Sofia University
Writing
& Style
Handbook

Updated and revised to correspond to the 6th edition of the
Publication Manual of the American Psychological Association

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Introduction to the *Sofia University Writing and Style Handbook*

There has been one major change in the layout of this version of the *Sofia University Writing & Style Handbook* (henceforth called the SU Handbook or Handbook) from the previous version. Several helpful articles, written by current and previous faculty, that provide general guidelines for scholarly writing have been moved to the end of the SU Handbook (pp. 36-48). The Handbook will give a brief overview of the 6th edition of the *Publication Manual of the American Psychological Association* (APA, 2010; henceforth called APA or APA manual).

Besides the overview of the APA style guidelines, the SU Handbook will also explain the differences between the requirements of Sofia University (SU) style and those of APA style. Sofia University style supersedes APA style for SU class papers. However, if you are preparing a manuscript for publication in an APA published journal, the APA style manual takes precedence. Peer-reviewed journals published by organizations other than APA have their own guidelines that can usually be found on the publisher’s website. Follow the specific guidelines for formatting article submissions to these journals.

The SU Handbook is not meant to replace the APA manual. The APA manual provides pertinent information that all SU students should be familiar with. Though some of the information in the APA manual is specific to manuscript preparation, there are other topics that are relevant to SU students, such as general writing tips and suggestions for writing clearly and concisely. It is recommended that students read Chapters 1, 3, and 4 to gain an understanding of what is expected in SU scholarly and academic papers. See the article by Jeanne Achterberg on page 36 of this document for a description of an SU scholarly paper.

SU Scholarly papers include the following:
- Scholarly overview papers
- Formal academic class papers
- Miniproposals
- Proposals
- Dissertations
- MATP Transpersonal Integration Paper

Non-scholarly papers, which are excluded from following APA format (unless otherwise directed by the professor), include the following:
- Reaction papers
- Self-reflection papers

Chapter 2 of the APA manual describes manuscript preparation and so is not directly relevant to SU class papers. It becomes more relevant for the miniproposal, proposal, and dissertation. Chapter 5 describes displaying research results and so is most applicable to the dissertation. Chapters 6 and 7 will become your friends or be the bane of your existence while at SU. These two chapters contain detailed examples of citations and references plus important information on topics such as when to cite a source, plagiarism and self-plagiarism, permissions, and much more. Peruse these chapters to become familiar with their content before you need the
information. Finding the detail you need is much more stressful while you are in the throes of writing a paper with a deadline.
SU Departures From APA Style

All page numbers refer to the APA manual (6th ed.) unless otherwise noted.

Reminder: SU style supersedes APA style in these particular areas for SU papers, including dissertations and the MATP integration paper.

1. Block quotations: In SU style block quotations are single-spaced (APA uses double-spaced block quotations). Please refer to the APA manual for proper indents, punctuation, and citations of block quotations. In all of these areas SU style is identical to APA style (see pp. 92 and 170-171 in the APA manual for more information and examples of block quotations).

2. Running heads: SU papers do not use running heads. Running heads are a convention adopted to aid the editorial process for manuscripts that have been submitted for publication (see pp. 229-230 in the APA manual for more information on running heads).

3. End punctuation: The preference at SU is a single space after all end punctuation. The 6th edition of the APA manual suggests two spaces at the end of sentences for draft manuscripts being submitted for publication. Articles in published form will use a single space after end punctuation. Given the ambiguous nature of the wording in the APA manual, SU has decided to accept either single or double spacing after end punctuation. As noted, SU prefers a single space after all end punctuation. Within a single paper choose one convention and be consistent throughout the document (see pp. 87-96 in the APA manual for more information on punctuation).

4. References: References should be single-spaced within the reference and double-spaced between references.

Example:


5. References: DOIs (digital object identifiers), when available, are required for all scholarly papers in the residential and global doctoral programs. Other departments are encouraged to require DOIs. Check with the professor for particular requirements (see pp. 187-192 in the APA manual for more information on DOIs).

6. Feminist citations: Feminist citations and reference methods are allowed at SU. Within the tradition of feminist research and scholarship, it is customary to give the first names of authors, both in text and references. Persons choosing this option should provide first names for both women and men (when known), in text and references.

   Accordingly, you may use first names of cited authors when you first cite them. That is, if you cite Frances Vaughan, list her whole name. The second time you refer to Vaughan, use only her last name. If you cite new text written by two authors, Frances Vaughan and Kim Sue, then you should list the first names of both authors the first time they are listed together as a unit. If you cite another article also written by Vaughan and Sue, you would use only their last names again. Use these first names in the text, rather than in parenthetical citations.
For example, Hinkum Funiduster (1777) was, perhaps, the first North American philosopher to recognize several levels of reality, other than the usually exclusively recognized physical reality, and to use particular names for each of these levels. Funiduster used *physical reality* to describe the objective, sensory world, *imaginal reality* to describe the—to him—equally real realm of mental imagery, *memorial reality* to describe experiences of memory and recall, and *dream reality* to describe experienced dream content.

7. Tables and figures: SU allows students to use vertical lines on large tables to aid readability. The lines should be 25% grey (see pp. 128-150 in the APA manual for more information on tables).

8. Footnotes: SU style does not allow the use of footnotes. Endnotes may be used sparingly.

9. Identification of a discipline: Because transpersonal studies encompass many different disciplines, you may identify the areas or disciplines of the sources you cite. For example: The African-American folklorist and writer Zora Neale Hurston (1942/1996) once described research as “formalized curiosity. It is poking and prying with a purpose” (p. 143).

10. Honorific titles and related name considerations: For persons with clerical titles, the title is usually retained preceding the first name or initial when the name is inverted for indexing and referencing. Thus,

   Jaki, Rev. S. S.; Mannierre, Msgr. C. L.; Kapleau, Roshi P.

   The same is true for saints. In the Christian tradition, however, they are usually alphabetized under their given names. Use St. rather than Saint:

   Thomas, St.; Thomas Becket, St.; John Chrysostom, St.

   Some names are treated as units. Thus:

   Dalai Lama; Ram Dass; Sogyal Rinpoche

   Arabic names and names in other foreign languages should be referenced in the forms in which they appear on the title page of the cited work. If a name appears in different forms on different original documents, reference the different forms separately. For example, if the (same) author appears as Ibn Sina on one work, and as Avicenna on another work, include both of them and list in the usual alphabetical order.

   Chinese names from earlier times are alphabetized without inversion:

   Lao-tzu; Li Po; Sun Fo
Basic Elements to Get You Started

Writing Error Policy

All academic papers (e.g., class papers, integration papers, dissertations etc.) must be in APA/SU style and carefully edited. This policy may not apply to certain self-reflection papers (determined by the instructor) and online communications such as Canvas posts or electronic mail. Always check with your professor about formatting requirements.

At the discretion of the reading faculty members:

1. If a paper contains extensive errors of any type, faculty may return it without reading it or offering feedback within the normal turnaround time for class papers (normally within 2 weeks of reception of the paper).
2. Error types tend to be repeated and therefore increase the total number of errors in a document. Even a total of 5 to 10 error types—grammatical, spelling, typographical, or departures from APA/SU guidelines—found within the document is considered unacceptable. It is likely that the paper will be returned under these circumstances.
3. If English is not a student's first language, the Chair of the Program, faculty advisor, or course instructor may advise the student to get the needed editing support. All editing expenses are paid by the student.

Graduate students are expected to write correctly and well. It is a misuse of professors’ time to read a paper with extensive errors or even to correct errors. If outside help is needed, it is the student's responsibility to secure that help (e.g., an SU tutor or an editor) and pay any related expenses. This revised policy applies to all students in any program at SU—Masters, Residential, and Global Programs. For assistance with writing technique and/or structure, tutoring is available through the Sofia Writing Lab.

General Good Advice

Spelling. Use your computer’s spell-check beginning with the first draft. However, read everything carefully, yourself, to catch errors that the spell-check might not detect. For the final draft of a dissertation, we recommend you have a friend read for typos, style, and wording errors not caught by the spell-check. When in doubt about spelling, check your dictionary. APA prefers Merriam-Webster’s Collegiate Dictionary, 2005 (APA, 2010; see p. 79).

Holding it all together. Ask your professors if they have a preference for staples or paper clips if hard copies of papers are required.

Reducing bias in language. Sofia University and APA are committed to reducing biased language in all forms of writing. For professional writers as well as SU students this means being aware that language can perpetuate “demeaning attitudes and biased assumptions” (APA, 2010, pp. 70-71) about individuals or groups of people. The APA manual contains guidelines for reducing bias when referring to gender (e.g., he, man, and mankind are not generic terms; pp. 73-
sexual orientation (pp. 74-75), racial and ethnic identity (pp. 75-76), disabilities (p. 76), age (p. 76), and historical and interpretive inaccuracies (pp. 76-77). For more information visit the American Psychological Association website.

Paper

**Paper size.** Use standard 8½ x 11 white paper.

**Margins.** Set margins at 1-inch on the top, bottom, and sides, including doctoral dissertations.

**One-sided.** Papers should normally be printed single-sided. If you wish to print double-sided, please check with the professor. The draft copy of a dissertation may be double-sided. The final copy of a dissertation must be printed on one side.

**Electronic submission.** Some professors may prefer to have papers submitted electronically. Check with your professors for their preference.

Fonts

**Font.** Use a font with a serif, such as Times Roman, Palatino, Courier, or Bookman. (“The preferred typeface for APA publications is Times New Roman, with 12-point font size” [p. 228].) A serif is the little flag or foot at the tops and bottoms of letters, and the letters usually have lines with varying thickness. Here is a serif font: “The quick brown fox jumps over the lazy dog.” Here is a sans serif font: “The quick brown fox jumps over the lazy dog.”

