Concordia University Mission Statement

*Concordia is a Christian university preparing leaders for the transformation of society.*

College of Education Mission Statement

*With Christ as our teacher, the College of Education prepares educators to serve diverse communities, promote moral leadership, demonstrate effective teaching skills, and encourage life-long learning.*
Guide to Writing the Doctoral Dissertation at Concordia University–Portland [Title Example]

First Middle Last
Concordia University–Portland
College of Education

Dissertation submitted to the Faculty of the College of Education
in partial fulfillment of the requirements for the degree of

Doctor of Education in
Administrative Leadership (formerly Educational Administration) or Instructional Leadership
(formerly Teacher Leadership) or Higher Education or Transformational Leadership or
Professional Inquiry, Leadership, and Transformation

First Last, Ed.D./Ph.D., Faculty Chair Dissertation Committee
First Last, Ed.D./Ph.D., Content Specialist
First Last, Ed.D./Ph.D., Content Reader

Concordia University–Portland

201x
Abstract

The dissertation in educational leadership represents original, independent research that is a contribution of new knowledge to a field or discipline that is of significance and value for educational practice. All candidates complete a dissertation based upon a review of the literature and original research on a problem related to educational leadership, student achievement, or school, community, or college improvement. The primary goal of the dissertation is to generate new knowledge that applies and contributes to the understanding and improvement of educational practices, policies, or reforms. The dissertation is a contribution to the field that demonstrates the candidate’s scholarship, research skills, and insight into a particular issue, program, or problem. With its successful completion, the candidate becomes a member of the community of scholar-practitioners dedicated to profound educational change. [Information on the style and content of the abstract can be found on page 16 of this document.]

Keywords: educational leadership, original research, educational practice, student achievement, scholar-practitioner, college improvement
Dedication

This style guide is dedicated to the doctoral candidates of Concordia University–Portland.
Acknowledgements

We would like to thank the Ed.D. faculty who graciously provided their time and wisdom to develop this guide.
# Table of Contents

Abstract ........................................................................................................................................... ii

Dedication ...................................................................................................................................... iii

Acknowledgements ........................................................................................................................ iv

List of Tables ................................................................................................................................... ix

Part 1: Policies, Procedures, and the Process .................................................................................. 1

Policies and Procedures .................................................................................................................. 1

  Candidate Responsibility .............................................................................................................. 1

  Style Manual ............................................................................................................................... 1

  Permission for Quoting Copyright Materials ............................................................................. 1

Planning and Preparation: The Process .......................................................................................... 2

  Dissertation Proposal ................................................................................................................. 2

  Research for the Dissertation .................................................................................................... 2

  The Role of the Dissertation Committee .................................................................................... 2

Part 2: Overview of the Dissertation Content and Structure .......................................................... 4

Order of Content ............................................................................................................................. 4

  Front Matter ................................................................................................................................ 4

  Body .......................................................................................................................................... 4

  Back Matter ............................................................................................................................. 4

Chapters 1–3: The Dissertation Proposal ....................................................................................... 4

  Chapter 1: Introduction .............................................................................................................. 5

  Chapter 2: Literature Review ..................................................................................................... 5

  Chapter 3: Methodology ............................................................................................................. 5
Chapters 4 and 5: New Knowledge ................................................................................................ 6
  Chapter 4: Data Analysis and Results.......................................................................................... 6
  Chapter 5: Conclusions and Discussion..................................................................................... 7

Part 3: Format and Appearance of the Document....................................................................... 8
  General Guidelines ....................................................................................................................... 8
    Copy Quality .............................................................................................................................. 8
    Word Processing Requirements .............................................................................................. 8
  Spacing, Fonts and Type Size, and Punctuation ....................................................................... 8
    Spacing ...................................................................................................................................... 8
    Font and type size ..................................................................................................................... 8
    Punctuation ............................................................................................................................... 9
  Page Format ............................................................................................................................... 9
    Margins ....................................................................................................................................... 9
    Page numbering ........................................................................................................................ 9
    Numbers ..................................................................................................................................... 11
    Block quotes ............................................................................................................................ 11
    Citations .................................................................................................................................... 11
    Headings .................................................................................................................................... 13
    Tables and figures .................................................................................................................... 14

Content and Format for the Front Matter.................................................................................... 14
  Title Page .................................................................................................................................... 14
    Title .......................................................................................................................................... 14
    Candidate’s name .................................................................................................................... 14
Institution of record............................................................... 14
Degree statement........................................................................................................ 15
Committee list............................................................................................................. 15
Place of publication.................................................................................................. 15
Year of publication .................................................................................................. 15
Abstract ..................................................................................................................... 15
Dedication .................................................................................................................. 16
Acknowledgements .................................................................................................... 16
Table of Contents ...................................................................................................... 16
List of Tables and List of Figures ............................................................................... 16
Content Format for the Back Matter ........................................................................ 16
References .................................................................................................................. 16
Appendices ................................................................................................................ 17
Format of appendices ............................................................................................... 17
Part 4: Guidelines for Scholarly Writing .................................................................... 18
Scholarly Writing Style .............................................................................................. 18
Audience ................................................................................................................... 18
Objectivity .................................................................................................................. 18
Names ........................................................................................................................ 18
Scholarly Language Conventions ............................................................................. 18
Jargon and Slang ....................................................................................................... 18
Parallel Structure ...................................................................................................... 19
Verb Tense ................................................................................................................ 19

vii
Subject/Verb Agreement................................................................................................... 19
References.......................................................................................................................... 21
Appendix A: Hints for Appropriate Scholarly Style ........................................................... 22
Appendix B: Academic Writing Refresher ......................................................................... 24
Appendix C: How to Write a Literature Review .................................................................. 29
Appendix D: APA In-Text Citations ................................................................................... 36
Appendix E: Basic APA Reference List Formatting ............................................................ 39
Appendix F: Four Styles for Formatting the Definition of Terms List .................................. 41
Appendix G: Dissertation Signature Page .......................................................................... 43
Appendix H: Library Submission Information ..................................................................... 46
Appendix I: Statement of Original Work .......................................................................... 47
Appendix J: Statement of Original Work .......................................................................... 48
List of Tables

