



Thesis Structure & APA Style Guide
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Introduction

Dear Postgraduate Students,

We greet you warmly as you venture into the world of academic writing. As you begin your scholarly journey, it's important to become familiar with the conventional ways of writing academic MA thesis. In this short guide, There are two crucial aspects: the Standard Thesis Format and the 7th Edition of the APA Style Guide.

Sample of Thesis Format

Proposed Chaptalization

- I. TABLE OF CONTENTS
- II. ABSTRACT
- III. ACKNOWLEDGMENT
- IV. LIST OF ABBREVIATIONS
- V. LIST OF TABLES
- VI. LIST OF FIGURES

Chapter One: Introduction

- 1.1 Background of the study
- 1.2 Problem of the Study
- 1.3 Aims of The Study
- 1.4 Questions of the Study
- 1.5 Significance of the Study
- 1.6 Definition of the Terms

Chapter Two: Theoretical Framework and Literature Review

- 2.1 Introduction
- 2.2 Theoretical Framework
 - 2.2.1 Key Concepts and Definitions (.....in your area.....)
- 2.3 Literature Review of Previous Studies
 - 2.3.1 Previous Studies on (.....your topic.....)
 - 2.3.2 Previous Studies on (.....your topic....) in Saudi context.
 - 2.3.3 Previous Studies on (...Any other main theme.....)



Chapter Three Methodology

- 3.1 Research Design (Methods)
- 3.2 The Population of the Study
- 3.3 Sample of the Study
- 3.4 Procedures of the Study
- 3.5 Ethical Consideration
- 3.6 Data Collection
 - 3.6.1 Instrument of the Study
 - 3.6.2 Questionnaire
 - 3.6.3 Interview
- 3.7 Data Analysis

Chapter Four: Findings of the study

- 4.1 Introduction
- 4.2 Findings of the First Research Question
- 4.3 Findings of the Second First Research Question

Chapter Five: Discussion, Conclusion, Implications and Recommendations

- 5.1 Introduction
- 5.2 Discussion of the Findings
- 5.3 Conclusion
- 5.4 Implications
- 5.5 Limitations of the Study and Recommendations

REFERENCES

APPENDIX 1: Instructors Questionnaire

APPENDIX 2: Teachers or students Interview Questions



Type and Spacing

1.	Font/Typeface	The entire thesis must be of uniform font or typeface, exception possible for figures, tables and appendices. A standard “Times New Roman” or “Calibri” font type are recommended.
2.	Spacing	The thesis may be double-spaced or 1.5 spaced. Mixing of spacing in the text is not acceptable. Single spacing is used only for long, blocked and inset quotations,
3.	Font Size	The acceptable font size for the text is 12-point. boldface print (in the same font size as the text) may be used for major headings, subheadings. Major headings may be up to two point sizes larger than the text (maximum size is 14-point). If this option is chosen, it must be used for major headings throughout the entire thesis.
4.	Reduced Font Size:	Reduction may be made in tables and figures and appendix material only.
5.	Margins	Margins settings are 3 cm @ left, 2.5 cm @ right @ top and bottom. All typing must be within the appropriate margins, except for the page number. Excessive variable spacing is not acceptable because it reduces legibility.
6.	Figures & Tables in Text	Each table and figure must have a separate number and title. Figures and tables are numbered consecutively throughout the text, and each table or figure must be mentioned by number in the text according to APA style 7th edition.
7.	Spacing	Titles and subheadings more than one line in length are single line spaced.
8.	References	There are more than one styles for placing citations in the text and preparing a list of references. You are required to utilize the format APA style 7th edition.

Sample of the Guidelines for Writing Academic Thesis (APA style guide 7th edition)

1. The students must adhere to the 7th edition of the American Psychological Association (APA) style guide for referencing tables and figures within the thesis. Documentation examples are attached, and an electronic copy of the book is also provided.