**Font size.** Use a 12-point font (type face) for all text, quotations, tables, and figure titles.

**Special fonts.** Use italics for book titles, the names of journals, journal volume numbers, and for level 4 and 5 headings (see p. 62 of the APA manual for more information on headings). Do not underline. Do not use bold in the body of papers. Bold font is used for headings and in the Dissertation Abstract where the title, the word “by,” and your name are bolded (see Abstract sample below). You may use italics according to the APA rules for use of italics (see pp. 104-106 in the APA manual for more information on italics).

Page Numbers

Do not list a page number on the title page, although the title page is page i. Pages for other front materials (e.g., Table of Contents, List of Tables, Abstract, etc.) should be numbered with lower-case Roman numerals (i, ii, iii, etc.), at the bottom center of the page. All other pages, continuing through the back pages, (e.g., references and appendices) should be numbered with Arabic numerals (1, 2, 3, etc.), at upper right-hand corner of the page.

All pages (including tables, figures, color artwork, etc.) count as pages, even if a page number does not actually appear on a certain page (e.g., a colored mandala or collage page). The page number for an art plate could be given as “following p. 43.”
Title Pages

For short papers (3-5 pages), reaction and reflection papers, and book reviews there is no need for a separate title page. Instead, put your name, date, and course name in the upper left corner of the first page single-spaced. If the paper has a title, it can be centered below the information mentioned above. For final class papers, term papers, scholarly papers, research reports, and so forth, use a title page with the title of the paper, your name, date, and the course name (see sample on page 21 of this document). See pages 20-25 of this document for examples of title pages.

Grammar

The computer’s grammar check can be useful to help you find and eliminate passive voice, informal or colloquial phrases, dangling participles, and many more common grammatical errors. However, do not rely on your computer exclusively (see pp. 77-86 in the APA manual for more information on grammar).

Tense. Generally, the entire dissertation or research report is written in the past tense (except for actions or situations that continue into the present, or when “dialoguing” with the reader). Proposals and miniproposals should use future tense when describing proposed research. When writing in future tense, avoid passive voice if possible. Exceptions from these principles might be made for embodied writing styles and/or with approval of the dissertation committee chairperson.

Use appropriate tense in the various dissertation chapters and use tenses consistently as follows: (a) Introduction: future in proposal, past in dissertation; (b) Literature Review: all past or present perfect tense; (c) Research Method: future in proposal, past in dissertation; (d) Results: past tense, present tense if discussing continuing issues; and (e) Discussion: past for reporting what happened, present tense for discussing and deliberating.

Plurals. Do not use an apostrophe to indicate plurals; simply use an “s.” These are correct examples: in the 1960s, participants were in their 30s (see p. 114 in the APA manual for information on plurals of numbers).

Data is plural, and it requires a plural verb. Examples: The data show . . . the data indicate . . . [The singular of data is datum.] Phenomenon, criterion, matrix, spectrum, and medium are all singular forms that require singular verbs. Phenomena, criteria, matrices, spectra, and media are the corresponding plural forms for the above, and they require plural verbs.

Word usage. Use the following words appropriately: complement/compliment, effect/affect, elicit/illicit, enervate (weaken)/innervate (stimulate), counsel/council, immanent/imminent, predominant/predominate, illusive/elusive, that/which.

The following list includes the preferred or correct words or phrases in the left-hand column and the not preferred or incorrect words or phrases in the right-hand column.
<table>
<thead>
<tr>
<th>Preferred/Correct Spelling</th>
<th>Not-Preferred/Incorrect Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method/Methods</td>
<td>Methodology/Methodologies;</td>
</tr>
<tr>
<td></td>
<td>(“methodology” is the study of methods)</td>
</tr>
<tr>
<td>Assessment</td>
<td>Test</td>
</tr>
<tr>
<td>Try</td>
<td>Try and</td>
</tr>
<tr>
<td>Different from</td>
<td>Different than</td>
</tr>
<tr>
<td>Child/Children</td>
<td>Kid/Kids</td>
</tr>
</tbody>
</table>

**Correct**

- Because (when indicating causation)
- In regard to/with regard to
- Whereas
- Irrespective or regardless
- Ken Wilber, Frances Vaughan, and John Welwood
- Appendices
- Starting sentences with “Furthermore,” “However,” and “Therefore”
- 20th Century
- “For example, . . .”
- Phenomenology and phenomenological
- Chapter 3: Research Method or Chapter 3: Research Methods
- “Participants” or “Coresearchers”

**Incorrect**

- Since (when indicating causation)
- In regards to/with regards to
- While (unless emphasizing time)
- Irregardless
- Ken Wilbur, Frances Vaughn, and John Wellwood
- Appendixes
- Starting sentences with “And” or “But”
- Twentieth Century
- “Say, . . .”
- “Stuff,” “sort of,” and “kind of”
- Any other spelling.
- Chapter 3: Method or Chapter 3: Methods
- “Subjects”

**Other Grammar Principles**

- “Who,” “whom,” and “whose” refer to persons (e.g., she is one who . . .); “it” and “that” refer to inanimate objects, corporations and institutions, and non-human animals (unless the latter have names!).
- The word “therefore” should be set off by commas-- “and, therefore, blah blah.”
- “Man” and “woman” refer to social categories; “male” and “female” refer to biological categories. Context will determine which term is the proper term when referring to research participants. However, these social and biological category terms may be inadequate for describing all types of gender and sexual diversity (see pp. 73-74 for more information).
- Be careful in typing “you” and “your”—these often tend to be reversed.
- Use “its” for possessive; use “it’s” only for “it is” (do not use contractions in scholarly writing)
• Use “that” when introducing information that is essential to the meaning of the sentence (restrictive clause not set off by commas). Use “which” when introducing non-essential information (non-restrictive clause set off by commas).
Text Formatting

Indentation of Paragraphs

Indent the first line of each paragraph ½ inch. The tab key is usually set to a default length of ½ inch. The exception to this rule is the first paragraph of a block quotation. See information below on formatting block quotations.

Chapters

If your document has chapters, begin each new chapter on a new page. This includes the front pages (e.g., the Table of Contents, List of Tables, Abstract) and the back pages (e.g., References and appendices).

Chapter titles should appear like this: Chapter 1: Introduction, Chapter 2: Literature Review, Chapter 3: Research Method, . . . Appendix A: Informed Consent, Appendix B: Recruitment Flyer, etc. Do not use roman numerals (I, II, III, etc.) to indicate chapter numbers.

In a dissertation, uninterpreted results go in the Results chapter; interpretations belong in the Discussion chapter. The Research Method chapter includes what was done, the Results chapter includes what was found, and the Discussion chapter includes interpretation of findings.

Line Spacing

The default line spacing for the body text in scholarly papers at SU is double-spaced. SU makes these modifications to APA style regarding the spacing of text:

• Quotations of 40 words or more should be single spaced and indented (see the next section for more information).

• References should be single-spaced, with a double-space between each reference (see SU departures #4 on page 3 of this document for examples).

• There should be no extra space before or after headings.

Quotations

The two main forms for quotations are in-text quotations and block quotations.

Proper citation punctuation for a quotation in text is as follows: William James (1890/1969) described anomalies using the picturesque term “white crows” (p. 41).

Use block quotations for any quotation of 40 words or more. Indent the left margin of a block quotation ½ inch. Use single-line spacing for all block quotations. If the block quotation is more than one paragraph long, the first line of the second paragraph and all subsequent paragraphs should be indented an additional ½ inch on the left margin. Do not use quotation marks to begin or end a block quote. If quotation marks are needed within block quotes, use double quotation marks: “ ” In block quotations, end with the last line of the quotation, then a period, then the parenthetical citation, but do not add a period after the citation.

Example of a block quotation when the author’s name is used in-text to introduce the quotation:
Greening (1997) described trauma as follows:

In addition to the physical, neurological, and emotional trauma, we experience a fundamental assault on our right to live, on our personal sense of worth, and, further, on our sense that the world (including people) basically supports human life. Our relationship with existence itself is shattered. Existence, in this sense, includes all meaning structures that tell us we are a valued viable part of the fabric of life. (p. 125)

Example of a block quotation with full citation:

In addition to the physical, neurological, and emotional trauma, we experience a fundamental assault on our right to live, on our personal sense of worth, and, further, on our sense that the world (including people) basically supports human life. Our relationship with existence itself is shattered. Existence, in this sense, includes all meaning structures that tell us we are a valued viable part of the fabric of life. (Greening, 1997, p. 125)

**Spaces After Punctuation**

SU prefers a single space after all end punctuation. However, given the ambiguous wording in the APA manual, SU will accept one or two spaces. The important consideration is consistency within a paper. Choose one convention (i.e., one space or two spaces) and be consistent (see SU departures #3 on p. 3 of this document for more information). Use one space after mid-sentence punctuation (i.e., commas, semicolons, colons). Use one space after p. or pp. when giving page numbers.

Example: (p. 134)

**Text Alignment**

Only the left margin should be aligned, including text in block quotations. The right margin should be uneven, or ragged (in this document the left margin is aligned and the right margin is ragged; see p. 229 in the APA manual for more information).

**Footnotes and Endnotes**

SU papers do not use footnotes (see SU departures #8 on p. 4 of this document for more information). Do use notes within a table (see pp. 138-141 in the APA manual for more information on notes for tables).

