

UP School of Library and Information Studies
**GUIDELINES FOR THE PRESENTATION OF
RESEARCH PROPOSALS AND
THE WRITING OF
THESES/SPECIAL PROBLEMS**

Submission Requirements

- BLIS/MLIS students enrolling in LIS 200, 290 or 300 must submit one copy of their research proposal upon enrollment, or during the first meeting for LIS 200, 290, 300, or on any other date as the designated faculty member in charge (Dean/College Secretary/Graduate Program Coordinator) shall determine.
- A student doing a study on one or more institutions must secure the consent of the head/s of said institution/s prior to presentation of proposal and must submit an undertaking that this consent had been secured. Thesis/SP proponents who have not secured this prior consent shall not be allowed to present proposal for panel approval.
- The proposal must include the *references, research instrument/s (e.g., questionnaire, interview schedule, etc.), timetable, and undertaking that consent of subject institution/s have been secured (if relevant); otherwise, the proposal shall not be accepted for presentation.*

Appointment of Adviser for LIS 200

- It is proposed that students submitting proposals for **LIS 200** be allowed to indicate preferred Adviser from among the regular faculty members and lecturers;
- However, the Dean shall have the discretion to appoint the preferred adviser or someone else, depending on expertise, who will help the student with the preparation of his/her proposal;
- It is likewise proposed that appointed Adviser should determine if proposal can already be presented before a panel of three and recommend the same for presentation.

Format and Sequencing of Headings, Subheadings in the Proposal:

- The proposal shall have the following Chapters:
 - Chapter I – Introduction
 - Chapter II – Review of Related Literature
 - Chapter III – Methodology
- The sub-topics under these Chapters will depend on the type and subject of research (e.g., proposed classification schedule, proposed thesauri, development of software may not need analysis of data in Chapter III).

Chapter I

- Background of the Study
 - Reason for choice of topic, background information on topic and population (if relevant)
- Statement of the Problem
 - General research problem
 - Specific research problems under general problem
- Objectives of the Study
 - Should mirror Statement of the Problem

Chapter I

- Significance of the Study
 - Includes particular contribution to the field of LIS
- Scope and Limitations of the Study
 - As to topic, types of respondents, time, etc., and
 - As to what research hopes to accomplish

Chapter II

- Related Literature
 - May be organized according to sub-topics
 - Must be limited to what is relevant to the study
 - Relevance to study must be explained
- Theoretical Framework
 - Theoretical basis for research being proposed; based on theories found in related literature
 - Identifies variables in the study

Chapter II

- Conceptual Framework
 - Overview of where research will start, how it will proceed and what will be its intended outcome
 - Focus must be on concepts rather than on methods
 - May be accompanied by a diagram to make it clearer

Chapter II

- Hypotheses
 - Not required for LIS 200 and 290 unless research topic makes these relevant
 - In so far as it is applicable to the study, as a general rule, Hypotheses should be required for LIS 300.

Chapter II

- Definition of Terms
 - Definitions must be taken from authoritative sources especially in the field of LIS
 - Author's definition should be avoided.
However, after the technical definition from authoritative source, operational or working definition may be given (e.g., “In this study is defined as...”)

Chapter III

- Research Design
 - What does research intend to find out, why and how? The “how” in research design is not the detailed “how” in methodology
 - What evidence is needed to arrive at certain conclusions?
 - What research method/s will be used to gather evidence (Qualitative, Quantitative, Mixed; Descriptive, Historical, etc.), and reason for choice of method/s

Chapter III

- Population and Sample
 - Describes subject/s of research and its/their characteristics
 - Identifies sampling technique that will be used, selection process (if relevant) or reason for choice of sample population (if relevant), and
 - Total sample size in relation to total population

Chapter III

- Research Instrument/s
 - Identify and describe instrument/s used (questionnaire, interview schedule, etc.) for gathering data
- Data Collection
 - Step-by-step account of how data was collected
- Analysis of Data (unless not applicable to study)
- Statistical Methods (if any were used)

Thesis/SP

- Chapters I – III (may be what has actually been approved during proposal presentation, with suggested corrections; or may be adjusted according to how research was actually done with help and approval of adviser & reader)

Thesis/SP

- Chapter IV
 - Generally titled “Presentation, Analysis and Interpretation of Data”
 - May carry other titles depending on type and subject of thesis or special problem
 - Sub-topics also will vary according to the topic and subject of thesis

Thesis/SP

- Chapter V - Summary, Conclusion/s and Recommendations
 - Whenever applicable, follow the following format for subdividing this Chapter:
 - Summary
 - Restatement of the Problem
 - Description of Methodology
 - Principal Findings of the Study
 - Conclusion/s
 - It is desirable that conclusions answer directly the questions posed in the Statement of the Problem
 - Recommendations

EDITORIAL STYLE

Adapted from the Publication Manual of the
American Psychological Association
5th ed., 2001

Some highlights...

