



**BAHCESEHIR UNIVERSITY GRADUATE
SCHOOL OF EDUCATIONAL SCIENCES
THESIS MANUAL**

2018

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Chapter 1

General Policies

1.1 Introduction

The purpose of the guidelines presented below is to ensure that every thesis which will carry the name of Bahçeşehir University meets the same high standards of presentation in terms of all pertinent physical properties.

1.2 General Guidelines

BAU Graduate School of Educational Sciences takes *APA (6th ed.)* as the basis for thesis writing. All thesis must be prepared electronically by using an appropriate word processor and drawing software. It is also required to submit an electronic and signed hard copy of every thesis to the BAU Graduate School of Educational Sciences. Therefore, it is important that you read and understand the guidelines presented here before the preparation of your thesis. Beware that the guidelines provided here are strictly observed by the Graduate School and manuscripts which do not follow these guidelines will not be accepted by the Graduate School.

1.3 Referencing the Previous Work of Others, Plagiarism and Self-Plagiarism

Making references to the works of others strengthens your own work. However, plagiarism is when you use the ideas of someone else in your own work without giving credit to the original source, and it is considered academically dishonest and may lead to serious consequences. In other words, using ideas and research findings of others, and yet pretending that they are your own is plagiarism, and it is a crime. In addition, self-plagiarism refers to the practice of presenting one's own previously published work as though it were new without making any reference to the earlier published work. Therefore, when you make references to the ideas of others (and your own previously published material), it is essential to provide proper attribution and citation.

Chapter 2

Format and Appearance

2.1 Introduction

Every thesis which will carry the name of Bahçeşehir University must meet the same high standards of presentation in terms of all pertinent physical properties, including format as well as paper and print quality. The following guidelines are related to the format and the appearance of the thesis under preparation.

2.2 Paper

All copies of the thesis must be on good quality white bond paper, of at least **75 g**, measuring **210 by 297 mm (A4)** to insure durability, permanency, and opacity.

2.3 Font

The font size should be **12-point** using **Times New Roman**. Bold face letters, symbols, and italics may be used for special emphasis and foreign words.

2.4 Spacing

The general text of the manuscript must use **1.5-line spacing**; although tables, long quotations, footnotes, endnotes, bibliographies, and captions may be single-spaced.

2.5 Margins

The left margin (binding side) must be **at least 4 cm** wide to allow for binding; other three margins must be **2.5 cm** wide. The top margin of all the pages with headings must be **3.5 cm** and must be at the same length. The bottom margin must be 2.5 cm, and page

numbers must be within the margin boundaries (Figure 1). Narrower margins are not acceptable. Headings, page numbers, text, tables, illustrations, etc. must all be contained completely within the area bounded by the margins.

Indent the first line of each paragraph by *1 cm*.

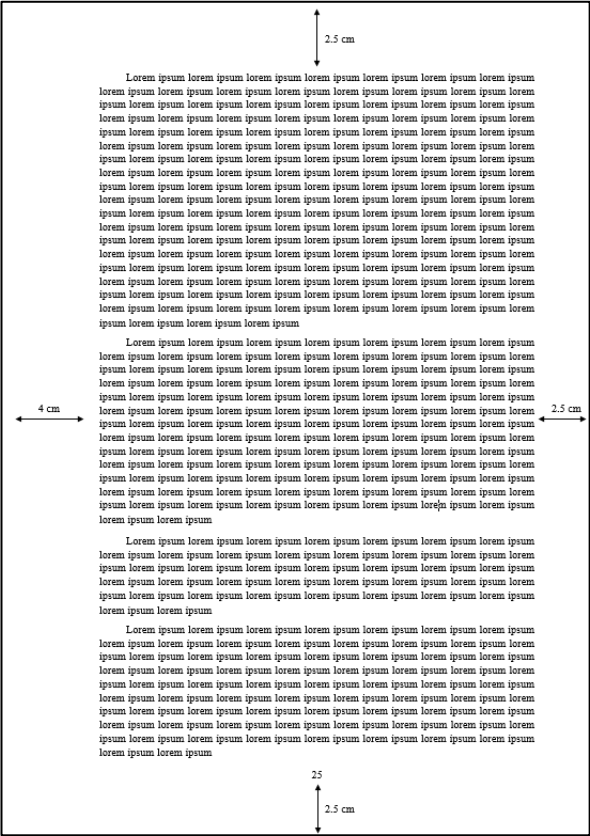


Figure 1. The placement of margins on a page.

2.6 Duplication

Submission of the original copy with wet signature is required.

2.7 Corrections

No ink corrections, strikeovers, correction fluid, correction tape, paste-ups, insertions between lines, or letterset are permitted on the final bound copies. If you must make corrections, make them on the original manuscript before it is copied for reproduction.

2.8 Centering

All materials must be centered between the text margins rather than between the paper edges. After the manuscript is bound, the centered material will appear to be centered on the page.

2.9 Word and Text Divisions

If any hyphenation is used, words must be divided correctly at the end of a line and may not be divided from one page to the next. You should use a standard dictionary to determine the correct word division. All headings and subheadings must be followed by at least two lines of a paragraph.

2.10 Pagination

All page numbers must appear in the same location. In any case, page numbers must be at least two single spaces above or below the nearest line of text, but within the margin boundaries. All page numbers must be in the same font and point size and centralized. The following pagination rules must be used:

- For the preliminary pages, use small Roman numerals (i, ii, iii, iv, etc.). The page numbers of the Title page and the Approval page do not appear, but count as pages i and ii, respectively. Page numbers begin to appear as of the page "iii" on the Ethical Conduct page.
- Use Arabic numerals (1, 2, 3, 4, 5, etc.) beginning with "1" on the first page of the text and continue throughout the rest of the thesis, including bibliography, appendices, and vita.

2.11 Headings

APA Style (6th ed.) uses a unique headings system to separate and classify paper sections. There are **5 heading levels** in APA. Regardless of the number of levels, always use the headings in order, beginning with level 1. The format of each level is illustrated below:

Authors may also use seriation for paragraph-long text. For seriation within sentences, authors may use letters in parentheses. For example; (a) text text, (b) text...

2.13 Tables

The number and the name of the table must be written in separate lines. Italicize the table title and capitalize only the first letter of the first word of all headings. Do not use any other horizontal and vertical lines except for the horizontal lines used below and above the column headings (the first line) and the horizontal line below the table. Reducing the font size of the information given in the table is acceptable.

Table 1

Individual and Family Characteristics as a Percentage of the Sample

Characteristic	Mother (n=750)	Father (n=466)	Child (n=750)
Self-identity			
Mexican	77.2	71.0	41.0
Mexican American	22.8	29.0	59.0

Illustrations may run longer than one page. In such cases, all subsequent pages of the illustration must include the illustration number and the notation that is continued, e.g., "Table 1 (cont'd)".