**Headers and Footers**

Headers and Footers are used for page numbers only. For example, the page numbers for the front matter of this document were inserted using footers and the page numbers for the body were inserted using headers.
Seriation

The APA manual gives three options for formatting a series of points in papers: within a paragraph or sentence, numbered lists, and bulleted lists (see pp. 63-65 for more information on seriation). For a series of items in the text, use (a), (b), and (c), without periods, and with a comma after each item. The exception to this is that you should use a semicolon between items in a series if one or more items have a comma.

Example of seriation within a paragraph:

The diagnostic criteria for PTSD include (a) exposure to a traumatic event, (b) reexperiencing the event in various sensory forms, (c) avoiding reminders of the trauma, (d) chronic arousal of the autonomic nervous system, (e) symptoms lasting more than one month, and (f) impaired social functioning (American Psychiatric Association, 2000).

When using separate paragraphs for seriation, number the paragraphs using Arabic numerals with a period after each number. Do not use parentheses. Use sentence case (i.e., the first word should be capitalized). Indent the paragraph number ½ inch. Indent the text an additional ¼ inch.

Example:

1. This is the first paragraph in a seriated list. The text remains aligned with itself at ¾” from the left margin even if the sentence or paragraph continues beyond one line.

2. These paragraphs would be double-spaced.

3. By now, I expect that you understand the principle.

Numbered lists may suggest an unwanted rank or priority in a series of items. Bulleted lists may be used to achieve seriation without the implication of the items being ranked.

Example:

- This is the first paragraph is a seriated list. The text remains aligned with itself at ¾” from the left margin even if the sentence or paragraph continues beyond one line.

- These paragraphs would be double-spaced.

- By now, I expect that you understand the principle.

Headings

Use headings and subheadings in the text, where possible, to identify sub-topics and make for easier reading. Usually one to three levels of heading are sufficient. (Note: Dissertations require a minimum of three levels of heading. The top three levels must be listed in the TOC. Do not use more than three levels of heading in the TOC.) Do not have headings by
themselves at the very bottom of any page. Some professors prefer that students not use headings in short papers. Check with your professors for their preferences.

<table>
<thead>
<tr>
<th>Level of heading</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Centered, Boldface, Uppercase, and Lowercase Heading</td>
</tr>
<tr>
<td>2</td>
<td>Flush Left, Boldface, Uppercase, and Lowercase Heading</td>
</tr>
<tr>
<td>3</td>
<td>Indented, boldface, lowercase paragraph heading ending with a period.</td>
</tr>
<tr>
<td>4</td>
<td>Indented, boldface, italicized, lowercase paragraph heading ending with a period.</td>
</tr>
<tr>
<td>5</td>
<td>Indented, italicized, lowercase paragraph heading ending with a period.</td>
</tr>
</tbody>
</table>

**Punctuation**

**Periods and commas.** Periods and commas go inside of closing quotation marks; other punctuation goes outside of closing quotation marks (unless they are part of what is actually quoted; APA, p. 92).

Examples: “blah,” “blah blah,” and “blah blah blah.” but “blah blah”; or “blah”? or “blah”! or “blah”:

**Quotation marks.** Use “double quotation marks” within a block quotation; do not use ‘single quotation marks’ anywhere in your document except “within ‘double quotation’ marks” (see pp. 91-92 in the APA manual for more information about quotation marks).

**Commas.** Use commas before conjunctions (and, but, or) that link independent clauses. If the two parts of the sentence can stand alone, use a comma to separate them. Place a comma before “and” in serial listings within a sentence. Example: blah, blah, and blah. Add a comma after e.g., i.e., and viz., (see pp. 88-89 in the APA manual for more information about the proper use of commas).

**Ellipsis points.** There should be a space before and after each dot. Example: Something was left out . . . here (see pp. 172-173 in the APA manual for more information about ellipsis points). When omitting an entire sentence or more, use four dots, with no space preceding the first dot, as it acts as a period.

Example: I want to quote this sentence, but not the next sentence. . . . Here is the sentence after the one I have omitted.
Sometimes word programs will auto-format ellipsis points and remove the spaces before and after each point, especially when papers are opened on different computers and in different platforms. This cannot be avoided. However, if you are printing a paper, check the formatting of the ellipsis points before hitting Print.

Colon. Use a colon to introduce a series or quotation only if it is preceded by a complete sentence (see pp. 89-90 in the APA manual for more information on colons and semicolons).

Hyphenation

- Use an em dash to set apart a digression within a sentence. Two hyphens may be used if the keyboard does not have an em dash. Do not space before or after the em dash or hyphens.

  Example: . . . seems to be—in other words . . . or . . . seems to be--in other words . . .

- Use an en dash between two words of equal weight like as in “Chicago-London flight.” To make an en dash, use one hyphen with no spaces before or after the hyphen.
- Coresearcher, nonordinary, and miniproposal are not hyphenated (see pp. 97-100 for more information and several tables of examples demonstrating the proper use of hyphenation).

Numbers

Use words to indicate numbers from one to nine and numerals to indicate numbers of 10 and above. Examples: six, two, 13, 10. Examples of plurals of numbers: fours and sixes, 1980s, 10s and 20s (see pp. 111-114 in the APA manual for more information on numbers).

Exceptions:
- Use numerals with participants, regardless of the number. Examples: 6 participants, 13 participants. (However, this does not apply to personnel other than participants.)
- Use numerals with measures of time, regardless of the number. Examples: 6 minutes, 8 weeks, 2 years, 10 days.
- If several numbers refer to the same thing and some are more than 10 and some less than 10, use numerals for all of these, for consistency. Example: For 3 of the 12 sessions . . .
- Use numerals for all numbers in the Abstract (except for those that begin sentences).
- Use words for numbers beginning sentences, in the text. Example: Thirteen persons attended the meeting.

Abbreviations and Contractions

- The first time you introduce something that has an abbreviation or is an acronym, write out the full name followed by the abbreviation or acronym in parentheses. Examples: American Psychological Association (APA), Dissociative Identity Disorder (DID).
- It’s vs. its
  - It’s is a contraction for “it is.”
  - Its is a possessive.
• Contractions are not used in formal scholarly writing. However, SU allows for contractions in direct quotations and participant narratives.
• Abbreviations for *that is* (i.e.,), *for example* (e.g.,), *and so forth* (etc.), *namely* (viz.), and so on should be used only within parentheses; use the full words outside of parentheses. Examples: . . . cabbages, kings, and so forth but (cabbages, kings, etc.); that is . . . but (i.e., . . .).

**Citations and References**

For literature reviews, rely chiefly on professional, peer-reviewed journal articles, dissertations, theses, and scholarly books. Scholarly books are those published by university presses or other scholarly presses; those that have the scholarly apparatus of references and an index; those that present and critically evaluate a range of findings and interpretations; those that evidence a critical, reflective, scholarly, discerning attitude. Ask faculty members who are familiar with a particular field to help you determine whether books in that field are sufficiently scholarly.

In the Literature Review chapter, integrate and aggregate the sources cited, in the service of an ongoing, flowing argument or case that you wish to make or build; bring in sources that support the argument or case, and include the appropriate level of detail (not too much, unless such detail is crucial) in presenting various sources.

**Citation Forming**

Important note: When using any source (i.e., journal articles, books, movies, websites, etc.) for a paper, and whether using a direct quote, a concept, or paraphrasing another author’s (or authors’) ideas, you must provide an in-text citation and the source should be in the references. Not citing a source, including a paraphrased source or a source of an idea, is considered plagiarism. See pp. 169-192 in the APA manual for more information on citations; see p. 170 in the APA manual for more information on plagiarism and self-plagiarism. See also the Writing Lab in the student portal for more information on plagiarism.

• When using the author’s (or authors’) name in the flow of the narrative, cite the publication year of the source in parentheses the first time the author’s (or authors’) name is used in the paragraph.
• Use the author name(s) and date (and page number if using a direct quote) in all parenthetical citations.
• When using a direct quotation, place the page number in parentheses right after the quote, regardless of the length.
• When the author’s (or authors’) name is used in-text, there is no need to include the year in subsequent references (after the first citation) to the same study as long as it cannot be confused with any other study cited in the paragraph (see p. 174).
• Include the year in all parenthetical citations. This is an example of a parenthetical citation: (van der Kolk, van der Hart, & Marmar, 2007, p. 304).

Example: The following paragraph is an example of several citation styles. Also notice the use of ellipses to show where text has been deleted from the original source.
The neuroscientist Antonio Damasio (1999) says that “telling stories . . . is probably a brain obsession” (p. 189). He believes that consciousness begins with the brain’s ability to tell stories about “life ticking away . . . and the states of the living organism [that are] continuously being altered by encounters with objects or events” (Damasio, 1999, p. 30) in the environment. Jerome Bruner (2004), who has written extensively on education and cognitive studies, says that humans constantly construct and reconstruct themselves to meet the ever-changing demands of the environment. Bruner says this process of “self-making is a narrative art” (p. 4). Some researchers contend that humans are “meaning-making creatures” (van der Kolk, van der Hart, & Marmar, 2007, p. 304) using narrative construction to symbolize and understand experience (Goncalves, Henriques, & Machado, 2004).

