



**FINAL INTERNATIONAL UNIVERSITY  
INSTITUTE OF GRADUATE STUDIES**

**THESIS HANDBOOK  
A GUIDE TO WRITING A MASTER'S THESIS**

*Prepared by:*  
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Assoc. Prof. Dr. Mehmet Kanık

*Dear Master's Student,*

*This Handbook has been prepared to be a helpful resource in writing your thesis. This is the final stage of your pursuit of a master's degree. We hope that this handbook will hold a light in your final journey towards getting your degree in your area of study.*

*The Handbook itself has been prepared to set an example for you and it looks like a master's thesis. All the sections will be included in your thesis and of course, the content will be replaced by the content related to you and your research study. A template using Microsoft Word has also been prepared to help you in writing your thesis and can be downloaded from the Institute's website.*

*This page has been prepared to inform you about the way you will use this handbook and will not be included in your thesis and this is why it was placed before the title page.*

*The handbook represents the preliminary materials, the five chapters of your thesis, the way each chapter has to be designed and the description of content that should be included in each chapter. Furthermore, important formatting rules according to Publication Manual of the American Psychological Association (APA), Seventh Edition (2020) have been placed within Appendix A, although we recommend that you use the Publication Manual of the APA if you need any formatting that has not been included in Appendix A.*

*Preliminary materials include:*

*Title page: Mandatory; unnumbered*

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*Dedication: optional; numbered (lowercase Roman numerals start here: v)*

*Ethical declaration: mandatory; numbered. (lowercase Roman numerals)*

*Acknowledgements: optional (see following section); must have page number, lowercase Roman numeral(s)*

*Preface: optional; must have page number, lowercase Roman numeral(s)*

*Table of Contents: mandatory; must have page number, lowercase Roman numeral(s)*

*List of Tables, List of Figures, etc.: mandatory when more than one table, figure, illustration, etc.; must have page number, lowercase Roman numerals*

*List of Appendices: mandatory when more than one at the end of the thesis; must have page number, lowercase Roman numeral(s) (Note: when appendices are included at the end of each chapter, they are a section of the chapter and there should be no List of Appendices)*

*List of Abbreviations, List of Acronyms, List of Symbols: optional; must have page number, lowercase Roman numeral(s)*

*The first title page has been designed as the cover page of your manuscript and will be printed over the bound copy. The second cover page will be the first page within the bound thesis and will not be numbered. Wherever you see words or phrases written in red you will replace them by your own words or phrases; because they were used only for demonstration purposes.*

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Approval page



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**Assoc. Prof. Dr. Mehmet Kanık**  
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[This optional section is for you to dedicate your work to anyone you like. As the example written below a short dedication statement should be written in italics and centered.]

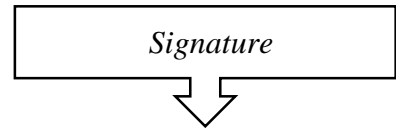
*To my mother and father for their love and support.*



## ETHICAL DECLARATION

I, **Your Name and Surname**, hereby, declare that I am the sole author of this thesis and it is my original work. I declare that I have followed ethical standards in collecting and analyzing the data and accurately reported the findings in this thesis. I have also properly credited and cited all the sources included in this work.

*Signature*



**Your Name**

## **ACKNOWLEDGMENTS**

[This optional section is for you to thank those who have helped, supported or encouraged you while writing your thesis. You may first express professional acknowledgments and, if any, you may also express personal acknowledgments afterwards.]

## **ABSTRACT**

The abstract is a very brief summary of your thesis. It should present all the major elements of your work. The abstract basically includes information regarding your research problem, the methods and procedures you used, your results and interpretations and conclusions. You should number your abstract page(s) using lowercase Roman numerals as the other preliminary pages. The length of the abstract must be between 350-450 words. Do not include citations, references, graphics, tables, diagrams, and the like in your abstract. The left margin of your abstract should be 4 cm wide; the top, the right and bottom margins should be 2.5 cm wide. Use double line spacing (1.5 line spacing is acceptable). The first line of each paragraph should be indented one tab-stop (1.27 cm). The title must be centered, boldface, 16-pt Times New Roman. The abstract text should not have any underlining, boldface or italics.

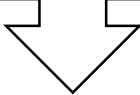
**Keywords:** Include three to five keywords after your abstract.

