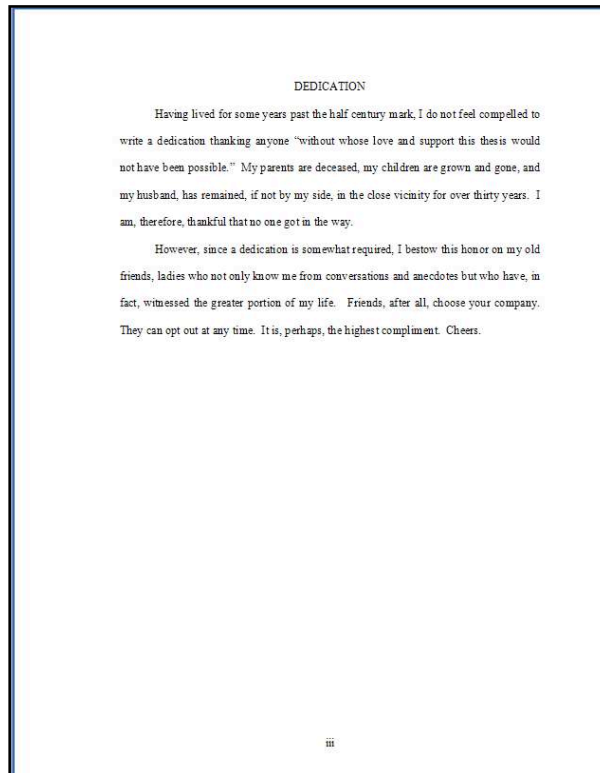
- This section is the executive summary of the thesis. It is similar to a literature review entry.
- The abstract should be one paragraph and should not be indented.

ABSTRACT

The purpose of the study was to determine if students' awareness of their learning styles and multiple intelligences would increase student achievement, engagement in the learning process, and retention in the classroom. The subjects of this study were a small group of pre-GED students in an adult education environment. Data was collected using a modified Dunn & Dunn Learning Style Inventory, a multiple intelligence survey excerpted from the works of Thomas Armstrong, and Bickey's Basic Assessment of Cognitive Organization. The teacher provided students with a summary of the findings from these instruments. At the end of the instruction period, students reported that the findings on their individual learning styles and multiple intelligences had no effect on their achievement. The researcher, however, found the information gathered useful for instructional purposes.

DEDICATION

- This page is optional and may be written in the present tense.



ACKNOWLEDGMENTS

- This is where you may list those you want to thank. This page is also optional and it may be written in the present tense.

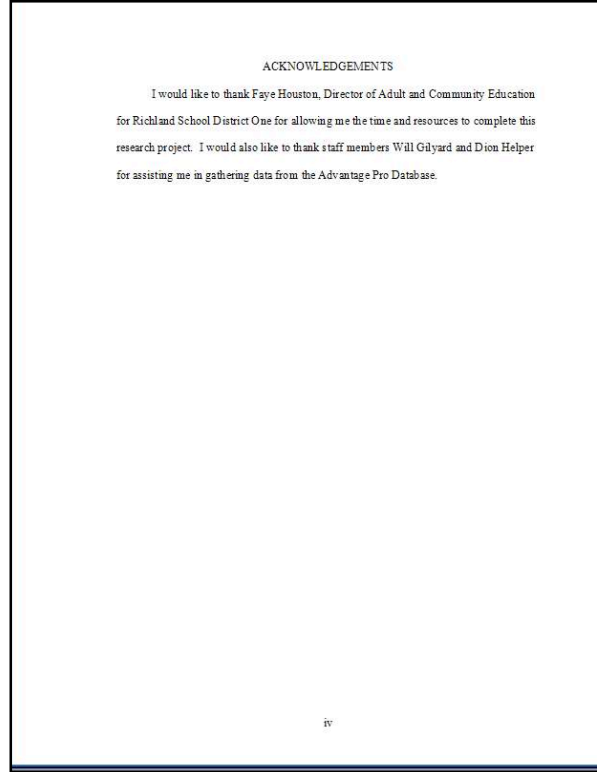


TABLE OF CONTENTS

- Remember to list all headings and subheadings in the Table of Contents. This includes all subheadings found under Review of the Literature.