- Periods and commas go after parenthetical expressions.
- If the work is by two authors, always cite both names in the text and in parenthetical citations.
- If a work is by three, four, or five authors, spell-out all names in the first citation; thereafter use the first author’s name and et al. including a period after al.
  - Subsequent references to Goncalves, Henriques, and Machado (2004) would be Goncalves et al. (2004) or (Goncalves et al., 2004)
- Alphabetize cited sources within parentheses, and separate the sources by semicolons; do not list sources chronologically within parentheses.
  - Example: (Doe, 2001; Jones, 1998; Smith, 1968).
- Cite a book chapter of an edited book by the chapter author(s).
- Use “and” to conjoin authors outside of parentheses; use “&” to conjoin authors inside of parentheses. Examples: Smith and Jones (1966) found. . . . Several researchers (e.g., Smith & Jones, 1966) have reported. . . .
- Typically, titles of books or journal articles are not mentioned in the text; the author name and date, alone, are sufficient for a citation. If a book title, chapter title, or journal article title is used in-text, book titles should be italicized, and journal article titles and book chapter titles should be enclosed in “double quotation marks” in the text.
- Do not use titles such as Dr., Ph.D., M.D., Ms., or Mr. in scholarly writing.

Reference Formatting

- APA/SU formatted papers should include a References section (References should include only those sources actually used and cited in the text), rather than a Bibliography (which is more extensive and can include resources that were not used or cited).
- Be sure that all cited sources appear in the References and all sources in the References have been cited in the text.
- Use a space between the author’s initials. Example: Smith, A. B. (not: Smith, A.B.)
• List book chapters by chapter author, and use the “In . . .” form for the source book in the References section (see p. 204 in the APA manual and the example below for proper reference style for a chapter in an edited book).

• Do not use colons, semicolons, p., or pp. in references to journal articles.

• In the References section, pp. is used only to indicate the page numbers of book chapters.

• Book titles in the References section: Capitalize only the first word (and the first word after a colon for a subtitle). For example: Transpersonal research methods for the social sciences: Honoring human experience.

• Journal titles in the References section: Capitalize all major words (e.g., Journal of Transpersonal Psychology). Sometimes when importing citations from a database into Endnote, journal titles will be abbreviated. An abbreviated title may also be used on the article itself. In the References section, journal titles should be spelled out. Example: Journal title as imported: Arch Sex Bevah. Journal title as it should appear in the reference list: Archives of Sexual Behavior

• Use a comma before “&” for joining two or more authors: Heckle, J. T., & Jeckle, T. J. (1997).

• In SU style, references are single-spaced within the reference and double-spaced between references. This is a departure from APA style.

• As mentioned on page 3 of this document, SU departures from APA #5, residential and global doctoral students should use the DOI when available. When used in text DOI is capitalized. When used in individual references, doi should be lower case.

• Consult the APA manual for information about referencing electronic sources. Also visit the APA website for more information on electronic sources: http://search.apastyle.org/?query=&facet=styletopics:References

Examples of reference formats (see pages 193-224 in the APA manual for more examples of references). Information in brackets at the end of each example describes the type of reference and is for your information only. Do not add that information to your references.


Russo-Netzer, P. (2017). “Sometimes I don’t even know where I am going”: What supports individualized personal spiritual change? *Psychology of Religion and Spirituality, 9*(1), 82-94. http://dx.doi.org/10.1037/rel0000092 [Journal article with DOI. Note that if the DOI begins with http:// do not use doi:. This is also an older format DOI. The newer DOIs look like: https://doi.org/10.1037/arc0000014. Do not use doi: with this format.]


Tables and Figures

Tables

- Use the same font as you are using for the rest of the paper (e.g., Times New Roman). The two lines immediately above the table are arranged with the table number on the first line (neither italicized nor followed by a period) and the title of the table on the second line, immediately above the table (italicized, with the first letter of all major words capitalized, and with no final period).
- SU does not insist on adherence to the APA convention that there should not be vertical lines in tables. For purposes of readability, the student may use 25% grey lines on large tables. Such lines might be useful if there are lots of numbers or qualitative data in a table; the lines may provide clarity.
- Table titles should be italicized. However, the internal headings and subheadings within a table should be in regular font (not italicized and not bolded). Sometimes, with appropriate and explicit rationales, special fonts (italics, bold) might be used within a complicated table to highlight certain content (e.g., certain numbers) if such highlighting improves clarity and understanding of the table contents. These should be rare exceptions.
- SU prefers double-spacing for tables. There may be special cases wherein single-spacing would be acceptable. This is a judgment call. If the table is still clear and easily readable, and, especially, if single-spacing can prevent breaking a table onto two pages or if the table is a very long one (in order to save overall pages for the document), then single-spacing could be acceptable. The table should not look cramped or be difficult to read or to understand (see pp. 128-150 for more information on formatting tables).

Figures

- Use serif font; however, you may use a sans serif font in the figure itself, but use a serif font for the caption (see p. 53 in the APA manual for an example). The Figure # goes at the bottom of the figure and is italicized and followed by a period; the caption follows, on the same line, is not italicized, and only the first letter of the first word of the caption is capitalized. The caption ends with a period.
- For journal articles, tables and figures are submitted separately and placed at the end of the article. For dissertations, tables and figures are inserted at appropriate locations in the text (see pp. 150-167 in the APA manual for more information on formatting figures).
Sample Title Pages

NOTE: The sample title pages are examples only and may not reflect the specific guidelines for your program. Check the formatting guidelines for your program for specific document formatting details.

The following pages are samples of title pages for course papers and dissertations.

Follow the sample in creating your title page. The information in square brackets ([ ]) is to be filled in by you.

For dissertations, the whole title should be capitalized and double-spaced.

For dissertations, the student’s name should be written as it will appear on the degree. In other words, it should be the student’s full legal name.

For dissertation documents, the date on the title page should be the date of the committee meeting at which this document was approved. This is true even if the signatures are dated much later. The format for the date is January 1, 20??.

For the dissertation:

The signature line is 4 inches long.

There is 1 inch between the signature line and the date line.

The date line is 1.5 inches long.

These instructions are for a document with 1-inch margins all around.

The Committee Chairperson or Member’s name, along with degree(s), are left aligned and should be written like this:

Jane Doe, Ph.D., Committee Chairperson _______________________________ Date _______________________________

The Chairperson is the last one to sign both the proposal and the dissertation.
[This is a Sample Formal Course Paper Title Page: This is a Sample of a Subtitle]

[Student Name]

[Date in this format: 01/01/01]

[Course Title]

[Instructor name]: Instructor
[SAMPLE TITLE PAGE TRANSUPERSONAL INTEGRATION PAPER: SUBTITLE]

by

[Student name]

Transpersonal Integration Paper

submitted

in partial fulfillment of the requirements

for the degree of Master of Arts in Transpersonal Psychology

Sofia University

Palo Alto, California

[Date in this format: Month day, 20??]

I certify that I have read and approved the content and presentation of this paper:

________________________________________________                       __________________
Faculty                                                                                      Date

________________________________________________                       ______________
Nancy Rowe, Ph.D., Chair of Global Master’s Program                                              Date
[THIS IS A SAMPLE Ph.D. MINIPROPOSAL TITLE: THIS IS A SAMPLE SUBTITLE]

by

[Your name]

A miniproposal submitted

in partial fulfillment of the requirements

for the degree of Doctor of Philosophy\(^3\)

in [Indicate the proper degree for your program]

Sofia University

Palo Alto, California

[Date the Miniproposal is submitted to instructor in this format: Month day, 20??]

Approved by:

[Name, degree], Instructor of Doctoral
Research and Process Course 649

[Name, degree], 2nd reader (if necessary)

Date

Date

NOTE: The name of the degree will vary by program. Please see endnote 3 on page 53 of this document for the proper degree name for your program.
A proposal for a dissertation to be submitted
in partial fulfillment of the requirements
for the degree of Doctor of Philosophy*
in [Indicate the proper degree for your program]

Sofia University

Palo Alto, California

[Date of the Proposal meeting in this format: Month day, 20??]

Approved by:

________________________________________________
[Name, degree], Committee Chairperson

________________________________________________
[Name, degree], Committee Member

________________________________________________
[Name, degree], Committee Member

*NOTE: The name of the degree will vary by program. Please see Endnotes on page 82 of this
document for the proper degree name for your program.
[THIS IS A SAMPLE Ph.D./PSY.D DISSERTATION TITLE: IF YOUR TITLE HAS MORE THAN ONE LINE ADD A SPACE BETWEEN EACH LINE]

by

[Your Name]

A dissertation submitted
in partial fulfillment of the requirements
for the degree of Doctor of Philosophy*
in [Indicate the proper degree for your program]

Sofia University
Palo Alto, California

[Date of the Final Draft meeting in this format: Month day, 20??]

I certify that I have read and approved the content and presentation of this dissertation:

__________________________________________________________ Date
[Name, degree], Committee Chairperson

__________________________________________________________ Date
[Name, degree], Committee Member

__________________________________________________________ Date
[Name, degree], Committee Member

*NOTE: The name of the degree will vary by program. Please see Endnotes on page 82 of this document for the proper degree name for your program.
Sample Abstract

Reports of So-called “Peak” Experiences During a Neurotechnology-based Training Program

by

Todd Joseph Masluk

This study examined the nature of self-reported peak and other powerful experiences during a 6-day residential, neurotechnology-based training program. "Neurotechnologies" are methods and devices which purportedly enhance mental functioning by entraining brain-wave patterns, often producing a psychophysiological state of hemispheric synchronization. A 2-part peak-experience questionnaire was developed. Part 1 collected retrospective self-reports of participants' experiences. Part 2 gathered information on their impact and the processes of integration. The Myers-Briggs Type Indicator measured participants' personality characteristics; the Herrmann Brain Dominance Instrument measured cognitive styles. Out of 160 participants (81 males, 79 females), 121 reported 75 types of peak and other experiences. These were grouped by phenomenological content under 4 categories: “intensified sensory and perceptual,” “cognitive,” “psychodynamic,” and “transpersonal.” Types, intensity, and richness of patterns of experience reported, strikingly resemble those reported by psychedelic (LSD) researchers. Short-term aftereffects occurred in 4 areas: ontological, spiritual, psychological, and bioenergetical. Longer-term aftereffects resembled changes associated with the sustained practice of meditation. Most experiences had a moderate to “life-changing” impact. Peak-experiences, narrowly defined, had the greatest reported impact, overall. Chi-square analyses yielded non-significant differences between “peak-experiencers” ($n = 16$) and “non-experiencers” ($n = 20$) on personality type, cognitive style, religious affiliation, educational level, age, and gender. However, differences
approached significance on religious orientation ($\chi^2 = 2.043, p = .15288$) and may signal a trend worthy of further investigation. Mental engagement with experiences was important in integrating and being changed by them. This was evidenced by the positive relationship between amount of time spent thinking about one's experiences and their degree of impact ($rs = .4849, p < .001$). The most preferred method of integration involved discussing one's experiences, followed by reading about similar experiences, keeping one's experiences to oneself, and writing about one's experiences. Factors hindering the integrative process are discussed. Results contribute to understanding the varieties of exceptional human experience.