Table 1 Order of Unnumbered Preliminary Pages ................................................................. 9
Table 2 Order of Numbered Preliminary Pages ....................................................................... 10
Table 3 Order of Numbered Main Pages .................................................................................. 10
Table 4 Order of Numbered Final Pages .................................................................................. 11
Table 5 APA Style Headings: 6th Edition ................................................................. Error! Bookmark not defined.
Table 6 Terms and Definitions Style 3 ....................................................................................... 41

Note. For table titles that are longer than a single line of text, use line wrap so that the second line of text aligns with the first word on the preceding line following the table number. An example of this is as follows:

Table X This Table Title Example is Provided to Demonstrate How Line Wrapping is Used

With Long Table Titles .............................................................................................................. XX
Part 1: Policies, Procedures, and the Process

This style guide is the manual for researching and writing the dissertation for a Doctorate of Education at Concordia University–Portland. It also serves as an exemplar of the dissertation style and format for candidates to emulate.

Policies and Procedures

Candidate Responsibility

The candidate has the responsibility to read and adhere to the guidelines within the dissertation style guide. The College of Education does not edit dissertations for either content or grammar. The author must present a document that is well-written, grammatically correct, properly organized, and in a format consistent with the requirements of this style guide and the most current edition of the APA manual. The faculty of the College of Education and Concordia University–Portland reserve the right to reject any dissertation that does not follow the guidelines.

Style Manual

The College of Education has chosen the sixth edition of the *Publication Manual of the American Psychological Association* (APA, 2010) as the approved style manual for graduate writings. On some points, this dissertation style guide contains university-defined preferences for dissertation manuscripts that differ slightly from the APA manual (e.g., page numbers are placed at the bottom center for all university dissertations). In such cases, the university-defined preferences take precedence.

Permission for Quoting Copyright Materials

Candidates are responsible for acquiring permission from copyright holders to use copyrighted materials within the dissertation.
Planning and Preparation: The Process

Dissertation Proposal

The dissertation proposal is started in the first research course (EDDR) and completed under the guidance of the Dissertation Committee. Candidates choose their own dissertation topics in consultation with the Faculty Chair.

Research for the Dissertation

The candidate conducts empirical research, keeping the Dissertation Committee apprised through regular research and dissertation writing updates during the EDDR courses. The length of the research and dissertation writing process varies depending on the research design and other factors. The doctoral program cannot be completed in less time than is outlined by the coursework required for completion of the degree. Additional EDDR courses may be required to provide the time needed for completion of all curricular and program requirements. All requirements for the doctorate of education degree must be completed within seven years of the candidate’s initial matriculation into the program.

The Role of the Dissertation Committee

The Faculty Chair and Dissertation Committee will read, note any required amendments, and approve the dissertation proposal after a dissertation proposal explanation and defense. Upon completion of the research and the writing of the results, the candidate will arrange for an oral defense of his or her research with the Dissertation Committee. The entire defense will be no more than 90 minutes in length (in most cases), with approximately 30 minutes provided for candidate presentation of research and substantial time reserved for committee comments, discussion, and deliberation. Along with the successful completion of all required coursework and paperwork, the candidate will be eligible for the Doctor of Education degree from Concordia
University–Portland upon performing a successful dissertation defense and completing revisions based upon committee comments.
Part 2: Overview of the Dissertation Content and Structure

This part of the Dissertation Style Guide outlines the order of the dissertation manuscript, and explains the content required for each dissertation section or element.

A doctoral dissertation is the major benchmark required in the doctoral program at Concordia University–Portland. The primary goal of the dissertation is to generate new and/or applied knowledge that contributes to the understanding and improvement of educational practices, policies, or reforms. The dissertation is a contribution to the field that demonstrates the candidate’s scholarship, research skills, and insight into a particular problem. The successful completion of the dissertation marks that the candidate has become a full member of the community of scholar-practitioners who are dedicated to profound educational change.

Order of Content

Front Matter

The front matter of the dissertation manuscript includes the signature page, title page, abstract, dedication, acknowledgements, table of contents, and any list of tables or list of figures.

Body

The body of the manuscript includes the five required chapters of the dissertation.

Back Matter

The back matter of the manuscript is made up of the reference list and appendices for the dissertation.

Chapters 1–3: The Dissertation Proposal

The dissertation proposal contains the first three chapters of the actual dissertation, written in first person reserved (preferred) and includes the references of the dissertation. As specifically as possible, the proposal foreshadows the actual research and indicates what the
candidate will study, the rationale for doing so, and how the study will be conducted. At a minimum, the chapters include the following:

Chapter 1: Introduction

Chapter 1 is a defining, historical introduction and detailed statement of the problem that is to be studied and the context within which it is to be researched. The author introduces the research question(s), the main purpose, scope, and potential benefits to the field or discipline. The introduction should also include an overview of the significance of the main problem, as well as the conceptual, theoretical, and/or practical grounds for conducting the study within the given field.

Chapter 2: Literature Review

Building upon the work of relevant scholars, the literature review frames, situates, and justifies the candidate’s study. It is a thorough review of the literature pertinent to the research problem, conceptual framework, and research question(s). The review might also include parallel or related research from education or other disciplines. The primary purpose of the literature review is to identify the dissertation’s position within the framework of previous research on the topic. The review should provide proof that the relevant literature in the field has been thoroughly researched, analyzed, and synthesized to demonstrate focused scope and coverage. Good research is cumulative, building on the perspectives, empirical findings, and limitations of previous research.

Chapter 3: Methodology

The methodology chapter explains in detail how the study will be conducted based on the selected methodology and identified methods. This chapter includes an explanation of the overall design and methodology of the proposed study (sections vary according to whether it is a
Chapters 4 and 5: New Knowledge

Chapter 4 and Chapter 5—combined with revised, updated versions of the first three chapters that formed the basis for the proposal—will complete the full, five-chapter dissertation. The fourth chapter presents the results of the study that were determined through the analysis and interpretation of the collected data. The fifth chapter offers a discussion of the results, overall conclusions, limitations, and suggestions for further study. After the data have been collected and analyzed, each chapter will be converted to past tense because the research has been completed (see page 21 for additional information on verb tense).

