



PTS COLLEGE & ADVANCED STUDIES

THESIS HANDBOOK

For Graduate Students Preparing a

Master's Thesis

PTS College and Advanced Studies

Carlos Trinidad Ave., Salitran 4, Dasmariñas City, Cavite

[www.http//ptscas.edu.ph](http://ptscas.edu.ph)

PTSCAS Master's Thesis Handbook

As part of their degree requirements, students taking graduate studies may opt to complete a thesis. This handbook presents the guidelines, format/style, and steps in writing a master's research project at the PTS College and Advanced Studies (PTSCAS).

1. General Guidelines

The Master's Thesis

A student enrolled in the thesis course is required to write and defend his/her thesis. The candidate must demonstrate ability to carry on original investigation by submitting to the Faculty a thesis in a specific field. Deadline for submission is at least two weeks before the Oral Defense. The thesis must have a minimum of 60 pages in the recent accepted format with at least 30 main books and journal references. When the candidate's thesis has been accepted by the Thesis Committee, the candidate must comply with the instructions received from the Academic Dean with regards to the binding and distribution of the thesis copies (PTSCAS Catalogue).

A master's thesis is an independent research project which shows the student's knowledge (in relation to his/her field of study) and skill in organizing his/her knowledge into a written piece of work. The finished project should demonstrate the student's critical thinking ability and creativity to integrate theory and practice acceptable within the academic community. This includes the student's ability to identify a research problem after reviewing a number of related literature and studies, use appropriate methodology/research design, analyze and evaluate data, discuss results and conclusions, and reference sources.

Student's Topic, Adviser and Committee

A student may reflect upon a subject of interest or a problem in the ministry or in an area of ministry practice where improvement is needed. This should be done in consultation with the thesis faculty (or Research Method professor) upon their enrolment of the subject. After finishing the thesis proposal, the student should present it to the Thesis Committee, which composed of the Academic Dean, Department or Program Head, Director of Research, and one more faculty.

Once the proposal is approved, the committee should assign the student an adviser to work with in accordance to the workplan and timeline set in coordination with the Thesis Committee. While the adviser and committee will provide assistance, the student is responsible to make sure that the thesis is done in accordance to PTSCAS's thesis format/style, meet the committee's standards of quality and quantity, as well as the workplan and deadlines. If there is a need to change the date for submission or defense, it should be applied by the student and approved by the committee.

The Oral Defense

The oral defense is the student's presentation of his/her project before the thesis committee and an external examiner for evaluation. While the adviser is expected to have helped the student along the way to completion of the thesis, the committee and external examiner may give some more feedback and additional revisions as part of the evaluation process. A student (with English as a second language) should hire an English proof-reader before submitting his/her work for oral defense.

The questions for the evaluation of the thesis include the following: 1) How thorough is the research or how much rigor is put into the research project? 2) Is the thesis and other details properly argued and communicated? 3) Is there integration between theory and practice? 4) Are there appropriate applications to the practice of ministry? 5) Are the headings and sub-headings appropriate and in proper format? 6) Are the footnotes and bibliography in correct style? 7) How about the student's use of

vocabularies, grammar, and spelling? Take note: Students should verify that everything is spelled correctly and make use of a software spell-checker.

The result of the evaluation may be as follows: 1) pass with no revision, 2) pass with minor revision, 3) pass with major revision, 4) resubmission for another defense, 5) fail with no chance for resubmission. The student must accomplish the given revisions (if there are any) and submit to the Academic Dean four (4) hard-bound copies of the thesis before graduation. Delay in accomplishing revisions and delay in the final submission of the thesis will result to a delay in graduation.

2. Thesis Format and Style

Paper Size

The thesis should be formatted for letter size paper (8.5”x11”).

Margins

The gutter margin (left side) should be a 1.25-1.5 inches wide to allow for binding. All other margins should be a least one inch wide. Students should conform to these margins throughout the thesis for text, figures, tables, and appendices.

Spacing and Font

Spacing should be used uniformly throughout the document. The thesis must be double-spaced throughout. Font type can be any simple, non-script font between 10-12pt. Only one font size and type should be used except for figures, tables, captions, and elsewhere where it is necessary to be different.

