

**Double Degree Program for International Master of Business
Administration**

National Taiwan Normal University

Thesis Guide

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CHAPTER I PRELIMINARIES

A thesis is composed of preliminaries, body, references, and appendices. Preliminaries include such elements as the following.

- Cover page (See appendix A; don't number the page)
- Title page (don't number the page)
- Signature or approval page (See appendix B; don't number the page)
- Acknowledgement (See appendix C, don't number the page)
- Abstract (See appendix D, page number: "I")
- Table of contents (See appendix E, page number: " II" or "III")

You may use those appendices in this document directly after making necessary changes.

Cover Page

The proper format for the cover page is illustrated in appendix A. You may use the example directly after making some necessary changes (e.g., change the red part in appendix A).

All contents on the cover page should be centered.

Title Page

The page shows the title, author, date, publisher, etc. You may use the cover page as your title page.

Approval Page

This page is the evidence that your thesis committee and the supervisor of your graduate program have approved your work. It shows the name and the signature of your advisor, the committee members and the director of the program.

Acknowledgement

In this section, students have the opportunity to express their appreciation to those who have contributed to their academic and personal growth as scholars.

Abstract (page number as I)

Each thesis project report must include a one-page abstract. The abstract is a summary of the thesis project and describes the essential ideas of the thesis project. Typically, an abstract includes a statement of the problem, a summary of the

methodology used, and the argument, the nature of the proof or evidence, and the conclusion. For a project executed in a non-print medium, the abstract should typically include a statement of the concept, the context of the work, a discussion of the medium/processes used in the project's creation, and the conclusion. In addition, key words should be shown on this page.

Because the abstract summarizes what the thesis project report has accomplished, it should be written in present or past, not future, tense.

In the end of the abstract, list out five keywords that related to your thesis for future reference.

Table of Contents (page number as “II” or “III”, it depends)

Every thesis project report should include a table of contents listing the page numbers of the abstract, table of contents, list of figures, list of tables, and each chapter and section, reference, and appendices. Please refer to appendix E.

CHAPTER II THESIS PROJECT BODY

For a thesis project that is executed as a printed document, the body of the work is usually about 60-70 pages. The body of the work should be an expanded version of the information contained in the abstract and it should follow the conventions of the author's discipline. The following depicts the format in detail.

Margins

Minimum **one-inch (2.54 cm)** margins are required on all four sides of a page. This applies to all pages. You may elect to use a one and one-quarter inch left margin if using a binder. Make sure everything (including tables, figures, and appendices) fit within the margins.

Type

The thesis project should be printed in **12-point font**, Times New Roman.

Spacing

The thesis project report should be **1.5-spaced**. Within the text, paragraphs are indented four spaces (which translates into about a half-inch indent on word processors). You may press the "Space" key four times or "Tab" key once to indent. The only exceptions to this requirement are titles, headings, table titles and notes (if any), and figure captions, which require no indents. All text is done fully justified; in other words, please align both the left and right ends of each line of text.

Page Numbering

The "Acknowledgement" (do not number), and "Abstract" (numbered as I) precede the Table of Contents; these pages should be numbered in Roman numerals. All pages thereafter should receive continuous Arabic numbering. Page numbers are centered in the footer.

Printing and Binding

You can print the thesis single-sided or double-sided for binding. Before printing, make sure each chapter starts on an odd number page so it will appear on the right side of your thesis after binding. Please insert a blank page before the first page of a chapter if it happens to fall on an even page. Do the same for each of the preliminaries because they should also appear or start on the right side after binding. Hide the page number on those blank filler pages to look professional.

Headings

In addition to Chapter title, there are, basically, five levels of headings.

