

BUGEMA UNIVERSITY
SCHOOL OF THEOLOGY AND RELIGIOUS STUDIES
RELR 3102: RESEARCH PROJECT MODULE



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This *module* was produced by Dr. Jimmy Emwaku at the request of the School of Theology and Religious Studies (STRS) and financed by Bugema University. The module is part of the many aimed at facilitating distance learning for the in-service students in the STRS. It is intended to help first year students meet the requirement of research project which appears in the second semester of the first academic year, and cannot be done physically due to time limitation. Additional information about this module may be obtained from Dr. Jimmy Emwaku (+256772832032), Dr. Alexander Mwita (+254774172732) and Pr. Anthony Achiga (+256772468485).

Edited by

COURSE DESCRIPTION, RATIONALE AND COMPETENCIES

Course Description

This course is an application of the academic and applied research skills gathered previously by students. They will develop the approved proposal written during the RELR 2201: Religious Research Methods class into an applied research project. The project is limited to 10,000 words.

Course Rationale

The world is plagued with a number of challenges that need solutions. Research has been for a memorial time the means of arriving at solutions to the world problems. It is upon this background that the STRS has made it mandatory that the students pursuing a bachelor's degree in theological and religious studies have to do a research project in a bid to address theological and social problems that exist in society.

Course Competencies

1. Formidable research culture for theology and religion professionals.
2. Interactive environment for scholars and the community.
3. Solution oriented scholars for effective national, regional, and global peace and development.
4. Critical thinking and analytical skills.
5. Effective and efficient use of AI tools.
6. Development of ethical judgment.

Course Objectives

1. To clarify the purpose of the study,
2. To help formulate research questions and hypotheses, and ensure that the research remains aligned with its intended outcomes.
3. To facilitate communication with stakeholders, such as academic supervisors or funding bodies, by clearly conveying the study's significance.
4. To help students produce quality research projects acceptable to the academic world.

Learning Outcomes

1. A demonstration of inquisitive ability.
2. Application of the module concepts into the research project.
3. Designed intervention strategy for the problem identified in the research proposal.
4. Completion of a defensible research project.
5. A submitted and defended project.

ASSESSMENT PLAN

The student will be assessed in three different areas as indicated below. Consideration will be made in the student's ability to follow the module sequentially and handle all the assessments. Assessment is designed to test inquiry ability, application of research concepts, demonstration of scholarly writing competency, and ethical responsibility. The student is required to produce a *portfolio* of all academic work. The module assessment and portfolio will be computed at 20%, the final exam at 30%, and the defended project at 50%.

Component	Description	Weight
Continuous Assessment Portfolio	Eight units in a module with each unit assignments	20%
End-of-Semester Examination / Capstone Assignment	Comprehensive examination covering the entire module	30%
Completed and defended project		50%
Total		100%

INTRODUCTION

Background

You are now reading the module for Research Project, a course for all degree students at the STRS in the second semester of the first academic year. This course unit is intended to help you obtain knowledge and develop skills that are needed to write acceptable theses and projects. This material is not only for theologians, but may be of benefit to anyone who wish to make improvements in the area of academic writing.

The module consists of these important parts: (1) self-study, (2) *reflections*, (3) assignments, (4) a portfolio, and (5) a comprehensive examination at the end of the study period. Any information needed by a student will be answered by the course instructor either by WhatsApp, or by email.

Symbols Used

Throughout each unit of the module, a number of symbols are used. These symbols are meant to prompt the student on a particular thing to do. Some require your written responses; others indicate learning outcomes to be conceptualized. These symbols are guides that show you where you are and what to do. The symbols and their meanings are shown below for your reference:



Outcomes: This symbol indicates the learning objectives and expected outcomes of the unit, including benefits to you if you do what is learned.



Activity: This symbol indicates that you should complete the activity indicated before you proceed with the reading



Note This Important Point! This tells you to take note or remember an important point.



A Question: This indicates that there is a question that you should answer or think about.



Further Reading: This indicates an additional reading from another source suggested, or from notes provided by the instructor.



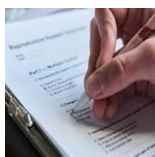
Checking: This symbol is used to indicate that you are required to check through something, either a piece of work you have just written or a list of points to be considered in the text.



Summary: This indicates that a summary is given of what has been covered in the unit.



Discuss: This indicates activities in which you are asked to discuss ideas with a friend or others.



Hand in: This shows something that should be written among others in the portfolio and handed in to the instructor upon request.



Congratulations: This shows that you have really achieved something! When you see this, you will know that you have achieved an important point in the learning process.

In addition, words contained in the Glossary are shown in *italics* (e.g., *portfolio*) the first time they are used in a unit. So, if you see a word in *italics* as you read, the meaning of that word is explained in the Glossary. Look in the glossary immediately if you are not sure of the meaning of that word.

Self-study Tips

Self-study means that you, a learner, are provided with study materials that you are required to go through on your own, at a time and place of your choice and convenience. To learn well using this approach, try to do the following:

1. Find a quiet place where you can study. If possible, this should be a place where you can work without interruption for 30 minutes to one hour at a time.
2. Choose a time of that day you think is best for you to concentrate on your studies. This may be during working week days; early morning, lunch hour break, evening hours, or at night after the day's routine schedules. Week-ends could be best too. If you are to study during your normal routine hours, set the time aside and let your fellow workers and immediate supervisor know about it before you begin the study so that you are not disturbed during that time.



3. When you go through a unit, study the pages one-by-one, in sequence, don't read ahead! You will learn better if you do the reading and activities in the order they are given. That is, start to read. When you come across an activity, do it before proceeding with the study. After the activity is done, go ahead with the reading.

4. Be honest. Don't cheat yourself by doing the assignments or assessments before reading even if you feel you can. On sections like activities and self-assessments, or quizzes, answer the question honestly. Where the answers to the self-assessments are given, don't rush to the answers. The answers are meant to help you recognize the mistake and learn from it.



5. Try to complete one unit every week. To do this, you should probably spend 6 hours every week reading the self-study material and doing the assignments. If you are a slow, careful reader, more time may be needed. After you finish the first few units, you should have a better idea of how much time you need to handle a unit. Then plan your time well so that you finish a unit every week.

6. If you are to have a group discussion, make sure you have finished the self-study of the unit you will discuss. This will help you to contribute in an informed manner. It will also help you to understand what others are saying about the unit.

Research Project Module

This module introduces you to the basics of RELR 3102: RESEARCH PROJECT, for Theology students and those majoring in religious studies. This module is divided into eight units. These units appear in your notes as chapters. By the time you complete all the eight units, you will understand clearly what to avoid, what to do, and how to write a research project.

The researcher (student) is the focus of this module. The student does the research solely, only guided by the lecturer or friends. So, this module is meant to help the student do research in the absence of the teacher. Even though guidance and help still come from the lecturer or friends, the student is expected to be the final person in the analysis and application of research information. The student should then be in the know-how of research.

Module Units

As said earlier, the module is divided into eight units. These units are numbered in ascending order from 1- 8 and every sub-section of the unit is also numbered beginning with 1, e.g., 1:1, 1:2, 1:3, 1:4; 2:1, 2:2, 2:3, 2:4; 3:1, 3:2, 3:3, etc. Students are expected to study these units in the order of their appearance. Every unit should be completed before beginning the next. You are expected to spend six hours in a week to study each unit, except the last one. Below are the units in this module and what each unit contains:

Unit 1:0. An Introduction to Research Style and Format

(6 hrs)

Unit 2:0. Academic Writing *Conventions*

(6 hrs)

Unit 3:0. The Mechanics of Academic Writing	(6 hrs)
Unit 4:0. Computer Formatting Tips	(6 hrs)
Unit 5:0. Bugema University School of Theology and Religious Studies Standards	(6 hrs)
Unit 6:0. An Introduction to <i>Turabian</i> Style	(6 hrs)
Unit 7:0. Introduction to APA Style	(6 hrs)
Unit 8:0. Layout of Research Project	(3 hrs)

UNIT 1.0. AN INTRODUCTION TO RESEARCH STYLE AND FORMAT (6 hours)

1. 1. Unit Description

This unit gives a snapshot of what the difference between style and format is. It also presents a clue on the recommended style and format to be employed in the religious research project.

1. 2. Unit Objectives: By the end of this unit the student should be able to:

1. Define style and format in the context of theological and religious research project.
2. Identify the STRS required style and format of academic writing.
3. Apply the required style and format when writing any research related paper.
4. Coherently and correctly handle the intended assignments attached to this unit.



1.3. Unit Learning Outcome

1. A well formatted research project written according to the required style.
2. Credible discussion on the subject of style and format.

1.4. Difference Between Style and Format

The difference between *style* and *format* is important in order to understand how a different research standards document can be used for theological research, given that other schools of BU use APA style.

Style: Style dictates such matters as whether to use footnotes or in-text references, when to write numbers as words or figures; when to capitalize, and whether to prepare a bibliography or reference list. When you begin to write, you and your advisor and/or committee must agree on the *style* to be used; that style must be followed throughout the document. Because style guidelines are designed for work that will be published in a variety of different locations, rules about title pages, placement of tables, and other details are inevitably different from the rules for institutional papers, where the document is already in its final form.



The Turabian and APA style manuals are the authority for everything NOT specified in the STRS *Standards* of academic writing.



Look for any dictionary or encyclopedia, check the given meaning of style. Write the meaning on the space provided here. Use your own words and understanding of the provided meaning.

In the space provided below, differentiate between Turabian and APA:

Turabian: _____

APA: _____

Format: BU requires a certain *format* for all papers and Research project (regardless of *style* chosen), which includes (1) margins and spacing, (2) the institutional title page, (3) the order and layout of preliminary pages, (4) placement of page numbers, (5) headings and subheadings, and (6) the display of tables and figures. The *BU Standards* lays out the BU format requirements and introduces each of the two styles used by this institution. All academic work in the STRS must be formatted according to Turabian guidelines or style.