Through the creation of new knowledge, the dissertation becomes a scholarly document intended to demonstrate the research competence of the author. It is written in the academic language and style of its discipline or field of study, and it results from a comprehensive, logical, and ethical investigation. The dissertation is an expression of the highest level of critical thought and is expected to be a substantive contribution to the theory or practice of its discipline or field of study.

Chapter 4: Data Analysis and Results

In Chapter 4, the author presents a non-evaluative reporting of the data, including the statistical analysis, supported by tables, figures, and charts where applicable. As hypotheses or research questions guide the study, the data are reported relative to each hypothesis or research question. Sections vary according to whether a quantitative or qualitative design has been employed by the candidate.
Chapter 5: Conclusions and Discussion

Chapter 5 should assess whether, and how well, the dissertation addresses the problem(s) that precipitated the study. In doing so, the study’s results should be interpreted in conjunction with the study’s conceptual framework and relevant findings in the field.
Part 3: Format and Appearance of the Document

This part of the Dissertation Style Guide covers the required appearance of the dissertation manuscript. This includes layout and format, word processing, proper format for headings and citations, and specific formatting requirements for the front and back matter.

General Guidelines

Copy Quality

The final dissertation must be submitted electronically for inclusion in Concordia University–Portland’s institutional repository and for publication to ProQuest Dissertation and Theses Global. Instructions for the submission process are provided in the dissertation curriculum.

Word Processing Requirements

The dissertation manuscript must be word processed. Microsoft Word is the preferred word processing software. Concordia University’s Information Technology Services department provides Microsoft Office 365 for students at no charge. Visit the following URL for information: http://kb.cu-portland.edu

Spacing, Fonts and Type Size, and Punctuation

Spacing. The entire paper is double-spaced, including references. Paragraphs are indented half an inch and with no extra lines or space between them. All text must double-spaced unless this guide specifically states otherwise. Single-spacing may be used in the body of tables and figures.

Font and type size. The standard font for the dissertation is Times New Roman, font size 12 point. Captions, footnotes, and footnote numbers may be in a smaller font size than the text, for example, 9 point. When words or phrases in foreign languages such as Chinese,
Sanskrit, Russian, and so forth are included in the text, you may use the special fonts necessary for such languages, but these fonts may not be used exclusively.

**Punctuation.** A double-space is preferred after all punctuation at the end of a sentence. Punctuation is placed inside quotation marks. Punctuation is placed outside of parentheses.

**Page Format**

**Margins.** As specified in the latest *Publication Manual of the American Psychological Association* (APA, 2010), margins should be one inch on all sides of the page for electronic submissions.

**Page numbering.** Order and number the parts of your document by following the tables below.

**Unnumbered pages.** The initial four or five pages in the document are not numbered.

Table 1

*Order of Unnumbered Preliminary Pages*

<table>
<thead>
<tr>
<th>Page/Section</th>
<th>Optional/Required Section in Document</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature Page</td>
<td>Required</td>
</tr>
<tr>
<td>Title Page</td>
<td>Required</td>
</tr>
</tbody>
</table>

*Note.* This table displays the order of unnumbered preliminary pages in the dissertation.

**Numbered pages.** Each of the following pages must have a page number, including the first page of each chapter or main section.

**Preliminary pages.** Lowercase Roman numerals (e.g., ii or iv) centered no less than half an inch from the bottom of the page.
Table 2

*Order of Numbered Preliminary Pages*

<table>
<thead>
<tr>
<th>Page/Section</th>
<th>Optional/Required Section in Document</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract</td>
<td>Required</td>
</tr>
<tr>
<td>Dedication</td>
<td>Optional</td>
</tr>
<tr>
<td>Acknowledgments</td>
<td>Optional</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>Required</td>
</tr>
<tr>
<td>List of Tables</td>
<td>Required if document contains tables</td>
</tr>
<tr>
<td>List of Figures</td>
<td>Required if document contains figures</td>
</tr>
</tbody>
</table>

*Note.* This table displays the order of numbered preliminary pages in the dissertation.

*Main text.* Arabic numerals (e.g., 7 or 14) centered no less than half an inch from the bottom of the page.

Table 3

*Order of Numbered Main Pages*

<table>
<thead>
<tr>
<th>Page/Section</th>
<th>Optional/Required Section in Document</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preface</td>
<td>Optional</td>
</tr>
<tr>
<td>Chapters</td>
<td>Required</td>
</tr>
</tbody>
</table>

*Note.* This table displays the order of numbered main pages in the dissertation.

*Final pages.* Arabic numerals (e.g., 7 or 14) centered no less than half an inch from the bottom of the page.
Table 4

Order of Numbered Final Pages

<table>
<thead>
<tr>
<th>Page/Section</th>
<th>Optional/Required Section in Document</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glossary</td>
<td>Optional</td>
</tr>
<tr>
<td>Reference List</td>
<td>Required</td>
</tr>
<tr>
<td>Appendices</td>
<td>Some Required/Some Optional</td>
</tr>
<tr>
<td>Index</td>
<td>Optional</td>
</tr>
</tbody>
</table>

*Note.* This table displays the order of numbered final pages in the dissertation.

**Numbers.** Numbers under 10 are written out, and numbers 10 and above are presented numerically. Percentages are listed numerically (e.g., 15%), unless the percent is at the beginning of a sentence. The word “percentage” is only used as a noun. Numbers are always written out if they begin a sentence. For more information, please read the sections on numbers in the current *Publication Manual of the American Psychological Association* (APA, 2010, pp. 111–114).

**Block quotes.** Quotations of 40 or more words must be formatted in a freestanding, indented block of text, and should be double-spaced. The quote should begin on a new line, and the entire block should be indented half an inch from the left margin. If the block quote consists of more than one paragraph, indent the first line of the second paragraph another half an inch.

