

STYLE MANUAL

FOR

PREPARING & SUBMITTING

A THESIS OR PROFESSIONAL PAPER

DEPARTMENT OF CRIMINAL JUSTICE

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Note: Instructions contained in this document are mostly quotes from *The Publication Manual of the American Psychological Association, 5th edition*. <http://www.library.unlv.edu/help/style.html>

This is the Criminal Justice Departmental Style Manual for preparing and submitting a thesis or professional paper. Along with the Graduate College's approved style "Guide", this manual will help students prepare their thesis or professional paper. These guidelines go into effect March 1, 2009.

Per the Graduate College's "Guide to Preparing & Submitting a Thesis or Dissertation," effective since January 1, 2002, the Departmental Style Manual is required to determine the following aspects of a thesis or professional paper:

- Levels and spacing styles of headings and subheadings
- Reference citations
- Line spacing for extended quotations
- Style used for tables and figures

The Department of Criminal Justice has designated the *Publication Manual of the American Psychological Association* for students to utilize as a formatting guide. Students should follow the format of *The Publication Manual of the American Psychological Association (5th edition)* in regards to the above four mentioned areas when they are writing a thesis or professional paper. For other style and format requirements, refer to Graduate College's "Guide". Do not use someone else's thesis or professional paper as an authority for style or format.

This CJ Departmental Style Manual contains detailed instructions on how to format the thesis/professional paper in the above mentioned four areas. If these instructions did not address a student's particular formatting needs, refer to *The Publication Manual of the American Psychological Association (5th edition)*.

Students may check out *The Publication Manual of the American Psychological Association (5th edition)* from the Criminal Justice Department and from the library. Students may also check out *A Manual for Writers of Term Papers, Theses, and Dissertations (6th edition)*, for reference, from the CRJ Department.

1. SPACING STYLES AND LEVELS OF HEADINGS AND SUBHEADINGS

Refer to the Graduate College's Guide on Spacing (p.4), Headings and Subheadings (p.5) and Sample Text (p.22).

Long chapters may include several subheads in the text as guides. Subheads should be short and meaningful and, like chapter titles, parallel in structure and tone. They rarely begin a new page.

Many works require only one level of subhead throughout the text. There are five levels for headings in *American Psychological Association, (APA)* journal. The maximum number of levels allowed by the Criminal Justice Department is 4. They are formatted as follows.

When a section of text is subdivided, there should ordinarily be at least two subsections. A single subhead in a chapter or a single 2nd level subhead under a 1st level subhead may be viewed as illogical and asymmetrical.

Examples:

LEVEL 1 (APA's level 5)

CHAPTER 2
REVIEW OF RELATED LITERATURE
(Centered Uppercase Heading)

LEVEL 2 (APA's level 1)

Childhood Factors
(Centered Uppercase and Lowercase Heading)

LEVEL 3 (APA's level 2)

Different Types of Child Maltreatment
(Flush left, Italicized, Uppercase and Lowercase Side Heading)

LEVEL 4 (APA's level 3)

Childhood Sexual Abuse.
(Indented, Italicized, Lowercase paragraph heading ending with a period.)

To conform with the Graduate College, the 1st level of headings to use is the APA's 5th level (i.e., Centered Uppercase Heading). The Department of Criminal Justice does not use "Level 4" of the APA Style Manual (i.e., *Indented, italicized, lowercase paragraph heading ending with a period.*)

The headings for a thesis chapter using 4 levels of headings would be formatted as follows.

CHAPTER 3

METHODOLOGY

Measures

Child Abuse and Trauma Scale

Sexual Abuse Items.

Data and Variables

Data Sources

Independent Variables

Age.

Gender.

Dependent Variables

Victimization.

Sentencing outcomes.



2. IN TEXT REFERENCE CITATIONS

Ethics, copyright laws, and courtesy to readers require authors to identify the sources of direct quotations and of any facts or opinions not generally known or easily checked. The primary criterion for citations is sufficient information to lead readers to the sources used.

All references cited in the text must appear in the reference list at the end of the article. Conversely, all references appearing in the reference list must be cited in the text. Make sure to document your study throughout the text by citing by author and date of the information you used in your research.

Text Citations

Basic form

An author-date citation in running text or at the end of a block quotation consists of the last name of the author, a comma, followed by the year of publication of the work in question in parenthesis. References for direct quotations also require “the author, year, and specific page citation in the text” (APA, 2000, p. 117). In this context, “author” refers to one or more authors, an institution, and one or more editors, translators. Use et al. for three or more.