Chapter Title	CHAPTER II LITERATURE REVIEW (16 Font)
Level 1	Centered, Boldface, Uppercase and Lowercase Heading, 14 Font
Level 2	Flush Left, Boldface, Uppercase and Lowercase Heading, 14 Font
Level 3	Indented, boldface, lowercase paragraph heading ending with a period. 12 font
Level 4	<i>Indented, boldface, italicized, lowercase paragraph heading ending with a period, 12 font</i>
Level 5	<i>Indented, italicized, lowercase paragraph heading ending with a period, 12 font</i>

Example:

<p style="text-align: center;">CHAPTER III RESEARCH METHODS</p> <p style="text-align: center;">Research Approach (level 1)</p> <p style="text-align: center;">Data Collection (level 1)</p> <p>Sample and Participant Selection (level 2)</p> <p style="padding-left: 2em;">Purposeful sampling. (level 3)</p> <p style="padding-left: 2em;"><i>Sampling criteria.</i> (level 4)</p> <p style="padding-left: 4em;"><i>Criteria one.</i> (level 5)</p> <p style="padding-left: 4em;"><i>Criteria two.</i> (level 5)</p> <p>Assessment and Measures (level 2)</p> <p style="text-align: center;">Data Analysis (level 1)</p> <p style="text-align: center;">Research Procedure (level 1)</p>
--

CHAPTER III TABLES AND FIGURES

Please number tables and figures consecutively as they appear in your text. For instance, name the first table in chapter one as “Table 1.1. Definitions of e-learning” or the second figure in chapter two as “Figure 2.2. Octagonal framework”

Use asterisks to indicate statistical significance explained in the probability level note at the bottom of the table. “Assign a given alpha level the same number of asterisks from table to table within your paper, such as * $p < .05$ and ** $p < .01$; the largest probability receives the fewest asterisks [the smaller probability get more asterisks]” (APA, 2001, p. 170).

The following checklist may help ensure that the data in your table are effectively presented and conform to the APA (6th ed.) style rules. (cited from APA, 2009, p. 150).

- Is the table necessary?
- Are all comparable tables in the manuscript consistent in presentation?
- Is the title brief but explanatory?
- Does every column have a column head?
- Are all abbreviations explained, as well as special use of italics, parentheses, dashes, boldface, and special symbols?
- Are all vertical rules eliminated?
- Are the notes in the following order: general note, specific note, probability note?
- Are confidence intervals reported for all major point estimates? Is the confidence level – for example, 95% - stated, and is the same level of confidence used for all tables and throughout the paper?
- Is statistical significance testing is used, are all probability level values correctly identified? Are asterisks attached to the appropriate table entries only when needed? When used, is a probability level assigned the same number of asterisks in all tables in the same paper?
- If all or part of copyrighted table is reproduced or adapted; do the table notes give full credit to the copyright owner?
- Is the table referred to in text?

Table 3.1.

Definitions of Management Development

*Uppercase and
Lowercase Heading, Italic*

Definition	Year	Author
A conscious and systematic decision-action process to control the development of managerial resources in the organization for the achievement of organizational goals and strategies.	1975	Ashton, Easterby-Smith, and Irvine
An attempt to improve managerial effectiveness through a planned and deliberate learning process. . . . that function which, from deep understanding of business goals and organizational requirements, undertakes the following: (a) to forecast needs, skill mixes and profiles for many positions and levels; (b) to design and recommend the professional, career, and personal development programs necessary to ensure competence; (c) to move from the concept of “management” to the concept of “managing”	1977	Training Services Agency (cited in Mumford, 1997)
A conscious and systematic approach to control the development of managerial resources in the organization for the achievement of goals and strategies.	1986	Molander
. . . the whole, complex process by which individuals learn, grow, and improve their abilities to perform professional management tasks.	1986	Wexley and Baldwin
We use the term “management development” to describe management education, structured training and also more informal processes such as mentoring and self-development.	1997	Thomson et al.
An attempt to improve managerial effectiveness through a planned and deliberate learning process	1987	Mumford
I define “management development” as the management of managerial careers in an organisational context. I define a “managerial career” as the biography of a person’s managerial work life (and I define “managing” as the creation and maintenance of practical meaning in organised activity)	1988	Burgoyne

Note. Adapted from “A Meta-Review of the Management Development Literature,” by J. Cullen and S. Turnbull. 2005, *Human Resource Development Review*, 4(3), p. 338. Copyright 2005 by the Sage Publications.

