

MANUSCRIPT PREPARATION GUIDE

**PH.D. CRIMINOLOGY & CRIMINAL JUSTICE
OLD DOMINION UNIVERSITY**

**M.A. APPLIED SOCIOLOGY
OLD DOMINION UNIVERSITY/NORFOLK STATE UNIVERSITY**

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STATEMENT OF PURPOSE

This *Manuscript Preparation Guide* serves as the primary resource for students completing a dissertation to fulfill the requirements of ODU's PhD Criminology & Criminal Justice or a thesis for the MA Applied Sociology degree offered by Old Dominion University and Norfolk State University. Students must follow the *Manuscript Preparation Guide* which incorporates pertinent sections of the *ODU Guide for Preparation of Theses and Dissertations* (<http://www.odu.edu/ao/affairs/graduatestudies/gradtheses.htm>) and *The College of Arts and Letters Thesis and Dissertation Format Requirements Guide* (<http://al.odu.edu/al/resources/grad.shtml>). The *Guide* uses the *American Sociological Association Style Guide* (2007), the format found in articles published in the *American Sociological Review*. (Note: Some of the ASA style requirements conflict with those of ODU. If in doubt, consult with your committee chair or the GPD. Usually, the ODU guidelines take precedent over ASA style. When using the ODU guidelines, the text takes precedent over illustrations.) Some of the materials from *The College Guide* have been reproduced here for students' convenience. The ODU Library contains copies of Applied Sociology theses; recent theses provide excellent examples in both substance and format from which to work, but note that some formatting requirements may have changed so do not rely on past theses for formatting.

FORMAT REQUIREMENTS AND RECOMMENDATIONS

(from *The College of Arts and Letters Thesis and Dissertation Format Requirements Guide*)

Use 12 point type for everything. The only exceptions are the type in tables, endnotes, or footnotes can be smaller if necessary.

Do not put headings in bold. DO NOT PUT ANY HEADINGS IN BOLD. THIS MEANS DO NOT PUT ANY HEADINGS WHATSOEVER IN BOLD.

Double space text (except for long, indented quotations, references and footnotes, which are single spaced)

Put one double space between chapter number (e.g., CHAPTER I) and chapter title (e.g., INTRODUCTION)

Put two double spaces between chapter title and first line of text. This is also used for other major headings (e.g., two double spaces between TABLE OF CONTENTS and the line that has Chapter on the left and Page on the right).

Do not include any preliminary pages on the Table of Contents.

Non-proportional type such as Courier is recommended for theses/dissertations that include tables or other material that has numbers that must be aligned. All other papers should be done in Times New Roman.

Putting tables on separate pages and saving them in separate files makes compiling the manuscript easier.

Keeping the text for each chapter in a separate file also makes compiling the manuscript easier.

Common problems to avoid or check:

- Chapter titles, table titles, subheadings, etc. must *exactly* match in text and Table of Contents, Lists of Tables, etc.
- References and citations must be consistent. This means, simply, that the information in your footnotes must match exactly the information in your bibliography. For example, in your footnote, if you cite Victoria J. Sneed as the author of a book, but cite this author in your bibliography as Sneed, V. J., then you have made a serious copy-editing error. (The correct format would be Sneed, Victoria, J. Other problems include spellings (Johnson in the text, Johnsen in references?), dates (1994 in text, 1949 in references or 1998a in reference and 1998 in text?), publisher (University of Maryland in footnote, University of Maryland Press in reference?), place of publication (Columbus, OH vs. Columbus, Ohio, vs. Columbus?), titles (be consistent with capitalization and italics or underlining depending on your manuscript style). In order to copy-edit your thesis or dissertation correctly, you must read very carefully each note and bibliographical entry to check and see that they match perfectly. (Please remember that footnotes and bibliographical entries require different formatting styles, but the information contained in each needs to be the same and in the same order).
- Page numbers on Table of Contents, Lists of Figures, etc., must match the pagination in the manuscript.
- Margins: all page numbers are one inch from the right edge of the page and approximately one-half inch from the top edge of the page. All headings or text are one inch from the top edge of the page. All bottom margins are one inch. All left margins are one and one-half inches. Justified margins are not acceptable.
- Program Style Manual: On page one of your thesis or dissertation, you must list the style manual or journal you are using at the bottom of the page. Students often forget to do this, so be careful and follow the example found under CHAPTER 1 in the sample pages section that follows.

Measure EVERYTHING! Just because your computer says the margins are correct doesn't mean that they are. MEASURE them and make adjustments as necessary.

Endnotes cannot be used in MA theses or Ph.D. dissertations. Only footnotes or parenthetical references will be accepted.

RESPONSIBILITIES OF STUDENT, CHAIR, AND GPD

After a defense, graduate students are responsible for making all corrections required by their committee. They must proofread the manuscript for content, grammar, and format.

When the student is convinced the manuscript is perfect, the thesis or dissertation chair must proofread the manuscript for content, grammar, and format. The student then corrects any errors found by the chair.

When the student and thesis or dissertation chair are convinced the manuscript is perfect, the Graduate Program Director (GPD) checks the manuscript for format. The student corrects any errors found by the GPD.

When the student, the chair, and the GPD are convinced the manuscript is perfect, you may submit it to the Dean's Office for review by the College Graduate Style Editor.

The College Graduate Style Editor reads the manuscript for format and copy editing issues. Then the Dean or the Associate Dean may read the manuscript for information and a quality check. **You must correct all manuscript errors found by the College Graduate Style Editor.**

The correction process is **your** responsibility, not the College Graduate Style Editor's or your chair's or the Graduate Program Director's. This can be a difficult process that requires several submissions. Once the College Graduate Style Editor has signed off on your work, you may then print the manuscript on 100% rag paper which can be purchased in the University bookstore.

Finally, the Thesis/Dissertation Acceptance and Processing Forms must have original signatures from each member of the committee (Grad form 6).

SCHEDULE

Dissertations Dean's Office 7 weeks before the last class day, theses are due 5 weeks before the last class day. If the student, the chair, and the GPD have thoroughly checked the manuscript, there should be no delays. However, meeting the deadline with an error-ridden manuscript does not guarantee graduation at the end of the semester. Completed manuscripts with all necessary copies, signatures, and forms are due in the Registrar's Office by the last day of classes of the semester in which the student anticipates graduation.