Table 8.1 Basic In-Text Citation Styles

Author type	Parenthetical citation	Narrative citation
One author	(Luna, 2020)	Luna (2020)
Two authors	(Salas & D'Agostino, 2020)	Salas and D'Agostino (2020)
Three or more authors	(Martin et al., 2020)	Martin et al. (2020)
Group author with abbreviation First citation ^a	(National Institute of Mental Health [NIMH], 2020)	National Institute of Mental Health (NIMH, 2020)
Subsequent citations	(NIMH, 2020)	NIMH (2020)
Group author without abbreviation	(Stanford University, 2020)	Stanford University (2020)

^a Define the abbreviation for a group author only once in the text, choosing either the parenthetical or the narrative format. Thereafter, use the abbreviation for all mentions of the group in the text (see [Section 8.21](#)).

In-Text Citations

8.10 Author–Date Citation System

Use the *author–date citation system* to cite references in the text in APA Style. In this system, each work used in a paper has two parts: an in-text citation and a corresponding reference list entry (see Figure 8.2). The in-text citation appears within the body of the paper (or in a table, figure, footnote, or appendix) and briefly identifies the cited work by its author and date of publication. This in-text citation enables readers to locate the corresponding entry in the alphabetical reference list at the end of the paper. Each reference list entry provides the author, date, title, and source of the work cited in the paper and enables readers to identify and retrieve the work (see Chapter 9 for how to create and order reference list entries).

Figure 8.2 Correspondence Between a Reference List Entry and an In-Text Citation

Reference list entry:	Alexander, P. A. (2018). Past as prologue: Educational psychology's legacy and progeny. <i>Journal of Educational Psychology</i> , 110(2), 147–162. https://doi.org/10.1037/edu0000200
Parenthetical citation:	(Alexander, 2018)
Narrative citation:	Alexander (2018)

8.26 Short Quotations (Fewer Than 40 Words)

If a quotation consists of fewer than 40 words, treat it as a short quotation: Incorporate it into the text and enclose it within double quotation marks. For a direct quotation, always include a full citation (parenthetical or narrative) in the same sentence as the quotation. Place a parenthetical citation either immediately after the quotation or at the end of the sentence. For a narrative citation, include the author and year in the sentence and then place the page number or other location information in parentheses after the quotation; if the quotation precedes the narrative citation, put the page number or location information after the year and a comma.

If the citation appears at the end of a sentence, put the end punctuation after the closing parenthesis for the citation. If the quotation includes citations, see Section 8.32; if the quotation includes material already in quotation marks, see Section 8.33. Place periods and commas within closing single or double quotation marks. Place other punctuation marks inside quotation marks only when they are part of the quoted material.

Short quotations can be presented in a variety of ways, as shown in Table 8.2.

Table 8.2 Examples of Direct Quotations Cited in the Text

Correct	Incorrect	Rationale
Effective teams can be difficult to describe because "high performance along one domain does not translate to high performance along another" (Ervin et al., 2018, p. 470).	Effective teams can be difficult to describe because "high performance along one domain does not translate to high performance along another." (Ervin et al., 2018, p. 470)	The period marking the end of a sentence should follow the citation, not precede it.
"Even smart, educated, emotionally stable adults believe superstitions that they recognize are not rational," as exemplified by the existence of people who knock on wood for good luck (Risen, 2016, p. 202).	"Even smart, educated, emotionally stable adults believe superstitions that they recognize are not rational (Risen, 2016, p. 202)," as exemplified by the existence of people who knock on wood for good luck.	The citation should be outside the quotation marks, not within them.
Biebel et al. (2018) noted that "incorporating the voice of students with psychiatric disabilities into supported education services can increase access, involvement, and retention" (p. 299).	Biebel et al. (2018) noted that "incorporating the voice of students with psychiatric disabilities into supported education services can increase access, involvement, and retention." (p. 299)	The period marking the end of the sentence should follow the page number, not precede it.
"Some people are hilarious, others are painfully unfunny, and most are somewhere in between," wrote Nusbaum et al. (2017, p. 231) in their exploration of humor.	"Some people are hilarious, others are painfully unfunny, and most are somewhere in between," (p. 231) wrote Nusbaum et al. (2017) in their exploration of humor.	The page number should be within the same parentheses as the year when the quotation precedes the narrative citation.
The item read, "What were the best aspects of the program for you?" (Shayden et al., 2018, p. 304).	The item read, "What were the best aspects of the program for you"? (Shayden et al., 2018, p. 304).	The question mark that ends the quotation should appear within the quotation marks.
In 2018, Soto argued that "more similar stimuli, such as those coming from the same modality, produce more configural processing" (p. 598).	In 2018, Soto argued that "more similar stimuli, such as those coming from the same modality, produce more configural processing" (Soto, 2018, p. 598).	It is not necessary to repeat the author and year within parentheses when they already appear in the narrative.