Examples for text citations

(Shiner, 2003) 1 author

(Hickman & Simpson, 2003) 2 authors

(Jacobs, Topalli, & Wright, 2001) 3, 4, or 5 authors

(Jacobs et al., 2001) – subsequent citations

(Swanston et al., 2001) – 6 or more authors

(Whittaker, 1967, 1975) – two works by the same author

(Wiens, 1989a, 1989b) – two works by the same author in the same year

One Author

Hewett (2003) compared motivational theories...

In a recent study of motivational theories (Hewett, 2003)...

If the name of the author appears as part of the narrative, as in the first example, cite only the year of the publication in parentheses. Otherwise place both the name and year, separated by a comma, in parenthesis as in the second example.

Two Authors

When there are two authors, always cite both names every time the reference occurs in text. If the two authors' names are placed inside parenthesis, use the “&” symbol to separate the surnames.

Hickman and Simpson (2003) discovered personality changes.

While conducting surveys, Hickman and Simpson (2003) discovered personality changes.

In a recent study of personality changes (Hickman & Simpson, 2003)...

Multiple Authors

When there is three, four, or five authors, always cite all names the first time that the reference appears; in subsequent citations, include only the surname of the first author followed by et al. (not italicized and with a period after ‘al’) and the year (1967) if it is the first citation of the reference within the paragraph.

Whittaker, Hickman, and Simpson (1967) tested [Use as first citation in text]

Whittaker et al. (1967) found [Use a subsequent first citation per paragraph thereafter]

Whittaker et al. found [omit year from subsequent citations after first citation within a paragraph]

Multiple Publications by Same Authors

Arrange two or more works by the same authors by year of publication. Give the author/author's surnames once; for each subsequent work, give only the date.

Past research (Weins, 1985, 1998, in press)

Past research (Weins & Wong, 1993, 2003)

Multiple Works by Same Authors in Same Year

Identify works by the same author (or by the same two or more authors in the same order) with the same publication date by the suffixes a, b, c, and so forth after the year.

Several studies (Wong, 1998a, 1998b, 1993c; Weins, 1985 in press-a, in press-b)

Specific Pages

To cite a specific part of a source, indicate the page or chapter. Note that the words *page* and *chapter* are abbreviated in such text citations.

(Hickman & Simpson, 2003, p.336)

(Shiner, 2003, chap. 4)

(Faghan, 2001, pp. 135-139)

Placement of text citations

Author-date citations are placed within the sentence when appropriate.

Past research (Weins & Wong, 1993, 2003) reveals that men are more likely than women to commit crime.

The majority of research has been conducted on the relationship between men and crime but one study (Howell, 2008) has analyzed the relationship between women and crime.



3. REFERENCE LIST

Entries should be single spaced within reference entries and double-spaced between entries.

There are numerous types of references and the following examples are not exhaustive. Please refer to the APA Publication Manual for any references not included below. The following provide examples for citing books, citing journals, and citing web materials. APA Journals use the author-date method of citation in text; that is, the surname of the author (do not include suffixes such as Jr., Sr., or III), and the year of the publication are inserted in the text at the appropriate point. Citations in the reference list also include the initials of the authors between the surname and the year.

Books

Book – Single Author

Benson, M. L. (2002). *Crime and the life course*. Los Angeles: Roxbury Publishing Company.

Book – Two Authors

Shelden, R. G., & Brown, W. B. (2003). *Criminal justice in America: A critical view*. Boston: Allyn & Bacon.

Book – Three Authors

McElroy, J., Cosgrove, C. A., & Sadd, S. (1993). *Community policing: The CPOP in New York*. Newbury Park, CA: Sage Publications.

Book – More than Three Authors

Johnson, W. A., Rettig, R. P., Scott, G. M., & Garrison, S. M. (1999). *The criminal justice student writer's manual*. Upper Saddle River, NJ: Prentice-Hall.

Book – Edition other than the First

Berg, B. L. (2004). *Qualitative research methods for the social sciences*, (5th ed.). Boston: Pearson.

Johnson, W. A., Rettig, R. P., Scott, G. M., & Garrison, S.M. (2002). *The criminal justice student writer's manual*, (2nd ed.). Upper Saddle River, NJ: Prentice-Hall.

Book – Edited Single Author

Reith, G., (Ed.). (2003). *Gambling: Who wins? Who loses?* Amherst, NY: Prometheus Books.