## ÖZ

Öz, tezinizin çok kısa bir özetidir. Çalışmanızın tüm ana unsurlarını sunmalıdır. Öz, temel olarak araştırma probleminiz, yönteminiz ve prosedürleriniz, bulgularınız, yorumlarınız ve sonuçlarınızla ilgili bilgileri içerir. Öz sayfanızı diğer ön sayfalar gibi Romen küçük rakamları ile numaralandırmalısınız. Öz uzunluğu 350-450 kelime arasında olmalıdır. Öz metninde alıntılar, referanslar, grafikler, tablolar, diyagramlar gibi metin harici unsurlar kullanmayınız. Sayfanın sol kenar boşluğu, 4 cm genişliğinde, diğer kenarlar 2.5 cm genişliğinde olmalıdır. Çift aralık kullanın (1.5 aralık da kabul edilebilir). Her paragrafın ilk satırı bir sekme boşluk (1.27 cm) kadar girintili olmalıdır. ÖZ kelimesi ortalanmış olmalı ve kalın, 16 punto, Times New Roman formatında olmalıdır. Öz metninde altı çizili, kalın veya italik kelimeler olmamalıdır.

**Anahtar Kelimeler:** Üç ila beş anahtar kelime ekleyiniz.

Table of contents includes section headings and subheadings with respective page number starting from dedication page.



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## LIST OF ABBREVIATIONS

GRE	Graduate Record Examination
LAUSD	Los Angeles Unified School District
<i>M</i>	Mean
<i>SD</i>	Standard Deviation
TRNC	Turkish Republic of Northern Cyprus
UN	United Nations
WHO	World Health Organization

# **CHAPTER 1**

## **INTRODUCTION**

Here you can write a brief introduction to the chapter where you describe the purpose of your thesis study and briefly mention what you include in this chapter. You can write brief introduction in the subsequent chapters also.

### **1.1 Problem Statement**

Problem statement is where you explain why you conduct this study. You explain what the issue at hand is and why it needs to be studied. It should be something challenging or worth studying. It should not be a problem that could be easily answered with simple search. You explain that it is an issue within the context you intend to conduct your research. In the problem statement section, you also include a brief literature review to introduce the issue and what has been done about it, a much shorter version of the literature review you write in the next chapter. Also, while synthesizing what you find in the literature, present gaps that your study aims to address.

### **1.2 Purpose of the Study**

After you establish the problem in the section above, you explain in this section what your purpose is in tackling that issue. Briefly explaining what you intend to do to deal with the problem you identified above. You should also mention from what perspective you investigate the problem.

### **1.3 Significance of the Study**

To stress the significance of your study you will explain why it is necessary to conduct it and what contributions are expected from it.

### **1.4 Research Questions and Hypotheses**

Here you will list your research questions that are related to your purpose statement you have written above. Through your study, you will seek answers to these questions, which in turn will provide answers to the problem you described above. Your research questions should seek an answer which could not be given in one word such as “yes” or “no”. For example: “Is there a difference in academic achievement of students with respect to gender?” The answer to this question can be “yes” or “no” and there is no obligation for further explanation. But if the research question was asked as “How is the difference in academic achievement of students with respect to gender?” Whatever the answer is, an explanation is needed. Hence, it is recommended that your research questions should be stated in a form demanding an ample explanation.

A hypothesis is what you expect to be an answer to each of your research questions before you conduct your study. Hence, if you write five research questions then you are likely to write five hypotheses. By using quantitative or qualitative analyses of your data you will try to depict whether or not your hypotheses are true.

### **1.5 Assumptions**

Assumptions are what you believe to be true related to aspects of your study. For example, if you give a questionnaire, you accept that the responses of your participants are true or accurate or reflect their real view.

## **1.6 Limitations**

You mention limitations related to your research design. They normally are not under the control of the researcher, such as a small sample size or self-reported data, thus you also have to mention the reasons for such limitations in your research design and why you could not eliminate them.

## **1.7 Definition of Key Terminology**

It is important to define key terms you refer to in your study because it may not be clear to the reader what you mean when you refer to them. Since terms may have different connotations, you define them within the context of your study. For example, in your thesis, if you use English as a second language to refer to any language learned in addition to one's native language, then you define it as such, so that it will be clear to the reader that you do not mean English learned or used in a country where English is an official language.

## CHAPTER 2

### LITERATURE REVIEW

This chapter is for an extensive review of literature related to your research problem. The review should be limited to the purpose of the study rather than a broad review of a field. You can begin the chapter to introduce relevant theoretical concepts and then present previous empirical studies from scholarly sources. However, you should not only summarize previous research, but **synthesize them conceptually in line with themes that are most relevant to what you are investigating**. In other words, do not summarize articles one after the other where summaries would be independent of each other. Literature review is the theoretical underpinning for your research. You can organize the chapter in any logical way and thus can create as many headings as needed. The following headings have been chosen to set an example for you.