8.27 Block Quotations (40 Words or More)

If a quotation contains 40 words or more, treat it as a block quotation. Do not use quotation marks to enclose a block quotation. Start a block quotation on a new line and indent the whole block 0.5 in. from the left margin. If there are additional paragraphs within the quotation, indent the first line of each subsequent paragraph an additional 0.5 in. Double-space the entire block quotation; do not add extra space before or after it. Either (a) cite the source in parentheses after the quotation's final punctuation or (b) cite the author and year in the narrative before the quotation and place only the page number in parentheses after the quotation's final punctuation. Do not add a period after the closing parenthesis in either case.

Block quotation with parenthetical citation:

Researchers have studied how people talk to themselves:

Inner speech is a paradoxical phenomenon. It is an experience that is central to many people's everyday lives, and yet it presents considerable challenges to any effort to study it scientifically. Nevertheless, a wide range of methodologies and approaches have combined to shed light on the subjective experience of inner speech and its cognitive and neural underpinnings. (Alderson-Day & Fernyhough, 2015, p. 957)

Tables:

7.9 Table Components

The basic components of a prototypical table are shown in Table 7.1 and are summarized as follows.

- **number:** The table number (e.g., Table 1) appears above the table in bold font (see Section 7.10).
- **title:** The table title appears one double-spaced line below the table number in italic title case (see Sections 6.17 and 7.11).
- **headings:** Tables may include a variety of headings depending on the nature and arrangement of the data. All tables should include column headings, including a stub heading (heading for the leftmost column). Some tables also include column spanners, decked heads, and table spanners (see Section 7.12).
- **body:** The table body includes all the rows and columns of a table (see Section 7.13). A *cell* is the point of intersection between a row and a column. The body may be single-spaced, one-and-a-half-spaced, or double-spaced.
- **notes:** Three types of notes (general, specific, and probability) appear below the table as needed to describe contents of the table that cannot be understood from the table title or body alone (e.g., definitions of abbreviations, copyright attribution). Not all tables include table notes (see Section 7.14).

Table 7.1 Basic Components of a Table

Grade	Girls		Boys	
	With	Without	With	Without
Wave 1				
3	280 ^a	240 ^b	281	232
4	297	251	290	264
5	301	260	306	221
Total	878	751	877	717
Wave 2				
3	201	189	210	199
4	214	194	236	210
5	221	216	239	213
Total	636	599	685*	622

table number: Table 1

table title: Numbers of Children With and Without Proof of Parental Citizenship

stub heading: heading that describes the leftmost column

column spanner: heading that describes the entries in two or more columns in the table body

decked heads: headings that are stacked, often to avoid repetition in column heads

column heading: heading that identifies the entries in just one column in the table body

table spanner: heading that covers the entire width of the table body, allowing for further divisions

stub column or stub: leftmost column of the table; usually lists the major independent or predictor variables

cell: point of intersection between a row and a column

table body: rows and columns of cells containing the primary data of the table

table notes: explanations to supplement or clarify information in the table body

Note. This table demonstrates the elements of a prototypical table. A *general note* to a table appears first and contains information needed to understand the table, including definitions of abbreviations (see Sections 7.14–7.15) and the copyright attribution for a reprinted or adapted table

7.11 Table Titles

Give every table a brief but clear and explanatory title; the basic content of the table should be easily inferred from the title. Write the table title in italic title case below the table number and double-space the table number and title. Avoid overly general and overly detailed table titles.