Book – Edited Two Authors

Mauer, M., & Chesney-Lind, M. (Eds.). (2002). *Invisible punishment: The collateral consequences of mass imprisonment*. New York: The New Press.

Book – Edited Three Authors

Decker, S. H., Alarid, L. F., & Katz, C. M. (Eds.). (2003). *Controversies in criminal justice*. Los Angeles: Roxbury Publishing Company.

Book – Edited More than Three Authors

Shaffer, H. J., Stein, B. G., & Cummings, T. N. (Eds.). (1989). *Compulsive gambling: Theory, research and practice*. Lexington, MA: Lexington Books.

Book – Government Author

U.S. Department of Justice. *Juvenile offenders and victims: 1999 National Report*. Washington, DC: U.S. Department of Justice. (1999.)

Book – Corporate Author

American Psychological Association. (1981). *American Psychological Association's guide to research support*. Washington, DC: The Association.

Book – Translation

Miyazawa, S. (1992). *Policing in Japan: A study on making crime*. (F. G. Bennett, & J. O. Haley, Trans.). Albany, NY: State University of New York Press. (Original work published 1992).

Book – Chapter

Danner, M. J. E. (2000). Three strikes and it's *women* who are out: The hidden consequences for women of criminal justice policy reforms. In Muraskin, R. (Ed.), *It's a crime: Women and justice* (pp. 215-224). Upper Saddle River, NJ: Prentice-Hall.

Book – Chapter Two Authors

Cordner, G. W. & Kenney, D. J. (1999). Tactical patrol evaluation. In Kenney, D. J. & McNamara, R. P. (Eds.). *Police and policing: Contemporary issues* (pp.127-155). Westport, CT: Praeger.

Book – Chapter Three Authors

Cook, P. J., Moore, M. H., & Braga, A. A. (2002). Gun control. In Wilson, J. Q., & Petersilia,

J. (Eds.). *Crime: Public policies for crime control* (pp. 291-329). Oakland, CA: ICS Press.

Book – Chapter More than Three Authors

Wells, A. S., Hirshberg, D., Lipton, M., & Oaks, J. (2002). Bounding the case within its context: A constructivist approach to studying detracking reform. In Huberman, A. M., & Miles, M. B. (Eds.), *The qualitative researcher's companion*. (pp.331-348). Thousand Oaks, CA: Sage Publications.

Dissertation/Thesis

Harmon, A. (1995). A different kind of Indians: Negotiating the meanings of 'Indian' and 'tribe' in the Puget Sound Region, 1920s-1970s. Unpublished Doctoral Dissertation, University of Washington.

Journal Articles

Journal Article – Single Author

Bursik, R. J., Jr. (1988). Social disorganization and theories of crime and delinquency: Problems and prospects. *Criminology*, 26, 519-551.

Journal Article – Two Authors

Tyler, T. R. & Boeckmann, R. J. (1997). Three strikes and you are out, but why? The psychology of public support for punishing law breakers. *Law & Society Review*, 31, 237-265.

Journal Article – Three to Six Authors

Bazemore, G., Stinchcomb, J. B., & Leip., L. A. (2004). Scared smart or bored straight? Testing deterrence logic in an evaluation of police-led truancy intervention. *Justice Quarterly*, 21, 269-99.

Journal Article – More than six authors

Wolchik, S. A., West, S. G., Sandler, I. N., Tein, J., Coatsworth, D., Lengua, L., et al. (2000). An experimental evaluation of theory-based mother and mother-child programs for children of divorce. *Journal of Consulting and Clinical Psychology*, 68, 843-856.

Book Reviews

Mentor, K. (2003). [Review of book *Justice denied: Clemency appeals in death penalty cases*], by Cathleen Burnett. *Critical Criminology*, 12, 109-11.

*identify type of medium being reviewed in brackets (book, motion picture, television

program, etc.)

Newspaper Article

Appleby, J. (2004, August 5). Drug manager accused of cheating New York. *USA Today*, p. B1.

Web Materials

Electronic Journal – Accessed through a Database

Mears, D.P. (1998). Evaluation issues confronting juvenile justice sentencing reforms: A case study of Texas. *Crime and Delinquency*, 44, (1998): 443-463. Retrieved October 23, 2000, from <http://www.csa.com>

Newspaper Article from an Electronic Database

Dine, Phillip. Congressional reaction to the abuse scandal heats up [Electronic version]. *St. Louis Post-Dispatch*. May 7, 2004, five star late lift edition, Lexis-Nexis, <http://web.lexis-nexis.com/universe>.