**Citations.** The purpose of an in-text citation is to refer to the source from which you quoted or borrowed material. When quoting directly from a source, in-text citations generally include the author’s name, date of publication, and page number, depending on what information you provide in the text of your paper. The format of your in-text citations will differ depending on the number of persons authoring an article. While not required, the American Psychological
Association recommends providing page or paragraph numbers when paraphrasing in order to help readers who wish to consult the original source (APA, 2010, p. 171).

**Rule 1, with examples.** Introduce the text (quote, paraphrase, or summary) with a signal phrase that includes the author’s last name followed by the date of publication in parentheses. Put the page number (preceded by “p.” or “pp.” for multiple pages) in parentheses at the end of the text. For example: Jensen (2005) says, “The greater duration of time in a chair, the greater the depth of student despair” (p. 28). A summary of an idea contained in a large portion of a text (such as over multiple pages) does not need page numbers. The following examples are provided to illustrate Rule 1:

*Quotes.* As Davis (1978) reported, “If the existence of a signing ape was unsettling for linguists, it was also startling news for animal behaviorists” (p. 26).

*Paraphrases.* According to Davis (1978), when they learned of an ape’s ability to use sign language, both linguists and animal behaviorists were taken by surprise.

*Summaries.* Davis (1978) sees the various forms of communication in nature as examples of animal intelligence.

**Rule 2, with examples.** When the author’s name does not appear in the signal phrase, place the author’s name, the date, and the page number in parentheses at the end of the text (quote, paraphrase, or summary). Use commas between items in the parentheses. For example: “To manage other lives takes strength; to manage your own life is real power” (Jensen, 2009, p. 66). The following examples are provided to illustrate Rule 2:
Quotes. “If the existence of a signing ape was unsettling for linguists, it was also startling news for animal behaviorists” (Davis, 1978, p. 26).

Paraphrases. When they learned of an ape’s ability to use sign language, both linguists and animal behaviorists were taken by surprise (Davis, 1978).

Summaries. The various forms of communication found in nature are examples of animal intelligence (Davis, 1978).

Headings. The current edition of the *Publication Manual of the American Psychological Association* (2010) has five designated levels of headings. Each heading level has specific formatting requirements. Headings that are levels three, four, or five are part of the paragraph that follows the heading. The heading for this paragraph is an example of heading level three.

Table 5

*APA Style Headings: 6th Edition*

<table>
<thead>
<tr>
<th>Heading Level</th>
<th>Heading Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Centered, Boldface, Uppercase and Lowercase Heading</strong></td>
</tr>
<tr>
<td></td>
<td>Double-space after the heading and indent the first line of the paragraph half an inch.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Left-Aligned , Boldface, Uppercase, and Lowercase Heading</strong></td>
</tr>
<tr>
<td></td>
<td>Double-space after the heading and indent the first line of the paragraph half an inch</td>
</tr>
<tr>
<td>3</td>
<td><strong>Indented, boldface, lowercase paragraph heading ending with a period.</strong> Start the paragraph text</td>
</tr>
<tr>
<td></td>
<td>immediately after the heading’s ending period.</td>
</tr>
</tbody>
</table>

(Continued)
Tables and figures. APA provides directions on how to present information in visual or graphic formats. Please read Chapter 5 of the *Publication Manual of the American Psychological Association* (APA, 2010) for guidelines on how to properly format and utilize tables and figures within the dissertation.

**Content and Format for the Front Matter**

**Title Page**

**Title.** The title of the dissertation should be a concise and descriptive statement of the main topic. The American Psychological Association (APA, 2010) publication manual recommends that titles be less than 12 words in length (p. 23).

**Candidate’s name.** The candidate’s name should appear as it does in university records.

**Institution of record.** This includes the college as well. It should read:

Concordia University–Portland

College of Education
Degree statement. This should include the degree strand, and read:

Dissertation submitted to the Faculty of the
College of Education
in partial fulfillment of the requirements for the degree of
Doctor of Education in Administrative Leadership (formerly Educational Administration)
or Instructional Leadership (formerly Teacher Leadership) or Higher Education or
Transformational Leadership or Professional Inquiry, Leadership, and Transformation [List only your specialization]

Committee list. The dissertation committee should be listed with the Faculty Chair first, followed by the other appointed committee members in the following order: Methodologist, Content Specialist, and Content Reader.

Place of publication. Portland, Oregon

Year of publication. This is the year the doctoral degree will be conferred on the candidate.

Abstract

The abstract is a 150- to 250-word summary of your dissertation. A good abstract is “accurate,” “nonevaluative,” “coherent and readable,” and “concise” (APA, 2010, p. 26).

The abstract is a new page located after the title page. The page should include a lowercase Roman numeral as the page number and be titled “Abstract” (without the quotes). The abstract should be written as one paragraph, but is not indented on the first line (APA, 2010, p. 27). Required elements for an abstract of an empirical study or case study can be reviewed in section 2.04 of the Publication Manual of the American Psychological Association (APA, 2010, pp. 25–27).
Dedication

A dedication is optional. If included, begin the dedication on a separate page. The page should be titled “Dedication” (without the quotes), and begin at the top of the page. The text should be justified left and not more than two lines in length.

Acknowledgements

Acknowledgements are also optional. If included, begin the acknowledgements on a separate page after the title “Acknowledgements” (without the quotes). The text should be justified left without an indent on the first line.

Table of Contents

The table of contents should include listings to the third heading level—chapter titles, center-justified headings (level one), left-justified subheadings (level two), and indented subheadings (level three). All major words should be capitalized in both levels one and two; only the first word should be capitalized in level three. For example, see the Table of Contents for this dissertation handbook on page vi.

List of Tables and List of Figures

Provide a list of tables and a list of figures. Each list will begin on a separate page.