Rules on Capitalization in Titles and Headings in the Text:

- Capitalize major words
- Conjunctions, articles, short prepositions not major words
- But, capitalize all words of four letters or more
- Capitalize all verbs, nouns, adjectives, adverbs & pronouns
- When word is hyphenated compound, capitalize both words
- Capitalize first word after a colon or a dash

Rules on Capitalization in Titles and Headings in the Text:

- e.g., Memory in Hearing-Impaired Children:
The Implications for Vocabulary Development

Use of Italics

- Titles of books, periodicals, and microfilm publications
- Genera, species and varieties
- Introduction of a new, technical, or key term or label (do not use italics for subsequent use of term)
- Letter, word or phrase cited as linguistic example, e.g., “words such as *big* or *little*” ; “meaning of *to fit tightly together*”
- Letters used as statistical symbols or algebraic variables

Citations in text:

- One author: Walker (2000) or (Walker, 2000)
 - Subsequent citation in same paragraph, no need for year.
- Multiple authors:
 - Include all authors first time cited,
 - Then, subsequently, just the first named with “et al”, e.g., Wasserstein et al.
 - Use “and” for two authors, and “&” when enclosed in parenthesis:
 - Nightlinger and Littlewood (1993)
 - (Nightlinger & Littlewood, 1993)

Citations in text:

- No authors: cite first few words of title
 - Quotation marks for title of article or chapter,
 - Italicize title of periodical, book, brochure or report
- Anonymous: (Anonymous, 1998)
- For other variations, see APA, 2001

Citations in text: Direct Quotes

- Double quotation marks for texts of less than 40 words (or 3 lines)
- Block quote (without quotation marks) for text of 40 words or more (or beyond 3 lines) – indentation same as for first line of paragraph (0.5), single spaced.
- Citation for all direct quotes must include page number or paragraph number for sources without pages.

Format for Numbers in Text

- General rule: figures for numbers 10 and above; words for numbers below 10.
- Exceptions:
 - For numbers 10 and above used in comparison with items with numbers below 10, e.g., “2 of the 20 responses...”, “25 words, 8 verbs, 12 nouns, and 5 adjectives”; but
 - “15 traits on each of four checklists” [since traits and checklists are not being compared, being different categories of things]

Format for Numbers

- Exceptions:
 - Numbers that immediately precede a unit of measurement (e.g., 5-mg)
 - Numbers that represent statistical or mathematical functions, fractional or decimal quantities, percentages, ratios and percentiles and quartiles
 - Numbers that represent time, date, age; sample or population size, specific number of participants or subjects in an experiment; scores and points on a scale; exact sums of money; and numerals as numerals

Format for Numbers

- Exceptions:
 - Numbers that denote a specific place in a numbered series (Grade 7, but 7th Grade), parts of books (chapter 5) and tables (Table 3), and each number in a list of four or more numbers (1, 3, 4 and 7 words, respectively)
 - All numbers in the abstract of the paper

Tables and Figures: Samples

Table X

Intercorrelations Between Subscales for Students and Older Adults

Subscale	1	2	3	4
		Students ($n = 200$)		
1. Tranquility	--	0.93	-0.09	0.73
2. Goodwill		--	-0.34	0.62
3. Happiness			--	0.14
4. Elation				--
		Older Adults ($n = 189$)		
1. Tranquility	--	0.42	-0.07	0.52
2. Goodwill		--	-0.43	0.62
3. Happiness			--	0.47
4. Elation				

Tables and Figures

- Thesis writers must follow format of sample table but
- May nevertheless be allowed to make some enhancements (e.g., shadings for emphasis, colors, etc.)
- They should also be allowed to vary font size in order that table or figure may be accommodated on right page and, as much as possible, not be cut. However, smaller font size must still be readable.

Tables and Figures

- When multiple answers to questions and responses exceed total sample population, this must be noted with ($N = \textit{number}$); further, a note after the table must indicate this:
 - *Note: Multiple responses.*
- When a smaller sample were asked to answer a question than the total sample population, the note is ($n = \textit{number}$)