Title quality	Example table title	Rationale
Too general	<i>Relation Between College Majors and Performance</i>	It is unclear what data are presented in the table.
Too detailed	<i>Mean Performance Scores on Test A, Test B, and Test C of Students With Psychology, Physics, English, and Engineering Majors</i>	The title duplicates information in the headings of the table.
Effective	<i>Mean Performance Scores of Students With Different College Majors</i>	The title is specific but not redundant with headings.

Table 7.3 Sample Properties of Study Variables Table

Table 1

Psychometric Properties for DLOPFQ Scales and Subscales

Scale	M	SD	Range	Cronbach's α
Identity total score	86.6	28.0	28–155	.94
Work Identity	41.6	13.3	16–76	.88
Social Identity	45.0	15.7	14–84	.91
Self-Directedness total score	91.2	26.5	34–151	.92
Work Self-Directedness	44.9	13.5	16–76	.85
Social Self-Directedness	46.3	14.3	17–80	.86
Empathy total score	101.8	15.8	48–139	.84
Work Empathy	49.9	8.2	20–72	.72
Social Empathy	51.9	8.6	28–76	.77
Intimacy total score	122.9	28.6	56–189	.91
Work Intimacy	61.7	14.3	28–94	.82
Social Intimacy	61.2	15.4	24–96	.86

Note. The *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.) Levels of Personality Functioning Questionnaire (DLOPFQ) we developed had four scales (Identity, Self-Directedness, Empathy, and Intimacy), each with subscales for the work and social domains.

Table 7.7 Sample Chi-Square Analysis Table

Table 1

Frequencies and Chi-Square Results for Belief Perseverance in Attitudes Toward Celebrities (N = 201)

Source	Do not believe		Unsure		Believe		$\chi^2(2)$
	n	%	n	%	n	%	
Media reports	17	8.46	140	69.65	44	21.89	124.75*
Family reports	47	23.38	106	52.74	48	23.88	34.06*
Friends' reports	42	20.90	112	55.72	47	23.38	45.52*
Caught by media	19	9.45	82	40.80	100	49.75	54.00*
Celebrity display of behavior	12	5.97	61	30.35	128	63.68	101.22*

* $p < .001$.

Table 7.13 Sample Analysis of Variance Table (Option 2)**Table 2***Means, Standard Deviations, and Two-Way ANOVA Statistics for Study Variables*