Table 3.2.

Summary of Hierarchical Regression Analysis for Variable Predicting Adult Daughter's Belief in Paternalism

Variable	<i>B</i>	<i>SE B</i>	β
Step 1			
Daughter's education	-5.89	1.93	-.41**
Mother's age	0.67	0.31	.21*
Step 2			
Daughter's education	-3.19	1.81	-.22
Mother's age	0.31	0.28	.14
Attitude toward elders	1.06	0.28	.54
Affective feelings	1.53	0.60	.31*
Dogmatism	-0.03	0.10	-.04

Note. N=46

* $p < .05$. ** $p < .01$.

Flush left; statistical symbols should be italic

Table 3.3.

Factor Loadings for Exploratory Factor Analysis

Scale	Introversion	Emotional Dysregulation	Peculiarity
SPQ Constricted Affect	.77	.33	.21
Excessive Social Anxiety	.43	.52	.29
Ideas of Reference	-.08	.17	.67
No Friends	.84	.19	.50
Odd Beliefs	-.03	.34	.56
Odd Speech	.23	.70	.11
Unusual Perceptions	.15	.58	.36
DAPP Submissive ness	.24	.73	.16
Identity Problems	.69	.70	.23
Restricted Expression	.35	.18	.24

If you split the table, you should mention like this

(continued)

Table 3.3. (continued)

If you split the table, you should mention like this

Scale	Introversion	Emotional Dysregulation	Peculiarity
Anxiousness	.04	.83	.10
Conduct Problems	.30	.10	.23
Suspiciousness	.78	.67	.72
Social Avoidance	.12	.38	.49
Insecure Attachment	.61	.25	.24

Note. Factor loadings > .40 are in boldface. SPQ= Schizotypal Personality Questionnaire; DAPP= Dimensional Assessment of Personality Pathology—Basic Questionnaire.

Figure Checklist

The following checklist may help ensure that your figures communicates most effectively and conforms to APA Style and formatting conventions. (cited from APA, 2009, p. 167).

- Is the figure necessary?
- Is the figure simple, clean, and free of extraneous detail?
- Is the figure title descriptive of the content of the figure?
- Are all elements of the figure clearly labeled?
- Are the magnitude, scale, and direction of grid elements clearly labeled?
- Are the figures numbered consecutively with Arabic numerals?
- Are all figures mentioned in the text?
- If all or part of copyrighted table is reproduced or adapted, do the table notes give full credit to the copyright owner?
- Have all substantive modifications to photographic images been disclosed?

As tables supplement the text, so should each figure. The following are examples of figures.