Unit 1.0 Self-Assessment

You can assess yourself on how you have been using style and format in your academic writing before studying this unit. Simply write, “Yes” or “No” in the space provided:

A. Knowledge about style and format before studying the unit

Answers

1. Were you taught about style and format at any level of your education? _____
2. If you were not, did you have an idea of what style and format were? _____
3. Have you ever unknowingly applied style and format in academic writing? _____
4. Did your teachers get satisfied with your work which was not well formatted? _____
5. Did you feel bad when your teachers commented about your poor style or format? _____
6. Before this unit, did you come across any literature on style and format? _____
7. Do you think your knowledge about style and format was enough before the unit? _____
8. Was it easy to handle academic writing without knowledge of style and format? _____
9. Did you ever feel you needed to know more about style and format in writing papers? _____
10. If given a chance to write an academic paper, can your style and format be different? _____

Now count the number of “Yes” and put it out of 10

_____ **10**

Analysis

If your total score of “Yes” is six and above, then you had an idea of what style and format is and you actively utilized it. However, if its below six, this unit should help you improve on your style and format of academic writing. This means you should read more and practice writing your academic work according to required standards.



Read the notes provided by the lecturer on page 5. Answer the questions below. Be as honest as possible in your answers. You may also search for answers from other sources apart from the notes. Your answers should be filed in your portfolio:

1. Why do universities and academic institutions require writing skills?

2. Identify the competencies developed through creative writing?
3. What are the notable components of style in academic writing?
4. Point out the general rule which apply to any chosen style in academic writing.
5. On what conditions can cover pages, tables, and other details of academic work be different from the acceptable standard?
6. When a guideline for a particular style is not presented in the research manual, where else could a researcher find the needed information?
7. Write down some six areas that require proper formatting in academic papers.



Make sure you file the work in your portfolio.



SUMMARY

Going through this unit, you have covered a number of concepts related to the use and application of style and format in your academic work. By now you should realize that:

- Style dictates such matters as whether to use footnotes or in-text references, when to write numbers as words or figures; when to capitalize, and whether to prepare a bibliography or reference list.
 - Format deals with acceptable (1) margins and spacing, (2) the institutional title page, (3) the order and layout of preliminary pages, (4) placement of page numbers, (5) headings and subheadings, and (6) the display of tables and figures.
- ❖ You may download a copy of Kate L. Turabian, *A Manual for writers of Research Papers, Theses, and Dissertations*, 8th ed., rev. by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams (Chicago: University of Chicago Press, 2013), or any other recent edition to widen your knowledge on style and format



CONGRATULATIONS!

Now you know the basics of style and format. I hope you found the unit useful. Next, we will study academic writing conventions.

UNIT 2.0. ACADEMIC WRITING CONVENTIONS (6hrs)

2.1. Introduction and Description

Research has a long and proud heritage, and along the way it has acquired an incredible number of conventions as to how one should or should not write. This chapter presents many of these general standards for written work that apply to all academic papers.

2.2. Unit Objectives: By the end of this unit the student should be able to:

1. Define academic writing convention.
2. Identify the STRS required academic writing convention.
3. Apply the required convention in writing any research related paper.
4. Do all the assignments attached to this unit.



2.3. Unit Learning Outcome

1. A well written research project in consideration of the right academic writing convention.
2. Observable indicators of knowledge about academic writing conventions.



Get familiar with the meaning of the words “writing conventions.” Search from any source, whether dictionary, encyclopedia, or the web and define writing convention. Write your answer in the space below.

2.1. Organization



ACTIVITY 2.1.

Assume in your office you have the following items: pens, rulers, rubbers, pencils, marker pens, ruled papers, white wash, printing papers, ink cartridges, desk computer, laptop, manila sheets, chairs, table, desk, wall clock, box files, wall switch, electric socket, internet cable, electricity extension cable, office stamp, stamp pad, pen holder, Mobile phone rack.

With the help of any friend you can find, organize the items into similar categories and give a name for each category. Print this work and put in a portfolio.

Copy your answer on the table below:

CATEGORY 1	CATEGORY 2	CATEGORY 3	CATEGORY 4

The process of putting together similar items into their respective categories is called organization. If you successfully, did it, it means you are organized. In the same way, writing a research project requires organization of thoughts into respective categories.

2.1.1 Flow



Read page 6 - 12 of the notes provided by your lecturer. What reason does your lecturer give for an organized academic writing? Write the answer on the space below:

2.1.2 Headings



You need to master how to produce papers that display unity, coherence, and appropriate *transitions*. Each section, as well as the paper as a whole, must contain appropriate introductory and summary statements.



How many subheadings should appear in a section? Check through chapter two of your notes and identify the answer.

2.1.3. Paragraphs



A paragraph is the basic unit of organization in a paper, consisting of sentences that support the topic (usually the first) sentence. Paragraphs are indented 0.5” or 1 cm from the margin.



What is the minimum and the maximum number of sentences in a paragraph? The answer to this question is found in chapter two of your notes.

2.1.4. Pointers



The introductory statement serves as a “road map” or pointer to the reader of your work, showing the direction of the research in the section introduced; the summary statements close the section, reminding the reader of the most important findings. Conclusions are naturally derived from the evidence presented.



Why do you think it is appropriate to arrange your academic writing into headings, paragraphs and pointers?

Write your answer on the space provided below:

2.2. Writing Style



Read the notes provided by your lecturer on pages 6 - 12. Get to know what a good writing style is composed of as explained in this unit.

2.2.1. Clarity, Directness, and Simplicity of Expression



What could be the difference between academics and vocabulary? Give reasons why academic work should be clear, direct and simple.

2.2.2. Avoidance of *Power Words*



Power words attempt to convince by force, rather than reason. Words like **wonderful**, **evil**, **solution**, **profound** or **exciting** push your reader to accept your argument based on passion, rather than evidence. Research seeks to understand, not so much to convince. Restraint is appropriate.



To ensure you have understood what power words are, write down in your own words what you think power words are. Use the space below:

2.2.3. Correct Grammar



Correct grammar includes correct sentence constructions. These include proper verb tenses, use of pronouns, and the use of singular and plural nouns. Other aspects of grammar must be considered: all items in a list must be parallel in form and, if they have verbs, these must be in the same tense; the writer will not use contractions; as much as possible, writers will avoid the passive voice.



Students whose second language is not English may need to obtain editorial help.



Use AI to distinguish the difference between verbs, adjectives, pronouns and nouns. Write your discovery below:

2.2.4. Inclusive Language



Avoid discriminatory language that indicates prejudice against persons on the basis of gender, sexual orientation, racial or ethnic group, disability, or age. Statements like *the woman judge*, *the black flight attendant*, or *the chairman* are better rendered as *the judge*, *the flight attendant*, or *the chair*. Also, do not use *he* as if it were a neutral pronoun. Alternate genders (he/she; ladies and gentlemen), or use plural (humans; people).

2.2.5. Avoidance of Bias



Bias consists of drawing conclusions without proper evidence. It can be manifested in many ways in research: by failure to select the sample carefully, failure to seek opposing opinions on a topic, privileged treatment of certain sources, or by conclusions not warranted by the data. All forms of bias should be minimized in research and writing, or when unavoidable, declared openly.



Read on how a researcher can avoid bias and make your personal notes on the blank space below:

2.2.6. Linking Words



Be careful not to overuse linking words. *Therefore*, *however*, *for example*, might be very important to connect some ideas, but the use of these words can be overdone. The sentence may actually be more effective without the artificial connector. It is rarely a good idea to begin a sentence or a paragraph with terms such as these.

2.2.7. Format



Use correct format according to STRS Standards (see Chapter 5) and the style manual for the school.

2.2.8. Referring to Yourself



Do not use the editorial “we,” e.g. “We” did not carry out the research, or make any conclusions. You may assume, however, that your reader is following along with you (e.g., “We now turn to” or “Let

us now look at"). Writing in the third person (i.e., using "this writer," "this researcher") gives the impression that you did not take part in the research, or that you are distancing yourself from what you have done. Either use the first person—"I instructed the students," or "my calculations showed . . ."—or recast the sentence to say "students were instructed." Writing "the researcher" or "this researcher" is generally no longer appropriate, however, some professors may still prefer this. Check with your advisor, and, in any case, minimize references to yourself and keep the emphasis on the research.

2.3. Appropriate Verb Tenses for Research



2.3.1. Active Verbs: Use the active rather than passive voice; e.g., Passive: A study was conducted by Johnson. Active: Johnson conducted a study.



2.3.2. Maintaining Tense: Generally, one should maintain the tense unless there is a good reason to change it. Choose a tense and stick with it for at least an entire paragraph. Do not alternate between past and present unless there is a specific reason to do so. Exceptions to this rule are common, STRS require you to be consistent.

2.3.3. Reporting Results: Research results of a specific study (including yours) are reported in the past: "Jones *determined* that . . ." "Table 5 shows that most people *liked* oranges." The discussion that interprets data presented, extending the results beyond the sample and identifying principles, however, is usually in the present tense. "Jones (1963) *found* that children *do not like* interacting with hostile parents."



2.3.4. Reporting Ideas: Ideas are often considered living, or timeless, and therefore are referred to in present tense: "Collins *suggests* that . . ." For that reason, present tense is often used when discussing ideas, or generally accepted facts in the literature review. This is not always the case, however. Sometimes the idea has been replaced by something else, or the researcher has at some point changed opinions. If you discuss an idea that is dated, there is a need to use past tense (e.g., In 1885 Baker *concluded* that . . .). Present, present perfect, or past tense are all possible for discussing ideas, depending on situation, and the sense that the writer wishes to convey.