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LIST OF FIGURES AND TABLES

- This section is similar to the Table of Contents.
- List the figure or table number, title of the figure or table, and the page number of each figure and table included in the thesis.

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INTRODUCTION

- This is the introduction to the topic (no heading for this subsection).
- Identify the problem or area of interest.
- Provide background information.

Purpose Statement

- State the purpose of the study.
- Put the purpose in the form of one or more questions

Importance of the Study

- Tell why this study is important.

Hypotheses

- A hypothesis is not necessary in a qualitative study, but can be used.

Definition of Terms

- List as used in the context of your study.
- List all the important terms.
- Briefly describe each term using one or two complete sentences.

INTRODUCTION

"Gee, I've never been able to balance my checkbook. I've never been able to dance (or draw) well." Such comments would most likely elicit smiles and empathetic nods at any social gathering in our country. But imagine someone saying, "I've never learned how to read or write" (Armstrong 2003, pp. 5 & 6). Dead silence with an uncomfortable awkwardness would ensue. Literacy in American society is accepted as the norm, and the illiterate person is considered to be almost less than human by much of society. Small wonder then that a story about a successful person who finally publicly admits his or her illiteracy makes the newspaper, with the person subsequently embarking on speaking engagements across the country. In fact, illiterate people are rarely financially successful, and admitting to illiteracy has become a point of shame.

According to the latest statistics available from the South Carolina Department of Education's Report on Student Dropout and Completions Rates 2001-2002 (2003), 3.3% of the total student enrollment dropped out during the 2002 school year. This same report indicates that when comparing the number of 8th grade enrollees with the number of high school diplomas issued four years later, the percentage of completions drops to 66.8% or a 33.2% drop out rate. Offering these students another chance to be successful is the major concern of this research project.

Adult education programs across the country, no matter what the delivery system, exist to help those members of society who have previously been unsuccessful in school. Often one measure of success is the obtaining of a high school credential. The GED program exists nationally to offer an alternative avenue for high school completion.

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Purpose Statement

This action research project was concerned with the pre-GED student, one whose reading score is determined to fall between the 4.0 – 7.0 grade levels in reading and/or whose math score is determined to fall between 4.0 – 7.0 grade levels. Two research questions were addressed in this research project. First, would incorporating the current research on learning styles and multiple intelligences into the methodology and curriculum make any positive difference in these students' advancement? Secondly, would teaching the students to consciously use their individual learning styles and multiple intelligences cause them to become more engaged in their learning process? Given that they have been unsuccessful in the traditional classroom setting, it was posited that many of these students will be classified as divergent learners.

Importance of the Study

Being literate is obviously important to functioning well in modern society. The National Adult Literacy Survey (South Carolina Adult Education, 2006) ranked literacy levels into five categories from being able to fill out simple forms and do basic addition (Level One) to making high level inferences in detailed documents (Level Five). The survey notes that nearly half of adults functioning at Level One live in poverty. Conversely, only four to eight percent of adults functioning at the highest two levels of literacy live in poverty.

It would be unrealistic to think that many students reading or computing on the 4th to 7th grade level would be ready to take the GED test after only a semester or less of instruction. However, it is not unrealistic to expect some gains in achievement during this period of time. Perhaps more important, however, is giving these students the hope

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and self-confidence so that, by using their individual strengths and styles, they too can be successful in the classroom. If by teaching greater self-awareness of learning styles and unique intelligences and by offering strategies which utilize students' learning styles and individual strengths, this classroom can motivate these students to remain committed to their goals, this research project will be a success.

Definition of Terms

1. Learning Styles – The manner in which environment, emotionality, sociological needs, physical characteristics, and psychological inclination affect an individual's learning process.
2. Multiple intelligences – The separate intelligences that enable a person to solve problems or to fashion products that are valued in society.

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REVIEW OF THE LITERATURE

- You must have a minimum of 30 empirical references in the ROL and at least 12-15 pages.
- What have other researchers found about your topic? Describe empirical research related to your topic. When describing research studies, try to use one or two sentences to describe each of the following: (a) the question or purpose of the study, (b) the number and type of participants, (c) the treatment or conditions involved, (d) the type of measures, and (e) the results and conclusions.
- Show all sides of the topic and proceed from general to specific.
- "All we want are the facts, ma'am." (Report only the results of the research. No personal opinions here.)
- Use headings and subheadings to break up the text. If subheadings are used within major sections, they must be centered and written in title case letters.
- Begin the Review of the Literature with a brief introduction of the topic (optional) and end the chapter with a brief Conclusion of the major points covered (mandatory). The Introduction and Conclusion are generally about one paragraph in length.