STYLE

The style approved by the Graduate Committee of ODU/NSU is the *American Sociological Association Style Guide* (2007). This *Manuscript Preparation Guide* uses the ASA style for text citations format, reference list format, headings, and placement of titles on figures and tables.

The style line must appear at the bottom of page one of your thesis/dissertation as follows: This thesis follows the format requirements of the *American Sociological Association Style Guide*.

HUMAN SUBJECTS APPROVAL

If your research involves human subjects it must be approved in advance of any data collection. See the *Application for Review of Potentially Exempted Research Involving Human Subjects* <http://al.odu.edu/al/resources/humansub.pdf> If your research required human subjects approval, you must include a statement of approval in your Methodology Chapter (e.g., "This research was approved by the College of Arts and Letters Human Subjects Review Committee members as exempt from full review."). ODU's Office of Research has full details about federal regulations on human subjects and procedures for human subject review. (<http://www.odu.edu/ao/research/>)

TABLES AND FIGURES

Tables are easiest to handle if you keep them on separate pages in a file separate from your text files. It is also generally easier in formatting to place tables on separate pages of their own rather than mixing them in on the same page as text. Tables should appear within 1½ pages after they are first mentioned in the text. If you wish for the tables to appear on the same page as text, three spaces should appear after the text and before the table. Tables must be the same font and font size as the text. The only exception is allowing the body of the table to be 10 or 11 point font size if necessary to produce the table in portrait orientation; in this case the title of the table

must still be 12 point font. See the Appendix of this *Guide* for examples of tables and notes; also see the *Supplement to Manuscript Preparation Guide: Examples of Tables in Text*.

PROCEDURES FOR SUBMITTING THESES/DISSERTATIONS TO THE DEAN'S OFFICE

It is the responsibility of the student and the chair to make sure that the manuscript is submitted in a timely fashion and conforms to the requirements of the *ODU Guide for Theses & Dissertations*, *The College of Arts and Letters Thesis and Dissertation Format Requirements Guide* and the *Manuscript Preparation Guide* (hereafter referred to as the *Guides*).

The thesis/dissertation, accompanied by the College of Arts and Letters Thesis/Dissertation Tracking Form, must be submitted to the Associate Dean's secretary by the Graduate Program Director (not the student) five weeks prior to the last day of classes of the semester; the dissertation must be submitted seven weeks prior to the last day of classes. It should be printed on ordinary bond paper (not special thesis/dissertation paper); it should be clean, with no markings (any corrections requested by the GPD must be made before the document is submitted to the Dean); and it must be in compliance with all the requirements of the *Guides*. Students with questions that are not addressed in the thesis/dissertation *Guide* should contact, first, their chair, and second, their GPD.

Theses will be reviewed and will be returned to the GPD as quickly as possible; students **MUST NOT** call the Dean's office to ask when the thesis/dissertation will be ready. Once the checked thesis has been returned, however, students may contact the College Graduate Style Editor or the GPD to discuss any changes and/or corrections that need to be made before the final copy is printed on the special thesis/dissertation paper.

The College Graduate Style Editor will check the thesis/dissertation for conformity with the most recent version of the *Guides*. The following will be reviewed:

- Citation of Sources (footnotes, parenthetical references)

- Bibliography/Works Cited

- All preliminary pages. Preliminary pages appear in the following order:

- Title/Approval Page

- Abstract

- Copyright, if included

- Dedication, if included

- Acknowledgments, if included

- Table of Contents

- List of Tables

- List of Figures

- List of Graphs

- Selected pages of text at random

- All footnotes

If significant errors or a number of small errors are found, the thesis/dissertation will be returned immediately and the process will begin again. In such a case, the student's graduation date could be delayed.

The thesis/dissertation may also be read by the Dean and the Associate Dean for Research and Graduate Studies.

Students should submit a draft of the thesis/dissertation to their advisor well before the end-of-semester deadline so that s/he can make a thorough check for the most common errors--margins, spacing, footnotes, bibliographies.

No later than one week prior to the last day of classes of the semester, the student will submit to the GPD a final, error free copy of the thesis/dissertation, printed on the 100% bond thesis/dissertation paper and containing all committee members' signatures in black ink AND Form 6 with all committee members' signatures. The GPD will submit the thesis/dissertation and Graduate Form 6 (Thesis/Dissertation Acceptance and Processing), complete except for the Dean's signature, to the Dean's office. No other forms should be submitted. The thesis/dissertation will be checked to make sure that all requested corrections have been made and will be returned to the GPD with Form 6, signed by the Dean.

COPIES, BINDING AND DISTRIBUTION

In addition to the five required copies for ODU, you must prepare three bound copies for NSU (MA Applied Sociology students only). For ODU, a final, approved, unbound, error-free original (100% cotton rag paper) and four copies (at least 25% cotton rag paper) of the thesis/dissertation must be received by the ODU Office of Student Records no later than the last day of classes of the semester in which the degree will be taken. The completed document, approved by the dean, and copies are submitted to the Registrar's Office counter, should be accompanied by the following forms: Binding Fee Receipt (obtained from the Registrar's Cashier's window after paying for binding), Thesis/Dissertation Acceptance and Processing (Form 6), Result of Master's Degree Examination or Requirement (Form 7), and Thesis/Dissertation Delivery (Form 11).

If the student wishes to have copies bound for themselves, they must make copies (25% cotton rag paper) and deliver them in addition to the required copies of the thesis/dissertation to the registrars office.

MA Applied Sociology students only: In addition to those turned into ODU, 3 copies (on at least 25% cotton rag paper) must be bound for NSU. We suggest Long Book Binders, 28th and Monticello, 623-4244. The three copies for NSU should be bound in green with gold lettering on the front cover and on the spine. The three bound copies should be turned into the NSU GPD for distribution.