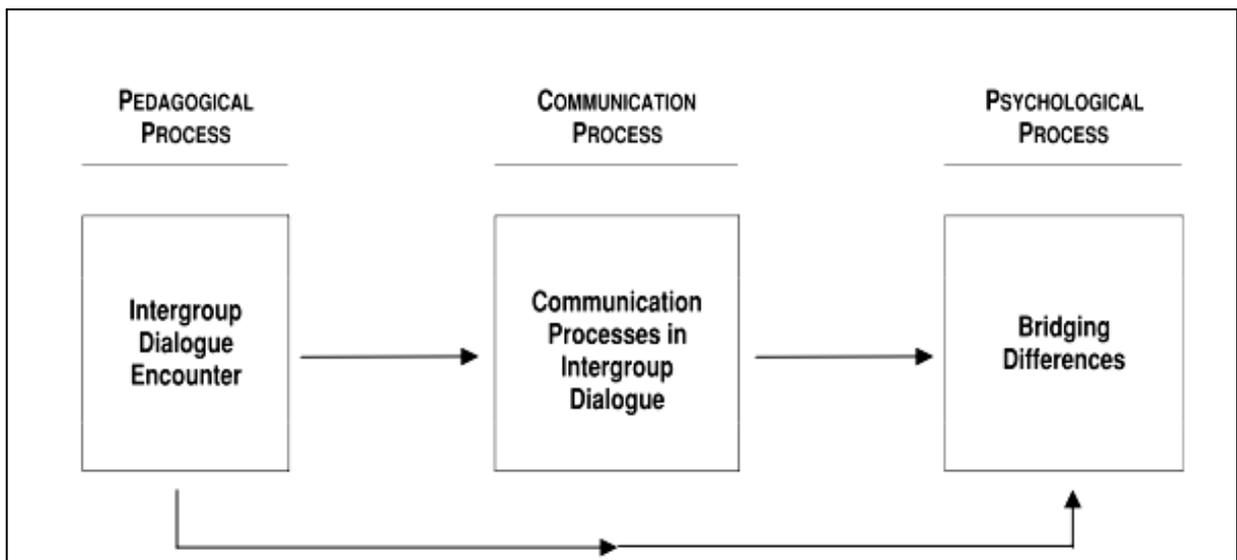


Figure 2.1. Theoretical model of intergroup dialogue: Integrating pedagogical, communication, and psychological processes. Adapted from “Breaking Barriers, Crossing Borders, Building Bridges: Communication Processes in Intergroup Dialogues,” by B. A. Nagda, 2006, *Journal of Social Issue*, 62(3), p.560. Copyright 2006 by The Society for the Psychological Study of Social Issues.

Figure caption:

- (1) flush left
- (2) lowercase paragraph heading
- (3) provide clear source citation, including the page number

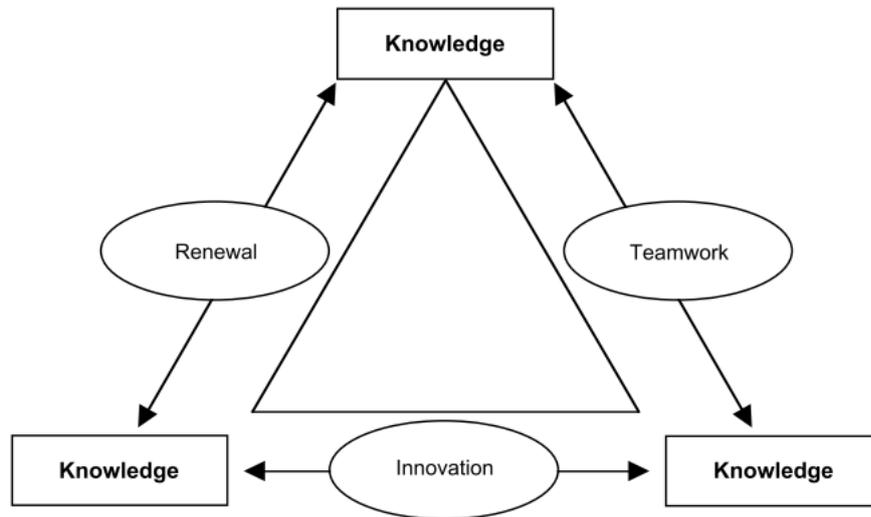


Figure 3.2. Knowledge creation, transfer and integration. Adapt from “Knowledge management in the learning society,” by Organization for Economic Co-operation and Development (OECD) 2000. Copyright 2000 by the OECD.

CHAPTER IV CITATIONS, QUOTATIONS, AND REFERENCES

The style issued by American Psychological Association (APA) should be followed.

Citations

References must match citations. References cited in text must appear in the reference list; conversely, each entry in the reference list must be cited in text. A reference list is not a general bibliography. It includes only those works expressly cited in your text.