REVIEW OF THE LITERATURE

Introduction

In preparation for this research project, it was incumbent on the researcher to explore topics that might directly illuminate both the sociological and academic backgrounds of the targeted returning dropouts as well as the findings and applicability of teaching theories to successfully reach these students. Particular attention was given to the increase of student efficacy and achievement by the incorporation of learning styles and multiple intelligence theory into classroom practice.

Characteristics of Dropouts

It is sobering to consider the life of the uneducated person in today's society. Gone are most of the factory jobs that paid a decent wage for unskilled labor. With the cuts in government social services such as welfare and Medicaid, the safety nets that kept many poor people afloat are now wearing thin. Women who a few years ago depended on their husbands to provide for them now find that they must enter the work force. The cost of living steadily increases while minimum wage has not changed for nearly ten years. In terms of real buying power, the minimum wage has less now than it has had during most of the last fifty years (Economic Policy Institute, 2006, Economic Snapshots section, para. 3). Why then, do so many of our young people drop out of school? What has happened in their educational experience that has totally disengaged them from gaining the knowledge to compete successfully in today's marketplace?

The reasons that students drop out of school are many and varied. Lan and Lanthier (2003) found that even though "environmental factors" (p. 311) of family and neighborhood do, in fact, influence a person's choice to dropout, it is personal attributes

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are intuitive and person oriented rather than analytic and object oriented as is customary in traditional school settings.

Silver, Strong, and Perini (1997) feel that learning style theory and multiple intelligence theory are complementary in that each "responds to the weaknesses of the other" (p.59). "Without multiple intelligence theory, style is rather abstract . . . Without learning styles, multiple intelligence theory proves unable to describe different processes of thought and feeling" (p. 59). By incorporating both theories into classroom practice, the classroom experience can become a place that "respects and celebrates diversity and provides . . . the tools to meet high standards" of achievement (p. 61). This sentiment is echoed by Wilson (1998) who, in reviewing the literature on learning styles, concluded that "Awareness of learning styles and skill in utilization of instructional methods . . . will give teachers a wide array of techniques to use in promoting student learning" (p. 14).

Conclusion

Hippocrates famously said, "First, do no harm." One can argue that traditional classroom methods have harmed many students by ignoring their individuality and attempting to fit everyone into the standard academic mold. This has too often caused students to feel disengaged from the school setting and resulted in poor performance. If by incorporating learning style and multiple intelligence theories into classroom practice, this research project can once again engage students in learning, then the battle is, at least, begun. Once students are motivated, care about their academic advancement, and feel that school is a valuable resource for their lives, they may realize that their goals are attainable and decide to give education a second chance.

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METHODOLOGY

Participants

- Describe the people involved in your study. The reader should know ages, number, gender, ethnic makeup, socioeconomic status, and anything else you consider necessary to describe the subjects in your study.
- Describe the environment in which the study occurred: classroom, school, and/or community.

Materials

- Describe any materials used in your research. If you are using a particular curriculum, product, or procedure, describe it fully. Include relevant examples in an appendix. Remember that the reader knows nothing about your topic.
- Describe all types of measuring devices. If surveys, checklists, rubrics, or rating charts were used, describe them briefly, then include a sample in the appendix.

Procedures

- Describe the length of the study.
- Describe how you collected the data, how much, and how often.
- Use past tense in describing all aspects of your methodology and findings. Research always exists in the past, in a specific time and place.
- If you use a special curriculum, technique, or procedure, let the reader know exactly what it is. This section should be described in such a way that one could pick up this chapter and replicate your procedures.

Analysis

- Describe how you organized and analyzed your data.

METHODOLOGY

Participants

This action research project targeted the 17 – 20 year old, pre-GED student, whose reading or math scores fall between the 4.0 – 7.0 grade levels. During the 05-06 school year, 135 students entered the Richland One Adult Education program at this level. Of that number 52 tested out of that level at the end of the course (Advantage Pro Custom South Carolina Database, 2006). This report also showed that 79 students separated before completion of the course with the remaining 4 students continuing in the program. It was this representative 79 students (58% of the total enrollment in this subarea) that were the subject of this research project. Of the total number of students last year, nearly 90% were African-American and slightly more than 60% were female.