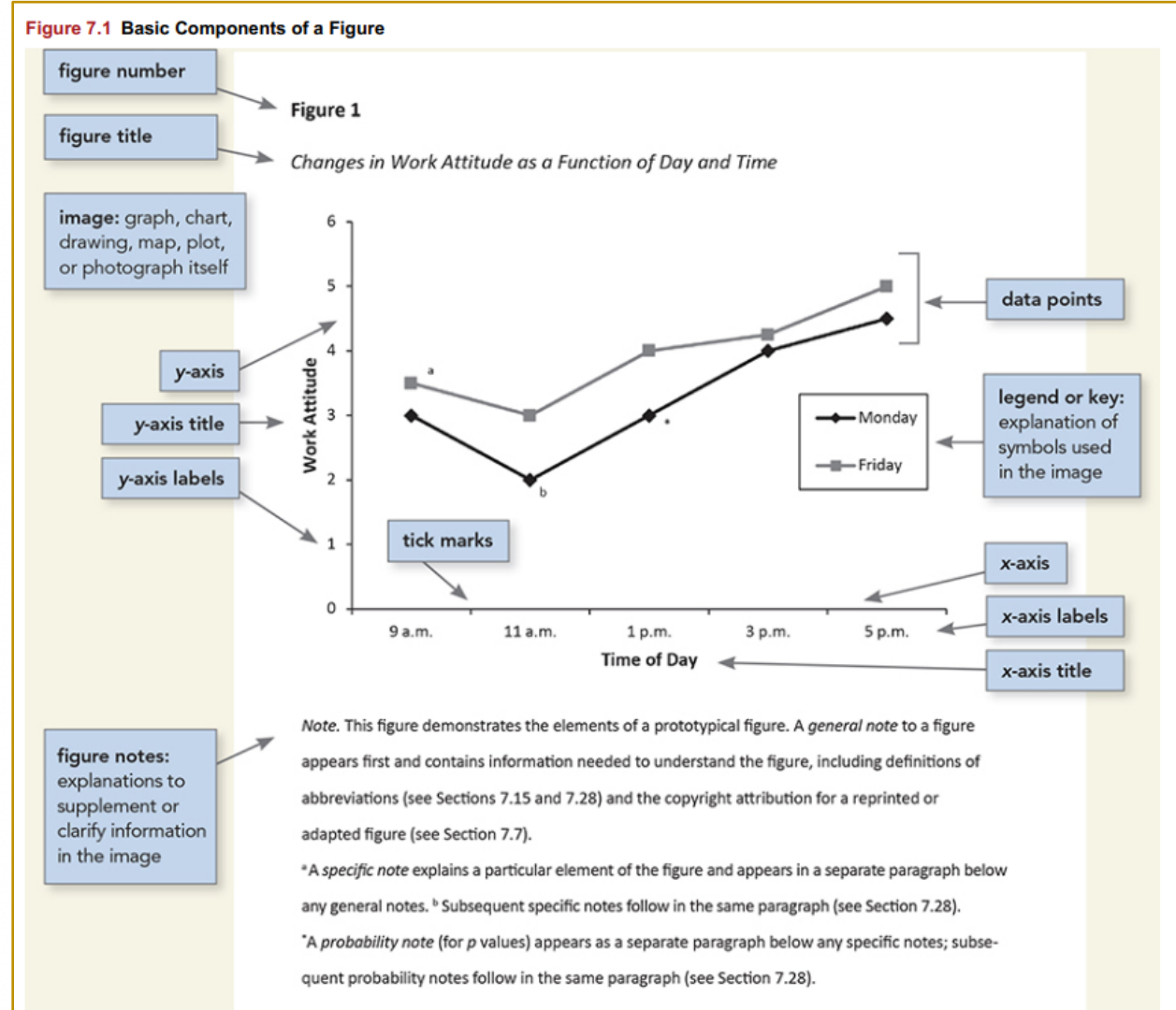
Variable	SMT		Control		ANOVA			
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	Effect	<i>F</i> ratio	<i>df</i>	η^2
Psychological strain								
Time 1	0.24	0.30	0.22	0.29	G	2.82	1,151	.02
Time 2	0.16	0.27	0.27	0.32	T	0.38	2,302	.00
Time 3	0.16	0.26	0.26	0.31	G × T	4.64**	2,302	.03
Emotional exhaustion								
Time 1	2.82	1.47	2.50	1.25	G	0.32	1,151	.00
Time 2	2.55	1.31	2.47	1.28	T	6.59**	2,302	.04
Time 3	2.36	1.39	2.43	1.16	G × T	3.89*	2,302	.03
Depersonalization								
Time 1	1.20	1.09	1.12	1.05	G	0.07	1,149	.00
Time 2	1.13	1.07	1.25	1.16	T	0.67	2,302	.00
Time 3	1.00	0.93	1.24	0.93	G × T	3.04*	2,302	.02

Note. *N* = 153. ANOVA = analysis of variance; SMT = stress management training group; Control = wait-list control group; G = group; T = time.
p* < .05. *p* < .01.