NOTE: The purpose of this example is to assist you in writing your Abstract as clearly and succinctly as possible. This abstract serves only as a guideline. Please see the Abstract Checklist in the Dissertation Office in the Student Portal for a detailed description of what should be included in the Abstract.

ADDITIONAL NOTE: (1) It is highly recommended that you write an abstract at the proposal stage. (2) DO NOT list keywords on the final dissertation abstract.
Dedication (or Epigram; optional)

See dissertations in the SU library for examples of dedication and epigram pages.

(Some students wish to use epigrams in the body of the dissertation. Check with your Chairperson about her or his preferences for use and formatting).
Sample Preface (optional)

Much of my rather solitary childhood was spent searching the shelves of the Des Moines Public Library for books about Native Americans. In the pages of those books and in my afternoon musings in the woods near my house, I learned and lived the values of America’s first people.

Therefore, it is not surprising that when given the opportunity to go on a 4-day vision quest with Steven Foster and Meredith Little, I had no hesitation. This, however, was not what I expected to be the subject of my dissertation.

During the 3 years I spent working with persons with AIDS at San Francisco Hospice, I was intrigued to observe that I did not experience burnout as I would have expected. Instead I felt joy and fulfillment. I felt the desire to be closer to these people’s experience rather than the need to move away.

Also during this time, I heard Kenneth Ring lecture about the transformational qualities of the near-death experience. People who had these experiences became more oriented to selfless service to others and felt a mission in life, while themselves feeling more self-esteem and energy.

I read similar reports from those with out-of-body experiences, astronauts, people who described encounters with extraterrestrials, and those with mystical experiences. All seemed to share this tendency toward a personality change in the direction of service. The descriptions were similar to my own feeling about my work at Hospice. I expected that this would be the subject of my dissertation. When I found myself working instead on a study of vision quest participants because of my own powerful experience (see Appendix A for my account), I realized that I was actually working on a microcosm of the original subject.
Because of their spontaneous nature, near-death and most other spiritual experiences can not be measured in a pretest, posttest study. Their occurrence cannot be predicted. The vision quest program, however, is a scheduled event in which participants can be studied before as well as after the experience. It is a good starting point for evaluating the kind of transformation that occurs as a result of a spiritual experience.
Acknowledgements

See dissertations in the SU library for examples of acknowledgement pages. This page may be double-spaced.
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Interpret Results: What do Findings Seem to Mean?

Discuss Major Findings

Include own thoughts about what you found and what you think is going on in the area you researched.

Relate your own findings to one another, back to research question/hypotheses.

Models or theories.

Limitations of Study [Moved From Chapter 3]

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Implications and Practical Applications

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References

Appendix A: Informed Consent Form

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Appendix C: Permissions for Copyrighted Instruments
Articles About Writing for SU Students: Scholarly Writing
by Jeanne Achterberg

Scholarly writing style evolved organically for several very important reasons. Both the audience and the content of scholarly works are quite different from work written in a conversational, "creative," or journalistic style. Please note that none of these styles are wrong, they are only different. Grasping the difference is a vital part of graduate work. As a writer, you need to adopt the relevant style for your intent in order to have your presentation received appropriately. If the wrong style is used, your reader will be immediately turned off and little communication can be expected.

I will address the style adopted by the behavioral sciences, social sciences, and medicine—the elements are not greatly disparate. Not all scholarly work follows through with all the ideas below, but the points are summary statements of what is usually considered relevant to writing for graduate-level courses, professional papers and books, and dissertations.

1. Scholarly writing is designed to communicate clearly. All other purposes can be considered secondary.

2. Scholarly work reflects critical, rational, logical thought processes. One of the aims of most Ph.D. programs is to ensure that students have some ability to question the written word. Uncritical reverence (or critical, generalized disdain) for any topic, writer, or theme indicates the writer has not fulfilled this goal.

3. Scholarly style is characterized by brevity, densely packed sentences, and formal sentence structure. Space considerations by publishers have probably contributed to all of these. However, a clear, unfettered statement, rich with information, can be as elegant as fine poetry.

4. Scholarly writing is "Zen" writing. The writer is an objective observer of the world, noting information with "no blame." The true believer or the revolutionary is suspect when it comes to conveying an honest picture of the world.

5. Scholarly writing is fair. Both sides of the issue (or many sides, as the case may be) are presented: pros, cons, and balance are the rules of thumb.

6. Scholarly writing is honorable. The scholarship of others is honored by citations when they are due.

7. In scholarly writing, opinion is differentiated from fact, so that the reader knows what type of information you are presenting.

8. In scholarly works, the reader is not told what to believe, but rather is respected as an intelligent human being who can make his or her own decisions once the information is carefully and clearly marshaled.

9. The best scholarly writing is characterized by warm objectivity.
10. The worst scholarly writing is characterized by "ranting and raving"—heated, emotional, and/or one-sided presentations.

11. In scholarly writing, your opinion (unless you can be regarded as an authority in the field) must be carefully documented by the facts and opinions of others who have "done their work" scholastically, as well as any other way that is appropriate in the field. Your opinion and creativity have a strong place in some sections of scholarly work (such as the Discussion section), and certainly in the conception of the work itself, and its manner and presentation.

12. Scholarly writing need not be without passion, but this must be expressed in subtle ways that communicate, educate, and enlighten. If the reader is mortified by your verbiage, you have lost your chance to make your statement.

A final note: William Faulkner made the comment that, in order to write well, you must often "kill your darlings"—a good rule of thumb for any type of writing. As you re-read your paper, consider how many of your "darlings" had best make the transition.
In my undergraduate days, one of my psychology professors gave us this interesting directive when assigning papers and examination questions. "Be complete and concise." This seemingly paradoxical admonition brings to mind the many paradoxes, blends, balances, harmonies, and complementarities that flow from the Tao. The following hints on scholarly writing are offered in the spirit of helping you navigate these particular eddies of the watercourse way with greater ease and joy.

1. **Know your audience.** Who will be the primary readers of your work, and what will be their expectations? Familiarize yourself with the styles and conventions of scholarship and the forms of writing that are used by others who address this same audience. Learn the language and format familiar to your intended readers and use it, but don't be afraid to stretch the reader, as well, by adding a bit of the new and unexpected. Show that you have mastered the reader's game, then introduce your own variations.

2. **Pick a manageable topic.** Choose a topic that is not too large for you to address adequately within the space limitations of your paper, yet not so small as to be trivial or lacking in import. Choose particularly salient aspects of a larger issue that you can address in sufficient depth.

3. **Pick a meaningful topic.** How can your writing increase understanding of the topic? Is the issue of sufficient importance to be worthy of your attention and that of the reader? Can you tie things together in a new or more useful way? Can you remind the reader of older thoughts that are relevant but forgotten or overlooked? Can you tie sets of findings together, or tie findings together with conceptualizations and theories, in ways that have not yet been tried? Can you identify interesting themes, trends, and trajectories in others' thoughts and findings? Which gaps or missing pieces have you uncovered? What are the implications and possible applications of your contribution? Be direct and explicit about all of these things.

4. **Review the relevant literature.** Focus on previous publications that are most relevant to the topic or issue you are exploring. Write your topic on a slip of paper, using the most specific words possible, and keep it visible as you work—use it as a visual mantram or centering device to keep you focused. Returning often to this reminder can help you stay on target when you are tempted to deviate onto other pathways that are new and interesting but don't really relate importantly to your present goal. Beware of tantalizing tangents.

I find the Venn diagram approach useful. If you are studying the interrelationships among three major concepts (three circles below), focus your literature review on the areas of overlap (areas of intersection), with maximal attention going to the areas where all concepts (circles) overlap. Try to find as much prior literature as possible for the areas of greatest intersection; treat the nonoverlapping parts of the circles much more cursorily. Cite more literature, and provide greater details, for areas closest to the specific
combination of concepts you are addressing. As you move away from this focus, cite fewer articles and more general articles. But sprinkle in some references, like spicy flavorings, from all parts of the circles, even the parts that don't overlap, to let the reader know you are aware of the greater expanses of the map that contextualize your tinier area.

5. **Emphasize primary sources.** This is an especially important practice in scholarly work. Document your thoughts and conclusions by citing references in the published literature. Try to limit your citations to primary sources. Primary sources are reports of original findings that have been published in professional, peer-reviewed journals, dissertations, and theses. Avoid secondary sources such as popular books or articles in popular magazines. Don't rely on review articles, even those in which authors review their own work; go to the original papers instead. Distortions, additions, and omissions can occur as links are added to citation chains. Go to the original sources to learn what was really found or said. For example, quote Jung himself, rather than what "Jungians" say he said. Quote a paper reporting actual original findings or data, rather than what a secondary reviewer says about those findings or their meaning.