Pagination

A number should appear on every page except the “Title Page,” although it is included in the counting of page numbers. A blank page should be inserted after the “Title Page.” Small Roman numerals

that are placed at the center of the typing page are used to number preliminary pages from the “Abstract” (page iii) onward. Arabic numerals are used beginning with the “Introduction” on page 1. Each chapter require new page numbers. Page numbers should be one-half inch above the bottom of the page, with text ending at 1”. This includes pages with a landscape format like figures and tables.

Title page

The “Title Page” is page “i” of the thesis, but a page number does not appear on that page. Avoid using acronyms or abbreviations in the “Thesis Title,” unless they are commonly understood. The “Title Page” includes the name of the author. The date of the degree should be the month and year the degree will be awarded.

Table of Contents

The “Table of Contents” is the list of all chapters and sections (at all levels) from the main body of the thesis. The “Table of Contents” must appear at the upper margin of the first page and be centered. Dotted leaders should be used between headings and page numbers. The word Page should be typed above the listing of the page numbers on the first page of the “Table of Contents.” If there is only one Appendix, list it in the “Table of Contents” without its title. If there are multiple Appendices, list only “Appendices” and their initial page number here. Individual Appendices and titles are given in the “List of Appendices.”

List of Figures

The “List of Figures” (separate page/s from the “Table of Contents”) should appear at the upper margin of the page and be centered. Dotted lines should be used between headings and page numbers. The word Page should be typed above the listing of page numbers on the first page of the “List of Figures.” The “List of Figures” must be spaced in the same manner as the text. A single title, however, is single-spaced if a second line is required. The first page number for the “List of Figures” must be listed in the “Table of Contents.”

List of Tables

The “List of Tables” follows the “List of Figures” and uses the same format.

List of Appendices

The “List of Appendices” should include all titles and page numbers following the order of appearance in the thesis. The same general guidelines described for figures and tables apply to this list. If there is only one appendix, this list is not used and the single entry “Appendix,” without title, is the last entry in the “Table of Contents.”

Abstract

The “Abstract” (300-350 words) is a summary of the research project containing the topic or problem addressed, its importance, methodology, results, conclusions and recommendations.

Approval/Signature Page

After the student accomplished the required revisions given by the Thesis Committee and the external examiner, a signature page should be prepared for the committee members and adviser to sign their names. There is no need for the external examiner to affix his/her signature.

Acknowledgements

The student may opt to include “Acknowledgements” in his/her thesis. The names of those persons who helped the student professionally, personally, or funding may be mentioned in the “Acknowledgements.”

References

Each reference cited in the text (either parenthetical or footnote) must be listed under Bibliography or Reference List (also called Works Cited), and the authors’ names in both (i.e. reference cited in the text and Bibliography/Reference List) should be spelled the same. Names should be listed

alphabetically in the Bibliography/Reference List. Students should consult their research professor and “Style Manuals” for accuracy.

Appropriate Style Manuals

The preference of PTSCAS is to use *A Manual For Writers Of Term Papers, Theses, and Dissertations* by Kate L. Turabian. For a purely biblical research *The SBL Handbook of Style* is preferred. APA Style as stipulated in the *Publication Manual of the American Psychological Association* is also acceptable, especially in the educational or other practical field of study. The student should consult with his/her adviser regarding the specific style manual appropriate for the thesis. The student should always use the latest edition of the appropriate style manuals. Below is commonly used in the Turabian Manual:

Turabian Style Summary

The only difference between *The SBL Handbook of Style* and Turabian is that in footnotes, Turabian only has place (i.e. city) of publication, publisher, and date inside the brackets; e.g., (Minneapolis: Fortress, 2008). *The SBL handbook* puts lots of stuff inside the brackets; e.g., (ed. B. Graham; Cambridge: Cambridge University Press, 2001).

Furthermore, as *The SBL Handbook* is written for biblical scholars, it gives every possible example of a footnote that one would encounter, as well as how to cite special and difficult sources like Loeb, *Aufstieg und Niedergang*, *TDNT*, all ancient sources, etc. Turabian only gives common ones.