In Text Citation

Table 4.1.

Examples of Citation

<i>Source</i>	<i>Citation</i>
No Author	("Short Title," 2000) OR The article <i>Short Title</i> (2000) listed ...
Single Author (Use Last name only)	(Smith, 2000) (Smith, 2000, p.123)
Two Authors	(Adams & Baca, 2000, pp.123-146)
3-5 Authors	(Adams , Baca, & Car, 2000) Next Cite: (Adams et al., 2000)
6 Authors + Groups as Authors	(Jones et al., 2001) (University of Pittsburgh, 2000)
Corporate Acronym	(United Nations [UN], 1996) Next Cite: (UN, 1996)
Chapter	(Adams, 2000, chap. 4)

(continued)

Table 4.1. (continued)

If you split the table,
you should mention
like this

Source	Citation
In Press	(Smith, in press)
Message	(A.B. Smith, personal communication, January 23, 2001)
Multiple	(Able, 2000; Baca, 1950; Car, 1975) Note: authors' order should follow alphabetic sequence: A→B→C.....Z
No Date Reprint	(Smith, n.d.)

Once you
split table,
please type
the label
again.

No Author

Set short titles in heading caps in citations, even though titles in references are set in sentence caps (Short Article Title, 2001).

Two Authors

Cite both authors' last names: (Smith & Jones, 2000).

Three to Five Authors

List all three authors' names the first time the source is cited in your paper (Smith, Thomas, & Alt, 1996). Subsequent citations cite the lead author plus et al. (Smith et al., 1996).

Six or More Authors

Cite the lead author plus et al. in all text citations (Beamer et al., 2006). In references list up to six authors, then add et al. if there are more than six.

Corporate Acronym

The first time the source is cited, write out the full name of the author followed by the acronym in brackets: (Congressional Budget Office [CBO], 1988). Subsequent citations note just the acronym (CBO, 1988).

Reprints

Cite the original publication date followed by the reprint publication date if both are known, for example, (Burton, 1855/1964).

Multiple Sources

Several sources may be cited within a single set of parentheses. List sources **alphabetically** by author. Each citation is separated by a semicolon. For example, write (Alt 1995; Brown 1990; Car 1998; Dean 1992; Smith 2000).

Same Author

Cite the author's name once, followed by the dates separated by commas. (Smith & Jones, 1999, 2000, 2001, in press). **List dates chronologically, the most recent last.**

Same Author, Same Date

Several sources by one author that share the same year of publication are arranged alphabetically by title in the reference list and lowercased letters are assigned to each in order. Cite the source in the text (Smith, 2001a, 2001b).

Same Author, Same Date, and others

When citing a work written by an author alone, along with another work written in collaboration with others, and both in the same year, the solo work comes first (Adams 1999, Adams & Baca 1999).

Same Name

When two different authors share the same surname, add first initials to both. (A. B. Smith, 2001), (C. D. Smith, 1999) in all citations. If the same lead author is cited in

collaboration with different authors, and the citation would otherwise be shortened to the lead author et al., add additional authors to both in order to differentiate the citations: (Smith et al., 1990; Smith et al., 1995) becomes (Smith, Jones et al., 1990; Smith, Baca et al., 1995).

Quotations

Quotations must be placed in quotes (like “~~”). All quotations must include a citation referring the reader to the source document.

(1) Less than 40 words quotation

Ex: She said, “Teaching methods are important in schools for children” (Miele, 1993, p.258), but she did not clarify which schools were studied.

OR

Miele (1993) found that “Teaching methods are important in schools for children” (p.258).

(2) More than 40 words: Display a quotation of 40 or more words in a freestanding block of typewritten lines, and omit the quotation marks. Start such a *block quotation* on a new line, and indent the block about five spaces from the left margin (in the same position as a new paragraph).