During the allotted research period, 16 students entered this pre-GED classroom. However, 10 of these students stopped attending before the end of the semester, leaving only 6 students who completed post testing and post surveys. These 6 students, all males, formed the participants for the conclusions of this research project. Since the number of participants was limited and since adult education always attempts to address and remediate individual student deficiencies, a detailed summary of each individual's history and findings is relevant. All names of students used herein are fictitious.

Student Number one, Robert, was a 17 year old black male who had attended high school for three years and accumulated 13.3 of the 24 credits required for a South Carolina high school diploma. His TABE Level D pretest showed him reading at the 7.8 grade level and his TABE Level M pretest revealed a 5.8 math level.

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As the pre-GED program ran on a semester schedule, students were not allowed to participate in this action research project unless they entered class with a minimum of four weeks of instruction time left.

Materials

Before being scheduled into GED classes at Richland One Adult Education, students must take standardized tests to determine their approximate achievement levels in reading and math. Prior to these actual tests, a TABE Locator is administered to determine the appropriate testing materials. TABE tests are designed at four academic levels: E is designed for those students whose locator results show them working at the 2- 3.9 grade level; M is for those students whose locator results show them working at the 4.0 – 5.9 grade level; D is for those students whose locator results show them working at the 6.0 – 8.9 grade level, and A is for those students whose locator results show them working at 9.0 – 12.9 grade level (CTB/McGraw-Hill, 2006, Survey 9 & 10 Section). Students were pre-tested using Form 7 at the appropriate level of the Test of Adult Basic Education (TABE) and post tested using Form 8 of the appropriate level. These assessment instruments also provided data analysis on areas of weaknesses.

To gather data for this research project, a modified version of the Dunn and Dunn Learning Style Inventory (Appendix C) and a multiple intelligence survey excerpted from the works of Thomas Armstrong (1994) (Appendix D) were administered to give both the student and the teacher insights into optimum learning environments. Additionally, students' global/analytic preferences were determined by administration of the Basic Assessment of Cognitive Organization (Bickley, 1985). A post survey (Appendix A) asked students if there had been any impact on their learning due to an awareness of their

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individual learning styles and multiple intelligences. This post survey also asked students to gauge whether or not they considered this classroom experience beneficial and to identify which instructional techniques had, in their opinion, been most useful.

It was stressed to the students that the Learning Styles Inventory, the multiple-intelligence inventory and the Basic Assessment of Cognitive Organization were all informational surveys only. Students were also informed that the results would be given to them and that both they and the teacher could use this information to optimize their learning. The teacher discussed the results of these surveys with the individual students and provided them with a list of possible study methods that the survey results indicated would be most beneficial to them individually. Additionally, the teacher provided each student a summary of his/her individual learning style (Appendix B).

Students had at their disposal a computerized pre-GED instructional program and various high interest books on tape, as well as an assortment of language arts and mathematics materials written at the appropriate grade level but designed with the adult learner in mind.

Procedures

The semester study was qualitative in nature and was based on surveys, teacher observations, and student input. Quantitative data was referenced, but no statistical analysis on the data was performed.

In addition to collecting the items mentioned above, the teacher kept observational notes on individual students, noting their responses to varying classroom activities and instructional methods. Particular attention and guidance were given to students' use of their identified learning styles. Reflections on their reading processes

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FINDINGS

- Restate your research question(s).
- Describe the data that answer the question(s).
- Describe the themes, categories, and patterns.
- Use illustrative examples for each category.
- Use tables, graphs, figures, and artwork as necessary.
- Use headings and subheadings to make the structure readily apparent.