Online Government Publication

U.S. Census Bureau. (2002). *Reported voting and registration, by sex and single years of age: November 2002*. Retrieved December 9, 2004, from <http://www.census.gov/population/socdemo/voting/p20-552/tab01.pdf>.

Online Publication – Corporate Author

The Urban Institute. (2002). *The public health dimensions of prisoner reentry: Addressing the health needs and risks of returning prisoners and their families*. Retrieved November 8, 2006, from http://www.urban.org/UploadedPDF/410920_public_health_roundtable.pdf.

For style of footnotes and endnotes, refer to *Publication Manual of the American Psychological Association*, pages 593-640.



4. LINE SPACING FOR EXTENDED QUOTATIONS

Authors drawing on the work of others to illustrate their arguments should first decide whether direct quotation or paraphrase will be more effective. Whether quoting, paraphrasing, or using others' ideas to advance their own argument, authors should give credit to the source of those words or ideas. Commonly known facts, proverbs, and other familiar expressions require no source citation unless the wording is taken directly from another work. See *APA Publication Manual*, pages 117-121

Quotations Under 40 Words in Length

In text use double quotation marks to enclose quotations in text that are less than 40 words in length. Use single quotation marks within double quotation marks to set off material that in the original source was enclosed in double quotation marks.

Example in text

Katz (1991) “The ‘Opportunistic carjackings’ involve little advance planning or casing of targets” [The would-be offender] sees a vulnerable target from which to gain some immediate reward, and does not preplan considerations of attack” (p. 279).

Block Quotations

Block quotations are used for any quote of 40 or more words. Do not use quotation marks to enclose block quotations. Do use double quotation marks to enclose any quoted material within a block quotation.

Example in block quotations

Katz (1991) found the following:

A number of the carjackers we interviewed reported committing offenses even though they had sufficient money at the time. Little Ty, for example, claimed that he had a “pocket full of money” on the day he committed one particular carjacking, but this did not prevent him and a friend from exploiting an easy score:

5. STYLE USED FOR TABLES AND FIGURES

A table or a figure offers an excellent means of presenting a large number of individual, similar facts so that they are easy to scan and compare. Because a prime virtue of tables or figures is easy comparison, consistency in style is indispensable both within one table or figure and among several. When you use tables or figures, be certain to mention all of them in the text. Refer to all tables as *tables* and to all graphs, pictures, or drawings as *figures*.

Tables

Column heads and rows

A table has elements analogous to the horizontal and vertical axes of a graph. The horizontal axis consists of the column heads, which are read across. The vertical axis consists of the stub column, which is read down.

The variables

The data in most tables include two sets of variables, dependent and independent. One set (traditionally the independent variables) appears in the first column, and the other appears in the

column heads.

Form

Every table should be given a number and should be cited in the text by the number, either directly or parenthetically. For example,

Results for the main and interaction effects of neighborhood SES are displayed in table 3.

Turning to the hypothesis tests for the individual level measures of race and SES (table 2), we find evidence supporting significant race and/or SES differences in all dispositions except for convictions.

Note that the word *table* is lowercased in text references.

Sample tables

For other details on tables, see the following examples:

Table 2

*Logistic and Multiple Regression Analysis of Confessions, Pretrial Detention, Acquittal, Prison**Sentence, and the Severity of Punishment*

Variables	Confession Odds	Detention Odds	Acquittal Odds	Severity of Punishment
Confession	----	.82	.87	-.10**
Male	1.01	1.09	1.08	-.06**
Age	.97	.99	.99	-.00
Age ²	1.00	1.00	1.00	2.03
Resident	1.36	.62**	.61*	-.09***
Occupation	.80*	.55***	.54***	.07*
Prior Record	1.01	3.72	3.72	.08***
Legal Counsel	.63***	1.21	1.20	.03
Co-Defendants	1.17	.70	.70	.09***
Physical Harm	.85	1.37	1.37	.34***
Property Loss	.80	2.34***	2.56***	.32***
Compensation	1.61***	.67	.66*	-.11***
Post-Reform	.62***	1.09	1.41	-.14***
Pretrial Detent	1.13			.03
Conf.x 1997			.80	
N	1009	1009	1009	765
Model X ²	46.1	85.0	85.6	
d.f.	13	13	14	14
Prob.	.000	.000	.000	.000
R ²	.067	.171	.173	.227

NOTES: *p <0.10; **p <0.05; ***p <0.01.