Ex:

Yamazaki (1995) wrote:

Expatriates often learn to manage across-cultures without formal training or education in cross-cultural skills. As a process likely to occur outside any formal educational system, cross-cultural learning fits naturally under the more general category of experiential learning. (p. 5)

References

"References cited in text must appear in the reference list; conversely, each entry in the reference list must be cited in text" (APA, 2001, p. 215).

1. Use **SINGLE-SPACE** when you type the references.
2. Leave one single space between items.
3. Indent from the 2nd line of each item.

<Example>

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>

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(1), 73-82.

Example by Types

I. Periodicals

Periodicals include items published on a regular basis such as journals, magazines, newspapers, and newsletters.

General reference form:

Author, A. A., Author, B. B., & Author, C. C. (year). Title of article. *Title of Periodical*, xx, pp-pp. doi:xx.xxxxxxxxxx

- ◆ Include the digital object identifier (DOI) in the reference if one is assigned (see section 6.31).
- ◆ If no DOI is assigned to the content and you retrieved it online, include the home page URL for the journal, newsletter, or magazine in the reference.

Use this format: Retrieved from <http://www.xxxxxxxx>

1. 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

2. 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>

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(1), 73-82.

- ◆ Include the issue number if the journal is paginated by issue.
- ◆ If there is no DOI assigned and the reference was retrieved online, give the URL of the journal home page.
- ◆ No retrieval date is needed.

3. Journal article without DOI, title translated into English, print version

Guimard, P., & Florin, A. (2007). Les évaluations des enseignants en grande section de maternelle sont-elles prédictive des difficultés de lecture au cours préparatoire? [Are teacher ratings in kindergarten predictive of reading difficulties in first grade?]. *Approche Neuropsychologique des Apprentissages chez l'Enfant*, 19, 5-17.

- ◆ If the original version of a non-English article is used as the source, cite the original version. Give the original title and, in brackets, the English translation.
- ◆ If the English translation of a non-English article is used as the source, cite the English translation. Give the English title without brackets.

4. Magazine article

Chamberlin, J., Novotney, A., Packard, E., & Price, M. (2008, May). Enhancing worker well-being: Occupational health psychologists convene to share their research on work, stress, and health. *Monitor on Psychology*, 39(5), 26-29.

5. Online magazine article

Clay, R. (2008, June). Science vs. ideology: Psychologists fight back about the misuse of research. *Monitor on Psychology*, 39(6). Retrieved from <http://www.apa.org/monitro/>

6. Newsletter article, no author

Six sites meet for comprehensive anti-gang initiative conference. (2006,

November/December). *OJJDP News @ a Glance*. Retrieved from http://www.ncjrs.gov/html/ojjdp/news_at_glance/216684/topstory.html

- ◆ The exact URL is helpful here because specific newsletter articles are difficult to locate from the government agency home page.
- ◆ Alphabetize works with no author by the first significant word in the title (in this case, “Six”).
- ◆ In text, use a short title (or the full title if it is short) enclosed in quotation marks for the parenthetical citation: (“Six Sites Meet,” 2006).

7. Newspaper article

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

- ◆ Precede page numbers for newspaper articles with p. or pp.
- ◆ If an article appears on discontinuous pages, give all page numbers, and separate the numbers with a comma (e.g., pp. B1, B3, B5-B7).

8. Online newspaper article

Brody, J.E. (2007, December 11). Mental reserves keep brain agile. *The New York Times*. Retrieved from <http://www.nytimes.com>

- ◆ Give the URL of the home page when the online version of the article is available by search to avoid nonworking URLs.

II. Books, Reference Books, and Book Chapters

For an entire book, use the following reference formats:

Author, A. A. (1967). *Title of work*. Location: Publisher.

Author, A. A. (1997). *Title of work*. Retrieved from <http://www.xxxxxxx>

Author, A. A. (2006). *Title of work*. doi:xxxxx

Editor, A. A. (Ed.). (1986). *Title of work*. Location: Publisher.