2.3.5. Keeping the Historical Perspective: When you are writing, keep in mind your reader who will be reading your work in the future. For example, if you write "Today's educators promote," consider how your statement may be understood in the year 2050. It is better to clarify such a statement with "Educators in 2026 promote." Consider carefully the historical perspective of your subject, especially in the literature review. Comparisons, agreements, or disagreements should be thought out very carefully. For example, it would be misleading to say that Brown, who died in 1920, disagreed with Smith, who wrote in 1965. It would be permissible, however, for Smith, in 1965, to express an opinion that

disagrees with what Brown wrote in 1915. Also, because of the disparity of the dates, Brown and Smith can hardly concur with one another. It would be possible for Smith to concur with Brown's opinion, however.

2.4. Electronic Sources



Until recently, electronic sources have been considered less academic or less trustworthy than other sources. Today this is less true than before. Yet, not all Internet sources are of equal standing. *Wikipedia* may be a good starting point for information on a topic, but it should generally be used with restraint as an academic source.

Some peer-reviewed journals exist in print and online. Cite them as you would the print edition. Other equally valuable journals are only online. They must be documented as online materials. The documentation of online material must be done with the same (or greater) care as that of printed material. For information on referencing electronic sources, see the appropriate chapter (APA) in the research project notes document or the appropriate style manual.

2.5. Finding Quality Sources



When many sources are available, such as on the Internet, it is important for the writer to know how to judge which sources are more valuable than others, and how to find and select higher quality works. While it is not always easy to separate the wheat from the chaff, here are some general guidelines:



1. Choose more recent over older sources (preferably 5 years or less), unless you are doing a historical study of early sources.
2. Choose refereed sources over those which are personally produced.
3. Prefer primary studies to secondary ones.
4. Choose recent journals over books (especially textbooks); they are newer, and contain primary data.
5. Choose sources that cite others rather than those without any references or footnotes.
6. Prefer academic, exploratory writing to hard-sell sources trying to convince you of something or sell you something.
7. Look for data included in text that support the conclusions drawn.
8. Consider the author's credentials; choose a professor rather than a student.
9. Prefer academic sources over popular ones; choose a journal article over *Time* or *Newsweek*.

2.6. Crediting Sources

2.6.1. Introducing Quotations



The space before a quotation is prime territory, and is often wasted or misused by beginning writers. Beginning a quote by saying “Hudson says that . . .” does not add any information. The quotation marks and the reference already communicate this. Use this space to say something important that gives more information. “Comparing students from wealthy communities to those from poor neighborhoods, Hudson concludes that. . .” This gives more information about the source—in this case, that the conclusion is based on a comparison of two groups of people. Words such as *says*, *comments*, *mentions*, and *writes* do not really say much about the relationship of the quoted material to the ideas you are discussing.



When you quote, be sure **to add some value** to what is already there. Be sure that you understand what the writer truly intended. Do not say an author *argues* if he merely *suggests*. Do not say she *emphasizes* if the quotation was simply one of her many points. Be sure to rightly represent what the author meant. For that reason, *suggest* is often a favored term, as it is more tentative about your interpretation.

2.6.2. Discussing Quotations



Never let another author get in the last word (or the only word) about a topic. You are the author. Tell us what you saw in this quotation (rightly representing the author’s meaning or intention). Quoting is not an exercise in cutting and pasting. Discuss the quotation, compare and contrast it with other sources. At all times make clear to your reader who is speaking. If you do not give a reference, it is presumed that you are making the statement. If the idea comes from somewhere else, be quick to give credit. Do not quote more than necessary; trim the quote to the part that really applies to your study (use ellipsis marks if you leave out information from the middle of the quote).



Read notes on ellipses found in research project notes by Dr. Emwaku, page 17.

2.6.3. Dealing With Secondary Sources



Sometimes, as you read one source, you find that the author quotes another source which you find interesting. This is a good way of finding additional material. *It is **not**, however, appropriate for you to quote this already-quoted material as though you had read the original source.* You read only one line or one paragraph of this work—it is not fair for you to judge the entire work based on such a small sample. Nor is it fair for you to put this source in your reference list, as if you had actually held it in your hands. If you can find the original text and read it, you may cite it as a primary source. If you cannot find the primary source, however, you **must** cite it as a secondary source, stating that you found Peterson’s

quotation in Gibson's book that you actually read. In this case, your reference will give the author of the quotation, as well as the article or book where you found it. Check the APA chapter for examples of how to cite secondary sources. Make sure to distinguish between what Peterson wrote and what Gibson wrote. Doing otherwise is deceptive and is a serious fault in research. Using too many secondary sources is also frowned upon. Finding the original sources shows you have done your research carefully.

2.6.4. Citing Abstracts



If you find an abstract but cannot access the complete article, you must cite it in your bibliography or reference list **as an abstract**, not as if you actually read the article. To do otherwise is considered deceptive and unethical. If the entire piece is important to your work, do your best to find it. If that is not possible, or the piece is not central, cite the abstract properly, showing that you only read the abstract. Using abstracts is good to get acquainted with a field, but it does not give you enough depth if you wish to examine the study in your review of literature.

2.7. Avoiding Plagiarism



Plagiarism is a serious research fault. In many educational institutions, plagiarism is cause for giving a failing grade in a class or even expulsion from a program. **Plagiarism is an elegant name for using someone else's words or ideas as one's own.** It is equivalent to intellectual thievery. For those who espouse a biblical point of view, plagiarism is condemned by the eighth commandment: "You shall not steal" (Exod. 20:15, English Standard Version).



Read notes on plagiarism found in research project notes by Dr. Emwaku, page 11 - 12. Get familiar with the term "plagiarism" and its implication in the academic discipline.

2.7.1. STRS Statement on Academic Dishonesty



As an academic institution of higher learning, Bugema University STRS is committed to high quality, original research in multiple areas and disciplines. As a corroboration of this, the University encourages primary, cutting-edge research (not searches or compilations) and thus manifests zero tolerance for any form of academic dishonesty or plagiarism.



2.0. Self-Assessment

You can now print this page and assess yourself on how much you know about academic writing convention. Simply write, "I Agree" or "I Disagree" in the space provided. File your marked sheets in a portfolio:

Knowledge about Academic Writing convention**Answers**

1. You clearly understand the meaning of academic writing convention? _____
2. You are aware of steps taken to organize academic information? _____
3. The number of sub-headings that should appear in a section is known to you? _____
4. A paragraph is the basic unit of organization in a research paper? _____
5. You know the minimum and the maximum number of sentences in a paragraph? _____
6. You are able to explain what power words are? _____
7. You know what inclusive language refers to in research? _____
8. You can write a research paper successfully without referring to yourself? _____
9. You know the difference between passive and active voice in research? _____
10. Reporting ideas in research is very simple for you? _____
11. Acceptable sources in research should be five years and below? _____
12. You can tell the difference between primary and secondary source? _____
13. Authors credentials are important when choosing academic research sources? _____
14. To add value to a quotation is to express personal opinion about the quote? _____
15. Abstracts are to be cited in a bibliography? _____
16. Plagiarism is the same as academic theft? _____
17. Reports in research are written in past tense? _____
18. Wikipedia is a less preferred source of academic information? _____

19. Recent journals are better sources in research compared to books? _____

20. You are aware of the STRS statement on academic dishonesty? _____

Now count the number of “I AGREE” and put it out of 20 _____

20

If your score to the above activity is below 15, go back and study chapter two of your notes. Chapter two is unit 2.0 in this module and it is about academic writing convention. In case of any difficulty, email your lecturer immediately.



Unit 2.0 Assignment



Go through chapter one and chapter two of your research proposal which you successfully defended when you did research methods. Chapter one is the introduction, while chapter two is the literature review. Correct the two chapters basing on what you have learned in unit 1.0 and unit 2.0. Print your work and file in a portfolio.



SUMMARY

Unit 2.0 is about academic writing convention. In this unit, you have learned about organizing your academic work in a normal flow with headings, paragraphs, pointers and proper margins. You may have also discovered that:

- Writing a good style is about clarity of statements, directness of words and simplicity of expressions.
- Avoidance of power words is important in academic writing.
- Correct grammar is essential to understanding of any written academic work.
- Inclusive language should be observed and bias carefully refrained from.
- Reference to self should be carefully done where necessary, but is not acceptable in academic work.
- Correct use of verbs and nouns should be critically observed, and

- Plagiarism must be watched against in academic writing, giving credit to every source used. .
- ❖ For more information about academic writing convention, refer to Kate L. Turabian, *A Manual for writers of Research Papers, Theses, and Dissertations*, 8th ed., rev. by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams (Chicago: University of Chicago Press, 2013), or any other recent edition to widen your knowledge on academic writing convention.



CONGRATULATIONS!

Now you know what academic writing convention is all about. I hope you found the unit useful. Next, we will study the mechanics of academic writing.

UNIT 3.0. THE MECHANICS OF ACADEMIC WRITING (6 hrs.)

3. 1. Unit Description

This unit, Mechanics, has to do with all the little rules of writing, such as punctuation, spelling, capitalization, fonts, spacing, abbreviations, numbers, and such. The rules in this chapter will be especially useful for those writing a research project, but most also apply to research papers meant for coursework.

3.2. Unit Objectives: By the end of this unit the student should be able to:

1. Define mechanics in relation to academic writing.
2. Identify the rules of mechanics while writing academic papers.
3. Apply the correct mechanics throughout their research projects and any academic writing.
4. Coherently and correctly handle the intended assignments attached to this unit.



3.3. Unit Learning Outcome

1. A well formatted research project written according to the required style, convention and mechanics.
2. Demonstration of Competency in the usage of computer tools in research.



Many specific format rules are revisited in Chapter 5 under STRS Standards of written work. For this unit, consideration is made on a few mentioned areas commonly used in writing academic papers.

3.3.1. Spell-Checker and Grammar-Checker



Computers provide tools for correcting typing and grammar errors, as well as levels of formality.



Read notes on spell checkers found in research project notes by Dr. Emwaku, page 13.



ACTIVITY 3.1.