Table 1 (cont.d)

Characteristic	Mother (n=750)	Father (n=466)	Child (n=750)
Language preference			
English	30.2 (52.7)	23.2 (52.7)	82.5(70.0)
Spanish	69.8 (48.3)	76.8 (48.3)	17.5 (30.0)

2.14 Figures

Graphs are good at quickly conveying relationships like comparison and distribution. The most common forms of graphs are scatter plots, line graphs, bar graphs, pictorial graphs, and pie graphs. The number and the name of the figure must be written on the same line. *Italicize* the number of the figure followed by a period. Write the name of the figure in sentence case. If the graph is taken from another source, cite it immediately after the name of the figure, as shown in the example below. Example of an APA style figure:

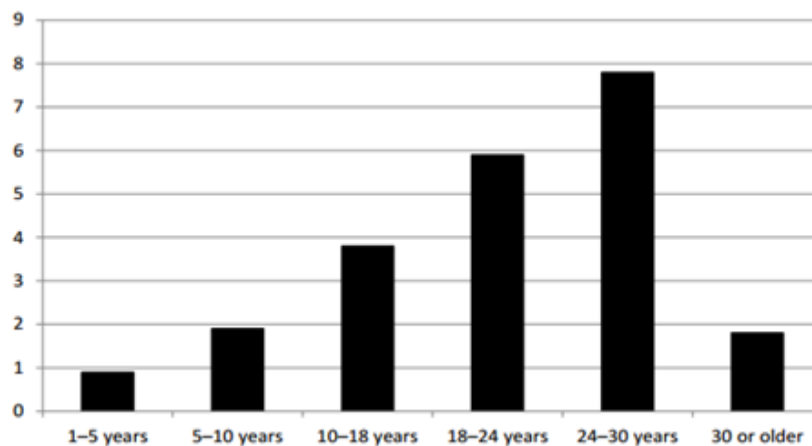


Figure 1. Bar graph showing hours of television watched per week by age group.

2.15 Punctuating Statistics

Use parentheses to enclose statistical values:

...proved to be statistically significant ($p = .03$) with all variables.

Use parentheses to enclose degrees of freedom:

$$t(45) = 4.35$$

$$F(3, 87) = 2.11$$

Use brackets to enclose limits of confidence intervals:

89% CIs [3.45, 2.7], [-6.0, 3.89], and [-7.23, 1.89]

Decimals are notated with periods. Use standard typeface (no bolding or italicization) when writing Greek letters, subscripts that function as identifiers, and abbreviations that are not variables.

Use **boldface** for vectors and matrices:

V, Σ

Use *italics* for statistical symbols (other than vectors and matrices):

t, *F*, *N*

Use an italicized, uppercase N in reference to number of subjects or participants in the total sample.

N = 328

Use an italicized, lowercase n in reference to only a portion of the sample.

n = 42

2.16 Footnotes

Footnotes should be numbered with superscript, smaller font (size 10) Arabic numerals (1, 2, 3 etc.). Example:

<p>Item analysis ¹</p> <p>The item analysis for each section was carried out as follows:</p> <hr/>
<p><small>¹This section of the report has been edited in order to maintain test confidentiality</small></p>

2.17 Multiple Volumes

If your finished manuscript exceeds 5 cm in thickness, it must be bound in two or more volumes, each limited to 5 cm in thickness.

- All volumes must be numbered consecutively, and you need to use capital Roman numerals. Each additional volume must contain a title page.
- Title pages should be identical except for the notation Volume I, Volume II, etc., just below the title to differentiate the volumes.
- Both the Roman and the Arabic numbering systems used in Volume I should continue through Volume II.
- As with the title page of Volume I, that of Volume II counts among the preliminary pages but does not bear a number. If "iv" is the last Roman numeral used in Volume I, for example, the title page of the second volume will count as page "v" and will be followed by preliminary pages "vi", "vii", etc.
- Each volume must contain a complete Table of Contents.

2.18 Binding

All master's theses are to be bound in black cloth with gold lettering. All doctoral theses are to be bound in red buckram. Synthetic, leatherette, or similar cloths are not acceptable. See Appendix A for a sample front cover and spine.

Chapter 3

Specific Guidelines for the Parts of the Thesis

3.1 Introduction

Every thesis has three main parts or divisions: the preliminary pages, the text, and the reference material. You must follow the order of items within these parts as listed below. Required sections are marked with an asterisk.

PRELIMINARY PAGES

- * Cover Page
- * Title Page
- * Approval Page
- * Signed Ethical Conduct Form
- * Abstract
- * Öz
- Dedication
- Acknowledgments
- Preface
- * Table of Contents
- List of Tables
- List of Figures/ List of Illustrations/List of Schemes
- List of Symbols and/or Abbreviations

TEXT

- * Main Body

REFERENCE MATERIAL

- * Bibliography or References
- Appendices
- * Vita
- * Turkish Summary (only for doctoral theses; 5000-7000 words)

3.2 Preliminary Pages

In this part, the preliminary pages will be introduced.

3.2.1 Title page. The title must be single-spaced, in all capital letters, and should begin at 3.5 cm from the top of the page. The title must not contain any chemical or mathematical formulas, symbols, or other non-standard abbreviations or character if it is not possible to print them on cover page. See Appendix B.

3.2.2 Approval page. A sample approval page is provided in Appendix C. The approval page of the thesis should be signed in blue ink.

3.2.3 Ethical conduct form. This page includes the statement signed by the author about ethical conduct. A sample ethical conduct form is provided in Appendix D.

3.2.4 Abstract. An abstract must not exceed 250 words. Maximum five keywords must be written at the end of the abstract. A sample abstract is provided in Appendix E.

3.2.5 Öz. Öz is the Turkish translation of the abstract. A sample Öz is provided in Appendix F.

3.2.6 Dedication, acknowledgments and preface. If included, no heading such as DEDICATION must appear on the Dedication page. It must have a page number. If used, the dedication must be brief and centered on the page. A sample dedication is provided in Appendix G.

Like the dedication, acknowledgments and preface are optional. They must have headings and should use the same spacing as the text (i.e., 1.5 or double spacing). The heading ACKNOWLEDGMENTS or PREFACE appears centered between text margins, without punctuation, 3.5 cm from the top of the page; the text begins at least two spaces below the heading. A sample acknowledgment is provided in Appendix H.

3.2.7 Table of contents. The table of contents must list the title of each chapter and its parts and sections, references or bibliography, appendices, and vita. The heading TABLE OF CONTENTS appears without punctuation, centered between the text margins, 3.5 cm from the top of the page. The listing of actual contents begins at the left margin at least three spaces below the heading. A sample table of contents is provided in Appendix I.

3.2.8 List of tables. If included, it will immediately follow the table of contents. The heading LIST OF TABLES appears centered between the text margins, without punctuation, 3.5 cm from the top of the page; the listing begins at the left margin at least two spaces below the heading. A sample list of tables is provided in Appendix J.

3.2.9 List of figures/ list of illustrations/ list of schemes. If included, these lists must appear on separate pages and are governed by the same rules as the list of tables. A sample list of figures is provided in Appendix K.