GRADUATE FORMS STUDENTS WILL NEED

All forms may be obtained at

<http://www.odu.edu/ao/affairs/graduatestudies/gradforms.htm>

MA Applied Sociology students:

Form 20, Thesis Advisory Committee - Submit once thesis committee is fully formed (Requires signature of Thesis Chair)

Form 21, Request For Change In Thesis Advisory Committee - Submit if any changes to thesis committee are made (Requires signatures of Current and Proposed committee Chair)

Form 7 - Results of Master's Degree Examination Or Requirement - Submit upon completion of (1) Thesis Proposal Defense and (2) Final Thesis Defense (Requires signatures of All Committee Members - **Take to both Defenses**)

Form 6 , Thesis/Dissertation Acceptance And Processing - Submit with Thesis to Dean's Office following approval Thesis formatting (Requires signatures of All Committee Members - **Take to final Defense**)

Form 11, Thesis/Dissertation Delivery - Submit to Registrar's Office when turning in Thesis

PhD Criminology & Criminal Justice students:

Form 16, PhD Dissertation Committee - Submit once dissertation committee is fully formed (Requires signature of all committee members)

Form 17, Request For Change In PhD Dissertation Committee - Submit if any changes to dissertation committee are made (Requires signatures of Current and Proposed committee Chair)

Form 10, Result of PhD Examination or Requirement - Submit upon completion of (1) Dissertation Proposal Defense and (2) Final dissertation Defense (Requires signatures of All Committee Members - **Take to both Defenses**)

Form 15, Request For Permission To Take The Ph.D. Candidacy Examination /Dissertation Defense - Submit prior to dissertation defense (requires signatures of dissertation chair, GPD, dept chair)

Form 6 , Thesis/Dissertation Acceptance And Processing - Submit with dissertation to Dean's Office following approval of dissertation formatting (Requires signatures of All Committee Members - **Take to final Defense**)

Form 11, Thesis/Dissertation Delivery - Submit to Registrar's Office when turning in Thesis

Supplemental Funds for Graduate Student Research may be available from the Office of Graduate Studies; user Form 3.

**CITING REFERENCES IN TEXT, TABLES,
HEADINGS AND SUBHEADINGS: ASA GUIDELINES**
from the *American Sociological Association Style Guide* (2007)

1. **References in the text:** Cite the last name of the author and year of publication. Include page numbers whenever your text quotes directly from a work or refers to specific passages in the cited work. Cite only those works needed to provide evidence for assertions and to guide readers to important sources on your topic. Identify subsequent citations of the same source in the same way as the first. Examples follow:
 - If author's name is in the text, follow it with the year in parentheses:
 . . .in another study by Duncan (1959)
 if author's name is not in the text, enclose the last name and year in parentheses:
 . . .whenever it occurred (Gouldner 1963).
 - Pagination follows the year of publication after a colon for direct quotes or specific facts:
 . . .(Ramirez and Weiss 1979:239-40).
 - Give both last names for two authors:
 . . .(Martin and Bailey 1988).
 - For works with three authors, list all last names on the first citation in the text; thereafter use "et al.":
 . . .(Carr, Smith, and Jones 1962); and later: . . .(Carr et al. 1962).
 - For works with more than three authors, use the last name of first author and "et al." throughout.
 - Separate a series of references with a semicolon in chronological order:
 . . . (Burgess 1968; Marwell et al. 1971).
 - For institutional authorship, supply minimum identification from the complete citation:
 . . .(U.S. Bureau of the Census 1963:117).
 - For unpublished materials scheduled for publication, use "forthcoming." For dissertations and unpublished papers, cite the date. If no date, use "n.d.":
 . . .Smith (forthcoming) and Jones (n.d.).
 - For machine-readable data files, cite authorship and date:
 . . .(Institute for Survey Research 1976).
2. If using footnotes, number them consecutively throughout the chapter. Each new chapter should start with footnote 1 using superscript Arabic numerals. If you refer to note again later in the text, use a parenthetical note: . . .(see note 1).
3. **REFERENCES** follow the text in a section headed "References." All references used in the text must be listed in the reference section, and vice versa. Publication information for each must be complete and correct.

- I List the references in alphabetical order by authors' last names; include first names and middle initials for all authors when available. If there are two or more entries by the same author(s), list them in order of the year of publication. If the cited material is unpublished but has been accepted for publication, use "Forthcoming" in place of the date and give the journal name or publisher. For dissertations and unpublished papers, cite the date and location the paper was presented or is available. If no date is available, use "n.d." in place of the date.
- I If two or more works are by the same author(s) within the same year, list them in alphabetical order by title and distinguish them by adding the letters a, b, c, etc., to the year (or to "Forthcoming"). For multiple authorship, only the name of the first author is inverted (e.g., "Jones, Arthur B., Colin D. Smith, and James Petersen"). List all authors; using "et al." in the reference section is not acceptable.

4. Number **tables** consecutively throughout the text. Each table must include a descriptive title and headings for columns and rows. Gather general notes to tables as "Note:" or "Notes:"; use a, b, c, etc., for table footnotes. Asterisks *, **, and/or *** indicates significance at the p<.05, p<.01, and p<.001 levels, respectively; specify one-tailed or two-tailed tests. (See Appendix for examples of tables.)

5. Number **figures, illustrations, or photographs** consecutively throughout the text. Each should have a caption. Photographs must be black and white. **IMPORTANT:** All art and type must be legible when reduced or enlarged to fit the guidelines of the *ODU Guide for Preparation of Theses and Dissertations* book.

6. **Headings and Subheadings** - See the Appendix for an example of a chapter with three levels of subheadings following the major heading. The example is correct and the explanations below are provided only to explain the format.

1. The major heading is CHAPTER number and the CHAPTER TITLE, both of which are ALL CAPS (with no bold), and centered. 2 double spaces follow the chapter title.
2. The 1st level subheading is ALL CAPS and flush left to margin. 2 double spaces follow the end of the text coming under the 1st subheading, prior to the next subheading.
3. The 2nd subheading is *italicized* and the first letter of all major words is capitalized. 2 double spaces follow the end of the text under the 2nd subheading, prior to the 3rd level subheading.
4. The 3rd subheading is paragraph indented, *italicized*, only the first letter of the first word is capitalized, and ends with a period. The usual 1 double space follows the end of the text under the 3rd subheading, prior to the next subheading.

