GUIDE TO THE THE TYPOGRAPHY OF THESESES

1. PREAMBLE
Candidates are required to package their theses (or similar submissions) in the conventional format, and are advised to use this guide from the moment they begin writing up their research. They should use it in conjunction with published style guides, of which a small selection is given in Paragraph 22 below. Style guides are usually written by academics and contain sound advice on how to write a thesis. They also contain guidance on referencing and typography.

Candidates will also find it helpful to examine existing theses to see how they have solved problems of layout or wording.

This guide has been approved by the Graduate Studies Committee of the Wits School of Education.

2. THE ELEMENTS OF A THESIS
International academic tradition has settled on a number of formal elements preliminary to the body of a thesis (the ‘prelims’ or front matter) as well as a few that come after (the end-pages or end matter). The Wits School of Education requires some or all of the elements in the checklist below, and in the order of the checklist. Some theses may even warrant additional elements such as a List of Symbols; others a different order.

3. CHECKLIST OF ELEMENTS

Preliminaries

Copyright Notice (required; page i)
Title Page (required; not paginated)
Abstract and Keywords (required; page iii)
Candidate’s Declaration (required)
Dedication (optional)
Publications or Presentations Emanating from this Research
Acknowledgements
Table of Contents (required)
List of Figures
List of Tables
4. THE PRELIMINARIES
The pagination of the preliminaries should be in lower-case roman numerals (i, ii, iii, iv, . . . ). The title page, however, is traditionally left un-paginated as the page number spoils the design. Each of the preliminaries has its own page, and all of them should start three lines lower than normal text pages, on the chapter line – indeed, they may be dropped even lower. Likewise their side margins may differ substantially from standard text pages.

5 THE COPYRIGHT NOTICE
The wording below must be used, unchanged:

Copyright Notice

The copyright of this thesis vests in the University of the Witwatersrand, Johannesburg, South Africa, in accordance with the University’s Intellectual Property Policy.

No portion of the text may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, including analogue and digital media, without prior written permission from the University. Extracts of or quotations from this thesis may, however, be made in terms of Sections 12 and 13 of the South African Copyright Act No. 98 of 1978 (as amended), for non-commercial or educational purposes. Full acknowledgement must be made to the author and the University.

An electronic version of this thesis is available on the Library webpage (www.wits.ac.za/library) under “Research Resources”.

For permission requests, please contact the University Legal Office or the University Research Office (www.wits.ac.za).
6. THE TITLE PAGE
The title page has a display function: it creates the reader’s first impression of the work. The candidate is therefore well advised, once the wording has been finalized, to spend time designing a title page of distinction, or even enlisting the help of someone who has a flair for design. See the two specimen title pages towards the end of the booklet.

More important than the appearance, however, is the contents. The title page must contain these elements, all of them crucial, in this order:

**The Title.** This should be set in capitals, in the same font as the main text, but a few sizes larger.

**The Author.** All the forenames must be given, followed by the surname, in lower-case letters with the first letter of each word capitalized. The font size should be smaller than that of the title.

**The Thesis Statement.** The thesis statement should be set in upper- and lower-case letters in the same font size as the main text of the thesis. It must name the School, Faculty, University and Degree. It must also stipulate whether it is in fulfilment or partial fulfilment of the requirements for the degree. The approved wording must be used:

- A thesis submitted to the Wits School of Education, Faculty of Humanities, University of the Witwatersrand in fulfilment of the requirements for the degree of Doctor of Philosophy
- A dissertation submitted to the Wits School of Education, Faculty of Humanities, University of the Witwatersrand in fulfilment of the requirements for the degree of Master of Education
- A research report submitted to the Wits School of Education, Faculty of Humanities, University of the Witwatersrand in partial fulfilment of the requirements for the degree of Master of Education by combination of coursework and research

**City and Year.** The city is Johannesburg; the year that of the final submission of the thesis, resulting in acceptance. There is no need to change the date at the stage when the final corrections are made to the unbound copies destined for the Archives and the Library. Font size: same as main text; upper-case or mixed upper- and lower-case.
7. ABSTRACT AND KEYWORDS
These appear together on the next page, each with its own heading, and are composed under the direction of the supervisor or with the help of style guides or writing manuals. The abstract is destined to be read online by many researchers. It should therefore be single-spaced and compact.

8. CANDIDATE’S DECLARATION
Each copy of the declaration must be signed individually in blue ink, so that its originality is clear. The heading DECLARATION is traditionally supplied, even though the text begins with the words ‘I declare’. Further, it is understood that the candidate has been aided by the supervisor, even though the work is described as unaided. The date is that of signing, at the time of submission. The approved wording must be used:

DECLARATION

I declare that this [thesis / dissertation / research report] is my own unaided work. It is being submitted for the degree of [Doctor of Philosophy / Master of Education] at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination at any other University.

[signature of candidate]
[full name, typed]

[day, e.g. 27th] day of [month] in the year [year]

9. DEDICATION
The author is free to give a personal message on this page. It does not need a heading, and is often centred on the page.