3.2.10 List of symbols and/or abbreviations. A Sample List of Abbreviations is provided in Appendix L.

3.3 The Text

The text part of the theses must be organized as five chapters with the following subsections:

Chapter 1: Introduction

- 1.1 Theoretical Framework *
- 1.2 Statement of the Problem
- 1.3 Purpose of the Study
- 1.4 Hypotheses/Research Questions
- 1.5 Significance of the Study
- 1.6 Definitions

Chapter 2: Literature Review

Chapter 3: Methodology

- 3.1 Research Design
- 3.2 Setting and Participants /Target Population and Participants (The title of this section is determined according to thesis advisor's suggestions and research design.)
- 3.3 Procedures
 - 3.3.1 Data Collection Instruments
 - 3.3.2 Data Collection Procedures
 - 3.3.3 Data Analysis Procedures

3.3.4 Reliability and Validity (for Quantitative Research) / Trustworthiness (for Qualitative Research)

3.4 Limitations

Chapter 4: Findings

Chapter 5: Discussion and Conclusions

5.1 Discussion of Findings for Research Questions

5.2 Pedagogical Implications (Optional)

5.3 Conclusions

5.4 Recommendations

***Not required. To be determined by the supervisor if the topic & and the design of the study is appropriate.**

Below you will find the explanations for each of these sections & subsections:

3.3.1 Introduction. Overview: “The introduction is the part of the paper that provides readers with the background information for the research reported in the paper. Its purpose is to establish a framework for the research so that readers can understand how it is related to other research” (Wilkinson, 1991, p. 96).

In an introduction, the writer should

- create reader interest in the topic,
- lay the broad foundation for the problem that leads to the study,
- place the study within the larger context of the scholarly literature,
- reach out to a specific audience (Creswell, 1994, p. 42),
- Describe the aim of the study (Why did you conduct this research study?) briefly,
- Preliminary information must be explained in order to improve the understandability of the thesis work,
- Previous research must be explained and evaluated briefly,
- Methods used and the explanation of why these methods are applied must be stated,
- Describe the factors affecting the selection of the subject-matter,

- Subsequent chapters that will deal with the subject-matter are described briefly.

3.3.1.1 Theoretical framework. If a researcher is working within a particular theoretical framework/line of inquiry, the theory or line of inquiry should be introduced in introduction.

3.3.1.2 Statement of the problem. “The problem statement describes the context for the study and it also identifies the general analysis approach” (Wiersma, 1995, p. 404).

3.3.1.3 Purpose of the study. “The purpose statement should provide a specific and accurate synopsis of the overall purpose of the study” (Locke, Spirduso, & Silverman, 1987, p. 5). If the purpose is not clear to the writer, it cannot be clear to the reader. Briefly define and delimit the specific area of the research. You will revisit this in greater detail in a later section. The purpose statement can also incorporate the rationale for the study.

3.3.1.4 Hypotheses / Research questions. Define the thesis subject once again and list the questions that the study aims to explain. Deciding whether to use questions or hypotheses depends on factors such as the purpose of the study, the nature of the design and methodology, and the audience of the research.

3.3.1.5 Significance of the study. Indicate how your research will refine, revise, or extend existing knowledge in the area under investigation. Note that such refinements, revisions, or extensions may have substantive, theoretical, or methodological significance. Think pragmatically. Describe the potential contributions of the study to the academic field.

3.3.1.6 Definitions. Give definitions for the basic and frequently used terms.

3.3.2 Literature review. “The review of the literature provides the background and context for the research problem. It should establish the need for the research and indicate that the writer is knowledgeable about the area” (Wiersma, 1995, p. 406).

The literature review accomplishes several important things.

- It shares with the reader the results of other studies that are closely related to the study being reported (Fraenkel & Wallen, 1990).
- It relates a study to the larger, ongoing dialogue in the literature about the topic, filling in gaps and extending prior studies (Marshall & Rossman, 1989).

- It provides a framework for establishing the importance of the study, as well as a benchmark for comparing the results of the study with other findings.
- It “frames” the problem earlier identified.

3.3.3 Methodology. “The methods section is really the heart of the research proposal. The activities should be described with as much detail as possible, and the continuity between them should be apparent” (Wiersma, 1995, p. 409).

3.3.3.1 Research design. Identify and discuss your choices of design. Justify in terms of your research questions. E.g., case study, ethnography, interview, participant observation, oral history, conversation analysis, whether study is developmental in design using a cross-sectional, longitudinal, or sequential design.

3.3.3.2 Setting and participants /Target population and participants. In this subsection, participants of the study should be discussed in detail.

- Who is the universe? Who are the participants for this study? (by gender, race/ethnicity, socioeconomic status, or other relevant group membership), how many?
- How did you protect your participants’ confidentiality and privacy?
- If available, outline the characteristics of the participants.

3.3.3.3 Procedures. In this subsection, the procedures of the study should be discussed in detail.

1. Data collection instruments
2. Data collection procedures- step by step plan for how you collected data
3. Data analysis procedures- step by step plan for how you created results (you may want to discuss your “measures” here, if not in 6b)
4. Validity and reliability

3.3.3.5 Limitations. Limitation identifies potential weaknesses of the study. Think about your analysis, the nature of self-report, your instruments, and the sample. Think about threats to internal validity that may have been impossible to avoid or minimize explain.

3.3.4 Findings. The Results section summarizes the data collected and the statistical or data analytic treatment used. Report the data in sufficient detail to justify the conclusions.

Mention all relevant results, including those that run counter to the hypothesis. Discussion the implications of the results are not appropriate in this part.

3.3.5 Discussion and conclusions. In this part, the last chapter of the study will be discussed.

3.3.5.1 Discussion of findings for research questions. After presenting the results, you need to evaluate and interpret their implications with respect to your original hypothesis.

3.3.5.2 Pedagogical implications.

3.3.5.3 Conclusions. Demonstrate finally how your current findings connect with earlier work, with practice, with existing theory, with opportunities for future research and if relevant, how theory has been developed by virtue of the work. End this part with commentary on the importance of your findings.

3.3.5.4 Recommendations for future research. It is generally accepted as good practice to recommend areas and possibilities for further research and future work that is indicated by the present project. The study should open up new questions that can be addressed in the future. In this section you will suggest various useful ways of extending the scope of the research presented in the thesis.

3.4 Appendices

You may use appendices if you want to present some additional materials but keep the main text free of such details. If the information to be appended requires more than one appendix, each should be given a letter (Appendix A, Appendix B, etc.). The heading APPENDIX A should appear centered between the text margins, 3.5 cm from the top of the page. The font and point size should be same as those used for chapter titles. An up-to-date curriculum vitae should be included in the appendix. Curriculum vitae is a professional biography of the candidate which includes date and place of birth, educational institutions attended (after high school), degrees and honors won, titles of publications, teaching and professional experience, etc. It must be in the same font and point size as the rest of the thesis. A sample Vita is provided in Appendix M. A Turkish Summary must be added in this part (It is required for doctoral theses). It should contain 5000-7000 words for doctoral

theses. It must have page numbers and must be in the same font and point size as the rest of the thesis.

3.5 Notes

Students must bring their theses to the Graduate School for the format-check of their theses before binding.