Emphasizing information from refereed journals provides some quality control, in that the works you will be citing have undergone scrutiny by other knowledgeable scholars, have "passed muster," and may be more trustworthy than information that has not been peer-reviewed. This is a place for judgment. There may be nonsense in the peer-reviewed literature, and there may be accurate, important, and trustworthy gems in self-published books and non-refereed journals and magazines. Use the Venn diagram approach once again. Try, first, to document what you present by citations of reports of original findings in peer-reviewed journals, dissertations, or theses. If you find a lot here, close to the center, fine. If you don't find sufficient material, then cautiously move away, in the direction of review articles, then peer-reviewed books, then non-peer-reviewed books and articles. Check out the experience and credentials of the authors to help you in judging non-refereed works. Again, judgment is required. Wonderfully accurate and useful information can be found in the writings of "non-credentialed" folks, and "experts" may often go astray. What does your intuition have to say here? How does your intuition agree with that of others?

6. **Request help from other sources in finding useful information and in expressing your thoughts.** Perhaps incubated dreams, synchronicities, and serendipity can guide you to useful resource persons and writings. Perhaps hypnotic or waking self-suggestions can help you access previously unconscious materials that will be useful to you in preparing and writing your paper. What do reports from your body tell you about what you are doing? Perhaps intention can be deliberately directed and amplified in ways that facilitate finding the right materials and writing about them in creative ways.
7. Exercise critical thinking in reporting and evaluating findings and in drawing conclusions. Don't merely summarize what others have found, taking their conclusions for granted. Thoughtfully evaluate what you are presenting. Is the reasoning in the reported work sound? Do the findings seem trustworthy, and do they truly support the author's conclusions? Are there alternative ways of interpreting what was found? Have possibly confounding or artifactual factors been ruled out or adequately considered and addressed? Could unintentional biases have been introduced into the findings or conclusions you are reporting? Have inconsistent findings or thoughts of others been ignored or omitted?

8. Is there a nice balance in your writing? The following complements can find homes in your writing:

- old and new findings and conceptualizations
- empirical findings and theoretical explanations
- your thoughts and those of others
- agreements and overlaps of findings and understandings (among others and between you and others) and disagreements and areas of divergence
- findings and thoughts that fit given conclusions and those that do not fit
- what we have learned from the past and what we might suggest for future studies

9. Follow APA format for your paper's organization, style, and punctuation. (Consult the APA Publication Manual to learn the appropriate formats.)

10. Double check to assure that you include a reference (in your reference section) for each and every article you cite in the body of the text.

11. Carefully proofread your paper to find and correct errors of spelling, grammar, and punctuation before you submit it to any faculty member. If you make use of the services of an editor, be certain that what emerges from the editor is in good form before you submit it.

12. Be complete and concise.
Your Literature Review
by Arthur Hastings

Every dissertation has a review of the literature, usually a brief survey in the introduction, and then a detailed review in a separate chapter.

Some Objectives

These are some objectives of the review:

1. As you review the literature, you will learn the ideas, theories, research studies, and research methods on your topic. You will get ideas for your own work.

2. By reading what has been done, you will make your research more precise and focused.

3. The review is intended to inform readers about the topic and bring them up to date on the theories and research.

4. The review should demonstrate the place and relevance of your work to what has been done, e.g., that your specific question has not been studied, that your work is considering a different aspect of the subject, or that you are expanding what has been done previously or using another method.

5. Looking ahead, when you write up your work for publication, your article will include a short lit review, which you can take from this chapter.

Reading for the Review

You base the lit review on your reading, and you will need to spend ample time going through the literature on your topic. For example, here are some of the things I did when I was researching my book on channeling:

- I went through all of the relevant books in our library.
- I checked the public libraries (Palo Alto and Mountain View are excellent; you should get cards for both).
- When I found a reference to a book that seemed relevant, I had the library get the book via inter-library loan. (I got a major reference on the Delphic Oracle that way.)
- I purchased books for my personal library if they were important.
- I borrowed useful books from others.
- I did searches in PsychLit, Medline, and other computer sources, read titles and abstracts, and had the library get the articles that were relevant.
- I found journals and periodicals on the specific subject and read through them.
- I traveled to places where there were archival records (e.g., the St. Louis Historical Society).
- I told friends and colleagues about my interests and needs and asked them to give me references. They did. Be sure to ask your classmates and professors for recommendations.

Taking Notes

- You have to keep records of the sources, so you can write the review from your notes.
The original way to keep notes was on 4 x 6 or 5 x 8 cards. You can take them with you anywhere, have them with you all the time, spread them out on a table and write from them.

With a computer you can type notes into a database or similar program, and retrieve them with various key words, add to and edit them, and print the record easily.

Another method is to use a spiral notebook and write all the notes in it, dated and indexed. Everything is together in a physical form.

**Tips**

- Write on only one side of the page if you use cards or paper.
- Always put quotation marks around direct quotes.
- Include all bibliographic data such as volume numbers, pages.
- List the quote’s page number from the original source.
- Get authors' full names or initials.
- Note where you got the book or reference--for example, the Palo Alto Library. One can become very unhappy upon discovering that a key quote is missing its page numbers or upon needing to recheck a book but not knowing where you found it.

*What to Write*

What you will write in the lit review is principally information on these four aspects of the item:

1. A summary or synopsis of the ideas or theme. What was the purpose of the study? What are the ideas or concepts?
2. Relevant details of method, findings, and conclusions. You might use direct quotes, report statistics, list findings, paraphrase conclusions, explain aspects of the method or investigation that are of interest.
3. Your comments: a critique or evaluation.
4. Implications and relevance to your research.

Obviously, in your reading, make notes that will address those points, so when you write the lit review you can do it from your notes (or from the original if you have it).

How much do you write on the reference items? It can be anywhere from one sentence (perhaps a long one) to one page.

*Which References to Select for the Review*

You should not review too much, and you should not review too little. Too much is usually "everything on the topic," and too little is usually to use only the most obvious references.

Here are some guidelines:

Review the major, significant scholarly works, research reports, and compilations on the topic. They are *musts* to include in the review. For example, in past life regression, Lucas' *Regression Therapy* is the major reference on researchers and technique; in meditation, Shapiro and Walsh's *Meditation* is a collection of basic research articles; in channeling, Jon Klimo's book and my book are the two scholarly studies of the field. These books are important to you also because
THEY HAVE BIBLIOGRAPHIES! That saves you a lot of work because they point you to important references.

Review any classic works. If you are writing on spiritual experiences, you would include Bucke's *Cosmic Consciousness*, Laski's *Ecstasy*, Maslow's *Religion, Values and Peak Experiences*. Eliade's *Shamanism* is classic.

Include theories or models that relate to your question. If you are writing on mid-life transpersonal crisis, transpersonal developmental models such as Washburn's, Wilber's, or Jung's, or more traditional models such as Erickson's, would be relevant. Note any research on the models, although there may be little.

Review empirical research studies that address the situation or issues that you are researching. This is a *must*. (These don't have to be experiments, but can be surveys, interviews, observations, field studies, etc.) There are often studies that are considered the key or most significant research on a topic; these are musts. One way to know significance is by how frequently others cite them. You can also ask your professors to identify them.

If there are several areas of study in your project, you should review literature from each of them. For example, a dissertation on the effects of transpersonal films on adolescent self esteem reviewed the relevant research on adolescence, transpersonal education, effects of films on attitude and behavior, and self esteem. The lit review for a dissertation on individuation in African American Women reviewed Jungian models of individuation, Black Feminist thought, and African American literature on wholeness. A dissertation on synchronicity included findings on dream incubation and effects of ritual.

Sometimes the review includes a survey or description, not just research or theory. The dissertation on African American women discussed themes in contemporary African-American literature. A dissertation on vision quest described traditional native vision quest practices and contemporary presentations of neo-vision quests based on accounts and personal observation.

Review transpersonal research or note the lack of transpersonal research on this topic. You must show the relevance of your question within the transpersonal framework. Find the transpersonal (spiritual, religious, consciousness) ideas and investigations on your topic.

Do *not* review popular books, magazine articles, and workshop handouts. The review is to be on scholarly, academic, research, and professional literature. For example, the Grofs' book *The Stormy Search for the Self*, Scott Peck's *The Road Less Traveled*, Thomas Moore's *Care of the Soul*, and Frances Vaughan's *The Inward Arc* are all popular books. Books on doing dreamwork are not research. Case reports and testimonials are not research. Find scholarly writing or research from the professional literature instead. On dreamwork, go to the dream research literature. On breathwork, go to *pranayama* research and Reichian literature. On shamanism, read the anthropological and transpersonal professional writing.

There is a qualification on the above: You can discuss a popular treatment if there is no related professional research or discussion. In this case, you identify it as popular or applied, and *critique* it. You might indicate that your work will attempt to address this topic with appropriate methods and analysis. For example, there are popular accounts of vision quests, and one of our dissertations was a research study of individuals on a ritual vision quest.

Do search the dissertation lists for ITP and for other graduate schools for dissertations on your topic.
Do not review the literature on the broader subject area. If you are studying personality in relation to intuition, you do not have to review all of the research on personality. If you are studying psychic awareness in therapy, you do not need to review all psychic research or prove ESP.