Content Format for the Back Matter

References

Reference list items are listed alphabetically at the end of the research paper and are formatted using hanging indents.
Appendices

Section 2.13 of the *Publication Manual of the American Psychological Association* (APA, 2010) discusses the composition of appendices and what materials may be appropriately included. Driscoll and Kasztalska (2013) have offered the following information:

Appendices allow you to include detailed information in your paper that would be distracting in the main body of the paper. Examples of items you might have in an appendix include lists of words, the questionnaire used in the research, a detailed description of an apparatus used in the research, etc. (Appendices, para. 1)

**Format of appendices.** Format and arrangement of appendices is discussed in section 2.13 of the *Publication Manual of the American Psychological Association* (APA, 2010). Driscoll and Kasztalska (2013) have offered the following information:

Your paper may have more than one appendix. Usually, each distinct item has its own appendix. If your paper only has one appendix, label it “Appendix” (without quotes.) [sic] If there is more than one appendix, label them “Appendix A,” “Appendix B,” etc. (without quotes) in the order that each item appears in the paper. In the main text, you should refer to the Appendices by their labels. (Format of appendices, para. 1)
Part 4: Guidelines for Scholarly Writing

Read Chapter 3 of the *Publication Manual of the American Psychological Association* (APA, 2010) for more information on scholarly writing style.

**Scholarly Writing Style**

**Audience**

The audience for your dissertation is your doctoral supervisor (Faculty Chair) and committee in particular as well as your colleagues in the field of education in general. Your audience dictates the tone, vocabulary, and academic focus of the dissertation.

**Objectivity**

Objectivity is important in scholarly research writing. While you will be asserting your conclusions about what happened and why, these conclusions should be based upon the study data you gather and not your opinion.

**Names**

Do not use author initials in the paper unless there is more than one author with the same last name. First names are rarely used in APA papers, and the titles for authors (Dr., Rev., etc.) are never used in either the paper or in the references.

**Scholarly Language Conventions**

**Jargon and Slang**

Even though the audience for your dissertation is educational professionals, it is best to avoid using jargon, especially if it is specific to a subsection of education such as English as a Second Language. Audience members who are not part of the subsection will have trouble understanding your message. If you need to use the terms specific to a subgroup of education, make sure to define the words for the non-group members of your audience.
Using slang in scholarly writing makes the writing “sound informal, and hence, less credible” (Driscoll & Brizee, 2013, para. 8). It is better to use more formal terminology in academic writing. For instance, use “child” or “children” instead of “kid” or “kids.”

**Parallel Structure**

A common mistake student writers make is using non-parallel structure when writing lists or bullet points of items or when comparing things. An example of non-parallel structure is: Step one is to mash the banana, and the next step is to mix it in the batter. Instead, the sentence should read: Step one is to mash the banana, and step two is to mix it in the batter.

Parallel construction “enables the reader to recognize more readily the likeness of content and function” (“Parallel Form,” n.d., para. 1). The issue of non-parallel form arises when writers think “that they should constantly vary the form of their expressions” (“Parallel Form,” n.d., para. 2).

**Verb Tense**

Although the initial draft of your report is written in a combination of present and future tense, it is important to maintain one verb tense throughout individual paragraphs and sections. Each sentence in a paragraph should be written in the same tense, unless context requires otherwise. For example, all verbs are present tense in the paragraph: Researcher A and B state that . . . The findings demonstrate that . . . The researchers conclude . . .

**Subject/Verb Agreement**

Make sure your subjects and verbs agree in number. As the writer of the *Guide to Grammar & Writing* noted, “Singular subjects need singular verbs; plural subjects need plural verbs” (“Subject-Verb Agreement,” n.d., para. 1). If you are unsure whether the subject is
singular or plural, you can look up the term in a dictionary or other reference book such as the Good Word Guide from Credo Reference.
References


Appendix A: Hints for Appropriate Scholarly Style

The *Publication Manual of the American Psychological Association* (APA, 2010) provides detailed information on appropriate academic writing. Please use this manual as your guide.

**Some Considerations**

- **Jargon and colloquial speech:** Care must be taken to eliminate words such as “kids” from the text except when the term is used in a direct quote. Writing should not be idiosyncratic.

- **Sentence structure:** Each sentence should be both a complete thought and grammatically accurate.

- **Adding emphasis inappropriately:** The student must not use unnecessary exclamation points, emoticons, or other mechanisms to add emphasis that are not Standard English.

- **Use of more than one typeface or font size:** Other than the appendix or tables and charts and foreign-language terms that require a special font, the entire proposal and report must be in a single typeface at a single font. The preferred font to be used in the dissertation proposal is Times New Roman, size 12.

- **Numbers:** Numbers under 10 are written out, and numbers 10 and above are presented numerically. Percentages are listed numerically (e.g., 15%), unless the percent is at the beginning of a sentence. The word “percentage” is only used as a noun. Numbers are always written out if they begin a sentence. For more information, please read the sections on numbers in the current *Publication Manual of the American Psychological Association* (APA, 2010, pp. 111–114).
Verb Tense

In the dissertation proposal, present tense is appropriately used in Chapter 1 and Chapter 2 to present the study’s positions, discuss implications of the literature, make inferences, and present conclusions. As noted in the *Publication Manual of the American Psychological Association*, “Past tense (e.g., ‘Smith showed’) or present perfect tense (e.g., ‘researchers have shown’) is appropriate for the literature review and the description of procedure if the discussion is of past events” (APA, 2010, pp. 65–66). In the dissertation proposal, future tense is used in Chapter 3 to indicate that the study has not yet occurred. After completing the study, Chapter 3 will be rewritten in past tense. The tense change is one of the markings of research completion. Chapter 4 should be written in past tense as well. Chapter 5 may have a combination of past, present, and future tense depending on the object and purpose of the discussion. Other important tips for writing in a scholarly style are included in Appendix B.
Appendix B: Academic Writing Refresher

Maureen Morasch, 2010

Using Outside Sources

Why do we use outside sources in our writing? Referencing and incorporating other writers’ words and ideas shows the reader that you put actual thought into your argument rather than merely spouting off an opinion.