Students will submit the following documents to the Graduate School:

1. A bound copy of the thesis,
2. Students need to be a member of the “New thesis search” site (<http://tez2.yok.gov.tr/tezjic/tez.htm>) under National Thesis Center (Ulusal Tez Merkezi) by entering to the thesis data base of Higher Education Council (YÖK). Then, students need to reach to the “thesis data entry form” (Tez Veri Giriş Formu). “Thesis Data Entry Form” for each thesis must be filled online by the author of the thesis and reference number must be taken. Students need to fill in the form (**3 copies**) that bears a “Reference Number”. Then, they need to get a print out and sign it in blue ink.
3. **Soft copy of the thesis (2 CDs-in PDF format). The PDF file should be named using the “Reference Number” provided by the National Thesis Center. The approval page and plagiarism page in the CD should be sign.**
4. Your Turnitin Report

Chapter 4

Quoting and Paraphrasing

4.1 Introduction

In this chapter, the guidelines on formatting quoted material in text and a description of key elements of the reference list will be discussed in detail.

4.2 Citing References in Text

The author-date method of citation is used in APA publications and each reference cited in text must appear in the reference list (make sure that each source referenced appears in both places).

4.2.1 Direct quotations of sources. Do not make any changes at all on the text when you directly quote from another author's work or from your own previously published work, material replicated from a test item, and verbatim instructions to participants. When quoting, always provide the author, year, and specific page citation or paragraph number for non-paginated material in the text and include a complete reference in the reference list.

If the quotation comprises *fewer than 40 words*, incorporate it into text and enclose the quotation with double quotation marks. If the quotation appears in midsentence, end the passage with quotation marks, cite the source in parentheses immediately after the quotation marks, and continue the sentence. Use no other punctuation unless the meaning of the sentence requires such punctuation.

Example Usage:

Interpreting these results, Robbins et al. (2003) suggested that the “therapists in dropout cases may have inadvertently validated parental negativity about the adolescent without adequately responding to the adolescent’s needs or concerns” (p. 541), contributing to an overall climate of negativity.

If the quotation appears at the end of a sentence, close the quoted passage with quotation marks, cite the source in parentheses immediately after the quotation marks, and with a period or other punctuation outside the final parenthesis.

Example Usage:

Confusing this issue is the overlapping nature of roles in palliative care, whereby “medical needs are met by those in the medical disciplines; nonmedical needs may be addressed by anyone on the team” (Chaitin & Csikai, 2006, p. 112).

If the quotation comprises *40 or more words*, display it in a freestanding block of text and omit the quotation marks. Start such a block quotation on a new line and indent the block about a half inch from the left margin (in the same position as a new paragraph). If there are additional paragraphs within the quotation, indent the first line of quotation, cite the quoted source and the page or paragraph number in parentheses after the final punctuation mark.

Example Usage:

Others have contradicted this view:

Co-presence does not ensure intimate interaction among all group members. Consider large-scale social gatherings in which hundreds or thousands of people gather in a location to perform a ritual or celebrate an event. In these instances, participants are able to see the visible manifestation of the group, the physical gathering, yet their ability to make direct, intimate connections with those around them is limited by the sheer magnitude of the assembly (Purcell, 1997, pp.111-112).

4.2.1.1 Direct quotations of online material without pagination. Credit direct quotations of online material by giving the author, year, and page number in parentheses. Many electronic sources do not provide page numbers. If paragraph numbers are visible, use them in place of page numbers. Use the abbreviation para.

Example Usage:

Basu and Jones (2007) went so far as to suggest the need for a new “intellectual framework in which to consider the nature and form of regulation in cyberspace” (para. 4).

If the document includes headings and neither paragraph nor page numbers are visible, cite the heading and the number of the paragraph following it to direct the reader to the location of the quoted material.

Example Usage:

In their study, Verbunt, Pernot, and Smeets (2008) found that “the level of perceived disability in patients with fibromyalgia seemed best explained by their mental health condition and less by their physical condition” (Discussion section, para. 1).

In some cases in which no page or paragraph numbers are visible, headings may be too unwieldy to cite in full. Instead, use a short title enclosed in quotation marks for the parenthetical citation:

Example Usage:

“Empirical studies have found mixed results on the efficacy of labels in educating consumers and changing consumption behavior” (Golan, Kuchler, & Krissof, 2007, “Mandatory Labeling Has Targeted,” para. 4).

- (The heading was “Mandatory Labeling Has Targeted Information Gaps and Social Objectives.”)

4.2.1.2 Changes from the sources requiring explanation. Use three spaced three points (...) within a sentence to indicate that you have omitted material from the original source. Use four points (...) to indicate any omission between two sentences. Three points are not added at the beginning or end of the quotation. If you want to directly add into the quotation, please specify the insertions within the square brackets.

Example Usage 1:

“Atıf dizinleri farklı kesimler tarafından farklı amaçlar için kullanılabilir. Ülkelerin bilim politikalarından sorumlu kuruluşlar ise atıf dizinlerindeki verileri performans ölçümü amaçlı kullanmaya başlamışlardır” (Al ve Soydal, 2014, s. 26).

Example Usage 2:

“Atıf dizinleri farklı kesimler tarafından farklı amaçlar için kullanılabilir. Bu dizinler ... atıfları izlemek suretiyle ilgilenilen konudaki kaynakları gözden geçirmeye de olanak sağlamaktadır” (Al ve Soydal, 2014, s. 26).

Example Usage 3:

“Öte yandan, ilgili literatürde [üniversite sıralamaları ile ilgili literatür] çok sayıda atıf yapılan bir çalışmada (Van Raan, 2005) atıf dizinlerinden elde edilen bibliyometrik verilere dayalı ölçütler temel alınarak sıralama yapmanın sakıncalarının olduğu vurgulanmaktadır” (Al ve Soydal, 2014, s. 26).

4.2.1.3 One work by one author. References in APA publications are cited in text with an author-date citation system and are listed alphabetically in the reference list.

The author-date method of citation requires that the surname of the author (do not include suffixes such as Jr.) and the year of publication be inserted in the text at the appropriate point:

Example Usage:

Kessler (2003) found that among epidemiological samples...

Early onset results in a more persistent and severe course (Kessler, 2003).

If the name of the author appears as part of the narrative, as in the first example, cite only the year of publication in parentheses. Otherwise, place both the name and the year, separated by a comma, in parentheses (as in the second example). Even if the reference includes month and year, include only the year in the text citation. In the rare case in which

both the year and the author are given as part of the textual discussion, do not add parenthetical information:

Example Usage:

In 2003, Kessler's study of epidemiological samples showed that

Within a paragraph, when the name of the author is part of the narrative (as in the first example above), you need not include the year in subsequent non-parenthetical references to a study as long as the study cannot be confused with other studies cited in the article. Do include the year in all parenthetical citations:

Example Usage:

Among epidemiological samples, Kessler (2003) found that early onset social anxiety disorder results in a more potent and severe course. Kessler also found. ... The study also showed that there was a high rate of comorbidity with alcohol abuse or dependence and major depression (Kessler, 2003).