Footnotes

As laid out in *The SBL Handbook of Style* and Turabian, the first example is for the first occurrence, the second (short title), for all subsequent occurrences (do not use *ibid.*). Abbreviations are in *The SBL Handbook of Style*.

Single author

¹ David E. Aune, *Prophecy in Early Christianity and the Ancient Mediterranean World* (Grand Rapids: Eerdmans, 1983), 104.

² Aune, *Prophecy*, 110.

Two authors

³ Raymond E. Brown and John P. Meier, *Antioch & Rome: New Testament Cradles of Catholic Christianity* (New York: Paulist, 1983), 45.

⁴ Brown and Meier, *Antioch & Rome*, 66.

Single editor

⁵ Troels Engberg-Pedersen, ed., *Paul Beyond the Judaism/Hellenism Divide* (Louisville: Westminster John Knox, 2001), 333.

⁷ Engberg-Pedersen, *Paul*, 46.

Author and translator

⁵⁵ Eduard Schweizer, *The Letter to the Colossians: A Commentary*, trans. A. Chester (1976; repr., Minneapolis: Augsburg, 1982), 222.

⁵⁶ Schweizer, *Colossians*, 13.

Author, editor and/or translator

¹ Leonhard Goppelt, *Jesus, Paul and Judaism: An Introduction to New Testament Theology*, ed. E. Schroeder, trans. E. Schroeder (London: Nelson, 1964), 68.

⁵ Goppelt, *Jesus, Paul and Judaism*, 56.

Article or chapter in Book

⁶ David E. Aune, "Anthropological Duality in the Eschatology of 2 Cor 4:16-5:10," in *Paul Beyond the Judaism/Hellenism Divide*, ed. Troels Engberg-Pedersen (Louisville: Westminster John Knox, 2001), 238.

⁸ Aune, "Anthropological Duality," 237.

Journal article

¹⁵ Anthony C. Thiselton, "The 'Interpretation' of Tongues: A New Suggestion in the Light of Greek Usage in Philo and Josephus," *JTS* 30 (1979): 15-16.

¹⁸ Thiselton, "Tongues," 22.

Book in series

⁸ Gordon D. Fee, *The First Epistle to the Corinthians*, NICNT (Grand Rapids: Eerdmans, 1987), 565.

⁹ Fee, *First Epistle*, 444.

Multivolume book

¹ James Drummond, *Philo Judaeus; or, The Jewish-Alexandrian Philosophy in its Development and Completion* (London: Williams and Norgate, 1888), 2:56.

² Drummond, *Philo Judaeus*, 1:245.

Revised edition

⁵ Moises Silva, *Biblical Words and Their Meaning: An Introduction to Lexical Semantics*, rev. ed. (Grand Rapids: Zondervan, 1994), 54.

⁸ Silva, *Biblical Words*, 123.

Reprint

⁵ Clinton E. Arnold, *Ephesians: Power and Magic: The Concept of Power in Ephesians in Light of Its Historical Setting* (1989; repr., Grand Rapids: Baker, 1992), 222.

⁷ Arnold, *Ephesians*, 87.

Article or chapter in edited volume, part of a series

⁵⁶ Peder Borgen, "Philo and the Jews in Alexandria," in *Ethnicity in Hellenistic Egypt*, ed. P. Bilde, T. Engberg-Pedersen, L. Hannestad, and J. Zahle, *Studies in Hellenistic Civilization* 3 (Aarhus: Aarhus University Press, 1992), 137-138.

⁶⁶ Borgen, "Philo and the Jews," 133.

Bibliography

Arnold, Clinton E. *Ephesians: Power and Magic: The Concept of Power in Ephesians in Light of Its Historical Setting*. 1989. Reprint, Grand Rapids: Baker, 1992.

Aune, David E. "Anthropological Duality in the Eschatology of 2 Cor 4:16-5:10." In *Paul Beyond the Judaism/Hellenism Divide*. Edited by Troels Engberg-Pedersen, 215-239. Louisville: Westminster John Knox, 2001.