#### **2.1 Incidental Learning**

[Paragraph begins with one-tab stop indentation.]

##### **2.1.1 Investigating Incidental Learning**

[Paragraph begins with one-tab stop indentation.]

**2.1.1.1 Semi-Artificial Language Paradigm.** [Paragraph begins after the heading following it in the same line.]

**2.1.1.1.1 *Semi-Artificial Languages in Empirical Studies.*** [Paragraph begins after the heading following it in the same line.]

## **CHAPTER 3**

### **METHODS**

In this chapter, you describe the particular research methods you employ in your study and present relevant information such as participants, data collection and analysis and the reasons behind your choices. You can begin the chapter to present an overview of the content of the chapter. You may have headings such as the following. You may modify them or create others as necessary.

#### **3.1 Research Design**

Here you can refer to your theoretical model and then explain the research method you choose to employ (e.g., quantitative, experimental design). You need to provide an explanation why you choose this particular design and how it fits with your research model and how it can help answer your research questions.

#### **3.2 Population and Sampling**

You can use this section to describe the population and the physical or social context where you will conduct your study. You also need to explain your sample, including the size and sampling procedures. You also provide rationale for your choices related to population and sample. Present as many details as needed related to your research setting and participants including all the relevant demographic information.

### **3.3 Instruments and Procedures of Data Collection**

Explain what kind of data you collect and how you collect them. Explain in detail what data collection methods and instruments you use and how you created them, including creating, piloting, revising, and by using statistical procedures or otherwise ensure the validity and reliability of your data collection methods and tools. Describe thoroughly all the steps you followed in data collection.

### **3.4 Data Analysis Procedures**

Give a brief explanation of the methods you use for analyzing your data to find answers to your research questions. You also describe data coding and analysis methods and tools and the justifications for your choices.



## CHAPTER 4

### DATA ANALYSIS RESULTS

This chapter is for reporting your findings. If you employ quantitative research methods and need to present statistical results, you may present your results in tables, figures, graphs, etc. Prepare such visual frameworks according to the APA guidelines, 7<sup>th</sup> edition (see Appendix A). If you employ qualitative methods most probably you will be analyzing data consisting of words (i.e., natural language), and/or observations rather than conducting statistical analyses. Results of qualitative findings will be presented by using natural language, although some quantities may require numbers for presentation. After careful analysis and synthesis of your data, present your findings thematically and warrant your findings with relevant direct quotations from your qualitative data. You can also employ mixed method research design where you use both quantitative and qualitative methods for triangulation purposes.

Remember that you should analyze your data to find answers to your research questions and/or to prove your hypotheses that have been specified in Chapter 1. Hence, your analysis results in that respect will represent your findings. You can organize this chapter by creating relevant headings. Make sure you represent findings accurately even if they are not in line with your initial expectations (hypotheses). Do not discuss your findings in this chapter but instead leave your discussions to the next chapter.

## **CHAPTER 5**

### **CONCLUSIONS AND IMPLICATIONS**

In this chapter you summarize each of your findings and write your conclusion related to it and discuss it by referring to prior similar studies. You also write the implications of your findings to the field of study or related theory. Finally, you give recommendations for further research and/or for any necessary changes in your study.

#### **5.1 Conclusions and Discussions**

In this section you present your conclusions related to your findings. You summarize your results by statements that are not detailed, but rather clear and succinct statements of your findings and everything that you have said so far. Hence, you remind the reader of what they have just read. For this reason, in your conclusion section restate your research questions and hypotheses together with your major findings, and the contribution of your findings to the field of study.

Another important section of this chapter is the discussion section. After you write the conclusion for each major finding, you discuss how it addresses your research question and how it validates or is different from previous empirical research that you may have cited in your literature review. You also discuss why the results are possibly the way they are, what your findings mean and how you interpret them. Thus, this section is not simply a short conclusion section. It needs to include elaborate discussion.

#### **5.2 Implications and Recommendations**

With research implications, you suggest how the findings in your study may be important for theory, practice, policy and relevant subsequent research. In this section,

you should explain how the findings of your study may be important for any theory or decision making with respect to practical course of action within a field. However, you should justify the implications you suggest with evidence and explain within the parameters of your study. In order not to overgeneralize your results, acknowledge the limitations of your study.