Write your answers to the questions in the space provided below:

1. How do you identify a spelling or grammar error from your manuscript using a spell checker?

2. What do you do to clear a spelling error identified by a spell-checker?

3. Distinguish between a grammar-checker and a spelling-checker.

4. Explain how you would set your Microsoft Word to offer you spell and grammar check?

3.4. Format

3.4.1. Page Layout



Read notes on Formatting found in research project notes by Dr. Emwaku, page 13.



Get familiar with the following:

Margins

Justification

Font

Page numbering

Line spacing

Block quotations



How are the above formatting requirements met in academic writing? Are you familiar with the required standard for each of them? Do some extra reading on each of them.

3.4.2. Line and Page Breaks



How is a page break done? Check your notes. How is using a correct format of page break helpful to a student? What could be the purpose of a page break?



Headings. A heading should not reach more than half the way across a page. If it cannot be trimmed, the heading should be divided at a logical grammatical point into two or more lines of similar proportions.



Word division. In general, words at the end of lines should be divided only when absolutely necessary, and then according to syllabication as shown in the dictionary. Turabian (8th ed.) has an excellent section on line breaks (20.4). This should not be a problem because your computer sorts it out for you.



Widows/orphans. The first or last line of a paragraph should not appear alone at the top or bottom of a page (widow/orphan). A subheading at the bottom of a page must have at least two lines of text below it, otherwise, the subheading should begin at the top of the next page. You may allow more than 1 inch at the bottom of a page in order to avoid “widow” and “orphan” lines.



In your own words, explain what windows or orphans are. What do you do to correct a window or orphan? Write your answer on the space below:

3.4.3. Lists/enumerations

Parallel construction. Use parallel grammatical construction for items in a list.



Use AI to study more about parallel grammatical constructions. Write your notes besides this sub-section.



Punctuation. In an enumeration within a sentence, use a comma to separate items unless items in the list contain commas; in that case, use semicolons. An identifying element (letter or number) should always be on the same line as the item.



Bullets. Numbers are commonly used for vertical lists, but if you wish to avoid the appearance of order in a truly unranked list, using bullet points is acceptable to most professors.



When is a coma, semicolon, numbers and bullets used in academic writing? Get yourself familiar with the guidelines.



Numbering format. To identify enumerated items in separate paragraphs, use Arabic numbers followed by a period (if enumeration is part of a direct quotation, the original identifying element should be used); the numbers should be indented one-tab position and run-over lines aligned with the first word (hanging indentation). The periods after numerals must be aligned. To identify enumerated items

within a paragraph, use Arabic numerals enclosed in parenthesis (lowercase letters may be used, but numbering format must be consistent).



Do some outside reading about *bullets, period, run-over lines, hanging indent and parenthesis*. Write your findings down here:



Spacing. Enumerations in separate paragraphs, just like the body text, are usually double-spaced, but can be single spaced if this would enhance readability, but aim for consistency.



3.4.4. Referencing. Every quotation, idea, or information taken from another source must have a reference to show its origin. In APA this is done using an in-text reference; Turabian uses footnotes.

3.4.4.1. Bibliography vs. Reference List



APA and Turabian have different ways of dealing with the list of sources at the end of the research paper. Turabian uses a *bibliography*, which includes all source materials used during a research study, whether cited or not. APA uses a *reference list*, which includes only works cited in the research paper. In either case, it is important that all cited works be included in the bibliographic entries at the end of the paper, and Turabian users may add sources used which were not cited specifically. For specific instructions on Turabian and APA styles, see Chapters 6 and 7 of your notes.

3.4.4.2. Quoting and Referencing



Copy carefully. Direct quotations from another author's work should be reproduced word for word, including internal punctuation of the original source. Enclose quoted material in double quotation marks (except in a block quotation). Always check direct quotations against the original to ensure that there are no discrepancies. If something is wrong in the original, copy it faithfully, and put [*sic*] after it, to show that you found it like that in the original document. If you add emphasis (bold or italics) to the original, add (emphasis mine) after the closing quotes. If it is already there, say (emphasis in original) after the closing quotes.



What is the difference between a quotation and a block quotation? Write your answer in the space below:



Get familiar with the two types of quotations because they will often be used in research projects.



Referencing. Every time more than 2-3 words from another source are used in your paper, they must be enclosed in quotes and a reference given, including page or paragraph number. If the source is from another person's work and you cannot find the original, cite it as a secondary source.



Do some outside reading on how to quote primary and secondary sources. Use AI and encyclopedias where possible. Write your findings in the space below:



Capitalization. The first letter of the first word of a quotation may be upper or lower case. If you weave the quotation into the syntax of your sentence, begin it with a lowercase letter even if the original began with a capital letter (no need to mark this change). If the quotation is set off syntactically by a comma, period, or colon, and is a complete sentence, begin it with a capital letter even if the original is lowercase.



Word not in original. Use square brackets to enclose material inserted in a quotation by some person other than the original writer, e.g., Jones reported that "malnutrition is one of the [most] prevalent problems in the area" (p. 8). "Most" was not in the original material but was inserted by someone.

Mechanics



Punctuation: Credible research projects call for careful use of punctuations. Scholars need to be well informed about punctuations because it is a common challenge in reports.



Consult the notes provided by your lecturer about punctuations on page 17. Do some outside reading on punctuations to widen your knowledge on the subject. Use AI and encyclopedias where possible.



Unit 3:2 Assignment

Print this page and insert the equivalent punctuation marks in the parenthesis and state when they are used in a project. File your work in a portfolio:

Period () _____

Comma () _____

Colon () _____

Parenthesis () _____

Hyphen () _____

Dash () _____

Ellipsis points () _____

Single quotation marks () _____

Double quotation marks () _____

3.4.4.3. Spacing After Punctuation



Only one space is used between words, after commas, colons, semicolons. There is no space before or after a colon in the expression of ratios. **Periods.** Current usage puts only one space after a period (full stop). Abbreviations do not have any space after internal periods (e.g., p.m., etc., U.S.A.). Only one space is used after periods that separate parts of a reference citation.

Do not use a period after a statistical or metric symbol.

Hyphen. No space is used before or after hyphenated compound words

Dash. No space is used before or after a dash.

Negative value (-). Use a hyphen with a space before but not after it (e.g., the total is -2.76).

Equals (=). Use a space before and after; e.g., $SD = 1.43$.

Italics Emphasis/clarity. In general, italics, particularly for emphasis, should be used sparingly. Italicize a new, technical, foreign, or key term or label (italicize the first time only); letter, word, or phrase used as a linguistic example (italicize the first time only); and words that could be misread.

Titles. Italicize titles of books, and names and volume numbers of periodicals in reference lists or bibliographies. Also italicize titles of books mentioned in body text.



Statistical symbols. Italicize all letters used as statistical symbols/abbreviations, whether in body text or in tables, or algebraic variables; e.g., $a + b = y$; ($M = 1.45$, $SD = 2.32$); always italicize the letter “ t ” in t test and “ p ” in p -value.

Scales and scores. Italicize test scores and anchors of a scale; e.g., MMPI scales: Hs , Pd ; answers ranged from 1 (*strongly agree*) to 5 (*strongly disagree*).



Bold. Bold font is acceptable for certain headings in both APA and Turabian. It is not indicated for any further use within the text of a research paper.



Capitalization. Capitalize proper nouns.

Titles. Use title case for subheadings (Levels 1 and 2), table titles, subheading entries in table of contents, and title entries in list of tables and figures. Use full caps for chapter titles.

Title case. Title case means capitalizing all nouns, pronouns, verbs, adjectives, adverbs, and other words of four letters or more, **except** short prepositions, articles, or conjunctions. In titles (but not in the reference list), when a capitalized word has a hyphen, capitalize both words (exceptions can be made if it makes good sense); in titles, also capitalize the first word after a colon or dash.

References to literature. In text, capitalize references to **titles of sections** within the same paper (e.g., see Chapter 3, Table 8, or Research Questions), or references to titles of books, periodicals, etc. Do not capitalize nouns that indicate common parts of books followed by numbers or letters and nouns that precede a variable; e.g., column 5, page 45 of this Research project; trial n or item b .

Academic references. Capitalize names of university departments if they refer to a specific department within a specific university and academic courses if they refer to a specific course; e.g., *Bugema University, Department of Public Health, Adventist International Institute of Advanced Studies, or Foundations of Curriculum*; but do not capitalize generic titles: *any department wishing to participate, or curriculum and instruction courses*.

Tests. Capitalize exact, complete titles of tests; e.g., Kolmogorov-Smirnov Test; the words *test* or *scale* are not capitalized if they refer to subscales of tests; e.g., Minnesota Multiphasic Personality Inventory Depression scale.



Reference list/bibliography. For APA style, use sentence case in reference lists, i.e., capitalize the first word of titles of books and articles, proper nouns, and the first word after a colon or dash. For Turabian style, use title case for these same items. In both APA and Turabian, titles of periodicals are in title case.

Tables/figures. Use sentence case for figure titles and headings or text within tables and figures (also for heading levels 3, 4, and 5). Use title case for table titles.



Unit 3:3 Assignment

Print this assignment and differentiate between the following. Put your work in a portfolio:

1. Abbreviation _____
2. Acronym _____
3. Sentence case _____
4. Title case _____

Construct sentences or words to illustrate the following:

1. Abbreviation _____
2. Acronym _____
3. Sentence case _____
4. Title case _____

Foreign Language in Text



A direct quotation in a modern foreign language is treated differently under different circumstances, depending on the complexity of the material. For example, in a class research paper at the master's level, the quotation is translated into English and the original is placed in a footnote (in APA style, it may be placed in (parenthesis)). In a research project heavily dependent on foreign languages

(notably French and German), it may be left in its original form, without translation. It is understood that scholars reading this complex material understand those languages. Biblical languages are written in their own alphabets. Other ancient Near Eastern languages are transliterated according to agreed-upon scheme. The method chosen must be consistent throughout the text. For biblical languages, an English translation may be provided following the foreign script. Make specific arrangements with your advisor. If a word or phrase is repeated many times within a few pages, only its first mention needs translation. Biblical language phrases or words in the title of a Research project or research project **must** use transliteration.