IN-TEXT CITATIONS AND LONG QUOTATIONS

Cite the original source of direct quotes, statistics, information facts, or ideas which originated with another author. Cite the original source within the text of the paper, usually within or at the end of the corresponding sentence. Prepare source citations and references as detailed below.

Citation as Part of Sentence

Longmire (1983) classifies the numerous differing dilemmas facing researchers as "participant issues" and "professional issues." As early as 1933, Michael and Adler noted that all of the questions about crime are either practical or theoretical problems requiring different methods to answer the questions such problems propose.

Citation Referred to in Sentence

It has been posited that the applied criminologist is a relatively recent development (Szabo 1971). Their inclusion in a popular introductory research methods textbook (Babbie 1983) indicates that they are well understood and accepted by the scientific community.

Since debate is ongoing regarding criminology exclusively as a pure or applied discipline (Wilson 1975; Cressey 1978; Longmire 1979; Sagarin 1980b; Eskridge 1985), the differences in the ethical choices faced by pure versus applied criminological researchers will be investigated.

Following the December 1997 shootings in West Paducah, Kentucky, President Clinton ordered the Departments of Justice and Education to produce an annual report on school violence (Radio Address... 1997; "Clinton Orders..." 1997).

Citations Which Require Page Number(s) - Direct Quotes and Statistics

Pure criminological research, according to Cressey (1978:174-5), is "trying to discover the processes generating the criminals to be punished and the laws and personnel doing the punishing." Applied criminological research is concerned with "increasing the efficiency of the punitive legal apparatus" (Cressey 1978:174).

Using Long Quotations

Quotes of more than three lines should be single spaced and indented from the left margin, but not indented from the right margin. There is a double space between the quote and the regular text of the manuscript. Quotation marks are not used as the formatting indicates that it is a direct quotation. Here is an example:

Chopra (1999:110) calls for a new model of medicine that does not merely look for "magic bullets" to cure, but instead, aims to "go beyond the origins of disease." Chopra believes this new model should include the consciousness as well as the physical.

And it is consciousness that is, in fact, the phenomenon, and matter that is the epiphenomenon, or by-product, in human physiology, and probably in the physiology of this organic universe in which we live...the human body is not an anatomical structure that is fixed in space and time. The human body is more like a river alive with energy,

information, and intelligence. It has a cybernetic feedback loop and can influence its own evolution and its own expression. It has the ability to learn from mistakes and the ability to make choices. (Chopra 1999:111)

Chopra (1999:112) describes the “quantum mechanical model” as a constant regenerative body that is always recycling. When he is asked why disease is still in the . .

REFERENCE LIST GUIDE

This guide gives nearly every possible example needed when citing or referencing material. References should appear in your reference list alphabetically by first author. References are separated here by type of reference to assist students; **your References pages in your manuscript will appear in alphabetical order by author's last name.** Note that some references appear below in more than one category in cases in which there might be confusion about what something is or how it should appear. Use Hanging Indent when formatting each reference.

Books and Reports formatted as Books

Alex, Nicholas. 1969. *Black in Blue: A Study of the Negro Policeman*. New York, NY: Appleton Century Crofts.

Babbie, Earl. 1990. *Survey Research Methods*. Belmont, CA: Wadsworth.

_____. 1995. *The Practice of Social Research*. Belmont, CA: Wadsworth.

Bachman, Ronet. 1994. *Violence Against Women: A National Crime Victimization Survey Report*. Washington, DC: Bureau of Justice Statistics.

Christopher Commission. 1992. *Report of the Independent Commission on the Los Angeles Police Department*. Los Angeles, CA: Christopher Commission.

Commission on Civil Rights. 1982. *Under the Rule of Thumb: Battered Women and The Administration of Justice*. Washington, DC: U.S. Government Printing Office.

Klaus, P. A. and M. R. Rand. 1984. *Family Violence, Bureau of Justice Statistics Special Report*. Washington, DC: U. S. Department of Justice.

Levens, Bruce R. and Donald G. Dutton. 1980. *The Social Service Role of Police: Domestic Crisis Intervention*. Ontario, Canada: Minister of Supply and Services.

U.S. Department of Justice. 1993. *Uniformed Crime Report 1992*. Washington, DC: U.S. Government Printing Office.

_____. 1994. "Domestic Violence: Violence between Intimates." *Bureau of Justice Statistics: Selected Findings*. Washington, DC: Bureau of Justice Statistics.

Virginia Code Commission. 1995. *Code of Virginia*. Charlottesville, VA: Michie Company.

Weber, Max. [1891] 1984. "Bureaucracy." Pp. 24-39 in *Critical Studies in Organizations and Bureaucracy*, edited by F. Fischer and C. Sirianni. Philadelphia, PA: Temple University Press.

Articles in Journals

- Acker, Joan. 1990. "Hierarchies, Job, Bodies: A Theory of Gendered Organizations." *Gender and Society* 4(2):138-58.
- American Medical Association. 1992. "Violence Against Women: Relevance for Medical Practitioners." *Journal of the American Medical Association* 267(23):434.
- Berk, Richard A., Sarah F. Berk, Peter J. Newton, and Donileen R. Loseke. 1984. "Cops on Call: Summoning the Police to the Scene of Spousal Violence." *Law and Society Review* 18(3):479-98.
- Berk, Richard A., David Rauma, Donileen R. Loseke, and Sarah R. Berk. 1982. "Throwing the Cops Back Out: The Decline of a Local Program to Make the Criminal Justice System More Responsive to Incidents of Domestic Violence." *Social Science Research* 11:245-79.
- Berk, Sarah F. and Donileen R. Loseke. 1981. "Handling Family Violence: Situational Determinants of Police Arrests in Domestic Disturbances." *Law and Society Review* 15(2):317-46.
- Cascio, Wayne. 1977. "Formal Education and Police Officer Performance." *Journal of Police Science and Administration* (May):89-96.
- Dalley, Angus F. 1975. "University vs. Non-University Graduated Policemen: A Study of Police Attitudes." *Journal of Police Science and Administration* 3(4):458-68.
- Goodman, Leo A. 1947a. "Exploratory Latent Structure Analysis Using Both Identifiable and Unidentifiable Models." *Biometrika* 61:215-31.
- _____. 1947b. "The Analysis of Systems of Qualitative Variables When Some of the Variables Are Unobservable. Part I-A Modified Latent Structure Approach." *American Journal of Sociology* 79:1179-259.
- Journal of the American Medical Association*. 1990. "Medical News and Perspectives." *Journal of the American Medical Association* 264(8):939.