_____. *Prophecy in Early Christianity and the Ancient Mediterranean World*. Grand Rapids: Eerdmans, 1983.

Borgen, Peder. "Philo and the Jews in Alexandria." In *Ethnicity in Hellenistic Egypt*. Edited by P. Bilde, T. Engberg-Pedersen, L. Hannestad, and J. Zahle, 122-138. *Studies in Hellenistic Civilization* 3. Aarhus: Aarhus University Press, 1992.

Brown, Raymond E., and John P. Meier. *Antioch & Rome: New Testament Cradles of Catholic Christianity*. New York: Paulist, 1983.

3. Steps in Writing a Research Project

A research project may take two approaches: It may be a summary of information from many resources, or it may be an evaluation of research information. If the paper evaluates the research information, it considers the why or how. The evaluation paper requires the use of numerous sources and assumes the writer's ability to show originality and imagination.

Characteristics of Effective Research Paper

- indicates careful, comprehensive reading and understanding of the topic
- establishes, in its introduction, a thesis to be developed in the course of the paper
- follows a clear organization
- employs the principles of good composition
- includes direct quotations, paraphrases, or précis that support the thesis
- includes documentation in the form of parenthetical notes, endnotes, or footnotes
- includes a list of works cited
- exhibits careful, thorough documentation of sources of ideas
- follows a carefully prescribed format
- is almost always typed

Steps In Writing A Research Paper

Step 1: Prewriting — Planning Your Time

Step 2: Prewriting — Selecting a Suitable Subject

- a. Word your general topic as a question.
- b. Browse through an encyclopedia or some other general reference, reading about your general topic.
- c. Answer your general-topic question, creating a list of narrowed topics.
- d. Skim one or two general books or lengthy articles on your topic.
- e. Keep an active mind as you strive to narrow your topic.
- f. Word your narrowed topic as a question.

Step 3: Prewriting — Writing a Tentative Thesis Sentence

What do you want to know about the subject? What questions need answers? A thesis statement has two primary characteristics: it states or suggests the paper's main topics, and it states or implies the order in which the ideas will appear. In other words, the sub-topic appearing first in the thesis sentence appears in the first paragraph.

Step 4: Prewriting — Developing a Preliminary Bibliography

- List the author, last name first; the title; and the publication information.
- Add any notes that may be helpful in your later research.
- If you use more than one library, note the library in which you found this source.

Step 5: Prewriting — Shaping the Preliminary Outline

- An outline does not reflect a paper's introduction or conclusion
- In general, each division of the outline represents a fully developed paragraph in the paper.
- A good outline reflects the logic of development, so that the summary of the parts of any one subdivision equals the topic of that division.
- Every level of the outline will have at least two divisions.
- The divisions of a logical outline are mutually exclusive.

Remember, your final outline may be quite different from your preliminary one.

Step 6: Prewriting — Taking Notes

- List the page numbers from which you took your notes.
- Write the subject, called the slug. The slug may be taken from your outline or it may later become an outline topic. By using a slug, you can later organize your notes by stacking together all those with identical slugs.
- Take notes in your own words. You may use phrases, lists, key words, sentences or paragraphs.
- When you find a poignant passage, copy it exactly as it appears, comma for comma, letter for letter. Enclose the passage in quotation marks.
- If you omit words or phrases or choose not to quote a complete sentence, show the omission by using ellipsis points. Use three points for the omission of a word or phrase; use a fourth point to represent a period at the end of a sentence.
- Use single quotation marks inside double quotation marks to set apart words, phrases, or clauses quoted within the passage you are quoting.
- As you take notes, revise your preliminary outline as necessary.
- You may need to find additional sources if gaps appear in the outline or if you have no notes for certain sections of the outline.
- If your subject is controversial, consult equally the sources supporting each side. If your paper is persuasive, you must answer the arguments from the "other" side. If your paper is comparison and contrast, you must present both sides.
- Do not overuse direct quotations. You can usually summarize ideas in fewer words. Probably less than one-fourth of your cards should quote directly.

Step 7: Prewriting — Writing Précis and Paraphrases

A good paraphrase usually

- reflects your own words, your own style of writing
- reduces the original only slightly
- displays careful reading of the original

- represents the original idea accurately and completely, without reflecting personal bias
- uses clear, effective sentences as well as good mechanics, usage and grammar.