Numbers



Write out small numbers. The general rule is to use figures to express numbers 10 and above. Use words to express numbers smaller than these (there are exceptions).

Figures. Use figures for exact numbers, such as time (8:15), dates (May 14), ages (2-year-olds), weights or measures (2.5 kilos, 5 cm), mathematical/statistical functions (divided by 6, 5 times as many), and items in a numbered series (Level 2, Grade 5). Also use numerals in the abstract of a paper, in tables, and in parenthesis projects. For decades or other plurals, the correct form does not require an apostrophe (1970s).



Consult the notes provided by your lecturer about numbers on page 19. Do some outside reading on how to write numbers in different documents to widen your knowledge on the subject. Use AI and encyclopedias where possible.

Abbreviations/acronyms



Acronyms should be used sparingly. Do not switch between an abbreviation and the spelled-out form.

Introducing an abbreviation. Do not introduce an abbreviation if it will not be used at least three times. The first time an abbreviation is used, explain it in the text with the acronym/ abbreviation in parenthesis projects, and added to the list of abbreviations at the beginning of the paper.



Consult the notes provided by your lecturer about acronyms and abbreviations on page 20. Do some outside reading on punctuations to widen your knowledge on the subject. Use AI and encyclopedias where possible.



Unit 3:3 Assignment

Print this assignment and assess yourself on how much you know about mechanics in academic writing. Simply write, "Sure" or "Not sure" in the space provided. Put work in a portfolio:

Knowledge about Academic Writing convention	Answers
1. Spell-checkers and word-checkers do the same thing.	_____
2. The left margin of research projects must be justified	_____
3. The left-hand margin of research projects must be 1.5" or 4 cm.	_____
4. In research, page numbering is done bottom center.	_____
5. Research papers are double spaced and 0.5" or 1 cm indented	_____
6. A block quotation contains five or more lines, single spaced.	_____
7. A word division is done syllabically while headings are done grammatically.	_____
8. Bullets are strictly used for vertical lists.	_____
9. Turabian uses footnotes while APA uses in-text referencing.	_____
10. A word for word quotation from an author should be done in double quotation mark _____	_____
11. A parenthesis is the same as a bracket.	_____
12. A dash interrupts the flow of thoughts	_____
13. Ellipsis indicates omitted words within a quotation	_____
14. A period is not used after a statistical or metric symbol.	_____
15. All letters used in statistical symbols should be in italics.	_____

16. Apart from headings, bolds are not accepted anywhere in a research paper. _____
17. Headings for tables and figures use sentence case. _____
18. In research, figures below 10 are written in words. _____
19. Statistics with more than four numbers is to be tabulated. _____
20. Abbreviations are different from acronyms. _____

Now count the number of “Not sure” and put it out of 20. _____

20

If your score to the above activity is above 15, go back and study chapter two of your notes. Chapter three is unit 3.0 in this module and it is about mechanics in academic writing. In case of any difficulty, email your lecturer immediately.



SUMMARY

Unit 3.0 is about mechanics in academic writing. In this unit, you have discovered what is involved in the mechanics of academic writing. You have known that:

- Mechanics has to do with all the little rules of writing, such as punctuation, spelling, capitalization, fonts, spacing, abbreviations, numbers, and such.
- Computers provide tools for correcting typing and grammar errors, as well as levels of formality.
- Formatting is about page layout, quotations, line and page breaks, referencing, punctuations, etc.
- In general, italics, particularly for emphasis, should be used sparingly.
- Subheadings (Levels 1 and 2), table titles, subheading entries in table of contents, and title entries in list of tables and figures, use title case.
- The general rule is to use figures to express numbers 10 and above.
- Statistics can be presented in text, in tables, and in figures. A general rule is that if you have three or fewer numbers, use a sentence; if you have from 4 to 20 numbers, use a table; and if you have more than 20 numbers, consider using a graph or figure rather than a table.
- Acronyms should be used sparingly. Do not switch between an abbreviation and the spelled-out form.

- ❖ For more information about academic writing convention, refer to Kate L. Turabian, *A Manual for writers of Research Papers, Theses, and Dissertations*, 8th ed., rev. by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams (Chicago: University of Chicago Press, 2013), or any other recent edition to widen your knowledge on academic writing convention.



CONGRATULATIONS!

Now you know what mechanics is in academic writing. I hope you have enjoyed the unit and found it useful. Next, we will study the formatting tips for academic writing.

UNIT 4.0. COMPUTER FORMATTING TIPS (6 hrs.)

4.1. Introduction and Description

Computer formatting tips are frequently learned during the process of writing a major research paper, rather than before, which often leads to extra time needed to complete the work. This unit gives a collection of suggestions by researchers who have gone before and is designed to save you time and energy, but will not replace a basic knowledge of word processing, or the ability to use the help screens when you don't know what to do. Since most students at Bugema University use *Microsoft Word*, many specific tips will be given for that software.

4.2. Unit Objectives: By the end of this unit the student should be able to:

1. Figure out the composition of a tool bar information.
2. Interpret the tool bar information correctly.
3. Apply the necessary shortcuts offered by the tool bar during the academic writing process.
4. Do all the assignments attached to this unit.



4.3. Unit Learning Outcome

1. Ability to accurately use computer shortcuts to format academic work.
2. Observable indicators of knowledge about computer shortcuts.

4.4.1. General Instructions



Spacing vs. Tabs



What is the difference between a spacing and a tab? Write your answer in the space below:

Spacing: _____

Tab: _____



Many people try to use spaces to format lists, to align information inside tables, or for parallel columns. A general rule in electronic documents is to **avoid using spaces for aligning information at all times**. Use tabs. If there is no tab set in the position you desire, it can easily be adjusted on the *ruler bar*, or through the menu system (**Tabs** are under **Paragraph**, at the bottom). Inside tables, use **Shift + Tab** to achieve the same result.



Many researchers also find it wiser to indent paragraphs using a tab (set at .5" or 1.25 cm) rather than using the automatic paragraph indent. Automatic indentation can cause problems with centered headings (they end up not really centered because of the additional tab).

4.4.2. Page Setup



Page layout is easiest when the correct page layout is set up before typing begins. If you are using *Word*, go to **Page Layout>Page Setup**. Set the paper size to A4, and set the margins at 1.5" (3.75 cm) for the left and 1" (2.5 cm) for the other three (the bottom one is often better at .8" (2 cm) in order to achieve text that comes 1" (2.5 cm) from the bottom of the page). Under **Layout**, set the header and footer to .5" (1.25 cm) Also go to **Paragraph** and under **Line and Page Breaks> Spacing Before and after Paragraph**, choose 0 pt before and after. Then choose **Set as Default**.

4.4.3 Printers



Early in a research project, you may not yet know what printer you will use to print your final draft. This needs to be decided nearer the beginning than the end, as different printers deal with text differently, and pagination may shift noticeably. Once you have done the fine formatting for page breaks, do not change printers unless it is absolutely necessary.

4.4.4. Consistency



Human beings are not by nature as consistent as is necessary for computer work. All headings need to be used in the same way in every chapter. Spacing, margins, fonts, etc., need to be consistent throughout the **entire** document. Research does not leave room for much creativity in the way it is displayed. There is **only one** font, and generally, **only one** font size. Spacing before and after headings must be exactly the same throughout the document.



What is the easiest way to achieve this kind of consistency?

1. Try to take note of the basic pattern to follow while you are writing the document, and follow it as well as you can. Write down the pattern so you can refer to it if you forget.
2. Once a major section of your document is completed, go over it to check for consistency. This involves scanning the electronic document for **one specific concern** at a time. Check heading levels and spacing. Then look for margins and page numbering. Check that all indents are the same, and that all numbered lists match. Work with Table titles, spacing, and contents. These things are difficult to see if you search for all of them at the same time. Take the time to check each one before printing and giving your paper to your advisor or the editor.

4.4.5. Large Documents:



Consult the AI or any textbook on computer software engineering and read about *task bar* and *tool bar*.



Unit 4.0 Assignment 1

Print this page and state the difference between a task bar and a tool bar? Write your answer in the space below. Put your work in a portfolio:

Task bar: _____

Tool bar: _____

Computers have many tools for working with a large document that are worth knowing about. Moving about in a document can be greatly facilitated by the following:

Effect	Command
Go to the last page of the document	Ctrl + end
Go to the first page of the document	Ctrl + home
Go to the beginning/end of the line	Home/end
Go to the specific part of the document	Ctrl + G
Find a specific word/phrase in the document	Ctrl + F
Highlight entire document	Ctrl + A
Find and replace words in a document	Ctrl + H

4.4.6. Quick Formatting:



Keyboard shortcuts tend to be much faster than *mouse*/menu combinations, so learning some of them can save you a lot of time. Commonly used shortcuts for formatting include:

Effect	Command
Center	Ctrl + E

Left/right justify	Ctrl + L/R
Bold/italics/underline	Ctrl + B/I/U
Single/double line spacing	Ctrl + 1/Ctrl + 2
Undo	Ctrl + Z
Redo	Ctrl + Y
Copy/cut/paste	Ctrl + C/X/V
New page	Ctrl + Enter
Adjust spacing (table lines, tabs) more Finely than a whole space at a time	Alt + mouse button on the item to adjust

4.5. Tips for Specific Problem Areas

4.5.1. Bibliography/Reference List



The Bibliography/Reference List uses the same technique as a numbered list. DO NOT use spaces or “enter” and then a tab to create the look where the first line sticks out further than the rest. Type many entries without formatting them, and then highlight them and format them at once (it is faster). Click on **Paragraph>Special>Hanging** and make sure it is set to .5” (1.25 cm).