Bruce Ballenger (2008) listed five purposes for incorporating outside sources into a piece of writing:

1. To use information that provides useful background or a context for understanding the research question.
2. To use information that answers a relevant question.
3. To use information as evidence to support a claim or idea, or in some cases, evidence that seems not to support an assertion but might if seen a certain way.
4. To use information from a particular author who is influential in the debate about a topic.
5. To use information to complicate a writer’s thesis, raising interesting questions. (p. 532)

How Do You Use Others’ Words in Your Own Writing?

While many students’ first reaction when incorporating sources into their academic writing is to quote, there are three ways to incorporate other writers’ ideas in your work: summarize, paraphrase, and quote. How do you decide which to do?

Think about your purpose for using the information. How does it relate to your argument?
• How much detail do you need to give? Not much? Then summarize.
• Do you want to make the ideas more understandable? Paraphrase.
• Did the author say it so perfectly that there is no other way to express the ideas?

Then quoting is the best option.

**Summarizing**

Ballenger (2008) described summarizing in this way: “Summary is like making moonshine. You collect some ingredients and distill them into a more concise and powerful concoction” (p. 533). In a summary, you provide the meat of the author’s argument in your own words. This is not a time to relate minute detail but to give the gist of the matter.

**Paraphrasing**

Paraphrasing, on the other hand, is all about the details. In order to paraphrase a source, you must understand what that author is saying. Then you can accurately translate his or her ideas into your own words. Ballenger (2008) recommended rearranging the content of the paraphrase so that it does not mimic the original source; this will help you keep from plagiarizing unintentionally (p. 535).

**Quoting**

While this is the “easiest” way to use other sources in your writing, it is not the most successful. When you constantly quote from other sources within a paper, your voice is lost. The trick is to save quoting for the moments you need a big effect. Here is Ballenger’s (2008) view on when to quote:

1. When the source says something in a distinctive way that would be lost by putting it in your own words.
2. When you want to analyze or emphasize a particular passage in the source, and the exact words of the author matter (p. 536).

**What Is the Best Method?**

Use summaries and paraphrases most of the time, and save quotes for providing added punch to your own thoughts.

**What Does Plagiarism Look Like?**

Plagiarism is “appropriating someone else's words or ideas without acknowledgment” (*Encyclopedia of Ethics*, 2001, para. 1).

Although you know through your coursework it is necessary to create your own unique work that incorporates your own ideas, style, criticisms, and analysis, this work is built on the ideas of others. The very nature of research writing requires you to borrow others’ ideas and data. So how do you avoid plagiarism?

- When you use someone else’s exact words, put the words in quotation marks and follow the quotation with an in-text citation.
- When you paraphrase or summarize someone else’s research or ideas, make sure you follow that paraphrase or summary with an in-text citation.

**Why Does Giving Credit Matter?**

We all like to get credit for a job well done or a brilliant idea. How would you feel if your best friend took your brilliant idea, made millions from it, and didn’t share the credit or profits with you? The authors whose works you incorporate into your writing want a share of the credit and the profits. Not giving adequate and appropriate credit to others’ words and ideas—whether you summarize, paraphrase, or quote—is like keeping the millions for yourself. The
Encyclopedia of Ethics (2001) provided this analogy: “[T]aking someone else's idea and changing the wording could be compared to stealing a car and changing its color” (para. 2).

When to Cite

Certain types of information always need to be cited. These include:

1. Statistics
2. Direct quotes, paraphrases, and summaries
3. Information that is unique
4. Someone else’s ideas

You do not need to cite information that is common knowledge or is agreed upon by most of your sources.
References


/entry/routethics/plagiarism
Appendix C: How to Write a Literature Review

Maureen Morasch, 2010

[I]t is important to make a distinction between literature review questions (i.e., questions that can be answered by reviewing the secondary research) and empirical research questions (i.e., the questions that can be answered only through primary research). The literature review is the primary source of the empirical research question. (Justus J. Randolph, 2009, p. 6) [This quotation serves as an example of how to format an epigraph for a Concordia University dissertation.]

The Literature Review

The literature review is one of the most important sections of the dissertation. The purpose for conducting a literature review is to demonstrate to your readers your familiarity with the topic you are researching and locate your research within the existing body of knowledge.

According to Taylor and Procter (n.d.),

A literature review must do these things: (a) be organized around and related directly to the thesis or research question you are developing; (b) synthesize results into a summary of what is and is not known; (c) identify areas of controversy in the literature; (d) formulate questions that need further research. (para. 3)

When conducting your search for resources, aim for what Randolph (2009) called an “exhaustive review with selective citation” (p. 4). In other words, begin by looking at all the literature on your topic, but only use the most relevant pieces in your review. Make sure to utilize sources that disagree with each other or with your interpretation of the problem, not just those authors that support your viewpoint. Compare and contrast these differing perspectives in order to balance the discussion.
Stages of a Literature Review

The literature review happens in four stages: problem formulation, data collection, data analysis, and public presentation (Randolph, 2009, p. 4).

Problem formation. In the problem formulation stage, you select the questions you want the review to answer, and you decide on the characteristics your selected literature must fit. These characteristics will determine which articles and other sources you will use in the review and which you will exclude. Characteristics could include the subject population, methodology, research focus, and more. For example, you might decide to use articles and books that look at third through fifth grade classrooms and study strategies for teaching inference in reading comprehension. The trick is to select characteristics that narrow your scope enough yet do not exclude important resources.

Data collection. Data collection is the stage where you actually begin your searching. Keep track of your searches (which databases and keywords you used) as this will help you to be a more efficient researcher. Also remember to use the reference lists of articles and books to locate more resources. However, remember that research is not a one-shot process. Be prepared to go back to problem formulation and further refine your topic and selection characteristics, and then return to data collection. Each cycle should yield increasingly relevant groups of sources for your literature review.

Data analysis. During data analysis, you read and synthesize the resources you have selected. Make sure to keep notes while you read; you want to understand how each source deals with your topic, and what guidance it provides for your action research implementation. The University of Southern Queensland (2017) suggested thinking about the following questions as you read each source:
• Is it a general textbook or does it deal with a specific issue(s)?

• Does it follow a particular school of thought?

• What is its theoretical basis?