With recommendations, you suggest courses of action for further research and application with regard to theory, practice or policy that follow from your findings and interpretations. For instance, you can make recommendations on subsequent research that can be conducted, especially, if there is an interest in generalizing the findings beyond the parameters of your study. You may identify gaps in the literature that should be addressed, and to which your study may or may not have contributed.

## REFERENCES

The reference list should be formatted based on the APA Publication Manual 7<sup>th</sup> Edition (Note: If it is necessary in your discipline to follow a different style manual, use it for the purpose of documenting sources and be consistent in using it). Make sure you include all the references you cite in the text and not include any references you do not refer to in the text. Apply special hanging indentation by 1.27 cm to each reference entry so that the lines except the first line is indented 1.27 cm while the first line is left aligned. Do not leave any extra space between entries. Write the reference list in 12 pt. Times New Roman font. Order the entries according to these criteria:

- Order the entries in the reference list alphabetically by authors' last names. If there are two or more authors with the same last name, order them according to their first initials alphabetically.
- If two or more works by a single author are cited, order them by year, the earliest first.
- One-author entry should be listed before multiple-author entry where the same author is the first author.
- If there are two or more works by an author or groups of authors published in the same year, order them by adding letters (e.g. 2020a, 2020b, 2020c) and order them alphabetically by the title. Refer to them in the text such as (Ortega & Özyürek, 2020a).
- If there are 20 or fewer authors, list all in the entry. If there are 21 or more authors, include the first 19 and the last author with an ellipsis (...) in between.

The following are examples for some common references. For other specific types of references, follow the APA (7<sup>th</sup> edition).

***Book (If there is a DOI number, include it after the publisher information):***

Tracy, S. J. (2013). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact*. Wiley-Blackwell.

***Chapter in an edited book (If there is a DOI number, include it after the publisher information):***

Rogers, J., Révész, A., & Rebuschat, P. (2015). Challenges in implicit learning research: Validating a novel artificial language. In P. Rebuschat (Ed.), *Implicit and explicit learning of languages* (pp. 275-300). John Benjamins. <https://doi.org/10.1075/sibil.48.12rog>

***Journal Article (If there is a DOI number, include it after the page numbers):***

Stowe, L. A. (2005). Rethinking the neurological basis of language. *Lingua*, 115(7), 997-1042. <https://doi.org/10.1016/j.lingua.2004.01.013>

***Journal Article (advance online publication):***

Hadizadeh, A. & Vefalı, G. M. (2020). The oral academic discourse socialization of doctoral students at a Northern Cyprus university. *Culture & Psychology*. Advance online publication. <https://doi.org/10.1177/1354067X20936920>

***Journal Article (published in another language):***

Dilek, İ. (2020). Kült kavramı ve söz kültürü [The concept of cult and the word cult]. *Bilig*, 95, 47-77. <https://doi.org/10.12995/bilig.9503>

***Dissertations and Theses:***

Mercier, K. J. (2011). *Secondary school students' attitudes toward fitness testing*. (Publication No. 3484385) [Doctoral dissertation, Teachers College, Columbia University]. ProQuest Dissertations and Theses Open.

If the work is an unpublished dissertation, after the title of the dissertation, put [Unpublished doctoral dissertation]. followed by the name of the university. Do not list any other database information.

***Newspaper article:***

Blinder, A., Higgins, L. & Guggenheim, B. (2020, December 11). College sports has reported at least 6,629 virus cases. There are many more. *The New York Times*. <https://www.nytimes.com/2020/12/11/sports/coronavirus-college-sports-football.html?action=click&module=Top%20Stories&pgtype=Homepage>

***Web page (If there is no date given on the page, use (n.d.) instead of date):***

Larsen, J. (2020, December 3). *Women in industry – why we need more gender-sensitive statistics*. UNIDO. <https://www.unido.org/stories/women-industry-why-we-need-more-gender-sensitive-statistics#story-start>

World Health Organization. (2020, December 8). *How do vaccines work?*  
<https://www.who.int/news-room/feature-stories/detail/how-do-vaccines-work>

**Video:**

Cambridge University Press ELT. (2019, August 4). *Scott Thornbury – What’s the latest method?* [Video]. <https://youtu.be/nue8AN9XsuY>

Darabont, F. (Director). (1994). *The Shawshank redemption* [Film]. Castle Rock Entertainment.

## **APPENDICES**

[This section is for you to add relevant materials that are not given within the text of your thesis. Some examples are data collecting and analysis instruments, transcripts, extended tables or graphs that you cannot present within the text, document samples, consent forms, ethical approval documents, plagiarism report, etc.]