But do give a brief overview of the larger field, and show where your study is situated within it. Then focus specifically on references that relate to your questions. Do not review the literature on transpersonal psychology as a field of psychology. In fact, you do not need to explain transpersonal or prove that it is credible. But you must include the professional transpersonal literature that relates to your topic.

*How Long, Oh Lord, How Long?*

How long should the lit review be? A survey of 12 recent ITP dissertations indicated that their lit reviews ranged from 30 to 70 double-spaced pages. A couple are shorter, and one tops the 100-page mark. Topics which incorporate several areas are longer; topics where there is little research have shorter reviews.
Here are some suggestions about content and style for review papers.

1. Give the title and source at the top of the review or in the first paragraph.

2. Tell what kind of material it is—e.g., research report, theory, essay on x, article about y, dissertation, reply to critics. Another way to say this is to state the purpose of the author.

3. Summarize or paraphrase the content. Write in your own words the ideas, the research procedure, or the concepts presented. It is important to learn to put it in your own language and, hopefully, more concisely and selectively than the author. You can use quotes from the material for precision, important author statements, elegant style, inspiring words, etc.

4. Critically comment on, and intellectually discuss, the material. This can be in many dimensions, not just negative comments. Explain and support your comments. Here are some questions that lead to comments for your discussion:

   - What is the origin or background of the ideas, concepts, or research?
   - How well does the author support or validate the ideas and assertions? (This can be done with reasons, evidence, research, experience.)
   - Does this fit or not fit with your personal knowledge and/or experience?
   - For research, apply standards for good design and method.
   - Does the author follow good rules of argumentation and valid deductions and inductions in reaching conclusions?
   - What is the feeling dimension of the material? The heart sense?
   - How is the writing? Clear? Readable? Poor? Demanding?
   - What alternatives are there to the positions or ideas?
   - What does this contribute to transformation, personal growth, knowledge, spirit?
   - What are the implications of the ideas and information?
   - What application is there to clinical work, business, personal growth, global issues, etc.?

5. At the end, in a few sentences, you may wish to sum up your thoughts about the material.

6. For review papers, use ITP/APA style. Put in sub-headings for the sections.

***************

Instead of summarizing the whole article and then commenting, you can take the ideas one at a time and comment as you go.

You can focus on just one aspect of the material, or discuss just one of the questions above.
Be aware of your own opinions, and give some explanation or support for them, rather than just assertion. If you disagree with a point, reflect on why, and express this.

It is okay to brainstorm on the material, giving a series of questions or ideas that relate to the topic, without going into detail, but be selective and use the most relevant ones.
General Guidelines for Reflection Papers, Personal Reaction Papers, Experiential Self-Reports, and Journal Summaries
by Rosemarie Anderson

Relative to more traditional forms of academic writing favoring cognitive conceptualization and linear expression, a freer and more personal mode of writing often serves a unique function in transpersonal education. In giving voice and, ultimately, meaning to transpersonal or liminal experiences and insights, reflection papers, personal reaction papers, experiential self-reports, and journal summaries tend to explore the personal and intimate dimensions of these experiences through in-depth, and often very personal, descriptions of actual experiences. These thick or rich descriptions are typically spontaneous, expressive, and written in the first person. Commonly they include detailed descriptions of the context and circumstances as well as the associated physical sensations, feelings, and thoughts. Their purpose is to give full expression to a transpersonal or liminal experience so as to give the reader a full and undiluted account of an experience. It is not expected that these papers attempt to be dispassionate in the sense of objectification, but that the writing fully explore an experience and communicate it coherently to the reader. In this sense the papers are intended to be informative but not necessarily to seek closure and ready interpretation of the experience. Papers are sometimes characterized by inner inquiry and exploration, especially if the experience or insight has been newly encountered or newly formed in awareness. Frequently, papers are accompanied by various forms of creative expression in order to more richly express the non-linear, non-rational modes of knowledge and inquiry.

While reflection papers and other personal reaction papers are typically unique and personal, they are expected to richly explore an experience or phenomenon and to inform the reader. Papers are expected to be coherent and easy to follow even though the expression may not be fully “cooked” or processed conceptually. Merely free-associating from feeling to feeling or thought to thought is not acceptable.

To summarize, reflection papers, personal reaction papers, experiential self-reports, and journal summaries typically have some or all of the following characteristics:

- coherence
- informative to the reader
- non-linear modes of expression

They are expected to have the following conceptual integrity:

- expressive and spontaneous
- thick descriptions of experience
- intimate and personal
- an embodied sense about the writing (not just cognitive or emotional)
- inner inquiry
- specific, particular, and unique to the writer
- “uncooked” or still in process
Regarding dissertation guidelines, conventions, and presentation style, we recommend the following:

1. Personal references are appropriate when the dissertation writer is speaking professionally on the basis of expertise and experience, in summarizing evaluations of bodies of findings and theories, in calling attention to meaningful observations and evidence encountered in life experiences, and in giving information about the "context of discovery" (what led the investigator to pursue a particular topic or approach). Personal materials should be appropriate and not extended beyond what is necessary to make a particular point or build a particular case. Opinions must be clearly identified; foundations, support, and rationales must be provided for opinions.

2. There are several possible places in the dissertation where personal materials could be presented. Where to put such material (and how much to include) would be suggested by the nature of what is presented and where it would fit best (to be determined by student and committee judgments). Possibilities include: a preface, somewhere in the introduction, an appendix, a special section of any chapter (as appropriate), anywhere in the running text (when appropriate) if warranted and clearly identified.

3. Mentioning disciplines and first names of persons cited in the text of a dissertation is possible and encouraged for these reasons:
   - Because transpersonal studies involve a great range and variety of disciplines, it is useful to identify the discipline of the person cited (e.g., "Helene Jones, a physicist at X Institution"; "Robert Smith, a professional anthropologist"), and such fuller information may assist identification or recall of the person being cited.
   - In the tradition of feminist research, names remind one of gender and other personal characteristics, and they help us honor the unique voices of the persons we are citing—especially the voices of those whose voices have not been privileged previously.
   - Giving such information yields warmer and more inviting writing and reading.

4. Use of the first person singular pronoun, I, may be used when appropriate and, especially, when the repeated use of "the author," "the present writer," "the researcher," "this investigator," and so on becomes strained, awkward, or unnatural.
Appendix A: MATP Transpersonal Integration Paper Layout Template
Transpersonal Integration Paper
submitted
in partial fulfillment of the requirements
for the degree of Master of Arts in Transpersonal Psychology
Sofia University
Palo Alto, California
Month date, Year

I certify that I have read and approved the content and presentation of this paper:

________________________________________________                       __________________
Faculty                                                                 Date

________________________________________________                       __________________
Nancy Rowe, Ph.D., Chair of Global Master’s Program                             Date
Preface/Dedication/Acknowledgements

(Add pages in if needed. Use “insert page break” between pages, to ensure that you keep the formatting between pages)
Table of Contents

Preface/Dedication/Acknowledgements (add/delete rows in TOC if needed) ....................... ii

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First Heading .................................................................................................................. 1

Subheading (or delete this row) ....................................................................................... 

Second Heading .............................................................................................................. 

Conclusion ..................................................................................................................... 

References .....................................................................................................................
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<tbody>
<tr>
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</tr>
<tr>
<td>Figure’s title, Medium, Dimensions</td>
<td></td>
</tr>
</tbody>
</table>
Paper’s Title: Paper’s Subtitle

Beginning of first paragraph . . .

First Heading After Introductory Paragraph(s)

Beginning of paragraph . . .

Second Heading

Beginning of paragraph . . .

Example of subheading. Beginning paragraph . . . (a subheading is useful when you want to break down the content of a given heading into related content, clearly marked with the subheading (e.g., a themes you want to highlight, or focusing the discussion you established under the heading. Subheadings are not necessary).
References
Appendix B: Dissertation Layout Template
LEAPING INTO THE FUTURE:

AN INTUITIVE INQUIRY ON THE TRANSCENDENT NATURE OF HOPSCOTCH AMONG ADOLESCENT GIRLS

by

Student Doe

A dissertation submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in [Name of Program*] in Sofia University, Palo Alto, California [Date of Meeting: Month Day, Year]

I certify that I have read and approved the content and presentation of this dissertation:

________________________________________________
Janice Longline, Ph.D., Committee Chairperson

________________________________________________
Philip Rochester, Ph.D., Committee Member

________________________________________________
Belinda Smiley, Ph.D., Committee Member

Date
* Note that we no longer require the formatting according to the APA 6th information on the Copyright page.
Abstract

Leaping Into the Future:

An Intuitive Inquiry on the Transcendent Nature of Hopscotch Among Adolescent Girls

by

Student Doe

This study used Intuitive Inquiry to examine the nature of transcendence in adolescent girls who play hopscotch on a regular basis. Twelve adolescent girls, ages 13-16, were interviewed about their experiences during and after a session of hopscotch . . .
Dedication (Optional)

A dedication is a formal, printed inscription dedicating the work the inscription is printed in to a particular person or persons. The dedication page is optional and is not a required part of the dissertation. As such, you are also not required to have the dedication listed in the TOC. Since it is not required to be listed in the TOC, you may format the dedication page any way you wish. As there is no one way to format a dedication page, no visual example is provided here.
Acknowledgments (Optional)

The acknowledgements page is optional and is not a required part of the dissertation. However, if used, it must be listed in the TOC. Therefore, “Acknowledgments” must be written in the same heading style as the chapter titles, which is usually Heading 1 style.
Preface (Optional)