Chapters in Books

- Berk, Richard A., Sarah F. Berk, Donileen R. Loseke, and David Rauma. 1983. "Mutual Combat and Other Family Violence Myths." Pp. 197-212 in *The Dark Side of Families: Current Family Violence Research*, edited by David Finkelhor, Richard Gelles, G. Hotaling, and Murray Straus. Newbury Park, CA: Sage Publications.

Fields, Pete. 1978. "Wife Beating: Government Intervention Policies and Practices." Pp. 20-7 in *Battered Women: Issues of Public Policy*. Washington, DC: U.S. Commission on Civil Rights.

WWW Pages

The Abortion Rights Activist: Serving the Pro-Choice Community On-line Since June 19, 1995. 1999. *Anti-Choice Violence in 1998*. Retrieved October 5, 1999. (<http://www.cais.com/agm/main/ytd98.htm>).

Bowman, Karlyn. 2000. "Abortion Attitudes Today." *The Gallup Organization: Guest Scholar Poll Review*. Retrieved May 21, 2000 (<http://www.gallup.com/poll/questscholar/g000112.as>).

Scott, Janny and David Leonhardt. 2005. "Shadowy Lines That Still Divide." *The New York Times* May 15. Retrieved February 12, 2006 (<http://www.nytimes.com/2005/05/15/national/class/OVERVIEW-FINAL.html?ex=1139893200&en=217dba224ff46a29&ei=5070>).

Kaiser Family Foundation. 1998. *Will 1999 Be the Year for Mifepristone (RU-486)? And, An Update on Women's Other Options for Very Early Abortion*. Retrieved November 10, 1999. (http://www.kff.org/content/archive/1432/ru486_qu.html).

Koonin, Lisa M., Lilo T. Strauss, Camaryn E. Chrisman, Myra A. Montalbano, Linda A. Bartlett, and Jack C. Smith. 1999. *Abortion Surveillance—United States, 1996* (CDC: 48(SS04); 1-42). Retrieved November 10, 1999 (<http://www.cdc.gov/epo/mmwr/preview/mmwrhtml/ss4804a1.htm>).

National Abortion and Reproductive Rights Action League. 1998a. NARAL Factsheets: The Safety of Legal Abortion and the Hazards of Illegal Abortion. Retrieved October 5, 1999 (<http://www.naral.org/publications/factssafety.html>).

_____. 1998b. *NARAL Factsheets: Supreme Court Decisions Concerning Reproductive Rights: A Chronology: 1965-1998*. Retrieved October 5, 1999 (<http://www.naral.org/publications/facts/sup.html>).

Pritzker, T.J. n.d.. *An Early Fragment from Central Nepal*. Retrieved June 8, 1995. (<http://www.ingress.com/~astanart/pritzker/pritzker.html>).

Radio Address by the President to the Nation. 1997. December 6. Retrieved July 17, 1998 (7.text.1 at <http://www.pub.whitehouse.gov>).

CD / DVD

Oxford English Dictionary Computer File: On Compact Disc (2nd ed.), [CD-ROM]. 1992. Oxford University Press.

Datasets

American Institute of Public Opinion. 1976. *Gallup Public Opinion Poll #965* [MRDF]. Princeton, NJ: American Institute of Public Opinion [producer]. New Haven, CT: Roper Public Opinion Research Center, Yale University [distributor].

Burns, Nancy, Donald R. Kinder, Steven J. Rosentone, and Virginia Sapiro. 2000. *National Election Studies, 2000: Pre-/Post Election Election Study*. Retrieved September 1, 2004 (<http://sda.berkeley.edu/D3/NES2000/Doc/ns00.htm>).

Legal Cases

Bradley v. State, 1 Miss. 157 (1824).

Bruno v. Codd, 90 Misc. 2d 1047, 396 N.Y.S. 2d 974 (Sup. Ct. 1977), *rev'd in part, appeal dismissed in part*, 407 N.Y.S. (App. Div. 1978), *aff'd*, 47 N.Y. 2d 582 (1979).

Harris v. McRae, 448 U.S. 297 (1980).

Ohio v. Akron Center for Reproductive Health, 497 U.S. 502 (1990).

Newspaper Articles

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WORD PROCESSING HINTS FOR MANUSCRIPT PREPARATION

Mona J.E. Danner, September 1, 2005

Whether you're using Microsoft Word, WordPerfect, or any word processor program, knowing and understanding various formatting keys will help you immensely and save you tons of time. Invest the time to learn them NOW to get a huge payoff immediately and forever. In particular, learn these (generally found under Format) as they are demonstrated below:

Tab - Tab automatically indents the first line of a paragraph, as in this example. Use tab whenever starting a new paragraph, do not tap spaces since you're likely to occasionally tap incorrectly.

Indent - Indent actually indents the left margin of an entire paragraph, as in this example. Indent is useful for a long quote; a long quote is generally a quote that exceeds three or four lines, as in this example.

Double Indent - In rare cases you may need to use Double Indent to indent both the left and right margins of a paragraph, as in this example.

Hanging Indent - Hanging indent is used in the reference list. The first line of each reference is at the left margin and subsequent lines are indented, as in this example.

Flush Right - Flush Right moves the text to the right margin. Use Flush Right particularly in the Table of Contents and List of Tables for the "Page" heading, as in this example: Page

Flush Right with Dot Leaders - Dot Leaders are used in Table of Contents and List of Tables to put the actual page number in Arabic numbers. Don't tap out periods as you'll never end up correctly. Use this function and it'll be fast, easy, and perfect as in this example:

1. An Example for You 14

In WordPerfect: "Flush Right with Dot Leaders" (under Format - Line; or hit ALT F7 twice).