Table 7.22 Sample Qualitative Table With Variable Descriptions**Table 2***Master Narrative Voices: Struggle and Success and Emancipation*

Discourse and dimension	Example quote
Struggle and success	
Self-actualization as a member of a larger gay community is the end goal of healthy sexual identity development, or "coming out"	"My path of gayness . . . going from denial to saying, 'well, this is it,' and then the process of coming out, and the process of just sort of looking around and seeing, well where do I stand in the world? And sort of having, uh, political feelings." (Carl, age 50)
Maintaining healthy sexual identity entails vigilance against internalization of societal discrimination	"When I'm, like, thinking of criticisms of more mainstream gay culture, I try to . . . make sure it's coming from an appropriate place and not, like, a place of self-loathing." (Patrick, age 20)
Emancipation	
Open exploration of an individually fluid sexual self is the goal of healthy sexual identity development	"[For heterosexuals] the man penetrates the woman, whereas with gay people, I feel like there is this potential for really playing around with that model a lot, you know, and just experimenting and exploring." (Orion, age 31)
Questioning discrete, monolithic categories of sexual identity	"LGBTQI, you know, and added on so many letters. It does start to raise the question about what the terms mean and whether . . . any term can adequately be descriptive." (Bill, age 50)

Figures



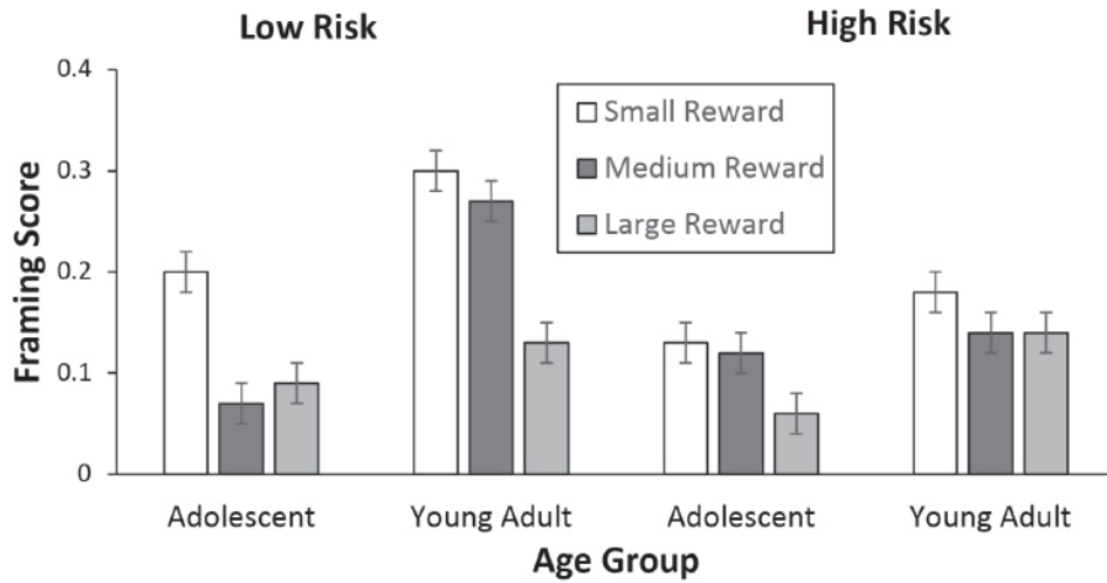


Sample Figures

Figure 7.2 Sample Bar Graph

Figure 1

Framing Scores for Different Reward Sizes



References

1. Journal article with a DOI

McCauley, S. M., & Christiansen, M. H. (2019). Language learning as language use: A cross-linguistic model of child language development. *Psychological Review*, 126(1), 1–51. <https://doi.org/10.1037/rev0000126>