Table 3

Descriptive Statistics for Pooled Sample and Corruption Cases

Variable	Coding	Total		Corruption		Non-corruption	
		N	~ or mean	n	~ or mean	n	~ or mean
Corruption	0 = no 1 = yes	1,554	87.5 12.5	195	0.0 100.0	1,359	100.0 0.0
Dependant variables							
Pretrial detention	0 = no 1 = yes	1,541	11.2 88.8	188	22.3 77.7	1,353	9.7** 90.3
Acquittal of charges	0 = no 1 = yes	1,554	81.5 18.5	195	60.5 39.5	1,359	84.5** 15.5
Prison sentence	0 = no 1 = yes	1,266	6.9 93.1	118	6.8 93.2	1,148	6.9 93.1
Length of sentence	1 = ≤5 2 = 5-10 3 = 10-15 4 = life 5 = death	1,888	42.8 18.8 12.6 5.5 20.4	110	26.4 14.5 18.2 10.9 30.0	1,078	44.4** 19.2 12.1 4.9 19.4
Independent variables							
Age	Mean =	1,546	31.63	188	38.97	1,358	30.61**
Gender	0 = female 1 = male	1,554	9.4 90.6	195	12.3 87.7	1,359	9.0 91.0
Criminal record	0 = no 1 = yes	1,553	91.0 9.0	195	98.5 1.5	1,358	89.9** 10.1
Legal counsel	0 = no 1 = yes	1,551	50.4 49.6	195	52.3 47.7	1,356	50.1 49.9

Notes: Percentages do not always equal 100.0 because of rounding
 *p < .05 **p < .01

Figures

Form

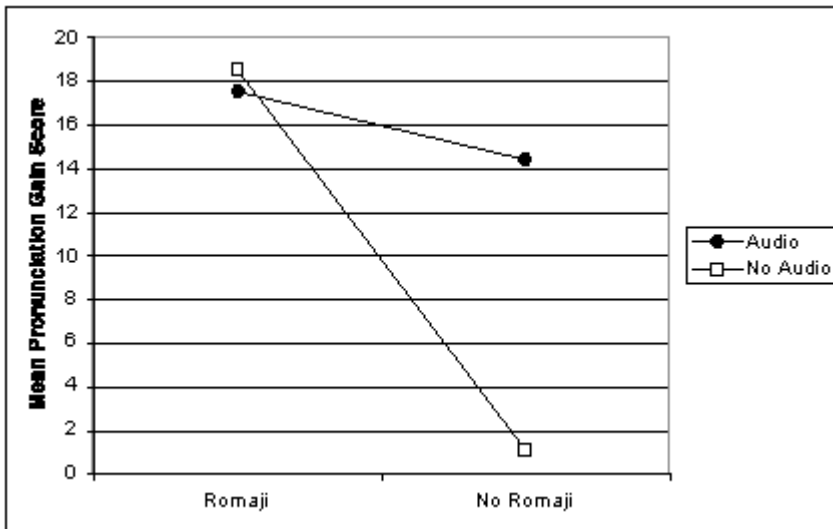
Number all figures consecutively with Arabic numerals throughout an article in the order in which they are first mentioned in text.

Title and its placement

The entire figure — including the title, headings, and notes — should be double-spaced.

For example,

Figure 1. Interaction plot for audio and *romaji* on Pronunciation gain.



6. OTHER ISSUES

In preparing the text, follow the *APA Manual for Style* of specific elements in text. Pay particular attention to the following style guidelines:

First person

Do not use first person (i.e., we, our, my, I).

Example

When we examined the results, we found that... (Incorrect)

The results showed an increase in crime...(Correct)

Percent

Use the percentage sign (%) or use the word (percentiles). Decimals (0.33) or ratios (16:1)

Example

The results indicated that 25% of the population...

The percentiles were computed by

Numbers

The general rule governing *APA Style* on the use of numbers is to use figures to express number 10 and above and words to express numbers below 10.

Example

The 10 participants included in the study...

One of the participants...

Dates

All dates are to be written out.

Example

The assault occurred on 10/2/2004. (Incorrect)

In the case study of the assault that occurred on February 10, 2007...(Correct)

Present/past tense

It is incorrect to use the present tense when referring to a past study (e.g., “This study examined factors...” not “This study examines factors...”). It is acceptable to use the present tense when referring to results (i.e., “The results indicate...”) since these are present day hypotheses that are being discussed in the present. Specific results, however, are written in the past tense.

Ethnic/Racial categories

Capitalize all ethnic/racial categories, unless contained within a direct quote (e.g., White, non-White, African-American, Latino, Asian, etc.).