Tables and Figures: Sample

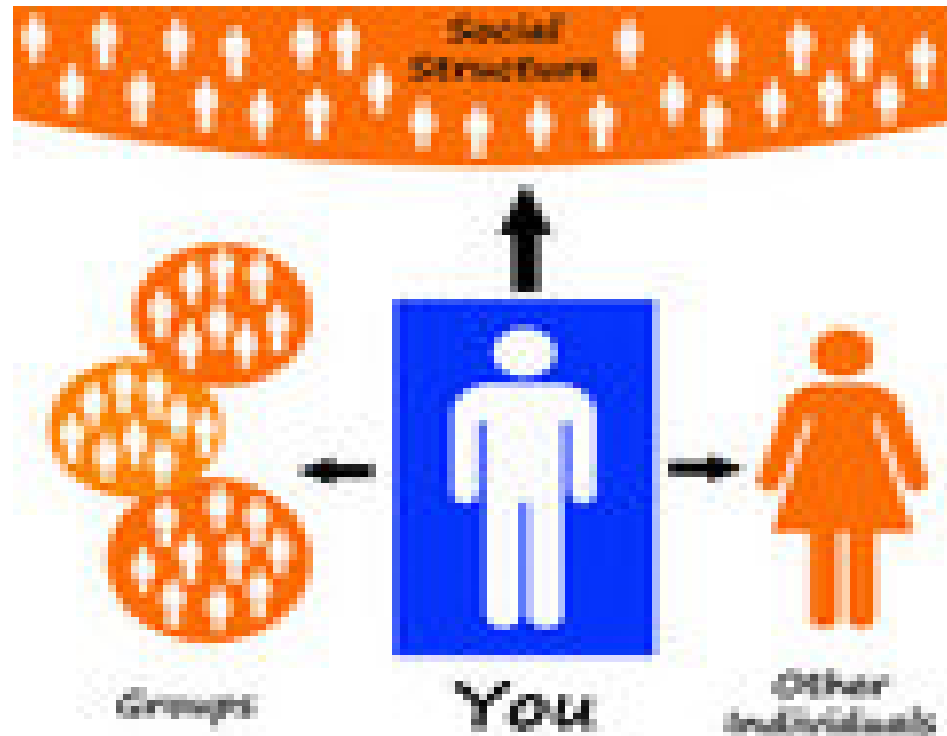


Figure 1. Social structure of communication

Format: font type & size, margins, etc.

- Margins: top=1.5"; bottom=1; left=1.5"; right=1
- Font: Times New Roman or CG Times=12
 - Tables and figures need not use Times New Roman or CG Times; font size may also vary
- Pagination
 - Preliminary pages: small roman, center bottom
 - Other pages: arabic, top right hand corner
- Omit page number at start of every Chapter

Format: font type & size, margins, etc.

- Spacing:

- Generally, double spaced for texts (but see sample for References)
- Two double spaces after Chapter title and before each major sub-topic in **bold** type
- However, double space only before underlined minor sub-topics under each major sub-topic
- Spacing in between paragraphs shall be left to the thesis writer's decision as this will also depend on the software used for writing the paper.

Format: font type & size, margins, etc.

- **COMPLIANCE WITH FORMAT SHALL ONLY CONSTITUTE SUBSTANTIAL COMPLIANCE AND BEST EFFORTS BUT THESIS WRITER, WITH THE CONCURRENCE OF ADVISER, SHOULD BE ALLOWED TO INNOVATE AS LONG AS THE INNOVATION DOES NOT DETRACT TOO MUCH FROM PRESCRIBED FORMAT.**

References:

- All references cited in text must appear in reference list and each title in reference list must be cited in text.
- Alphabetize letter by letter
- Same authors, arrange by date of publication

Sequence of References:

- Books
- Unpublished Works
- Articles and Book Chapters
 - include here articles from both print and non-print sources. For electronic sources, indicate from where it was retrieved.
- Electronic Sources
 - include here what had been sourced from the Internet, except those retrieved from e-books and e-journals

References:

- Right margin need not be justified for the list of references
- Cite personal communications (interviews, etc.) in Text but do not include in list of References

References: Samples

Books:

Cornish, G.P. (2004). *Copyright: Interpreting the law for libraries, archives and information services* (4th ed.). London: Facet.

Rivera, M. M. & Rivera, R. V. (1996). *Practical guide to thesis and dissertations writing*. Manila: Authors.

References: Samples

Unpublished Works:

Ingles, M.A.V.Y. (1995). *Professional staffing patterns of college and university libraries in Metro Manila*. Unpublished M.L.S. special problem, University of the Philippines Diliman, Institute of Library Science.

International Rice Research Institute, Library and Documentation Service. (1994). *Annual report*. Unpublished manuscript.

References: Samples

Articles and Book Chapters:

Doust, R. W. (1999). Provision of school library services by means of mobile libraries: The Zimbabwe experience. *IFLA Journal*, 25(1), 148-151.

Inaka, K. (1995, June 21). A Buddhist response to the native of human rights. *Journal of Buddhist Ethics*, 2. Retrieved April 25, 2006, from <http://www.cac.psu.edu/jbeltwocont.html>

References: Samples

Electronic Sources:

Ahlstrom, V., et al. (1999). Human error mitigation in future operations control centers. Retrieved April 25, 2006, from <http://acb220.tc.faa.gov/technotes/dot-faa-ct-tn99014.pdf>