Step 8: Prewriting — Conducting Primary Research

Firsthand information gathered from interviews, experiments, personal data gathering, audience experience, statistical analysis, and surveys.

Step 9: Writing — Creating the Final Plan

- Use the slugs to sort the notes into piles, each pile representing a topic on your revised outline.
- Next, sort through each pile, thinking about order. You can use chronological order, spatial order, order of importance, or comparison-contrast to arrange your topics.
- A final outline
 - includes a title
 - usually begins with a thesis statement
 - includes topics
 - follows a parallel structure
 - shows the logic of development
 - will include topics that are mutually exclusive
 - guides the paragraph structure of the written paper.

Step 10: Writing — Developing the First Draft

- Begin with a good introductory paragraph. This introduces the subject and leads to the thesis sentence. In addition, it needs to attract the reader’s attention and set the tone of the paper.
- Use transition to move into the body of your paper. Use transitional devices within and between paragraphs to help the reader follow your thoughts. You may use:
 - **Transitional words** like *thus, indeed, also, however, nevertheless, whereas, again, consequently*, etc.
 - **Transitional phrases** like *as a result, in turn, in addition to, because of this, in spite of*, etc.
 - **Transitional clauses** like *when the time came, after the course was over, since there was no evidence, because the circumstances warranted it, although the coach questioned him*, etc.
 - **Transitional sentences**
 - **Transitional paragraphs**

Step 11: Revising — Polishing the Content

- Make sure the introduction accomplishes what it should: Does it begin with an attention-getting device? Does it include a general statement about your subject? Does it bring readers from the general to the specific?
- Check the thesis statement for completeness and accuracy. Does it state or suggest the topics for each of the body paragraphs in your paper? Does it state or imply the order in which the ideas appear?
- Be sure the paper follows the organization established in the thesis sentence.

- Check for good paragraph structure. Do you have a clear topic for paragraph? Have you included adequate development details for each paragraph?
- Make certain you have included a sufficient number of transitions within and between the paragraphs.
- Be sure you have maintained unity by omitting any unrelated material.
- Reread for good sentence structure and sentence variety.

Step 12: Revising — Preparing the Final Documentation

Material from your notes must be acknowledged by source, whether you put the idea in your own words or quote directly.

Parenthetical Notes follow this simple format:

- Enclose parenthetical notes in parentheses.
- Place notes immediately after quoted material or at the end of paraphrased material.
- Include in a parenthetical note only the author's or editor's last name(s) and the page reference.
- Omit any punctuation between the name(s) and the page reference.
- If you cite more than one work by an author, list the author's name followed by a comma, the title (shortened version if practical), and page numbers.
- If the note refers to materials for which no author is credited, use the title, or shortened version of the title, in quotation marks (for articles and pamphlets) or underlined or in italic (for books), and the page reference.

(Franklin 1985, 54)

Franklin, John Hope. 1985. *George Washington Williams: A biography*. Chicago: University of Chicago Press.

(Beech 1982, 115)

Beech, Mary Higdon. 1982. The Domestic Realm in the Lives of Hindu Women in Calcutta. In *Separate Worlds: Studies of Purdah in South Asia*, ed. Hanna Papanek and Gail Minault, 110-38. Delhi: Chanakya.

Endnotes or Footnotes - Note these peculiarities:

- Number endnotes and footnotes consecutively throughout the paper.
- Raise the numbers, writing them as superscript, both in the text and in the notes themselves.
- Indent the notes like paragraphs.
- Follow notes with periods as if they were complete sentences.
- Type footnotes single-spaced with double space between notes.
- Type endnotes double-spaced.

¹John Hope Franklin, *George Washington Williams: A Biography* (Chicago: University of Chicago Press, 1985), 54.

Franklin, John Hope. *George Washington Williams: A Biography*. Chicago: University of Chicago Press, 1985.

2. Robert Lynd and Helen Lynd, *Middletown: A Study in American Culture* (New York: Harcourt, Brace and World, 1929), 67.

Lynd, Robert, and Helen Lynd. *Middletown: A Study in American Culture*. New York: Harcourt, Brace and World, 1929.