The preface is an optional section that you are welcome to include. If you choose to include it, this is where you would include the preface. It will also show up in the table of contents
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  Present Specific Research Question(s) Or Hypothesis(es)................................................ 1

  Briefly Mention Approach/Method/Design Used.......................................................... 1

  Brief Overview of Contents/Organization of Dissertation ............................................. 1

Chapter 2: Literature Review.............................................................................................. 2

  Purpose of Chapter ......................................................................................................... 2

  Literature Review .......................................................................................................... 2

  Most relevant original research/emphasize primary sources ........................................ 2

  Report findings ............................................................................................................. 2

  Theoretical Literature Review—Emphasize Primary Literature ................................... 2

  Most important, dominant theories, models, and conceptualizations ............................. 2

  Report interpretations of findings ................................................................................ 2

Chapter 3: Research Method.............................................................................................. 3

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  Rationale for selecting design .................................................................................... 3
Describe design ................................................................. 3
Address how design handled threats for internal/external validity ................. 3
Instruments Of Measurement/Measurement techniques ........................................ 3
Mini-literature review of instruments ............................................................... 3
How others have used these or similar instruments or techniques ..................... 3
How have they been used in similar situations/participants in the past? .............. 3
Procedure ................................................................................... 3
Mention informed consent form ....................................................................... 3
Detail all important steps, pilot studies, recruitment, etc .................................. 3
When, where, how steps took place .................................................................. 3
Detail any intervention used ............................................................................ 3

Chapter 4: Results ............................................................................... 4
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Discuss Major Findings ................................................................................ 5
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<td>1.</td>
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<td>In this line, I have chosen a title for a table that best describes the table, but is so long that it requires a second line</td>
<td>84</td>
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</table>
# List of Figures

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
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<tbody>
<tr>
<td>1.</td>
<td>Diagram of hopscotch court</td>
<td>17</td>
</tr>
<tr>
<td>2.</td>
<td>Spiritual dimensions of hopscotch</td>
<td>47</td>
</tr>
<tr>
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<td>81</td>
</tr>
</tbody>
</table>
Chapter 1: Introduction

The dissertation should have 1” margins all around and text should be double-spaced throughout. Please review the *Sofia Writing & Style Handbook* (2012) as well as the *Publication Manual of the American Psychological Association* (American Psychological Association [APA], 2010) for more formatting information.

**Present your topic**

This section was introduced using a level 2 heading. See the *Publication Manual of the American Psychological Association* (APA, 2010) for more information about headings.

**This is a level 3 heading.** The first three heading levels should be used in the Table of Contents (TOC). See this guide for the proper format of the TOC.

**There needs to be at least two subheadings in each section.** This means that having only one level 3 heading within a level 2 heading is not permissible.

**Indicate Purpose, Significance, and Importance of the Work**

**Present Specific Research Question(s) Or Hypothesis(es)**

**Briefly Mention Approach/Method/Design Used**

**Brief Overview of Contents/Organization of Dissertation**
Chapter 2: Literature Review

Purpose of Chapter

Literature Review

Most relevant original research/emphasize primary sources.

Report findings.

Theoretical Literature Review—Emphasize Primary Literature

Most important, dominant theories, models, and conceptualizations.

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Rationale for selecting design

Describe design

Address how design handled threats for internal/external validity

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Mini-literature review of instruments.

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Detail all important steps, pilot studies, recruitment, etc.

When, where, how steps took place.

Detail any intervention used.
Chapter 4: Results

Treatment of Data

Describe how data were collected.

Describe how data were treated.

Present findings.

Demographic information: Introduce the participants.

Summarize findings, organize in a meaningful way.
Chapter 5: Discussion

Briefly Summarize Findings

Interpret Results: What do Findings Seem to Mean?

Discuss Major Findings

  Include own thoughts about what you found and how your findings fit into (or not) the larger body of literature in your field.

  Relate your own findings to one another, back to research question/hypotheses.

  Models or theories.

Limitations of Study [Moved From Chapter 3]

Any Additional Findings of Others; Surprises, or Additional Literature

Implications and Practical Applications

Future Research
References


Appendix A: Informed Consent

All appendices must be mentioned in text. Appendices should be discussed in alphabetical order, meaning the first appendix mentioned should be Appendix A, the second mentioned should be Appendix B etc. After an appendix is mentioned in alphabetical order, it can be mentioned in any order.

For example, Participants were asked to read the Informed Consent (Appendix A) before completing the Questionnaire (Appendix B) or the Assessment (Appendix C). These Appendices can now be discussed in any order in the rest of the dissertation.
Appendix B: Questionnaire
Appendix C: Assessments
Appendix C: Dissertation Title Page Spacing

Create the title page using single-spacing. You will manually add the correct number of spaces between and within elements of the title page. Title page and the rest of the document should have one (1) inch margins all-around. Do not show the return icons on your final title page.

The title is written in all caps (i.e., THE TITLE IS WRITTEN IN ALL CAPS).

For titles that are one, two, or three lines long (this means the lines of your title not counting the spaces in between), there should be two (2) single spaces between the last line of the title and “by.” Note that “by” is in lower case.

There should be two (2) single spaces between “by” and your name. List only your name, no degrees. For example, Jane Doe. Not Jane Doe, M.A.

If the title is four lines before you have added the space between the lines, remove one space after the last line of the title (before the “by”) and one space after the “by.” The removal of spaces is required in order to keep your title page limited to one page.

There should be three (3) single spaces between your name and the first line of the requirement paragraph.

There should be one (1) single space between each line of the requirement paragraph.

There should be three (3) single spaces between the last line of the requirement paragraph and the first line of the school name paragraph.

There should be one (1) single space between each line of the school name paragraph.

There should be three (3) single spaces between the last line of the school name paragraph and the approval line.

There should be two (2) single spaces between the approval line and the 1st signature line.

Use shift and the underscore key to create the signature and date line. The signature line is 4 inches long and the date line is 1.5 inch long, with 1 inch spacing in between. There should be no spaces between the signature/date line and the committee member name, title, and “Date”.

There should be two (2) single spaces between the committee member name and the next signature line.

Use shift and the underscore key to create the 2nd signature line. Use shift and the underscore key to create the signature and date line. The signature line is 4 inches long and the date line is 1.5 inch long, with 1 inch spacing in between. There should be no spaces between the signature line and the 2nd committee member name, title, and “Date”.

There should be 2 single spaces between the 2nd committee member name and the 3rd signature line.

Use shift and the underscore key to create the 3rd signature line. Use shift and the underscore key to create the signature and date line. The signature line is 4 inches long and the date line is 1.5 inch long, with 1 inch spacing in between. There should be no spaces between the signature line and the 3rd committee member name, title, and “Date.”

The title page should not have a page number visible though in reality it is page i (Roman numeral i) of your dissertation.

Hit return button, then Insert/Break/Page Break.
Requirement paragraphs:

Proposal:

A proposal for a dissertation to be submitted
in partial fulfillment of the requirements
for the degree of Doctor of Philosophy
in [Indicate the proper degree for your program]

Draft:

A dissertation submitted
in partial fulfillment of the requirements
for the degree of Doctor of Philosophy
in [Indicate the proper degree for your program]

School Name Paragraph:

Sofia University
Palo Alto, California

[Date of the Final Draft meeting in this format: Month day, 20??]

Approval line:

Proposal:
Approved by:

Draft:

I certify that I have read and approved the content and presentation of this dissertation:

See the next page for a visual example of what your title page should look like with the ¶ function turned on. Note that the spacing between lines is for a one, two, or three-line title.
LEAPING INTO THE FUTURE:

AN INTUITIVE INQUIRY ON THE TRANSCENDENT NATURE OF HOPSCOTCH

AMONG ADOLESCENT GIRLS

by

Student Doe

A dissertation submitted

in partial fulfillment of the requirements

for the degree of Doctor of Philosophy

in [Name of Program*]

Sofia University

Palo Alto, California

[Date of Meeting: Month Day, Year]

I certify that I have read and approved the content and presentation of this dissertation:

Janice Longline, Ph.D., Committee Chairperson

Philip Rochester, Ph.D., Committee Member

Belinda Smiley, Ph.D., Committee Member

* Please see the Endnotes for proper degree names.
Endnotes

1 The original *ITP Writing & Style Handbook* was prepared by William Braud on
The fifth version of the *ITP Writing & Style Handbook* was prepared by William Braud,
Genie Palmer, Ryan Rominger, and Eric FitzMedrud (September, 2006).
The first version of the *ITP Writing & Style Handbook* reflecting APA 6th edition was
prepared by Carol Haefner (December 2010). Much of the previous version of the *Handbook*
was used in this update. All references to APA 6th edition reflect new material, plus the
organization of material has been changed from the first version. I wish to thank the members of
the Writing Standards Committee for their feedback on the first draft of the manual. Comments
and questions should be emailed to Carol Haefner at carol.haefner@sofia.edu
The *ITP Writing & Style Handbook* was revised and updated in August 2012 to reflect
the name change along with some minor content changes and was renamed the *Sofia University
Writing & Style Handbook*.

2 This document does not conform to APA style. First, it is formatted to minimize the
number of sheets of paper you will use, should you choose to print this document. Second, the
articles in the appendix are written in a creative style rather than scholarly style.

3 Names of the various doctoral programs at Sofia University

Global:
Doctor of Philosophy in Psychology with a concentration in Transpersonal Psychology

Residential:
Ph.D. students use: Doctor of Philosophy in Transpersonal Psychology
Ph.D. Clinical students use: Doctor of Philosophy in Clinical Psychology
Psy.D. students use: Doctor of Psychology

4 The school name has not been updated in the articles written by past and present
faculty.