However, when both the name and the year are in parentheses (as in the second example above), include the year in subsequent citations within the paragraph:

Example Usage:

Early onset results in a more persistent and severe course (Kessler, 2003). Kessler (2003) also found. ...

4.2.1.4 One work by multiple authors. When a work has two authors, cite both names every time the reference occurs in text. When a work has three, four, or five authors, cite all authors the first time the reference occurs; in subsequent citations, include only the surname of the first author followed by et al.(not italicized and with a period after al) and the year if it is the first citation of the reference within a paragraph.

Example Usage:

Kisangu, Lyaruu, Hosea, and Joseph (2007) found [Use as first citation in text.]

Kisangu et al. (2007) found [Use as subsequent first citation per paragraph thereafter.]

Kisanguer et al. found [Omit year from subsequent citations after first non-parenthetical citation within a paragraph. Include the year in subsequent citations if first citation within a paragraph is parenthetical.]

Exception: If two references of more than three surnames with the same year shorten to the same form (e.g., both Ireys, Chernoff, DeVet, & Kim, 2001, and Ireys, Chernoff, Stein, DeVet, & Silver, 2001, shorten to Ireys et al., 2001), cite the surnames of the first authors and of as many of the subsequent authors as necessary to distinguish the two references, followed by a comma and et al.

Example Usage:

Ireys, Chernoff, DeVet, et al. (2001) and Ireys, Chernoff, Stein, et al. (2001)

In a multiple-author citation, order the names of the authors according to their surnames' initials. List the names using and within the text. **In parenthetical material, in tables and captions, and in the reference list, join the names by an ampersand (&):**

Example Usage:

as Kurtines and Szapocznik (2003) demonstrated

as has been shown (Jöreskog & Sörbom, 2007)

When a work has six or more authors, cite only the surname of the first author followed by et al. (not italicized and with a period after al) and the year for the first and subsequent citations. If two references with six or more authors shorten to the same form, cite the surnames of the first authors and of as many of the subsequent authors as necessary to distinguish the two references, followed by a comma and et al. For example, suppose you have entries for the following references:

Example Usage:

Kosslyn, Koenig, Barrett, Cave, Tang, and Gabrieli (1996)

Kosslyn, Koenig, Gabrieli, Tang, Marsolek, and Daly (1996)

In text you would cite them, respectively, as

Example Usage:

Kosslyn, Koenig, Barrett, et al. (1996) and Kosslyn, Koenig, Gabriely, et al. (1996).

Exceptions and citation styles that do not work in the tabular format are discussed in text or included as part of the example references.

Basic Citation Styles*

Citation Style	Language	First Citation	Other Citation	First citation within parentheses	Other citation within parentheses
One work by one author	Turkish	Doğan (2014)	Doğan (2014)	(Doğan, 2014)	(Doğan, 2014)
	English	Turner (2014)	Turner (2014)	(Turner, 2014)	(Turner, 2014)
One work by two author	Turkish	Doğan ve Şencan (2014)	Doğan ve Şencan (2014)	(Doğan ve Şencan, 2014)	(Doğan ve Şencan, 2014)
	English	Turner ve O’Neill (2014)	Turner ve O’Neill (2014)	(Turner ve O’Neill, 2014)	(Turner ve O’Neill, 2014)
One work by three author	Turkish	Doğan, Şencan ve Taşkın (2014)	Doğan ve diğerleri (2014)	(Doğan, Şencan ve Taşkın, 2014)	(Doğan ve diğerleri, 2014)
	English	Turner, O’Neill ve Peter (2014)	Turner ve diğerleri (2014)	(Turner, O’Neill ve Peter, 2014)	(Turner ve diğerleri, 2014)
One work by four author	Turkish	Doğan, Şencan, Taşkın ve Al (2014)	Doğan ve diğerleri (2014)	(Doğan, Şencan, Taşkın ve Al, 2014)	(Doğan ve diğerleri, 2014)
	English	Turner, O’Neill, Peter ve Doherty (2014)	Turner ve diğerleri (2014)	(Turner, O’Neill, Peter ve Doherty, 2014)	(Turner ve diğerleri, 2014)
One work by five author	Turkish	Doğan, Şencan, Taşkın, Akça ve Al (2014)	Doğan ve diğerleri (2014)	(Doğan, Şencan, Taşkın, Akça ve Al, 2014)	(Doğan ve diğerleri, 2014)
	English	Turner, O’Neill, Conley, Peter ve Humphries (2014)	Turner ve diğerleri, (2014)	(Turner, O’Neill, Conley, Peter ve Humphries, 2014)	(Turner ve diğerleri, 2014)

One work by six and more author	Turkish	Doğan ve diğerleri (2014)	Doğan ve diğerleri (2014)	(Doğan ve diğerleri, 2014)	(Doğan ve diğerleri, 2014)
	English	Turner ve diğerleri (2014)	Turner ve diğerleri (2014)	(Turner ve diğerleri, 2014)	(Turner ve diğerleri, 2014)
Group working - If there is a common abbreviation	Turkish	Yükseköğretim Kurulu (YÖK, 2013)	YÖK (2013)	(Yükseköğretim Kurulu [YÖK], 2013)	(YÖK, 2013)
	English	Organization for Economic Cooperation and Development (OECD, 2014)	OECD (2014)	(Organization for Economic Cooperation and Development [OECD], 2014)	(OECD, 2014)
Group working – If there isn't group name abbreviation	Turkish	Hacettepe Üniversitesi (2012)	Hacettepe Üniversitesi (2012)	(Hacettepe Üniversitesi, 2012)	(Hacettepe Üniversitesi, 2012)
	English	Hacettepe Üniversitesi (2012)	Global Libraries (2012)	(Global Libraries, 2012)	(Global Libraries, 2012)

***Taken from Publication Manual of the American Psychological Association, 6th Edition

4.2.1.5 Authors with the same surname. If a reference list includes publications by two or more primary authors with the same surname, include the first author's initials in all text citations, even if the year of publication differs. Initials help the reader to avoid confusion within the text and to locate the entry in the list of references.

Example Usage:

In References:

Light, I. (2006). *Deflecting immigration: Networks, markets, and regulation in Los Angeles*. New York, NY: Russell Sage Foundation.

Light, M. A. & Light, I. H. (2008). The geographic expansion of Mexican immigration in the United States and its implications for local law enforcement. *Law Enforcement Executive Forum Journal*, 8, 73-82.

In Text Cites:

Among studies, we review M.A. Light and Light (2008) and I. Light (2006).

4.2.1.6 Works with no identified author or with an anonymous author. When a work has no identified author, cite in text the first few words of the reference list entry (usually the title) and the year. Use double quotation marks around the title of an article, a chapter, or a web page and italicize the title of a periodical, a book, a brochure, or a report:

Example Usage:

on free care (“Study Finds,” 2007)

the book *College Bound Seniors* (2008)

Treat references to legal materials like references to works with no author; that is, in text, cite materials such as court cases, statutes, and legislation by the first few words of the reference and the year.

Example Usage:

When a work’s author is designated as “Anonymous,” cite in text the word *Anonymous* followed by a comma and the date:

(*Anonymous*, 1998)

In the reference list, an anonymous work is alphabetized by the word *Anonymous*.