Parenthetical citation: (McCauley & Christiansen, 2019)

Narrative citation: McCauley and Christiansen (2019)

2. Journal article without a DOI, with a nondatabase URL

Ahmann, E., Tuttle, L. J., Saviet, M., & Wright, S. D. (2018). A descriptive review of ADHD coaching research: Implications for college students. *Journal of Postsecondary Education and Disability*, 31(1), 17–39. <https://www.ahead.org/professional-resources/publications/jped/archived-jped/jped-volume-31>

Parenthetical citation: (Ahmann et al., 2018)

Narrative citation: Ahmann et al. (2018)

3. Journal, magazine, or newspaper article without a DOI, from most academic research databases or print version

Anderson, M. (2018). Getting consistent with consequences. *Educational Leadership*, 76(1), 26–33.

Goldman, C. (2018, November 28). The complicated calibration of love, especially in adoption. *Chicago Tribune*.

Parenthetical citations: (Anderson, 2018; Goldman, 2018)

Narrative citations: Anderson (2018) and Goldman (2018)

- Do not include the database name or URL. See [Section 9.30](#) for more on excluding or including database information in references.

4. Journal article with a DOI, 21 or more authors

Kalnay, E., Kanamitsu, M., Kistler, R., Collins, W., Deaven, D., Gandin, L., Iredell, M., Saha, S., White, G., Woollen, J., Zhu, Y., Chelliah, M., Ebisuzaki, W., Higgins, W., Janowiak, J., Mo, K. C., Ropelewski, C., Wang, J., Leetmaa, A., . . . Joseph, D. (1996). The NCEP/NCAR 40-year reanalysis project. *Bulletin of the American Meteorological Society*, 77(3), 437–471. <http://doi.org/fg6rf9>

Parenthetical citation: (Kalnay et al., 1996)

Narrative citation: Kalnay et al. (1996)

Activi
C + 9

20. Authored book with a DOI

Brown, L. S. (2018). *Feminist therapy* (2nd ed.). American Psychological Association. <https://doi.org/10.1037/0000092-000>

Parenthetical citation: (Brown, 2018)

Narrative citation: Brown (2018)

21. Authored book without a DOI, from most academic research databases or print version

Burgess, R. (2019). *Rethinking global health: Frameworks of power*. Routledge.

Parenthetical citation: (Burgess, 2019)

Narrative citation: Burgess (2019)

- See [Section 9.30](#) for more on including database information in references.

22. Authored ebook (e.g., Kindle book) or audiobook without a DOI, with a nondatabase URL

Cain, S. (2012). *Quiet: The power of introverts in a world that can't stop talking* (K. Mazur, Narr.) [Audiobook]. Random House Audio. <http://bit.ly/2G0Bpbl>

Christian, B., & Griffiths, T. (2016). *Algorithms to live by: The computer science of human decisions*. Henry Holt and Co. <http://a.co/7qGBZAK>

Parenthetical citations: (Cain, 2012; Christian & Griffiths, 2016)

Narrative citations: Cain (2012) and Christian and Griffiths (2016)

- It is not necessary to note when you used an audiobook versus a book or an ebook when the content is the same, even if the format is different. However, do note that the work is an audiobook in the title element when the content is different (e.g., abridged), if you want to note something special about the audiobook (e.g., the impact of the narration on the listener), or if you quote from the audiobook (see [Section 8.28](#)).
- If the audiobook was released in a different year from the text version of the book, treat the work as republished (see [Example 29](#)).

23. Authored book with editor credited on the book cover

Meadows, D. H. (2008). *Thinking in systems: A primer* (D. Wright, Ed.). Chelsea Green Publishing.

Parenthetical citation: (Meadows, 2008)

Narrative citation: Meadows (2008)