4.5.2. Find and Replace



If you find an error you have made consistently throughout your document, and you wish to find each one and fix it, you can use the computer to help you search for all instances of something and fix it. On the Home menu, choose **Find**. On the left of your screen, type what you want the computer to search for, and click on the magnifying glass, and it will find it for you. If you wish for it to replace one text with another text, rather than **Find**, choose **Replace**. This gives you the option of saying what you want to find, and what to replace it with. You can do this automatically, or manually, where you check each instance to be sure it is correct. This is especially useful for things like quote marks, if you have some that are straight (") and some that are curly ("). If you simply find “ and replace with “ all of them will become the same.

4.5.3. Footnotes



Footnotes may be handled slightly differently by different word processing programs. The basic idea at BU is to allow some variation in format based on program differences, but to require the student to be consistent. The length of the separator line and the spacing before/after it may vary from individual to individual, but should be consistent throughout your paper.



To achieve continuous footnote numbering for each chapter in Word, you have two options:

- (1) Make each chapter a separate document;
- (2) Keep all chapters in one document, but insert a section break at the end of each chapter, as explained above. Then click **References>Footnotes**, and choose **Restart Each Section** under **Numbering Format**. Make sure to **start at 1** (under format), at the bottom of the page, and apply the changes to **This Section** (under **Apply Changes**).

Make sure that your footnotes are the same font as the rest of your text, and either 10 or 11 points. If you made the footnotes the wrong font or the wrong size and need to change them all, go to **References>Show Notes** and highlight ALL the footnotes by typing **Ctrl + A**. Then go to the **Home** menu and select the font and size you desire, and all the notes will change to that selection.

4.5.4. Formatting Uniform Resource Locators (URLs)



There are three common ways you will frequently need to format URLs:

1. If you paste the URL into your document, make sure that it is the SAME FONT as the rest of your text. If not, highlight it and change the font.
2. If the URL needs to break somewhere in the middle, to not leave a large blank space on the page, find an appropriate place for the break, BEFORE some punctuation mark in the URL. The new line of a divided URL should begin with punctuation. Once you have identified the place you wish to divide the URL, put your cursor on it, and type **Shift + Enter** (at the same time). **Enter** tells the computer to make a new line; **Shift** tells it NOT to make a new paragraph. Do NOT simply put a space in the middle of the URL, as this will cause the URL to no longer function if you are trying to find the website.
3. The URLs in your paper should have the hyperlinks (underline) removed. The easiest way to do this is to place your cursor at the end of the URL and to hit **Backspace**. Check to be sure this does not remove the last letter of the URL—if you have found the right place, it will not. It will, however, remove the blue font, and the underline.

4.5.5. Page Breaks



If you are finished on one page and wish to begin a new page, DO NOT simply hit several **Enters** until you have pushed the cursor to the new page. This makes for many problems later when you are formatting your text, because when you change things on one page, it affects the next page. Instead, hit **Control + Enter** (at the same time). This tells the computer to begin a new page. If you need to find this mark to delete it later, click on the paragraph icon (¶) and it will be visible.

4.5.6. Page Numbering



Most of us have struggled with trying to adjust the page numbers in one part of a document without changing all the other page numbers in the document. The reason for this is that Word has the

underlying philosophy that if you want something changed on page 45, you really meant to change it all the way back on page 1; therefore, it changes all the other page numbers automatically.



Consult the notes provided by your lecturer about page numbering on pages 24-25. Do some outside reading on page numbering to widen your knowledge on the subject. Use AI and encyclopedias where possible.

4.5.6. Tables

Formatting tables is tricky, and time-consuming. Consistency here is very important. Note other specifics in the prior chapter on how tables should look.



Read the notes provided by your lecturer about formatting tables found on page 25. Do some outside reading on punctuations to widen your knowledge on the subject. Use AI and encyclopedias where possible.

4.5.6.1 Table of Contents. The table of contents contains the first 3 levels of headings *exactly* as they appear in your paper, and the page numbers on which they are found. There are two basic approaches to creating a table of contents: you can type the titles manually, or have the computer do them for you automatically.



For more on creation of table of contents, read your notes on pages 27-29. Take a look at the example below to illustrate how the table of content is formatted.

Sample Heading 1	13
Second Level	65
Third Level	134

4.5.6.2. Troubleshooting Headings

If you have typed your table of contents before setting up the tabs, here are several suggestions:

1. Before you set up your tabs, highlight the ENTIRE Table of Contents. This way, the tabs will be set for the entire section you typed. Otherwise, you may need to re-enter the settings multiple times.
2. From the **Home** tab, click on the paragraph icon (¶). This is a toggle on/off, and will show you where you have spaces that may need to be erased, and other formatting features. You can turn it off again once you have seen what you need to.
3. Make sure that you remove all spaces, and format with tabs. Spaces will create an uneven line anywhere you use them.
4. Do NOT use the period with spaces between to try to make a dot leader (.). It will never be evenly spaced.

4.5.6.3. Automatic method.



For more on automatic method of creating table of contents, read your notes on pages 27-29.

A better way to achieve the needed consistency is to generate the table of contents automatically. This takes a bit of time to set up, but if any headings move to a different page, you can update the table of contents automatically.



To use the automatic method, you first must set up **Styles** so that the headings are formatted properly. These headings, once set, will be used for generating the table of contents. The easiest way to do this is to type a Level 1 entry heading correctly (with the correct spacing and capitalization, bold, etc.), and then *right click* on **Heading 1** using **Home>Styles>Heading 1**.

Choose **Update Heading 1 to Match Selection**. This means that the computer will take your heading as the new “normal” for Heading 1. Do the same with headings for Levels 2 and 3. Once these are set correctly, you only need to highlight any new heading, and click on the correct style—heading 1, 2, or 3, and it will be formatted correctly, AND marked for the table of contents. The automatic table of contents does not yield a dotted line with a small space before the numbers, as illustrated above in the manual method. As long as the numbers are properly right justified, this space is not required. If you use automatic table of contents generation, you do not need a space between the dot leader and the page numbers.

4.5.6.4. Generating the table of contents. When you have marked all your headings (at least 3 levels), create a blank page where you want your table of contents, and select **References>Table of Contents>Automatic Table 2**. This should give you a complete table of contents, but ONLY IF you have marked all the headings properly. If you have missed some, they will be missing in the list. Check carefully.

4.5.6.5. Updating the table of contents.



If you need to update the table of contents because you changed some things or made some mistakes, simply *right-click* on the table, and choose **Update Field**. Note that you can choose to update everything (this will destroy any formatting you have done), or just the page numbers (this will not destroy your formatting, but it will also not update the titles).

4.5.6.6. Troubleshooting. There are MANY things that can and will go wrong with the table of contents as you format it. *Microsoft Word* cannot do everything. Once you have finished generating your table of contents, there WILL be things you need to format manually. Fortunately, the generated text can be edited just like any other text you typed. Here are some of the most common things you will need to do/problems you may experience.



For more on trouble shooting table of contents, see the notes provided by your lecturer on pages 28-30. Do some outside reading to get familiar with creation of table of contents. Use AI and encyclopedias where possible.



Unit 4:2 Assignment

You can now assess yourself on how much you know about computer formatting tips in academic writing. Print the assignment and simply write, “Yes” or “No” in the space provided. File your work:

Knowledge about Computer Formatting Tips	Answers
1. Space bar can be used at all times to align information.	_____
2. The most appropriate page layout for research is A5.	_____
3. Ctrl+G means go to the first page.	_____
4. Ctrl+F means highlight the entire document.	_____
5. To bold a selected text, the command is Ctrl+E	_____
6. URLs is an abbreviation for Uniform Regular Lines.	_____
7. If you have finished a page and you wish to create another, hit several enters.	_____
8. If you wish to see what section you are in at all times, press Ctrl+E.	_____
9. If a table is so wide, pull it a little beyond the margin.	_____
10. Table content should be double spaced.	_____
11. In a table content, all the first letters of the sentences are capitalized.	_____
12. Headings in a table of content should be left justified and appear in levels.	_____
13. Ctrl+U means left and right justify.	_____
14. To copy, cut and paste, you simply press Ctrl+T/E/N.	_____
15. To create a new page, the command is Ctrl+P.	_____

16. To select page size A4, you go to insert>orientation>A4.

17. To print a document, the command is Ctrl+R.

18. To create a table, go to Draw> pencil> draw.

19. To create a footnote, the command is, home> insert> footnote.

20. A task bar is found at the bottom line of your windows.

Now count the number of “Yes” and put it out of 20.

20

If your score to the above activity is above 15, go back and study chapter four your notes. Chapter four is unit 4.0 in this module and it is about computer formatting tips for academic writing. In case of any difficulty, email your lecturer immediately.



SUMMARY

Unit 4.0 is about computer formatting tips in academic writing. In this unit, you have discovered there are several computer shortcuts that can be used to quicken formatting documents. You have known that:

- The task bar contains these computer short cuts.
 - A page set up can be done before we begin to type texts.
 - URLs use the same font size all through and should be broken at specific locations.
 - Formatting page numbers require page breaks at certain places.
 - Table lines should be half point, single space, and titles with 12 font size.
 - Table of contents should be arranged in levels.
 - The computer can help track changes made in documents by usings trackers.
- ❖ For more information about academic computer formatting tips , refer to Kate L. Turabian, *A Manual for writers of Research Papers, Theses, and Dissertations*, 8th ed., rev. by Wayne C. Booth, Gregory G.

Colomb, and Joseph M. Williams (Chicago: University of Chicago Press, 2013), or any other recent edition to widen your knowledge on academic writing convention.



CONGRATULATIONS!

Now you know computer formatting tips for academic writing. I hope you have enjoyed the unit and found it useful. Next, we will study the STRS standards for written work.