4.2.1.7 Two or more works within the same parentheses. Order the citations of two or more works within the same parentheses alphabetically in the same order in which they appear in the reference list (including citations that would otherwise shorten to et al.).

Arrange two or more works by the same authors (in the same order) by year of publication. Place in-press citations last. Give the author’s surnames once; for each subsequent work, give only the date.

Example Usage:

Training materials are available (Department of Veterans Affairs, 2001, 2003)

Past research (Gogel, 1990, 2006, in press)

Identify works by the same author (or by the same two or more authors in the same order) with the same publication date by the suffixes a, b, c and so forth, after the year; repeat the year. The suffixes are assigned in the reference list, where these kinds of references are ordered alphabetically by title (of the article, chapter, or complete work).

Example Usage:

Several studies (Derryberry & Reed, 2005a, 2005b, in press-a; Rothbart, 2003a, 2003b)

List two or more works by different authors who are cited within the same parentheses in alphabetical order by the first author's surname. Separate the citations with semicolons.

Example Usage:

Several studies (Miller, 1999; Shafranske & Mahoney, 1998)

Exception: You may separate a major citation from other citations within parentheses by inserting a phrase, such as see also, before the first of the remaining citations, which should be in alphabetical order:

Example Usage:

(Minor, 2001; see also Adams, 1999; Storandt, 2007)

4.2.1.8 Secondary sources. Use secondary sources sparingly, for instance, when the original work is out of print, unavailable through usual sources, or not available in English. Give the secondary source in the reference list; in text, name the original work and give a citation for the secondary source. For example, if Allport's work is cited in Nicholson and you did not read Allport's work, list the Nicholson reference in the reference list. In the text, use the following citation:

Example Usage:

Allport's diary (as cited in Nicholson, 2003).

4.2.1.9 Personal communications. Personal communications may be private letters, memos, some electronic communications (e.g., e-mail or messages from non-archived discussion groups or electronic bulletin boards), personal interviews, telephone conversations, etc. Cite personal communications only in text.

Example Usage:

..... (V.Nguyen, personal communication, September 28, 1988)

Abbreviation	Book or publication part
ed.	edition
Rev. ed.	Revised edition
2 nd ed.	second edition
Ed. (Eds.)	Editor (Editors)
Trans.	Translator(s)
n.d.	no date
p. (pp.)	Page (pages)
Vol.	Volume (as in Vol. 4)
Vols.	Volume (as in Vols. 1-4)
No.	Number
Pt.	Part
Tech. Rep.	Technical Report
Suppl.	Supplement

4.3 Reference List

Reference data must be correct and complete. Each entry usually contains an author, a year of publication, title and publishing data. The first line of each reference is flush left, and if reference extends to second line the second line must be *indented by 1 cm.*

1. Entire Book (One Author)

Brown, J. D. (1998). *Understanding research in second language learning*. Cambridge: Cambridge University Press.

2. Book, Third Edition. Jr. In Name

Mitchelle, T. R., & Larson, J. R., Jr. (1987). *People in organizations: An introduction to organizational behavior* (3rd ed.). New York: McGraw-Hill.

3. Book, Group Author (Government Agency) As Publisher

Australian Bureau of Statistics. (1991). *Estimated resident population by age and sex, in statistical local areas, New South Wales, June 1990* (No. 3209.1). Canberra, Australian Capital Territory: Author.

4. Book, No Author or Editor

Merriam-Webster's collegiate dictionary (10th ed.). (1993). Springfield, MA: Merriam-Webster.

5. Edited Book

Gibbs, J. T., & Huang, L. N. (Eds.). (1991). *Children of color: Psychological interventions with minority youth*. San Francisco: Jossey-Bass.

6. Book, Revised Edition

Rosenthal, R. (1987). *Meta-analytic procedures for social research* (Rev. ed.). Newbury Park, CA: Sage.

7. Article or Chapter in an Edited Book, Two Editors

Bjork, R.A. (1989). Retrieval inhibition as an adaptive mechanism in human memory. In H. L. Roediger III, & F. I. M. Craik (Eds.), *Varieties of memory & consciousness* (pp. 309-330). Hillsdale, NJ: Erlbaum.

8. Several Volumes in a Multivolume Edited Work, Publication over a Period of More Than 1 Year

Koch, S. (Ed.). (1959-1963). *Psychology: A study of science* (Vols. 1-6). New York: McGraw-Hill.

9. English Translation of a Book

Laplace, P. S. (1951). *A philosophical essay on probabilities* (F. W. Truscott & F. L. Emory, Trans.). New York: Dover. (Original work published 1814)

10. Encyclopedia or Dictionary

Sadie, S. (Ed.). (1980). *The new Grove dictionary of music and musicians* (6th ed., Vols. 1-20). London: Macmillan.

11. Non-English Book

Piaget, J., & Inhelder, B. (1951). *La genèse de l' idée de hasard chez l'enfant* [The origin of the idea of chance in the child]. Paris: Presses Universitaires de France.

12. Entry in an Encyclopedia

Bergmann, P. G. (1993). Relativity. In *The new encyclopedia Britannica* (Vol. 26, pp. 501-508). Chicago: Encyclopaedia Britannica.

13. Journal Article, One Author

Mellers, B. A. (2000). Choice and the relative pleasure of consequences. *Psychological Bulletin*, 126, 910-924.

14. Journal Article, Two Authors, Journal Paginated by Issue

Klimoski, R., & Palmer, S. (1993). The ADA and the hiring process in organizations. *Consulting Psychology Journal: Practice and Research*, 45(2), 10-36.

15. Journal Article, Three to Six Authors

Saywitz, K. J., Mannarino, A. P., Berliner, L., & Cohen, J. A. (2000). Treatment for sexually abused children and adolescents. *American Psychologist*, 55, 1040-1049.

16. Journal Article, more than Six Authors

Wolchik, S. A., West, S. G., Sandler, I.N., Tein, J., Coatsworth, D., & Lengua, L. (2000). An experimental evaluation of theory-based mother and mother-child programs for children of divorce. *Journal of Consulting and Clinical Psychology*, 68, 843-856.

17. Entire Issue or Special Section of a Journal

Barlow, D. H. (Ed.). (1991). Diagnoses, dimensions, and DSM-IV: The science of classification [Special issue]. *Journal of Abnormal Psychology*, 100(3).

18. Journal Article in Press

Zuckerman, M., & Kieffer, S. C. (in press). Race differences in face-ism: Does facial prominence imply dominance? *Journal of Personality and Social Psychology*.

19. Magazine Article

Kandel, E.R., & Squire, L. R. (2000, November 10). Neuroscience: Breaking down scientific barriers to the study of brain and mind. *Science*, 290, 1113-1120.

20. Newsletter Article

Brown, L. S. (1993, Spring). Antidomination training as a central component of diversity in clinical psychology education. *The Clinical Psychologist*, 46, 83-87.

21. Daily Newspaper Article, no Author

New drug appears to sharply cut risk of death from heart failure. (1993, July 15). *The Washington Post*, p. A12.