In MS Word: Format - Tabs - Clear all tab stops - set Tab Stop Position at 6 (this takes you to 7.5" across the page, which is 1" right margin; you need 6 because of 1.5" left margin) - set Default Tab Stops at 0 - set Alignment at Right - set Leader at 2... - OK. Now when you hit Tab you'll get the Flush Right with Dot Leaders.

Widow/Orphan - This protects against there being only one line of a new paragraph at the bottom of a page, or only the final line of the end of the paragraph at the top of a page.

In Word: Format - Paragraph - Line and Page Breaks - Widow/Orphan control.

In WordPerfect: Format - Keep Text Together - Widow/Orphan.

Page Numbers - Page numbers are in upper right-hand corner, 1" from right margin and ½" from top. Note that the text must start the page at 1" from top; it can be a bit more than 1" (e.g., 1.12") but may not be less than 1".

In Word: First, set margins: File - Page Setup - Top 1, Bottom 1, Left 1.5, Right 1, Header 0.5 Then, set page numbers: Insert - Page Number - Position: Top of Page (Header) - Alignment: Right.

Remember basic typing and grammar rules. Two spaces follow the end of a sentence whether it is a period or a question mark. Two spaces follow a colon (:) when used as a grammatical construction to separate parts of a sentence.

Excel for Data Tables

Excel is excellent for producing tables, much easier than any word processing program. Again, learn to use it expertly! Here are some key things to remember:

Table fonts, including page numbers, must be the same type as text fonts. Table title must be 12 point; the rest of the table can be 10 point if it is needed to keep the table in portrait orientation.

Margins must be maintained. If turning table to landscape remember that the top will be inside the thesis/dissertation and that will be the 1.5" margin. If you play with the margins in File/Print Preview/Page Setup, make certain that Scaling remains at 100% and does not shrink as that would shrink the font size.

To put in page numbers: FIRST: File/Page Setup/Page and look to the bottom where it says "First Page Number" and type in the appropriate page number. THEN: File/Page Setup/HeaderFooter/Custom Header/Right Section and then hit the "#" key.

APPENDIX – EXAMPLES OF:

TITLE PAGE

ABSTRACT

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

**HEADINGS AND SUBHEADINGS AND HOW TO
GENERATE A TABLE OF CONTENTS**

TABLES

VITA

TITLE GOES HERE: USE CAPITAL LETTERS AND DOUBLE SPACE

IF YOUR TITLE IS MORE THAN ONE LINE

by

Jane J. Jones

B.A. August 2002, Old Dominion University

A Thesis Submitted to the Faculties of
Old Dominion University and Norfolk State University
in Partial Fulfillment of the Requirement for the Degree of

MASTER OF ARTS

APPLIED SOCIOLOGY

OLD DOMINION UNIVERSITY AND NORFOLK STATE UNIVERSITY

May 2005

Approved by:

Susan S. Smith (Director)

David D. Doe (Member)

Janice J. Johnson (Member)

ABSTRACT

TITLE GOES HERE: USE CAPITAL LETTERS AND SINGLE SPACE
IF YOUR TITLE IS MORE THAN ONE LINE

Jane J. Jones
Old Dominion University, 2005
Director: Dr. Susan S. Smith

The thesis title must appear exactly as it does on title page except that it is single spaced here; exactly means the same line breaks if the title is more than one line. The text of the abstract starts one triple space below the Director line, with a paragraph indentation. The text is double-spaced (following the spacing in the body of your thesis or dissertation). The abstract must not exceed 350 words in length. Every word (or numeral) with a space on either side of it counts as a word. Three hundred and fifty words is about this long. The text of the abstract starts one triple space below the Director line, with a paragraph indentation. The text is double-spaced (following the spacing in the body of your thesis or dissertation). The abstract must not exceed 350 words in length. Every word (or numeral) with a space on either side of it counts as a word. Three hundred and fifty words is about this long. The text of the abstract starts one triple space below the Director line, with a paragraph indentation. The text is double-spaced (following the spacing in the body of your thesis or dissertation). The abstract must not exceed 350 words in length. Every word (or numeral) with a space on either side of it counts as a word. Three hundred and fifty words is about this long. The text of the abstract starts one triple space below the Director line, with a paragraph indentation.

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numeral) with a space on either side of it counts as a word. Three hundred and fifty words is about this long. The text of the abstract starts one triple space below the Director line, with a paragraph indentation. The text is double-spaced (following the spacing in the body of your thesis or dissertation). The abstract must not exceed 350 words in length. Every word (or numeral) with a space on either side of it counts.

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EMPIRICAL RESEARCH ON NEGOTIATIONS	12
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Note that the chapter numbers are aligned to the left under the “r” of chapter. The page numbers are aligned to the right under the “e” of page. To get the word “Page” to the far right, use Flush Right. To get the page numbers correctly aligned with dot leaders use Flush Right with Dot Leaders.

All chapter titles are connected to their corresponding page number with leader dots.

Double space all major headings. If using subheadings in the text they should appear in the Table of Contents although they are not required to. Single space subheadings and use appropriate indentation for each level of subhead and capitalize and italicize in the same manner as they appear in the text. Follow this Guide for capitalization of subheadings. Remember that all headings and any subheadings on this page must match the text exactly.

If your Table of Contents runs more than one page, the appropriate headings of Chapter and Page must appear at the top of the second page.

If you have only one Appendix, use the word APPENDIX and do not give the title

LIST OF TABLES

Table	Page
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2. Title of Table 2 goes here exactly as written in the text and if the title is more than one line, single space the entry	19
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6. Cross-Tabulation of Arrest by Victim Gender	58

Table numbers are aligned under the “e” of table. Page numbers are aligned under the “e” of page.

Table titles must match the text exactly in wording and in capitalization.

Follow the journal selected by your department for the placement of tables numbers and titles in text.

Tables are numbered consecutively throughout the text.

When possible first mention of the table must be either within 1 1/2 pages before the table or on the page of text immediately following the table.

Be consistent in the formatting of tables—titles, capitalization, placement, use of period at the end.

If you are not saving your tables in a separate file, you must have at least three spaces above and below each table in text.

If you are saving your tables to a separate file, make sure your text fills the pages preceding and following the tables.

When possible, portrait layout is favored over landscape layout.