• What definitions does it use?

• What is its general methodological approach? What methods are used?

• What kinds of data does it use to back up its argument?

• What conclusions does it come to?

A matrix synthesizing the main arguments of each source will help you group the sources according to similarity. A literature review is not an annotated bibliography, but rather an essay describing the research and conclusions of a group of literature. The essay should be organized thematically. This could be by research method, theory, topic, or other criteria. The matrix will help you define your themes and collocate your sources. The following is an example of a synthesis matrix, using the topic of collaboration:
<table>
<thead>
<tr>
<th>What is collaboration?</th>
<th>Moreillon</th>
<th>Nailor</th>
<th>Montiel-Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>“dynamic, interactive process among equal partners who negotiate instructional goals to impact student achievement” (p. 45)</td>
<td></td>
<td></td>
<td>“trusting working relationship between two or more equal participants involved in shared thinking, shared planning, and shared creation of something new” (p. 28)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategies for successful collaboration</th>
<th>* treat new collaborative projects as an experiment</th>
<th>* don't be territorial</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>* be flexible (p. 16)</td>
<td>* develop trust</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* be a good listener (p. 31)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Types of collaborative teaching</th>
<th>* one teaching, one supporting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>* center teaching</td>
</tr>
<tr>
<td></td>
<td>* parallel teaching (p. 46)</td>
</tr>
<tr>
<td></td>
<td>* alternate teaching</td>
</tr>
<tr>
<td></td>
<td>* team teaching (p. 47)</td>
</tr>
</tbody>
</table>

|                               | * classroom teacher leading while librarian helps small groups (p. 14) |

**Note.** Gridlines are shown as an example of a matrix. Matrixes are acceptable as part of the appendices.

**Public presentation.** The final stage is public presentation. This is the actual writing and distribution of the literature review as part of your dissertation proposal.

**Writing the Literature Review**

Your literature review should be written in essay form with an introduction, body, and conclusion. The body of the essay is the analysis and synthesis of the sources you read.
**Introduction.** The introduction provides the background for your literature review. This background includes:

1. A definition of the review topic
2. The search strategies used for collecting sources (keywords, subject terms, databases)
3. Your source selection criteria (why this group of resources and not others)
4. Overall trends in the published material or gaps in the research on the topic

**Body.** The body should be a thematic assessment of literature that discusses how the individual articles and books relate to each other: “An effective review of literature is organized to make a point. The writer needs to describe how the individual studies relate to one another” (McGuire, 2009, p. 4). Possible themes for the review include:

1. Historical background, including classic texts
2. Current mainstream vs. alternative theoretical or ideological viewpoints
3. Possible approaches to the subject
4. Definitions in use
5. Current research studies
6. Current discoveries about the topic
7. Principle questions that are being asked
8. General conclusions that are being drawn
9. Methodologies and methods in use

**Conclusion.** Your essay conclusion should summarize the findings of the body including major agreements and disagreements in the literature, the general conclusions researchers have made, and where your study fits within the literature. However, do not use this conclusion to prove the goal of your dissertation research. As McGuire (2009) noted,
These conclusions are merely for the purpose of setting up, or foreshadowing your research, not proving, or, heavens forbid, puzzle-solving. Conclusions are not “proof” in a qualitative literature review but simply an identification of the context in which the future study can be set and understood. (p. 5)

Questions to Consider During the Literature Review Process

- How good was my information seeking? Did I find the best/most relevant literature on my topic?

- Has my search been wide enough to ensure I’ve found all the relevant material? Has it been narrow enough to exclude irrelevant material?

- Have I cited and discussed studies contrary to my perspective?

- Is the relationship between the literature review findings and my research study clear to the reader?
References


Appendix D: APA In-Text Citations

Format for In-text Citations

APA uses an author-date system for in-text citations. All parenthetical citations containing the author name(s) must also contain the publication date, e.g. (Smith, 2010). If the author is named in the text, the date is only required for the first time the author is mentioned in that paragraph. For further explanation, see Chapter 6 in the APA manual (APA, 2010).

Most sources will require the standard author-date in-text citations. A few source types require modified citations including emails; interviews you conducted; and electronic books (such as Kindle), Internet-only journals, or web pages that do not contain page numbers.

**Emails.** While most sources must be listed on your reference list as well as cited in-text, emails and interviews are the exception to this rule. Emails, interviews, and other personal communications are only cited in-text. The format of the citation is:

- (A. Author, personal communication, Month Day, Year)

For example:

- (J. Smith, personal communication, October 12, 2010)

*Why?* According to the APA, reference lists allow researchers to find the archival copy of a resource. APA does not consider emails and interviews to have archival copies.

**Electronic books, Internet-only journals, and web pages.** Electronic books without page numbers (such as some Kindle versions), Internet-only journals, and web pages are cited in-text as a regular document would be with one exception. Because these formats do not contain page numbers, provide a section heading and paragraph number (use para. before the number). Example:
Citing a Quote From a Secondary Source

How you cite a quote from a secondary source depends on what you are quoting—a paraphrase from another source or a quote from another source.

If you are quoting a paraphrase of another source within your paper (words written by the source’s author), then it would look like this (including quotation marks): “George’s (1990) review of the literature of bibliographic instruction for the prior thirty years disclosed a serious lack of theoretical underpinnings and some strides in acknowledging the necessity for moving in a more theoretical direction” (Kuhlthau, 2004, p. 11).

If you are quoting a quote within the outside source (not your author’s own words), then there are two options:

1. You quote the quote and your author’s thought about it. Note the single quote marks around the quotation within my quote:
   
   “The underlying concept proposed by the Knapp project centers on ‘the intellectual processes involved in retrieval of information and ideas’ (Lindgren, 1981, p. 28)” (Kuhlthau, 2004, p. 10-11).