22. Daily Newspaper Article (Discontinuous Pages)

Schwartz, J. (1993, September 30). Obesity affects economic, social status. *The Washington Post*, pp. A1, A4.

24. Technical and Research Reports

Mazzeo, J., Druesne, B., Raffeld, P.C., Checkettes, K. T., & Muhlstein, A. (1991). *Comparability of computer and paper-and-pencil scores for two CLEP general examinations* (College Board Rep. No. 91-5). Princeton, NJ: Educational Testing Service.

25. Report Available from the Educational Resources Information Center (Eric)

Mead, J. V. (1992). *Looking at old photographs: Investigating the teacher tales that novice teachers bring with them* (Report No. NCRTL- RR-92-4). East Lansing, MI: National Center for Research on Teacher Learning. (ERIC Document Reproduction Service No. ED346082)

26. Unpublished Doctoral Dissertation

Wilfley, D.E. (1990). *Interpersonal analyses of bulimia: Normal weight and obese* (Unpublished doctoral dissertation). University of Missouri, Columbia.

27. Unpublished Master's Thesis, University Outside the United States

Almeida, D. M. (1990). *Fathers' participation in family work: Consequences for fathers' stress and father-child relations* (Unpublished master's thesis). University of Victoria, Victoria, British Columbia, Canada.

28. Unpublished Paper Presented at Meeting

Lanktree, C., & Briere, J. (1991, January). *Early data on the Trauma Symptom Checklist for Children (TSC-C)*. Paper presented at the meeting of the American Professional Society on the Abuse of Children, San Diego, CA.

29. Unpublished Manuscript not Submitted for Publication

Blackwell, E., & Conrod, P.J. (2003). *A five dimensional measure of drinking motives*. Unpublished manuscript, Department of Psychology, University of British Columbia, Vancouver, Canada.

30. Review of a Book

Schatz, B. R. (2000). Learning by text or context? [Review of the book *The social life of information*]. *Science*, 290, 1304.

31. Review of a Motion Picture

Kraus, S. J. (1992). Visions of psychology: A videotext of classic studies [Review of the motion picture *Discovering Psychology*]. *Contemporary Psychology*, 37, 1146-1147.

32. Television Broadcast

Crystal, L. (Executive Producer). (1993, October 11). *The MacNeil/ Lehrer news hour*. [Television Broadcast]. New York and Washington, DC: Public Broadcasting Service.

33. Online Periodical

VandenBos, G., Knapp, S., & Doe, J. (2001). Role of reference elements in the selection of resources by psychology undergraduates. *Journal of Bibliographic Research*, 5, 17-123. Retrieved October 13, 2001, from <http://journals.apa.org/prvention/volume3/pre0030001a.html>

34. Journal Article with DOI

Herbst-Damm, K. L., & Kulik, J. A. (2005). Volunteer support, marital status, and the survival times of terminally ill patients. *Health Psychology*, 24, 225-229. doi: 10.1037/0278-6133.24.2.225

35. Journal Article with DOI, more than Seven Authors

Gilbert, D. G., McClernon, J. F., Rabinovich, N. E., Sugai, C., Plath, L. C., Asgaard, G., ... Botros, N. (2004). Effects of quitting smoking on EEG activation and attention last for more than 31 days and are more severe with stress, dependence, DRD2 A1 allele, and depressive traits. *Nicotine and Tobacco Research*, 6, 249-267. doi: 10.1080/14622200410001676305

36. Journal Article without DOI (when DOI is not available)

Sillick, T. J., & Schutte, N. S. (2006). Emotional intelligence and self-esteem mediate between perceived early parental love and adult happiness. *E-journal of Applied Psychology*, 2(2), 38-48. Retrieved from <http://ojs.lib.swin.edu.au/index.php/ejap>

37. Journal Article with DOI, Advance Online Publication

Von Ledebur, S. C. (2007). Optimizing knowledge transfer by new employees in companies. *Knowledge Management Research & Practice*. Advance online publication. doi:10.1057/palgrave.kmrp.8500141

38. Online Document

Cherry, K. (2006). *Guide to APA format*. Retrieved from <http://psychology.about.com/od/apastyle/guide>

39. Article in an Internet-Only Journal

Fredrickson, B. L. (2000, March 7). Cultivating positive emotions to optimize health and well-being. *Prevention & Treatment*, 3, Article 0001a. Retrieved November 20, 2000, from <http://journals.apa.org/prevention/volume3/pre0030001a.html>

40. Article in an Internet-only Newsletter

Glueckauf, R. L., Whitton, J., Baxter, J., Kain, J., Vogelgesang, S., Hudson, M., et al. (1998, July). Videocounseling for families of rural teens with epilepsy - Project update. *Telehealth News*, 2(2). Retrieved October 7, 2002, from <http://www.telehealth.net/subscribe/newslettr-4a.html#1>

41. Electronic Version of Print Book

Shotton, M.A. (1989). *Computer addiction? A study of computer dependency* [DX Reader version]. Retrieved from <http://www.bookstore.tandf.co.uk/html/index.asp>

Schiraldi, G.R. (2001). *The post-traumatic stress disorder sourcebook: A guide to healing, recovery, and growth* [Adobe Digital Editions version]. doi:10.1036/0071393722

42. Electronic-Only Book

O'Keefe, E. (n.d.). *Egoism & the crisis in Western values*. Retrieved from <http://www.onlineoriginals.com/showitem.asp?itemID=135>

43. Entry in an Online Reference Work, no Author or Editor

Heuristic. (n.d.). *Merriam-Webster's online dictionary* (11th ed.). Retrieved from <http://www.m-w.com/dictionary/heuristic>

44. Corporate Author, Government Report

U.S. Department of Health and Human Services, National Institutes of Health. National Heart, Lung, and Blood Institute. (2003). *Managing asthma: A guide for schools* (NIH Publication No. 02-2650). Retrieved from http://www.nhlbi.nih.gov/health/prof/lung/asthma/asth_sch.pdf

45. Master's Thesis, from a Commercial Database

McNiel, D. S. (2006). *Meaning through narrative: A personal narrative discussing growing up with an alcoholic mother* (Master's thesis). Available from ProQuest Dissertations and Theses database. (UMI No. 1434728)

46. Doctoral Dissertation, from an Institutional Database

Adams, R. J. (1973). *Building a foundation for evaluation of instruction in higher education and continuing education* (Doctoral dissertation). Retrieved from <http://www.ohiolink.edu/etd/>

47. Doctoral Dissertation, from the Web

Bruckman, A (1997). *MOOSE Crossing: Construction, community, and learning in a networked virtual world for kids* (Doctoral dissertation, Massachusetts Institute of Technology). Retrieved from <http://www-static.cc.gatech.edu/-asb/thesis/>

48. Review of a Video Game

Stapleton, D. (2015, 21 July). Turning south [Review of the *Game of Thrones: Episode 5* produced by Telltale Games]. Retrieved from <http://www.ign.com/games/game-of-thrones-episode-5/pc-20028656>

49. Review of a Video Game, no Author

[Review of the video game *BioShock*, produced by 2K Games, 2007]. (n.d). http://www.whattheyplay.com/products/bioshock_for_xbox-360/?fm=3&ob=1&t=0#166 adresinden edinilmiştir.