LIST OF FIGURES

Figure	Page
1. Title of Figure 1 goes here exactly as written in the text	11
2. Title of Figure 2 goes here exactly as written in the text and if the title is more than one line, single space the entry	29
3. Title of Figure 3 goes here and so on	30

Figure numbers are aligned under the “é” of figure. Page numbers are aligned under the “é” of page.

Figure titles must match the text exactly in title and capitalization.

Follow the journal selected by your department for the placement of figure numbers and titles in text.

Figures are numbered consecutively throughout the text.

When possible first mention of the figure must be either within 1 1/2 pages before the figure or on the page of text immediately following the figure.

Be consistent in the formatting of figures—titles, capitalization, placement, use of period at the end.

If you are not saving your figures in a separate file, you must have at least three spaces above and below each figure in text.

If you are saving your figures to a separate file, make sure your text fills the pages preceding and following the figures.

When possible, portrait layout is favored over landscape layout.

CHAPTER I

THE TITLE OF THE CHAPTER [Word Heading 1]

In a paper, the title of the paper is the only major heading. In a dissertation, however, every chapter number with its chapter title is a major heading. As explained on page 8 of the *Manuscript Preparation Guide*, a major heading is typed in ALL CAPS (with no bold), and centered, with 2 double spaces that follow the major heading.

THIS IS THE FIRST LEVEL SUBHEADING [Word Heading 2]

The first level subheading is ALL CAPS and flush left to margin. Two double spaces follow the end of the text coming under the 1st subheading, prior to the next subheading.

This is the Second Level Subheading [Word Heading 3]

The second subheading is *italicized* and the first letter of all major words is capitalized. Two double spaces follow the end of the text under the second subheading, prior to the third level subheading.

The third level subheading looks like this. [Word Heading 4] The third subheading is paragraph indented, *italicized*, only the first letter of the first word is capitalized (or any proper names), and the subheading ends with a period. The usual one

This thesis [dissertation] follows the format requirements of the *American Sociological Association Style Guide*.

double space follows the end of the text under the third subheading, prior to the next subheading.

This is another third level subheading. [Word Heading 4] Note that there is only the usual 1 double space following the end of the text under the previous third subheading, prior to this next third subheading.

USING MICROSOFT WORD AND GENERATING A TABLE OF CONTENTS

Using Word to prepare subheadings in order to be able to automatically generate a table of contents is a multi-step process and also a very valuable skills. Learn it early in your career and you will be well served.

Using Styles to Identify Headings and Subheadings

First, write your paper and type in the headings and subheadings as they should appear with respect to capitalization, italicize, line spacing, etc. Once your paper is completed and the formatting appears as it should, highlight a heading and then use the style bar which is usually at the upper left hand of the toolbar on top and assign the highlighted portion “heading 1” or “heading 2” or whatever heading is appropriate. BUT, note that you’ll have to make some changes because Word doesn’t use the style you’d like; it generally assigns a different font type or size or bolds it or does something else that stupid. Be sure that the space above/below paragraphs is marked “0” and that the box about inserting an extra line between paragraphs is appropriately marked (there should not be an extra line between paragraphs).

Generating a Table of Contents

Generating the table of contents is the third step, but it is also a multi-step process. First, go to where you want the table of contents to appear and insert a new page there. Click on Insert — Reference — Index and Tables – Table of Contents. On the left side make certain that the following are checked: show page numbers, right align page numbers, show levels 4. Make sure that “use hyperlinks instead of page numbers” is not clicked.

Is that it? First, note that this is a third-level subheading and how it appears. Now to generate the table of contents, the next step is to click “OK.” A table of contents should generate right there. You may need to block it and double space it, but it will appear exactly as the text appears throughout the document. If the table of contents doesn’t look right, it’s because you didn’t make the correct changes in the style box at the top left of the screen (it usually appears to the left of the box that identifies the font type).

There always are glitches with Microsoft Word. However, if you keep playing with it and at least you’ll learn something new.

Table 1. Demographic Characteristics of Sample and Population of Eastern Virginia Medical Students.

Variable	Sample		E.V.M.S. Medical Student Population	
	N	Percentage	N	Percentage
<u>Gender</u>				
Male	96	49.5	231	56.9
Female	98	50.5	175	43.1
<u>Race</u>				
White/European	152	78.8	314	77.3
Black/African American	8	4.1	27	6.7
Hispanic	1	.5	4	1.0
Asian/Pacific Islander	23	11.9	60	14.8
Bi-racial/ Multi-racial	5	2.6	-	-
Other	4	2.1	1	.2
<u>Year in Medical School</u>				
First	54	27.8	104	25.6
Second	59	30.4	103	25.4
Third	48	24.7	107	26.3
Fourth	33	17.0	92	22.7
<u>Marital Status</u>				
Single	124	63.9	333	82.0
Cohabitation	15	7.7	-	-
Married	53	27.3	73	18.0
Divorced	2	1.0	-	-
Widowed	0	0	-	-
Separated	0	0	-	-
<u>Age</u>				
	Mean = 26.1		Mean = 27.25	
	Range = 20 - 41			
	SD = 3.7			

Table 2. Additional Characteristics of Sample.

Variable	(N)	Percent
<u>Religious Affiliation</u> (192)		
Catholic	46	24.0
Jewish	9	4.7
Protestant	66	34.4
Atheist	8	4.2
Agnostic	28	14.6
Other	35	18.2
<u>Strength of Religious Affiliation</u> (190)		
Not Very Strong	54	28.4
Somewhat Strong	48	25.3
Strong	49	25.8
Very Strong	39	20.5
<u>Area(s) of Medicine In Which Want to Specialize</u> (231)		
Family Medicine	33	14.3
Internal Medicine	44	19.1
Obstetrics/Gynecology	18	7.8
Pediatrics	46	20.0
Psychiatry	6	2.6
Surgery	26	11.3
Other	28	12.2
Undecided/Unknown	30	13.0
<u>Setting Where Hope to Practice</u> (171)		
Urban Area	45	26.3
Suburb	74	43.3
Small Town	25	14.6
Rural Area	9	5.3
Other	18	10.5
<u>Number of Children Have Now</u> (192)		
0.0	179	93.2
1.0	5	2.6
2.0	7	3.6
4.0	1	.5

Table 2. Continued.