## APPENDIX A

Your thesis must meet these format guidelines to be accepted by the Institute of Graduate Studies. Read them carefully and follow them precisely (If it is necessary in your discipline to follow a different style manual, use it for the purpose of documenting sources and be consistent). For anything not mentioned in this format guidelines, refer to the publication manual of the American Psychological Association (7<sup>th</sup> Edition).

- Select normal in your word processor and select Times New Roman and font size 12 for the text except for headings and other visual materials. Do not select bold, italic, or underline options except for special cases such as emphasis and words in a language other than the language of your thesis.
- For the body text of your thesis, line spacing should be double (1.5 line spacing is acceptable) with no spacing set before or after the paragraph. Indent the first line of each paragraph one-tab stop (1.27 cm or 0.5 inch). Do not leave a space between paragraphs. For the notes under tables and figures or footnotes, single line spacing is acceptable. When you need to include a direct quotation that is 40 words or longer, then indent each line one-tab stop (1.27 cm or 0.5 inch) and keep double line-spacing (or 1.5 if you set it to 1.5). Try to avoid footnotes as best as possible and try to discuss them in the body of the text. When you need to include footnotes, they should be introduced with superscripts in Arabic numerals in the order they appear on a page.
- Be consistent with the language you choose, do not switch between dialects.
- The left margin is set to 4 centimeters (1.58 inches) and the top, right and bottom margins are set to 2.5 centimeters (0.98 inch). The text should not extend beyond these margins. The body text should be justified, but in the case of long spacing between

words, consider dividing words at the end of the lines with a hyphen to avoid long spacing between words in a single line. However, check the syllabification of words in order to divide them correctly.

- You should add page numbers (12-pt Times New Roman) to the bottom of the document within the bottom margin. For the front matter include Roman numerals (I, ii, iii, iv, and so on) while you should use Arabic numerals (1, 2, 3, 4, and so on) starting from the first page of the introduction page to the last page of your thesis. The roman numerals should appear first on the dedication page as (v). The title page and the approval page are counted in page numbering but should not appear. You can use section break (next page) to make different numerals appear or to avoid them appearing on the title and approval page.
- Avoid having a freestanding title or heading without two subsequent lines at the end of a page or before or after a table or figure.
- Table of contents should appear after ÖZ (abstract in Turkish) and should show three levels of headings including titles with respective page numbers. Titles and headings should be left-aligned and page numbers should be right-aligned with dots in between. If you use the automatic table of contents feature of your word processor, make sure it is in 12-pt Times New Roman and not in bold, italics, or underlined. The list of tables, list of figures, and list of appendices should follow the same format as the table of contents. Include graphs, illustrations, charts, etc. in the list of figures and also title them as figures within the body of your thesis.

- While citing works of other authors with the text, use author and date format. If you do not refer to the authors in the running text, put the author's last name followed by a comma and the year of publication in parentheses.
  - e.g., Learners may have increased sensitivity to environmental stimuli within a developmental period (Long, 2013).
- In narrative citations, citation information is included in the text as part of the text. In this case, put the date in parentheses.
  - e.g., According to Long (2013) ....
- Two or more works can be cited within the same parenthesis in an alphabetical order.
  - e.g., (Long, 2013; Newport, 1990)
  - e.g., (Bley-Vroman, 1990, 2009)
- In direct quotations, include page numbers in parenthesis in parenthetical citations. In narrative citations, give the page number at the end of the quotation.
  - e.g., (Newport, 1990, p. 12)
  - e.g., Kimppa et al. (2016) claim that “the brain’s readiness to develop new memory circuits for novel words of familiar or unfamiliar phonology is affected by the availability and extent of pre-existing networks for different languages” (p. 7).
- When there are two authors, use both authors in the citations. When there are three or more authors, use the first author followed by “et al.”
  - (Bartolotti & Marian, 2012) or Bartolotti and Marian (2012) ...
  - (Grey et al. 2014) or Grey et al. (2014) ...

- Tables and figures should be numbered consequently through the text and they should follow APA (7<sup>th</sup> edition). Place the tables in the text close to where you refer to them in the text. There should be a table number (e.g. **Table 1**, **Table 2**, and so on) in 12-pt Times New Roman boldface followed by table title in 12-pt Times New Roman in italics, both placed above the table. The title is 1.5 spaced line below the table number. The same goes for figures as well. If figures are images, they should be produced in quality printing rather than simple photocopying. What follows are sample tables and figure.