50. Message Posted to a Newsgroup, Online Forum, or Discussion Group

Rampersad, T. (2005, June 8). Re: Traditional knowledge and traditional cultural expressions [Online forum comment]. Retrieved from http://WWW.wlpo.lnt/roller/comments/ipisforum/Weblog/theme_eight_how_can_cultural#comments

51. Blog Post

MiddleKid. (2007, January 22) Re: The unfortunate prerequisites and consequences of partitioning your mind [Web log message] Retrieved from http://scienceblogs.com/pharyngula/2007/01/the_unfortunate_prerequisites.php

52. Report from a Private Organization

American Psychiatric Association. (2000). *Practice guidelines for the treatment of patients with eating disorders* (2nd ed.). Washington, DC: Author.

53. Report from a Private Organization, Available on Organization Web Site

Canarie, Inc. (1997, September 27). *Towards a Canadian health IWAY: Vision, opportunities and future steps*. Retrieved November 8, 2000, from <http://www.canarie.ca/press/publications/pdf/health/healthvision.doc>

54. Electronic Copy of a Journal Article, Three to Five Authors, Retrieved from Database

Borman, W. C., Hanson, M. A., Oppler, S. H., Pulakos, E. D., & White, L. A. (1993). Role of early supervisory experience in supervisor performance. *Journal of Applied Psychology*, 78, 443-449. Retrieved October 23, 2000, from PsycARTICLES database.

55. Proceedings Published in Book Form

Katz, I., Gabayan, K., & Aghajan, H. (2007). A multi-touch surface using multiple cameras. In J. Blanc-Talon, W. Phillips, D. Popescu, & P. Scheunders (Eds.), *Lecture Notes in Computer Science: Vol. 4678. Advanced Concepts for Intelligent Vision Systems* (pp.97-108). Berlin, Germany: Springer-Verlag. Doi: 10.1007/978-3-540-74607-2_9

APPENDICES

A. Sample Cover and Spine

3.5 cm

DEVELOPING EFL LEARNERS' TARGET CULTURE AWARENESS

G. ÇELİK

Gizem ÇELİK

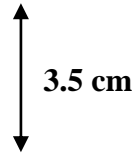
BAÜ 2018

JUNE 2018

41

2.5 cm

B. Sample Title Page



DEVELOPING EFL LEARNERS' TARGET CULTURE AWARENESS

**A THESIS SUBMITTED TO THE
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
OF
BAHÇEŞEHİR UNIVERSITY**

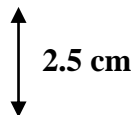
BY

GİZEM ÇELİK

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF ARTS
IN THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

HAZİRAN 2018

43



C. Approval Page



2.5 cm. This page must be signed in blue ink.

Do not forget to use 1.5 line spacing.

Approval of the Graduate School of Educational Sciences

Title and Name
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Science/Arts/Doctor of Philosophy.

Title and Name
Coordinator

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Science/Arts/Doctor of Philosophy.

Title and Name
Co-Supervisor

Title and Name
Supervisor



2.5 cm

Examining Committee Members

(Jury Chair) (University abb., Department abb.) _____

(Title and Name) (BAU, ECE) _____

(Title and Name) (... , ...) _____

D. Sample Ethical Conduct Form

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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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E. Sample Abstract

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ABSTRACT

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DEVELOPING EFL LEARNERS' TARGET CULTURE AWARENESS

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Çelik, Gizem

Master's Thesis, Master's Program in English Language Teaching

Supervisor: Prof. Dr. Ali BAYKAL

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June 2018, 56 pages

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This thesis deals with developing EFL learners' target culture awareness. For this purpose, keywords, such as culture, target culture awareness, are defined. In addition, the advantages of culture learning are listed. The theoretical part deals with culture learning process. This paper provides guidelines for culture teaching and examines recommended ELT approaches, techniques and teaching materials.

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↓

Keywords: Target Culture, Culture Awareness

(Capitalize the first letter of each word. If this section exceeds one page length, the top margin must be 2.5 cm)

↑
2.5 cm
↓

F. Sample Öz

3.5 cm

ÖZ

1 cm

İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN ÖĞRENCİLERİN HEDEF
KÜLTÜR FARKINDALIKLARINI GELİŞTİRMEK

1.5 cm

Çelik, Gizem

Yüksek Lisans, İngiliz Dili Eğitimi Yüksek Lisans Programı

Tez Yöneticisi: Prof. Dr. Ali BAYKAL

1.5 cm

Haziran 2018, 56 sayfa

2 cm

Bu çalışma, İngilizceyi yabancı dil olarak öğrenen öğrencilerin hedef kültür farkındalıklarını geliştirme konusunu ele almaktadır. Bu amaçla, kültür ve hedef kültür farkındalığı gibi anahtar kelimeler tanımlanmıştır. Ayrıca, kültür eğitiminin faydaları da listelenmiştir. Bu tez, kültür eğitimi ile ilgili temel ilkeleri incelemekte ve önerilen İngilizceyi yabancı dil olarak öğretme ile ilgili olan yaklaşım, teknik ve eğitici materyalleri incelemektedir.

1.5 cm

Anahtar Kelimeler: Hedef Kültür, Kültür Farkındalığı

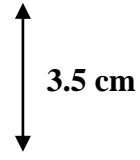
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2.5 cm

G. Sample Dedication Page

To My Parents

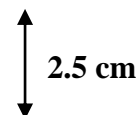
H. Sample Acknowledgments Page



ACKNOWLEDGMENTS

I wish to express my deepest gratitude to my supervisor Prof. Dr. Ali BAYKAL for his guidance, advice, criticism, encouragements and insight throughout the research.

I would also like to thank my parents, Hasan ÇELİK and Gamze ÇELİK, for their great support throughout her life. Without their understanding, and continuous support, I could have never been able to aspire for this level of education and complete this study.



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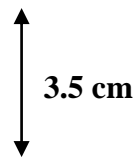
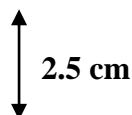
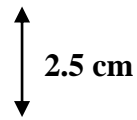


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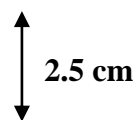
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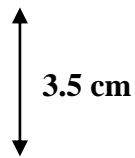


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J. Sample List of Tables



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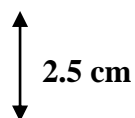
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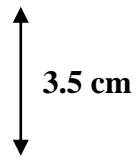
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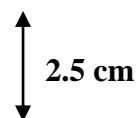


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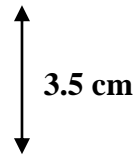
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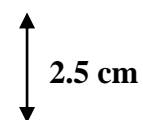


L. Sample List of Abbreviations

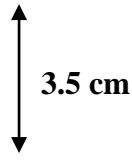


LIST OF ABBREVIATIONS

ELT	English Language Teaching
TPRS	Total Physical Response Storytelling



M. Sample Vita



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