UNIT 5.0 BUGEMA UNIVERSITY SCHOOL OF THEOLOGY AND RELIGIOUS STUDIES STANDARDS (6 hrs.)

5. 1. Unit Description

This unit highlights STRS standards of written academic work. It aids the student to understand specifications for various components of research document, especially the project.

5. 2. Unit Objectives: By the end of this unit the student should be able to:

Introduce the students to the STRS standard requirements for academic writing.

Formulate in the mind how individual research document should appear before beginning the work.

Apply the required standards in the academic work.

Coherently and correctly handle the intended assignments attached to this unit.



5.3. Unit Learning Outcome

3. A well formatted research project written according to the required STRS standard.
4. Observable solutions to the assignments for this unit.

5.4. STRS Standards



The format requirements for research outlined in the School of Theology and Religious Studies Standards for Written Work take precedence over requirements in the Turabian style manual for formatting purposes. At the same time, where this document seems to be silent, the Turabian style manual should be consulted. This unit summarizes and illustrates the formatting rules for the convenience of the researcher.



Read through chapter 5 of your notes for research project given by your lecturer from page 31 to page 43. Mark all the information carefully because you will need them when formatting your research project.

5.4.1. Specifications



Consider the following specifications and write your answers in a portfolio:

Paper _____

Font: _____

Alignment: _____

Margins: _____

Page Numbering: _____

Line Spacing: _____

5.4.1.1. A generic summary is as follows:



Single space: reference list/bibliography, footnotes, tables (usually), headings (internal spacing), table/figure notes, between table title and table, Turabian block quotes.



Double space: Title page, body text, after headings, between reference/footnote entries, between main divisions of table of contents and subsections, lists of tables/figures, APA block quotes.



Triple space: Before major headings (levels 1 and 2) preceded by text, after chapter titles



Two double spaces: Before/after tables/figures

5.4.2. Organization of Research:

Research contains preliminary pages, body, and references, presented in a required order and counted and/or numbered according to specific rules. Identify and name how the following are formatted. Write your answers in a portfolio:



Preliminary pages



What are preliminary pages? Specify STRS standards for all the preliminary pages. Write your answers in the portfolio.

5.4.3. Body of Research project/research project:

- The body begins with page 1.
- Body of Research project/research project/project (divided into chapters)
- References/Bibliography:
- Appendix(es) with title(s) for each appendix (numbers not shown on title page)
- References/Bibliography

5.4.4. Abstract



What is an abstract? How many words should comprise the abstract? What are the compositions of the abstract? Briefly explain each component of an abstract. Write your answers in a portfolio.



- The abstract begins 2" (5 cm) from the top of the page, the same as all other chapter or major section headings. The abstract pages are neither counted nor numbered.
- The title is in capital letters: Research project ABSTRACT, research project ABSTRACT, or PROJECT ABSTRACT. Following are details about your degree and your school.
- Single space within headings, double space between them.
- The title of the research is block indented (hanging indent) and all capital letters.
- Use same font and size as in the text, written in *italics*.

5.4.5. Title Page



A title page must appear on all papers. Even class papers require the use of the STRS standards of written work. The format is the same for any paper, except for the name of the department and the degree. Watch carefully for capitalization rules and follow the School of Theology format and wording exactly.



What are the specifications of a title page? Write your answer in a portfolio.

5.4.6. Copyright Page/Creative Commons Licensing



What is a copyright page? Briefly explain how a copyright page is written. Write your answers in a portfolio.

5.4.7. Approval Page



The format of the approval page is finalized by the Research coordinator and the School of Theology administration at the time when it is signed, but it is up to the student to prepare a page that is as correct as possible.



What are the guidelines for writing the approval page? Write your answers in a portfolio.

5.4.8. Dedication (optional)



If you make a dedication, keep it brief, and center it on the page. This page has no printed number (but it is counted), and does not usually carry a title.



Read through chapter 5 of your notes again. Pay particular attention to the body of your manuscript until you reach the references.

5.4.9. Appendixes



The appendix contains materials that are not essential to the paper but that are useful to the reader, often including questionnaires, correspondence, additional data/analyses, original transcriptions, etc.

5.4.10. Reference List/Bibliography



Papers using Turabian usually include a *bibliography* that lists every source cited and other works that were consulted, but not cited. Papers in APA include a reference list, which includes *only* those sources cited in the paper. In either case, *all sources* quoted or mentioned in the text *must* appear in the bibliography/reference list. In most cases, it is preferable for the bibliography to appear in *one* list rather than in several categories. Other scholars will find it much simpler to search one list rather than search through several categories to locate items of particular interest.



Unit 5:2 Assignment

You can now assess yourself on how much you know about the STRS standards for academic writing. Print this assignment and simply write, "True" or "False" in the space provided: file your work:

Knowledge about STRS Standards of Academic work	Answers
1. The STRS uses both Turabian and APA as standard guidelines for academic work.	_____
2. Where the STRS standards for written work is silent, the supervisor is consulted.	_____
3. The density of the printing paper to be used by a researcher is at least 80 g/m ² .	_____
4. Times New Roman or similar font and text should be 12 points.	_____
5. Footnotes may be 10 - 12 points.	_____
6. All body text should be left-justified	_____
7. Left margin is 1.5" (3.75 cm) top, right and bottom are 1.0" (2.5 cm) for all pages	_____
8. Page numbers are placed at the bottom right, in the same font/size as the text.	_____
9. Generally, the text is either double spaced or single spaced.	_____
10. Preliminary pages use upper case roman numerals.	_____
11. The abstract is approximately 350 words	_____
12. Title page is page i, but the number does not show till table of contents.	_____
13. Approval page will require all signatures once the work is approved.	_____
14. Undergraduate abstracts are technically restricted to the traditional 350 words.	_____
15. The abstract begins 4" (7 cm) from the top of the page.	_____
16. The date used on the title page is the month of the Research project started.	_____
17. Any paper longer than 15 pages should have a table of contents.	_____
18. The actual printed numbers begin with the table of contents.	_____

True _____ False _____

20



49

system is used widely in theology and biblical studies and is sometimes called Chicago. This unit is based to a great extent on the work of two ladies: Juanita Bissell and Nancy Vyhmeister.¹

6.2. Unit Objectives: By the end of this unit the student should be able to:

1. Get acquainted with the Turabian system of research documentation.
2. Observe the specific details of the Turabian system when writing research papers.
3. Apply the Turabian system in all academic writing.
4. Do all the assignments attached to this unit.



6.3. Unit Learning Outcome

1. Ability to considerably interpret the Turabian system of documentation.
2. Observable indicators of knowledge and usage of the Turabian system

6.4. Footnote in the Turabian System



It is impossible for any manual to give detailed information to cover every type of reference. If you do not find what you need here, check with the Turabian 8 manual.

6.4.1. Format



Read through chapter 6 of your notes for research project given by your lecturer from page 44-70. Pay attention to every format pointed out about any subject by the Turabian system.



How are the following handled according to the Turabian system? Write your answers in a portfolio:

¹ Juanita Bissell, *A Guide for Research Writing: Allias Theological Seminary* (Silang, Cavite, Philippines: Allias Publications, 1996, 2002); Nancy Vyhmeister, *Quality Research Papers* (Grand Rapids, Michigan: Zondervan, 2001, 2007, 2013).

- a) Footnote, b) Author's full name in a footnote, c) Numbers in a series, d) Abbreviations, e) Bible verses, f) Ellen G. White references.

6.4.2. Guidelines for Preparing Footnotes



How are the following handled according to the Turabian system? Write your answers in a portfolio:

- a) The first note to a reference, b) The full title of the book, c) Series titles, d) Ibid.
e) Write a complete footnote of Dr. Jimmy Emwaku's book, *Raising Children in this Era of Artificial Intelligence: Is it Possible?* Printed by Legacy insights at Kampala, Uganda in 2026.
f) Write a bibliographical reference for Emwaku's book cited above.



Get familiar with the footnotes and bibliographical references of different kinds such as Encyclopedias, Dictionaries, Commentaries, Journals, Magazines, Online sources, etc. You will definitely meet them during your research.



SUMMARY

Unit 6.0 is about the Turabian style. In this unit, you have learned about the different formats of writing footnotes and bibliographical references using Turabian style.

- ❖ For more information about academic computer formatting tips, refer to Kate L. Turabian, *A Manual for writers of Research Papers, Theses, and Dissertations*, 8th ed., rev. by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams (Chicago: University of Chicago Press, 2013), or any other recent edition to widen your knowledge on academic writing convention.



CONGRATULATIONS!

Now you know how Turabian style works in academic writing. I hope you have enjoyed the unit and found it useful. Next, we will consider the APA style just for knowledge purpose though you are not required to use it.

UNIT 7.0. INTRODUCTION TO APA STYLE (6 HRS.)

7.1. Introduction and Description

If you plan to write a major paper using APA style, consider The Publication Manual of the American Psychological Association (Washington, DC: American Psychological Association, 6th ed.) as an essential tool. There are also many useful websites, a selected list of which is given at the end of this chapter. A brief introduction to APA referencing is shown here; however, students using this style should consider purchasing a manual of their own to be apprised of all the details. In all scholarly work involving APA style, the APA manual is the final authority.

7.2. Unit Objectives: By the end of this unit the student should be able to:

1. Get acquainted with the APA system of research documentation.
2. Observe the specific details of the APA system when writing research papers.
3. Apply the APA system in Social science writing when required .
4. Do all the assignments attached to this unit.



7.3. Unit Learning Outcome

1. Ability to accurately apply APA style when required.
2. Observable indicators of knowledge about APA system.

7.4. How to Use Direct Quotations Using APA.



Capitalization. Direct quotations may be part of the grammar of the sentence, or not. If they are, the beginning of the quote is not capitalized, even though it might be in the original work.



Read through chapter 7 of your notes for research project given by your lecturer from page 71-82. Pay attention to every format pointed out about any subject by the APA system.