**Table 1**

*Test Scores of Children Enrolled in the Pilot Program*

Age	Females		Males	
	Verbal	Quantitative	Verbal	Quantitative
First Assessment				
10	56	65	52	50
11	58	53	54	52
12	62	61	54	60 <sup>a</sup>
Total	176	179	160	162
Second Assessment				
10	59	66	56	62
11	59	54	60	51
12	67	60	62	60
Total	185*	180	178***	173**

*Note:* The scores are out of 120 in the standardized test used by the school district.

<sup>a</sup> One participant did not finish this portion of the test.

\*  $p < .05$ . \*\*  $p < .01$ . \*\*\*  $p < .001$ .

**Table 2***Final Exam Scores of College Students in Two Different Faculties*

Major	<i>M</i>	<i>SD</i>	Range	Cronbach's <i>a</i>
Education	84.3	28.1	33-100	.94
Freshmen	73.7	32.4	33-92	.88
Sophomores	79.4	23.2	42-100	.91
Juniors	89.2	19.7	45-98	.92
Seniors	84.6	21.4	62-100	.85
Arts & Sciences	81.7	22.3	41-100	.85
Freshmen	77.2	20.9	51-95	.86
Sophomores	77.1	16.6	41-100	.91
Juniors	83.4	24.1	55-100	.86
Seniors	82.1	23.1	62-99	.88

**Table 3***Academic Achievement of Female and Male ELT Majors*

Group	<i>M</i>	<i>SD</i>	<i>t</i> (60)	<i>p</i>	Cohen's <i>d</i>
Females	84.9	17.2	.947	.331	.307
Females	91.2	19.1			

- If the table is too large, you can divide it by having the same headings in two parts of the table placed on two separate pages. In the second part, put “(continued)” next to the table heading. The following is an example.

**Table 4***Midterm Exam Scores of College Students in Seven Different Faculties*

Major	<i>M</i>	<i>SD</i>	Range	Cronbach's $\alpha$
Education	84.3	28.1	33-100	.94
Freshmen	73.7	32.4	33-92	.88
Sophomores	79.4	23.2	42-100	.91
Juniors	89.2	19.7	45-98	.92
Seniors	84.6	21.4	62-100	.85
Arts & Sciences	81.7	22.3	41-100	.85
Freshmen	77.2	20.9	51-95	.86
Sophomores	77.1	16.6	41-100	.91
Juniors	83.4	24.1	55-100	.86
Seniors	82.1	23.1	62-99	.88
Liberal Arts	80.7	20.7	31-100	.79
Freshmen	74.4	20.8	31-95	.85
Sophomores	79.3	19.6	51-100	.94
Juniors	86.2	22.1	45-100	.88
Seniors	84.1	24.7	52-99	.89
Fine Arts	79.7	18.7	51-100	.80
Freshmen	76.3	19.9	51-95	.76
Sophomores	70.2	18.6	51-100	.71
Juniors	80.4	21.7	65-100	.96
Seniors	81.2	21.1	52-99	.98
Communication	78.7	16.3	33-100	.95
Freshmen	72.7	16.9	50-95	.96
Sophomores	77.3	15.6	33-100	.91
Juniors	77.2	14.1	38-100	.96
Seniors	81.0	19.9	52-99	.98

**Table 4** (continued)

*Midterm Exam Scores of College Students in Seven Different Faculties*

Major	<i>M</i>	<i>SD</i>	Range	Cronbach's $\alpha$
Earth Sciences	80.0	27.7	37-100	.84
Freshmen	77.3	22.4	37-92	.88
Sophomores	79.2	33.2	49-100	.81
Juniors	81.8	29.4	54-98	.82
Seniors	82.6	24.7	52-100	.85
Humanities	80.7	24.6	45-100	.80
Freshmen	79.2	20.9	59-95	.84
Sophomores	79.1	19.5	47-100	.81
Juniors	84.4	23.5	45-100	.76
Seniors	79.9	28.7	52-99	.78

**Figure 1**

*Test Performance as a Function of Curriculum*



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2	<b>1.1 Flush left, bold, Title Case Heading, 14-pt Times New Roman</b>
3	<b>1.1.1 Flush left, Bold, Title Case Heading, 12-pt Times New Roman</b>
4.	<b>1.1.1.1 Indented, Bold, Title Case Heading, 12-pt Times New Roman, Ending with a Period.</b> Paragraph begins right after level 4 heading rather than on a new line.
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