FINDINGS

South Carolina, as well as other states, has experienced a growing number of dropouts from its traditional educational system, and adult education services have expanded to meet this need. At present, Richland One Adult Education offers a variety of GED classes designed to match both student ages and ability levels. Therefore, separate classes exist for the younger (17-21) students and for the more mature adult (>21 year of age). Although all students aged 17 or above are classified as adult learners according to the federal government, past experience has shown that mixing older adults with younger adults proved counterproductive to both groups in that the older adults were often exasperated by the behavior of the younger students while the younger students often felt out of place with the older students. Additionally, it has been found that, particularly among the younger population, grouping by achievement level is more effective because instruction can be better targeted. Thus, Richland One offers various levels of GED instruction. If a mature adult with a reading level below fourth grade enters adult education, he or she is placed in a literacy class with other mature adults. To avoid wide disparities in age grouping and the stigma often associated with "literacy," a younger student is placed in a class referred to as Skills Enhancement. Many of the students in this classroom also receive special education services. If a student's reading level falls between 4.0 and 7.0 grade level, he or she is placed in an age appropriate class designated as pre-GED. For those students scoring between 7.0 and 9.0 grade level in reading, separate, age appropriate GED classes exist. Finally, for those students either entering with or obtaining a reading level of 9.0 and above, a separate FastTrack GED class has been designed. This class, running in three-week sessions, has been designed to

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theory. Unfortunately, this hope was not realized. In fact, nearly two-thirds of the students who enrolled stopped attending before the end of the semester. Although all students who did remain for the course work experienced academic gains (Table One), it remains, at best, unclear if incorporating this information had any noticeable effect on student attitude or achievement. No student reported in the exit survey that this knowledge had affected their behavior or academic success. Except for expressions of mild interest when their individual learning styles were presented to them after administration of the various inventories, students seemed to quickly dismiss the information or comment that there was nothing new or pertinent to their current situation.

Table One - Pre and Post Test Scores of Participants

| Student | Reading Pre-Test Form Level | Reading Post-Test Form Level | Math Pre-Test Form Level | Math Post-Test Form Level | Comments |
|---------|-----------------------------|------------------------------|--------------------------|---------------------------|-----------------------------|
| Sam | M4.8 | D7.8 | M3.9 | M6.4 | Extra time given on reading |
| Thomas | D6.2 | D8.5 | D9.5 | n/a | Extra time given on reading |
| Corey | D6.2 | n/a | M2.7 | M4.4 | |
| Brandon | M3.3 | M6.2 | M3.3 | M6.9 | Extra time given on reading |
| Ricardo | M5.2 | M6.6 | M6.2 | D8.7 | |
| Robert | D7.8 | D12.9 | M3.8 | D6.8 | |

All classrooms in adult education work on the premise that the student-teacher relationship is one of mutual respect. Classrooms are informal by design, and students are treated as adult learners. Since behavior problems are rare, teachers can concentrate on motivating students and supplying content. Therefore, when the Dunn and Dunn Learning Style Inventory indicated that students needed mobility or informal design or

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independent learners. However, when examining preliminary data on the students who had started the class and dropped out, it was found that the majority of these students also considered themselves to be persistent and independent learners, leading one to believe that students may not accurately assess their motivation. Concerning the students who did complete the semester, teacher observation confirmed the students' self-assessments on this attribute, including Corey's self-assessment that he was not persistent. Corey, as it turned out, was the only student who had to be reminded to "stay on task."

One student, Robert, did test out of the class, obtaining a reading level score of 12.9 on the TABE. Robert attempted to attend the FastTrack session but due to scheduling conflicts was unable to do so. He elected to take the GED test in November and passed four of the five sections. He will retake the writing section of the GED test in February, 2007. Ricardo also elected to take the GED test in December although his reading scores did not indicate that he was ready to do so. To date, his scores have not been returned.

In summary, the students in this research project all experienced academic gains in their areas of study although little evidence exists that indicates exposure to and knowledge of their individual learning styles was influential in these gains. However, the teacher, for instructional purposes, was able to use information from these instruments to better understand the students and to, therefore, target instructional methods more effectively.

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DISCUSSION

Overview of the Study

- Restate the general purpose of the study and briefly describe how the results were obtained.

Limitations of the Study

- Describe those things that may have affected or hindered your findings.
- Describe those things that you needed to change during the study, or things that did not go as expected.
- Describe the limitations or applicability of the findings.

Conclusions

- Move beyond the data. Tell what these results mean. Describe possible implications of the results.