Get familiar with the in-text referencing and endnotes of different kinds such as Encyclopedias, Dictionaries, Commentaries, Journals, Magazines, Online sources, etc. You will not definitely meet them during your research. The information in this chapter is purely for knowledge purposes. You are not required to do any assignment in this chapter.



SUMMARY

Unit 6.0 is about the Turabian style. In this unit, you have learned about the different formats of writing footnotes and bibliographical references using Turabian style.

- ❖ For more information about academic computer formatting tips, refer to Kate L. Turabian, *A Manual for writers of Research Papers, Theses, and Dissertations*, 8th ed., rev. by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams (Chicago: University of Chicago Press, 2013), or any other recent edition to widen your knowledge on academic writing convention.



CONGRATULATIONS!

Now you know how APA style works in academic writing. I hope you have enjoyed the unit and found it useful. Next, we will consider the Layout of your Research Project.

UNIT 8.0. LAYOUT OF RESEARCH PROJECT (3 HRS.)

8.1. Introduction and Description

This unit is meant to help students write acceptable research projects, following the STRS standards. It presents the layout of the research project with expectations of every chapter. The student is supposed to use this as a guide as the Turabian style is observed.

7.2. Unit Objectives: By the end of this unit the student should be able to:

1. Be aware of the research project protocol as required by the STRS.
2. Pay attention to the transitions from one section of the research project to another on the process of research writing.
3. Observe the requirements of every section of the research project.
4. Work with the assigned supervisors and produce a complete project within the semester.

7.3. Unit Learning Outcome



1. A completed research project within this semester.
2. Application for research defense tendered with the research office.
3. Successfully defended the project and a grade awarded.

7.4. Layout of Theological Research Project



Read through chapter 6 of your notes for research project given by your lecturer from page 82-85. Pay attention to the types of research mentioned and their layout.



Note the difference between a theological research project layout and a religious research project layout.



Unit 8.1. Assignment

- a) Write a comprehensive layout of a theological research project. File your answer in a portfolio.
- b) Write a comprehensive layout of a religious research project. File your answer in a portfolio.

APPENDIX A

ANSWERS TO UNIT ASSESSMENTS

Unit 1.0. Assessment

Knowledge about style and format before studying the unit	Answers
1. Were you taught about style and format at any level of your education?	Yes/No
2. If you were not, did you have an idea of what style and format were?	Yes/No
3. Have you ever unknowingly applied style and format in academic writing?	Yes/No
4. Did your teachers get satisfied with your work which was not well formatted?	Yes/No
5. Did you feel bad when your teachers commented about your poor style or format?	Yes/No
6. Before this unit, did you come across any literature on style and format?	Yes/No
7. Do you think your knowledge about style and format was enough before the unit?	Yes/No
8. Was it easy to handle academic writing without knowledge of style and format?	Yes/No
9. Did you ever feel you needed to know more about style and format in writing papers?	Yes/No
10. If given a chance to write an academic paper, can your style and format be different?	Yes/No

Unit 2.0. Assessment

Knowledge about Academic Writing convention	Answers
1. You clearly understand the meaning of academic writing convention?	Yes/No
2. You are aware of steps taken to organize academic information?	Yes/No
3. The number of sub-headings that should appear in a section is known to you?	Yes/No
4. A paragraph is the basic unit of organization in a research paper?	Yes/No
5. You know the minimum and the maximum number of sentences in a paragraph?	Yes/No
6. You are able to explain what power words are?	Yes/No
7. You know what inclusive language refers to in research?	Yes/No
8. You can write a research paper successfully without referring to yourself?	Yes/No
9. You know the difference between passive and active voice in research?	Yes/No
10. Reporting ideas in research is very simple for you?	Yes/No
11. Acceptable sources in research should be five years and below?	Yes/No
12. You can tell the difference between primary and secondary source?	Yes/No
13. Authors credentials are important when choosing academic research sources?	Yes/No
14. To add value to a quotation is to express personal opinion about the quote?	Yes/No
15. Abstracts are to be cited in a bibliography?	Yes/No
16. Plagiarism is the same as academic theft?	Yes/No
17. Reports in research are written in past tense?	Yes/No
18. Wikipedia is a less preferred source of academic information?	Yes/No
19. Recent journals are better sources in research compared to books?	Yes/No
20. You are aware of the STRS statement on academic dishonesty?	Yes/No

Unit 3.0. Assessment

Knowledge about Academic Writing convention	Answers
1. Spell-checkers and word-checkers do the same thing.	Sure/Not Sure
2. The left margin of research projects must be justified .	Sure/Not Sure
3. The left-hand margin of research projects must be 1.5” or 4 cm.	Sure/Not Sure
4. In research, page numbering is done bottom center.	Sure/Not Sure
5. Research papers are double spaced and 0.5” or 1 cm indented.	Sure/Not Sure
6. A block quotation contains five or more lines, single spaced.	Sure/Not Sure
7. A word division is done syllabically while headings are done grammatically.	Sure/Not Sure
8. Bullets are strictly used for vertical lists.	Sure/Not Sure
9. Turabian uses footnotes while APA uses in-text referencing.	Sure/Not Sure
10. A word for word quotation from an author should be done in “quotation” mark.	Sure/Not Sure
11. A parenthesis is the same as a bracket.	Sure/Not Sure
12. A dash interrupts the flow of thoughts	Sure/Not Sure
13. Ellipsis indicates omitted words within a quotation	Sure/Not Sure
14. A period is not used after a statistical or metric symbol.	Sure/Not Sure
15. All letters used in statistical symbols should be in italics.	Sure/Not Sure
16. Apart from headings, bolds are not accepted anywhere in a research paper.	Sure/Not Sure
17. Headings for tables and figures use sentence case.	Sure/Not Sure
18. In research, figures below 10 are written in words.	Sure/Not Sure
19. Statistics with more than four numbers is to be tabulated.	Sure/Not Sure
20. Abbreviations are different from acronyms.	Sure/Not Sure

Unit 4.0. Assignment

Knowledge about Computer Formatting Tips	Answers
1. Space bar can be used at all times to align information.	No
2. The most appropriate page layout for research is A5.	No
3. Ctrl+G means go to the first page.	No
4. Ctrl+F means highlight the entire document.	No
5. To bold a selected text, the command is Ctrl+E	No
6. URLs is an abbreviation for Uniform Regular Lines.	No
7. If you have finished a page and you wish to create another, hit several enters.	No
8. If you wish to see what section you are in at all times, press Ctrl+E.	No
9. If a table is so wide, pull it a little beyond the margin.	No
10. Table content should be double spaced.	No

11. In a table content, all the first letters of the sentences are capitalized.	No
12. Headings in a table of content should be left justified and appear in levels.	No
13. Ctrl+U means left and right justify.	No
14. To copy, cut and paste, you simply press Ctrl+T/E/N.	No
15. To create a new page, the command is Ctrl+P.	No
16. To select page size A4, you go to insert>orientation>A4.	No
17. To print a document, the command is Ctrl+R.	No
18. To create a table, go to Draw> pencil> draw.	No
19. To create a footnote, the command is, home> insert> footnote.	No
20. A task bar is found at the bottom line of your windows.	No

Unit 5.0. Assignment

Knowledge about STRS Standards of Academic work	Answers
1. The STRS uses both Turabian and APA as standard guidelines for academic work.	False
2. Where the STRS standards for written work is silent, the supervisor is consulted.	False
3. The density of the printing paper to be used by a researcher is at least 80 g/m ² .	True
4. Times New Roman or similar font and text should be 12 points.	True
5. Footnotes may be 10 - 12 points.	True
6. All body of text should be left-justified	False
7. Left margin is 1.5" (3.75 cm) top, right and bottom are 1.0" (2.5 cm) for all pages	True
8. Page numbers are placed at the bottom right, in the same font/size as the text.	False
9. Generally, the text is either double spaced or single spaced.	False
10. Preliminary pages use upper case roman numerals.	False
11. The abstract is approximately 350 words	True
12. Title page is page i, but the number does not show till table of contents.	True
13. Approval page will require all signatures once the work is approved.	True
14. Undergraduate abstracts are technically restricted to the traditional 350 words.	True
15. The abstract begins 4" (7 cm) from the top of the page.	False
16. The date used on the title page is the month of the Research project started.	False
17. Any paper longer than 15 pages should have a table of contents.	False
18. The actual printed page numbers begin with the table of contents.	True
19. Subheading entries are title case and single-spaced.	False
20. All pages of the text are numbered with consecutive Arabic numerals.	True

APPENDIX B

GLOSSARY

Conventions	The established norms, practices, and expectations that guide how research is conducted, structured, and communicated in academic and scientific contexts.
Ellipsis	Three dots used to indicate the omission of words or phrases from a quotation or text.
Format	The system used to arrange and present an academic investigation in a consistent, readable, and verifiable form. It covers the order of sections, page setup, headings, citations, references, tables, figures, appendices, and submission-specific information.
Inclusive language	The use of language that respects the dignity of human beings and does not promote discrimination.
Jargon	Special words or expressions used by a profession or a group that are difficult to understand.
Mechanics	The rules that govern the structure and clarity of written communication.
Module	A self-contained, structured unit of instruction designed to teach a specific skill, concept, or competency.
Orphans/Window	A paragraph-ending line that falls at the beginning of the following page or column, thus separated from the rest of the text.
Parenthesis	A bracketed information that clarifies the meaning of a word or provides additional explanation of a statement.
Plagiarism	The unauthorized use of someone's intellectual work, presenting it as though it's your own.
Pointers	Phrases used to connect sentences, often called "connectives" or "linking words," link ideas and help the writer to build up arguments.
Portfolio	A file of papers generated by a student during the study period.
Power words	Words used to forcefully convince a reader of a document to accept it as truth.
Style	The major ways studies are structured and conducted — most commonly qualitative, quantitative, and mixed-methods — each defined by its purpose, data type, reasoning, and design.