2. You only quote the quote:

   “We must concentrate on uniting the processes of gathering information with the uses of information” (Lindgren, 1981, as cited in Kuhlthau, 2004, p. 11)

Acronyms for Long Institution or Company Names

If an institution, company, or other group author has a very long name, you may wish to use an acronym instead of spelling out the full name of an institution in a repeated in-text
citation. If so, in the first citation, use brackets to isolate the acronym within the citation. After that, you may use the acronym in subsequent in-text citations throughout the document. For example: (Oregon Department of Education [ODE], 2007). Subsequent in-text citations would read (ODE, 2007).
Appendix E: Basic APA Reference List Formatting

Reference items are listed alphabetically. They should be double-spaced with hanging indents. Provide a digital object identifier (doi) number for both print and electronic publications. References for articles retrieved in electronic format that do not have an assigned doi number must include a retrieval statement with the web address for the publication’s home page. Web addresses are never hyperlinked or underlined.

General Book Format

Author, A. A. (year). Title of work. City of publication, State Abbreviation: Publisher.

Book (multiple authors)


Edited Book


Article or Chapter in an Edited Book


Electronic Book

General Scholarly Journal Article With a DOI Number


Scholarly Journal Article Without a DOI


ERIC Document (items first published by or only available in the ERIC database)


Magazine Article Without a DOI


Online Newspaper Article Without a DOI


Article in an Internet-Only Journal


Website

Appendix F: Four Styles for Formatting the Definition of Terms List

Definition of Terms Style 1

**Scholarship development.** This term is defined as the pursuit of knowledge within a field of study, which yields professional, academic understanding that can transform the individual and their context.

**Research.** This term is defined as the use of systematic methods for gathering and analyzing data with the goal of generating new knowledge within a field of study.

Definition of Terms Style 2

**Scholarship Development**

In the context of this study, *scholarship* is defined as the pursuit of knowledge within a field of study, which yields professional, academic understanding that can transform the individual and their context.

**Research**

In the context of this study, *research* is defined as the use of systematic methods for gathering and analyzing data with the goal of generating new knowledge within a field of study.

Definition of Terms Style 3

Table 6

Terms and Definitions Style 3

<table>
<thead>
<tr>
<th>Terms</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scholarship Development</strong></td>
<td>This term is defined as the pursuit of knowledge within a field of study, which yields professional, academic understanding that can transform the individual and their context.</td>
</tr>
<tr>
<td><strong>Researcher</strong></td>
<td>This term is defined as the use of systematic methods for gathering and analyzing data with the goal of generating new knowledge within a field of study.</td>
</tr>
</tbody>
</table>
Definition of Terms Style 4

Scholarship development: This term is defined as the pursuit of knowledge within a field of study, which yields professional, academic understanding that can transform the individual and their context.

Research: This term is defined as the use of systematic methods for gathering and analyzing data with the goal of generating new knowledge within a field of study.
Appendix G: Dissertation Signature Page

An example of the Concordia University Doctorate of Education dissertation signature page is presented on the following page. This page is provided to the candidate by the Faculty Chair Dissertation Committee after all final edits are completed and prior to uploading the dissertation to the CU Commons and ProQuest. The signature page is the first page in the published dissertation, but it is not included in the page count of the manuscript.
Concordia University–Portland
College of Education
Doctorate of Education Program

WE, THE UNDERSIGNED MEMBERS OF THE DISSERTATION COMMITTEE
CERTIFY THAT WE HAVE READ AND APPROVE THE DISSERTATION OF

First Middle Last

CANDIDATE FOR THE DEGREE OF DOCTOR OF EDUCATION

First Last, Ed.D./Ph.D., Faculty Chair Dissertation Committee
First Last, Ed.D./Ph.D., Content Specialist
First Last, Ed.D./Ph.D., Content Reader

[NOTE: THE SIGNATURE PAGE IS THE FIRST PAGE OF THE FINAL DISSERTATION MANUSCRIPT UPLOADED TO CU COMMONS AND PROQUEST]
Appendix H: Library Submission Information

For information and forms for including your dissertation in the Concordia University institutional repository, please see the Dissertation Resources tab in the Ed.D. Library Resources guide: http://libguides.cu-portland.edu/EdD/dissertation
Appendix I: Statement of Original Work

An example of the Concordia University Doctorate of Education statement of original work is presented on the following pages exactly as it should appear in the final manuscript. This signed statement is to be included as the final appendix of the dissertation.
Appendix [Insert Letter Here]: Statement of Original Work

The Concordia University Doctorate of Education Program is a collaborative community of scholar-practitioners, who seek to transform society by pursuing ethically-informed, rigorously-researched, inquiry-based projects that benefit professional, institutional, and local educational contexts. Each member of the community affirms throughout their program of study, adherence to the principles and standards outlined in the Concordia University Academic Integrity Policy. This policy states the following:

**Statement of academic integrity.**

As a member of the Concordia University community, I will neither engage in fraudulent or unauthorized behaviors in the presentation and completion of my work, nor will I provide unauthorized assistance to others.

**Explanations:**

**What does “fraudulent” mean?**

“Fraudulent” work is any material submitted for evaluation that is falsely or improperly presented as one’s own. This includes, but is not limited to texts, graphics and other multi-media files appropriated from any source, including another individual, that are intentionally presented as all or part of a candidate’s final work without full and complete documentation.

**What is “unauthorized” assistance?**

“Unauthorized assistance” refers to any support candidates solicit in the completion of their work, that has not been either explicitly specified as appropriate by the instructor, or any assistance that is understood in the class context as inappropriate. This can include, but is not limited to:

- Use of unauthorized notes or another’s work during an online test
- Use of unauthorized notes or personal assistance in an online exam setting
- Inappropriate collaboration in preparation and/or completion of a project
- Unauthorized solicitation of professional resources for the completion of the work.
Statement of Original Work (Continued)

I attest that:

1. I have read, understood, and complied with all aspects of the Concordia University-Portland Academic Integrity Policy during the development and writing of this dissertation.

2. Where information and/or materials from outside sources has been used in the production of this dissertation, all information and/or materials from outside sources has been properly referenced and all permissions required for use of the information and/or materials have been obtained, in accordance with research standards outlined in the *Publication Manual of The American Psychological Association*.

______________________________________
Digital Signature

______________________________________
Name (Typed)