Recommendations

- Describe how the results might be used in your classroom
- Describe how the results might be used to bring understanding to other classrooms or situations.
- Describe ideas for future research related to your research.

| | |
|--|--|
| <p style="text-align: center;">DISCUSSION</p> <p style="text-align: center;">Overview of the Study</p> <p>The research project sought to increase academic progress and retention in a post-GED classroom by incorporating student awareness of learning styles and multiple intelligences.</p> <p style="text-align: center;">Limitations of the Study</p> <p>Obviously, the number of students who completed all part of this research project was extremely limited. Therefore, any conclusions are not validated by large amounts of data.</p> <p>Also, the Deming and Deming Learning Inventory used in the project was an abbreviated one and was hand scored by the researcher. As such, it may not be as accurate as the complete survey. When student responses to the survey indicated opposite answers to what was, in effect, the same question, the researcher had to look for determining which response was a true representation of the student's preference.</p> <p style="text-align: center;">Conclusions</p> <p>Perhaps the most obvious conclusion to this research project is that it demonstrates the futility of making broad generalizations about the adult education student. Even when considering the very small number of participants, for every individual that filled a pigeon hole, another emptied it. Some suffered from poor self-esteem, others didn't. Some, although inherently mathematically talented, had failed to grasp basic mathematical procedures. The one student who didn't acknowledge strong teacher motivation showed the strongest gains of any student in the class. The majority of the students who, at the beginning of the semester rated themselves as being persistent, dropped out, some after attending only one or two class sessions. Two of the students with the most observable low self-esteem, persisted.</p> <p style="text-align: center;">Recommendations</p> <p>As long as students enter GED classes with the sole aim of passing a specific test, they may be reluctant to explore topics that are not test-related. However, any information about the students' learning processes can be instructionally valuable, particularly in pinpointing individual quirks in learning.</p> <p>One point that should be addressed early on in the classroom is having students set realistic goals. Students must realize that spending a few weeks in a classroom, no matter how hard they work or how individualized the instruction, will not overnight remediate years of deficiencies in learning. Perhaps this is where the true value of teaching learning styles and multiple intelligences can have the most effect. If students set realistic goals, maybe they would allow themselves time to explore their learning styles and multiple intelligences.</p> <p style="text-align: center;">30</p> | <p>individual that filled a pigeon hole, another emptied it. Some suffered from poor self-esteem, others didn't. Some, although inherently mathematically talented, had failed to grasp basic mathematical procedures. The one student who didn't acknowledge strong teacher motivation showed the strongest gains of any student in the class. The majority of the students who, at the beginning of the semester rated themselves as being persistent, dropped out, some after attending only one or two class sessions. Two of the students with the most observable low self-esteem, persisted.</p> <p>The incorporation of learning styles and multiple intelligence theory into the classroom had little discernible effect on either student attitudes or achievement. The teacher/instructor did, however, find this information valuable as it helped to individualize instruction and increase understanding of student thought processes.</p> <p style="text-align: center;">Recommendations</p> <p>As long as students enter GED classes with the sole aim of passing a specific test, they may be reluctant to explore topics that are not test-related. However, any information about the students' learning processes can be instructionally valuable, particularly in pinpointing individual quirks in learning.</p> <p>One point that should be addressed early on in the classroom is having students set realistic goals. Students must realize that spending a few weeks in a classroom, no matter how hard they work or how individualized the instruction, will not overnight remediate years of deficiencies in learning. Perhaps this is where the true value of teaching learning styles and multiple intelligences can have the most effect. If students set realistic goals, maybe they would allow themselves time to explore their learning styles and multiple intelligences.</p> <p style="text-align: center;">31</p> |
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REFERENCES