³Mary Higdon Beech, "The Domestic Realm in the Lives of Hindu Women in Calcutta," in *Separate Worlds: Studies of Purdah in South Asia*, ed. Hanna Papanek and Gail Minault (Delhi: Chanakya, 1982), 115.

Beech, Mary Higdon. "The Domestic Realm in the Lives of Hindu Women in Calcutta." In *Separate Worlds: Studies of Purdah in South Asia*, ed. Hanna Papanek and Gail Minault, 110-38. Delhi: Chanakya, 1982.

Step 13: Revising — Preparing the Final Bibliography or Reference List

- Begin the bibliography on a new page at the end of the paper.
- Arrange the entries alphabetically by author's last names.
- If a work is unsigned, alphabetized by the title. If the first word is one of the articles, *a*, *an*, or *the*, alphabetize by the second word. Move the article, preceded by a comma, to the end of the title.
- Use hanging indentation for the bibliography.
- Follow each item in the bibliography with a period, as if each were a separate sentence.
- Give each note a corresponding bibliography entry.
- Type the bibliography double-spaced. A less common style uses single spacing with double spacing between entries.
- If you cite two entries by the same author, alphabetize by the title of the work. Do not list the author's name in front of the second work; instead, use three hyphens followed by a period.

Step 14: Revising — Formatting the Final Draft

Laying Out the Text Margins

- The normal page dimensions are 8 by 11 inches. Leave a margin of at least one inch on all four edges of the page. Some institutions (including PTSCAS) require more, particularly on the left, where binding reduces the margin.
- Right margins should be justified (aligned) only if it can be done without leaving large gaps between words. When lines are automatically justified by a computer, all hyphenation must be carefully checked and adjusted.

Indentation

- The critical rule for paragraph indentation is consistency. Whether the amount is five or eight spaces or some other measure, it must always be the same. Word processing programs generally have a standard indentation key. Block quotations (extracts) of prose should all be indented the same distance from the left margin of the text, and paragraph openings within them should have a consistent additional indentation. Poetry treated as a block quotation may be

indented a standard amount on the left, or the longest line may be centered on the full width of the text, so long as the choice is followed consistently for each extract.

Spacing

- The text should be double-spaced except for block quotations, notes, captions, and long headings, which should be single spaced with a blank line between items. This means that any computer system suitable for preparing research papers must be capable of double-spacing and single-spacing on the same page.

Pagination

- Every page of the paper, including blank pages, must be assigned a page number. Although counted in the pagination, the number should not appear on the title page or on other display pages such as the copyright, dedication, epigraph, or part titles.
- Number preliminary pages with lowercase Roman numerals (v, vi, etc.) centered at the foot of the page, at least one-half of an inch from the bottom edge.
- Number the remaining parts of the paper, including text, illustrations, appendix, notes, and bibliography or reference list, with Arabic numerals centered at least one-half of an inch from the bottom edge. The pagination of the body of the paper begins with Arabic 1 and runs consecutively to the end.
- Alternatively, number all pages of the text and reference matter in the upper right corner, except pages with major headings where the numbers should be centered below the text.

Laying out Footnotes on the Page Spacing, Indention, and Placement of Footnote Numbers

- Footnotes must be placed, or at least must begin, on the page where they are referred to. The text and footnotes are separated by a short rule, or *separator*. If a footnote runs over to the following page, a *continuation separator* should be inserted on that page. Each footnote must begin on a new line, indented the same amount as paragraphs in the text. Footnotes are usually single-spaced, with a blank line between notes.
- Either of two styles may be followed in numbering footnotes. The simpler one is to use numerals on the line, followed by a period, as in the first example. The older style is to use superscript numerals like footnote numbers in the text, without punctuation.

Footnotes on a Short Page

- When the ending of a chapter does not fill a whole page, any footnotes that apply to that page should be arranged in the usual style after the separating rule immediately following the text rather than at the bottom of the page.

Step 15: Proof reading — Checking the Details

Excerpts taken from How To Write Research Papers by Sharon Sorenson and A Manual For Writers Of Term Papers, Theses, and Dissertations by Kate L. Turabian.