For a chapter in a book or entry in a reference book, use the following formats:

Author, A. A., & Author, B. B. (1995). Title of chapter or entry. In A. Editor, B.

Editor, & C. Editor (Eds.), *Title of book* (pp. xxx-xxx). Location: Publisher.
Author, A. A., & Author, B. B. (1993). Title of chapter or entry. In A. Editor & B.
Editor (Eds.), *Title of book* (pp. xxx-xxx). Retrieved from <http://www.xxxxxxx>
Author, A. A., & Author, B. B. (1995). Title of chapter or entry. In A. Editor, B.
Editor, & C. Editor (Eds.), *Title of book* (pp. xxx-xxx). doi:xxxxxxx

9. Entire book, print version

Shotton, M. A. (1989). *Computer addiction? A study of computer dependency*.
London, England: Taylor & Francis.

10. Electronic version of print book

Shotton, M. A. (1989). *Computer addiction? A study of computer dependency*
[DX Reader version]. Retrieved from
<http://www.ebookstore.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

11. Electronic-only book

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

12. Book chapter, print version

Hayborn, D. M. (2008). Philosophy and the science of subjective well-being.
In M. Eid & R. J. Larsen (Eds.), *The science of subjective well-being* (pp.
17-43). New York, NY: Guilford Press.

13. Non-English reference book, title translated into English

Real Academia Española. (2001). *Diccionario de la lengua española*
[Dictionary of the Spanish language] (22nd ed.). Madrid, Spain: Author.

- ◆ If a non-English reference work is used as the source, give the title in the original language and, in brackets, the English translation.

III. Doctoral Dissertations and Master's Theses

14. For a doctoral dissertation or master's thesis available from a database service, use the following reference template:

Author, A. A. (2003). *Title of doctoral dissertation or master's thesis* (Doctoral dissertation or master's thesis). Retrieved from Name of database. (Accession or Order No.)

15. For an unpublished dissertation or thesis, use the following template:

Author, A. A. (1978). *Title of doctoral dissertation or master's thesis* (Unpublished doctoral dissertation or master's thesis). Name of Institution, Location.

16. Master's thesis, from a commercial database

McNiel, D. S. (2006). *Meeting 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)

17. 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/>

IV. Database

18. from ERIC

Kubota, K. (2007). "*Soaking*" model for learning: Analyzing Japanese learning/teaching process from a socio-historical perspective. Retrieved from ERIC database. (ED498566)

V. Conference

19. Proceedings published regularly

Cynx, J., Williams, H., & Nottebohm, F. (1992). Behavior learning. Proceedings of the National Academy of Sciences, USA, 89, 1372-1375.

20. Unpublished paper presented at a conference

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

VI. Webpage or electronic resources

21. Webpage

E-Learning center. Retrieved from <http://www.e-learningcentre.co.uk>

- ◆ In the text, when citing an entire website, it is sufficient to give the address

of the site in just the text. For example:

Kidspsych is a wonderful interactive website for children

(<http://www.kidspsych.org>).

22. Electronic resources

Khan, B. H. (2003). A framework for e-learning. Retrieved from
<http://bookstoread.com/framework/>

VII. Chinese resources

Translate the text and add [text in Chinese] in the end of the reference.

For example:

<Original text>

李偉俊 (2009). 以結構方程模式檢驗影響國中小教師實施創造思考教學
態度之理論模式。人力資源管理學報，第九卷，第三期 PP 1-17

<In the thesis references>

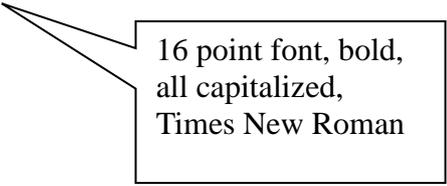
Li, W. C. (2009) The factors affecting a theoretical model of elementary and
junior high school teachers' attitude toward teaching for creative thinking,
as analyzed by the SEM model. *Journal of Human Resource Management*,
9(3), 1-17. [text in Chinese]

The above are parts of the examples of APA reference styles. For further detailed
information, please refer to the APA manual or the website at <http://www.apastyle.org>

CHAPTER V APPENDICES

Any detailed statistical results, or other materials, such as instruments, coding, and so on that the student uses in the thesis project should be included as appendices, consistent with the conventions of the discipline.