Variable	(N)	Percent
<u>Number of Sexual Partners</u>	(181)	
Mean = 5.2		
Std. = 5.6		
Range = 0 - 30		
<hr/>		
<u>Respondent or Sexual Partner Ever Been Pregnant</u>		
Total Responding	(192)	
Yes	29	15.1
No	163	84.9
<hr/>		
<u>Respondent or Sexual Partner Has Ever Received an Abortion</u>		
Total Responding	(191)	
Yes	18	9.4
No	173	90.6
<hr/>		
<u>Personal Acquaintance Has Had An Abortion</u>		
Total Responding	(192)	
Yes	134	69.1
No	58	30.2
<hr/>		
<u>Has Abortion Been Topic of Medical School Training</u>		
Total Responding	(193)	
Yes	117	60.6
No	76	39.4
<hr/>		
<u>Has Respondent Received Any Training in Abortion Practices, Indications, or Procedures</u>		
Total Responding	(193)	
Yes	43	22.3
No	150	77.7
<hr/>		

Table 3. Hypothesis 1: Percentage of Students Willing to Perform an Abortion Based Upon Gender.

Gender	Would you ever be willing to perform an abortion for a patient?	
	Yes	No
Male (N = 94)	58.5% 55	41.5% 39
Female (N = 95)	65.3% 62	34.7% 33
p = 0.339 Chi-square = 0.914, d.f. = 1		

Table 4. Hypothesis 2: Impact of Age on Willingness to Perform Abortions.

Would you ever be willing to perform an abortion for a patient?	N	Mean	SD	SE of Mean
Yes	115	26.40	4.14	.39
No	71	25.51	2.87	.34
t-score	1.735 ^a			
t-test ^a (d.f. = 181.503) of difference between means.				
p = 0.084				

Table 9. Hypothesis 4: Regression of Predictor Variables on Criminal Activity.

Variables	B	s.e.	Beta	T	Sig.
Constant	.549	.121		4.550	.000*
Floating population status	-.438	.041	-.185	-10.785	.000*
Economic Marginalization	.029	.006	.076	4.513	.000*
Family Attachment	-.140	.046	-.005	-.310	.757
Community Involvement	-.050	.036	-.023	-1.383	.167
Age	-.022	.002	-.161	-10.108	.000*
Sex (male)	.629	.035	.278	17.821	.000*
Education	.003	.050	.001	.058	.954
Place of Residence (urban)	.926	.029	.129	7.570	.000*
R2 = .13					

*p<.001 F(1, 3625) = 67.85

TABLE NOTES

Numbers must be aligned by decimal points.

Table contents may be 10 or 11 point font but Table Title must be 12 point.

Double space between table title and beginning of table.

Double line at top of table.

Single line at bottom of table data, except that notes related to significance tests appear below that line.

Tables are easiest to create using the Table function in your word processing program or in Excel. Input all the data and then remove or change the lines and border.

Learn how to effectively use your word processing program to save tons of time!

The next pages present examples of tables on the same page as text. Note the triple space between the end of the text and the table. While tables within text are attractive, they can be very difficult to handle as these tables cannot break pages and so adding/deleting text anywhere previous in the chapter can quickly mess up the appearance of the table.

In order to comply with privacy issues, I have ensured the participants' confidentiality, explained the purpose of the study, the risks and benefits to the subject, and have answered any questions they had with regard to the study. Two participants declined to answer, resulting in the missing data for this variable. Table 3 presents the frequencies by age group and facility type of participants.

Table 3. Age Group Frequencies by Facility Type.

Age Group	Assisted Living	Retirement Community	Recreation Day Care	Internet Community	Total	Total %
60-64	0	0	2	0	2	2.4
65-69	0	0	5	4	9	10.6
70-74	1	0	5	10	16	18.8
75-79	3	7	5	9	24	28.2
80-84	3	10	2	5	20	23.5
85-89	1	7	0	2	10	11.8
90-94	1	3	0	0	4	4.7
Missing	0	0	2	0	2	2.3
Total	9	27	21	30	87	100.0

There were 33% male and 67% female participants (See Table 4). There were more women in each group, with the exception of the Internet community.

Table 4. Gender Frequencies by Facility Type.

Gender	Assisted Living	Retirement Community	Recreation Day Care	Internet Community	Total	Total %
Male	1	7	2	19	29	33.3
Female	8	20	19	11	58	66.7
Total	9	27	21	30	87	100.0

The data from a simple correlation matrix suggest that the proposed relationships between the various dimensions studied were all statistically significant (See Table 11).

Table 11. Significant Correlations of Select Dimensions

	Humor Coping	Sense of Humor	Stress Level	Sense of Control	Humor Lifestyle	Well-being
Humor Coping	1.000					
Sense of Humor	.908	1.000				
Stress Level	.236	.303	1.000			
Sense of Control	.472	.395	.209	1.000		
Humor Lifestyle ^{a,b}	.874	.920	.281	.471	1.000	
Well-being	.227*	.228*	.590	.374	.276	1.000
Total Index Score	.742	.742	.711	.651	.785	.725

* $p < .05$, all others significant at $p < .01$ (1-tailed test)

^aThe Humor Lifestyle Subscale is comprised of sense of humor, humor coping, humor beliefs, and humor awareness. Humor coping was removed from the score for the correlation to humor coping.

^bSense of Humor was removed from the score for the correlation to sense of humor.

A significant correlation was found between social support and well-being ($r = .304$) which supports current theory (Kahn and Antonucci 1980; Thoits 1987; Kahn 1994), and between sense of control and well-being ($r = .374$), which also supports theory (Rodin et al. 1985; Lefcourt and Martin 1986; Rodin 1986; Gecas 1989; Abeles 1991; Mirowsky and Ross 1996; Antonucci and Akiyama 1997; Lachman et al. 1994). It is puzzling, though, that the correlation between social support and sense of control was not significant, which runs counter to research that shows that strong social networks have significant interactions with sense of control (Ziff and Lachman 1992; Lachman et al. 1994). This finding may reflect that high social support in institutions reflect the control others have on their lives.

VITA

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