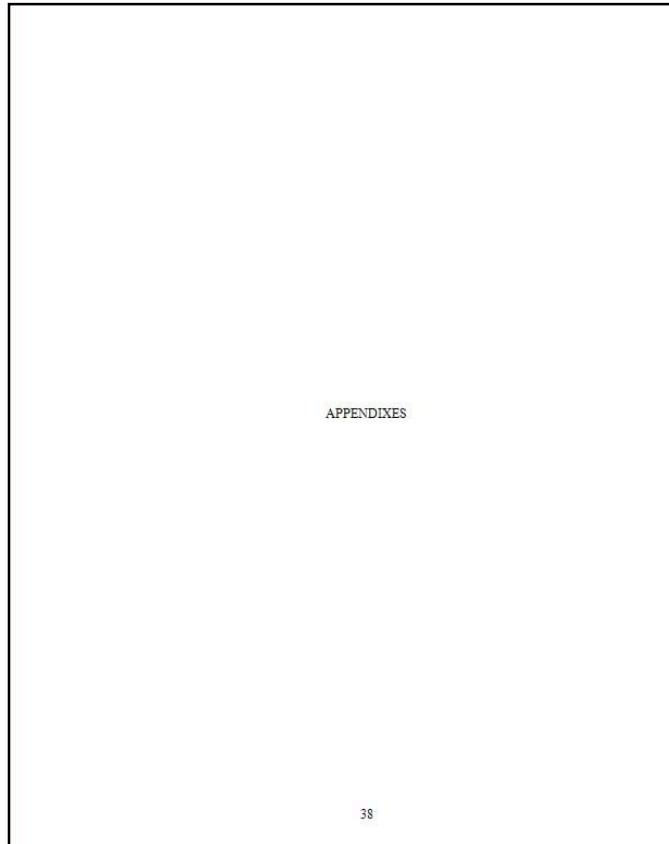
- List all references used in your thesis.
- Every work that is cited in the text must be listed alphabetically in the References.
- Every work that is listed in the References must be cited in the text.
 1. For reference citations in the text, use only the surname of the author and the year of publication.
 2. In the reference list, use the author's surname and initials.
- To cite the work of others, you must either paraphrase or use a direct quotation. All paraphrases must be cited using the author's(s') name(s) and dates of publication. All direct quotations must:
 1. be cited using the author's(s') name(s), dates of publication, and page number(s) from which the quote was taken.
 2. appear in quotation marks if the quote is 39 or fewer words.
 3. appear as an indented block without quotation marks if the quote is 40 or more words. The quotation must be indented ½ inch from the left margin. Do not indent the right margin or justify the text.
- When citing others, make every attempt to paraphrase instead of using quotations. However, if you use three or more consecutive words from the author(s), you must cite by direct quoting.
- The names of journals and books are italicized, not underlined. Volume numbers are italicized. Issue numbers appear in parentheses and are not italicized. Use issue numbers only if each issue in a volume begins with page one. You must include both the first and last page numbers on journal article references.
- Do not separate references on two different pages.

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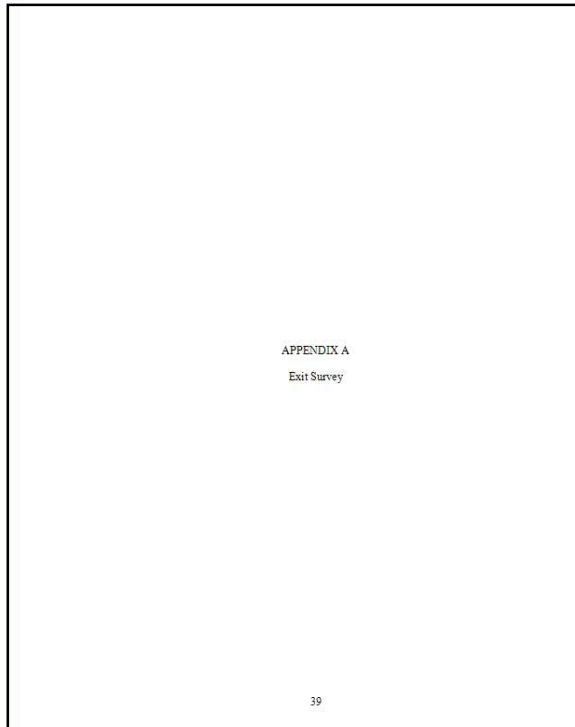
APPENDIXES

- Attach items relevant to the study but that do not need to be in the main part of the text. For example, you may attach a copy of a test that you used. The appendix(es) must be arranged in the order that they are cited in the text.
- Label appendixes with upper case letters (unless there is only one) in the order they are mentioned in the text. The name of the appendix should be in title case letters. List all appendixes with their titles, both in the Table of Contents, as well as on the individual title page of the appendix. The appendix section should come after the references and must have a separate title page that says “APPENDIXES.”



APPENDIX A

Name of Appendix



APPENDIX B

Name of Appendix