APPENDIX A: COVER PAGE & TITLE PAGE



16 point font, bold,
all capitalized,
Times New Roman

國立臺灣師範大學管理學院
國際企業管理雙碩士學位學程碩士論文
Double Degree Program for
International Master of Business Administration
College of Management
National Taiwan Normal University
Master Thesis

Thesis Title

Full Name (Chinese)

Full Name (English)

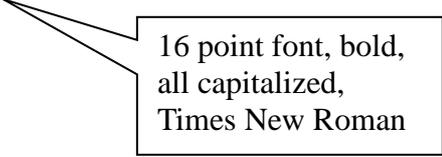
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中華民國 107 年 8 月

August 2018

APPENDIX B: APPROVAL PAGE



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Times New Roman

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Thesis Title

Uppercase and lowercase heading, centered; 14 point font, bold, Times New Roman

* one line between “thesis title” and “by”

By

* one line between “by” and “author’s name”

Full Name of Author

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A Thesis Submitted to the
Graduate Faculty in Partial Fulfillment of the
Requirements for the Degree of
MASTER OF BUSINESS ADMINISTRATION

* two line between the above and the following

Approved by:

Dr. ~~
Thesis Advisor

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Committee Member

Dr. ~~
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Dr. ~~
Dean of the College of Management

Double Degree Program for International Master of Business Administration
National Taiwan Normal University
Taipei, Taiwan
Date Month, Year

Put this part at the bottom of the approval page

APPENDIX C: ACKNOWLEDGEMENT

ACKNOWLEDGEMENT

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My warmest thanks go to Dr. John Smith, chair of department of English of Arizona State University, for his inspiring guidance and encouragement throughout my research for this work. For their reading of the manuscript and for helpful suggestions and other support, I want to thank Dr. Eric Walker, Dr. Anne Rowe, and Dr. Leo Sandon. My gratitude is also extended to Dr. Corad Tanzy, Dr. Joann Gardner, and Dr. Karen Laughlin for their instruction during my study at Arizona State University. I also greatly appreciate the financial aid from Arizona State University, whose dissertation fellowship supported me throughout the final stage of my research.

Finally, I would like to extend my heart-felt thanks to my family. My parents' support and blessing and, especially, my wife's cooperation and efficient housekeeping have made this work possible.

APPENDIX D: ABSTRACT

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ABSTRACT

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Long gloried as a writer of home life, Dickens devotes his energy and talent to scrutinizing the middle-class family structure in his novels. His portrayals of middle-class households are full of perplexing contradictions. Adopting a social and historical approach, this study examines how Dickens works the complexity of Victorian middle-class family structure into his novels. The first part of this study discusses numerous Victorian concerns involving the family by examining modern social and historical studies and various nineteenth-century essays published in major Victorian journals. Among these concerns are marriage, the household structure, the meaning of love, the roles of women, children, and siblings. By broadly applying Raymond Williams's analytic model of cultural process (the *dominant*, the residual, the *emergent*), this analysis presents a multiple picture of the Victorian middle-class family, challenging the myths and stereotypes established in the works of such prominent spokespersons on these subjects as John Ruskin and Coventry Patmore. Growing out of the preceding analysis, the second part of the dissertation Discusses how *dominant*, *residual*, and

Keywords: thesis, cover page, abstract, appendices, table of contents

Indented, italics.

3-5 keywords separated with a comma. No period at the end.

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