10. PUBLICATIONS AND PRESENTATIONS EMANATING FROM THIS RESEARCH
These may be articles or conference papers, and are listed in the referencing style used in the thesis. The heading is used, modified as necessary.
11. ACKNOWLEDGEMENTS
First to be acknowledged ought to be the supervisor or supervisors. Should there be ill feelings toward a supervisor the acknowledgement ought still to be made albeit in neutral and brief fashion. Financial or material assistance ought also to be acknowledged. Indeed, some funding bodies stipulate the wording. Minor advice, assistance or checking need not be mentioned.

12. TABLE OF CONTENTS
The table of contents should cover everything after it, and may be headed CONTENTS, or TABLE OF CONTENTS.

In the absence of an alphabetical back-of-book index, the table of contents is the only key to the work. It should therefore be full, incorporating headings up to the third level (see 21 below). It must also be absolutely faithful to the text. The table of contents is destined to be much used, and therefore warrants careful design. See the specimen contents pages at the end of the booklet.

Automatically Generated Contents Pages. MS Word can generate a contents page automatically, and the Help facility explains how to tag each heading in the text to achieve this. The benefits of mastering this technique include the convenience of automatic updating and complete accuracy. The only disadvantage is that the layout and wording of the contents page cannot be influenced. The results have to be accepted, warts and all.

Manually Produced Contents Pages. Some candidates may prefer to lay out their contents pages manually. To attain complete accuracy these candidates are advised to proofread the contents pages and then to verify each heading. This means checking each heading and page-reference against the actual text in the thesis, so that they differ in no way.

The Design of a Contents Page. In laying out the table of contents the column of page references on the right should be right-justified, but not on the standard right hand margin. Rather they should be brought closer to the headings so that the reader’s eye can easily travel from heading to page-reference. Lines should be single-spaced, but double-spaced between chapter ‘blocks’ to allow these to be seen as discrete entities. Sub-headings should be indented. The headings that
refer to prelims and end-pages may be differentiated typographically, by using italics, for example, so that the body of the thesis stands out. The appendices should be listed under a heading APPENDICES. The word ‘appendix’ need therefore not be repeated for each entry.

To build up the contents page manually, simply use small tab-distances (5 mm) and spaces.

13. LIST OF FIGURES
The word ‘figure’ need not be repeated on each line. Only the number of the figure, the caption and the page-reference need be given. All non-textual matter, from graphs to photographs, is classed as figures. Here too the column of page-references must be brought closer to the captions, and double-spaced lines will further improve legibility. Again, MS Word can generate lists of figures automatically, and again the formatting must then be accepted. (To use this facility in MS Word 2007 each caption must be created in the Insert Caption dialogue box. This box is found in the References tab.)

14. LIST OF TABLES
Tables are rows and columns of numbers and other data. The List of Tables is laid out in the same way as the List of Figures.

15. GLOSSARY OF TERMS AND ABBREVIATIONS
It is best not to lay out a glossary in two columns. Simplest and easiest for the reader is the dictionary style, where the term is separated from the explanation by two spaces:

    ELRU  Early Learning Resource Unit

or by a comma

    WG, West Germanic

16. THE BODY OF THE THESIS
Pagination: arabic numerals, starting at 1 and continuing till the very end of the reference list. New chapters should begin on the chapter line, which is three lines lower than standard text pages. The purpose of this is to announce the new chapter and to lessen the sense of suffocation that the reader may feel.
17. THE APPENDICES
Each appendix should start on the chapter line and should be headed as in this example:

APPENDIX A: CONSENT LETTER TO PARENTS

18. THE REFERENCE LIST
The typography should be that of the chosen referencing style. The preferred style at the Wits School of Education is that of the American Psychological Association (APA).

19. TYPEFACE (FONT)
The best typeface for a thesis is that which is easiest on the eye of the supervisor and external examiner.

Some fonts have serifs, and some do not. Serifs are the little finishing strokes at the ends of letters that help distinguish letters of similar shape and help the eye to seize clumps of words as it passes down the line. For example, McIlroy (in a sans-serif font) is much harder to figure out than McIlroy. Supervisors tend to prefer a seriffed font in theses, and their preferred seriffed font is Times New Roman. They also find sans-serif fonts acceptable, and here they prefer Arial. Their preference is no accident.

Times New Roman was commissioned in 1932 by The Times. They chose Stanley Morison, the foremost authority on letter forms of the era, to design their new typeface. He created a highly legible typeface devoid of quirks or frills. For continuous printed text there is simply no better vehicle. Once The Times stopped using Times New Roman they generously surrendered their copyright. Untrammelled by licence fees it was embraced by Microsoft, made available in MS Word, and thus the massive advantage of familiarity was added to its intrinsic merits.

Arial was designed in 1982. In 1990 Microsoft searched for a font to use in the interfaces of their software packages. They wanted sans-serif letters because these appear sharper on low-resolution computer screens, serifs looking somewhat furry. Arial was chosen and they acquired a license to use it. Not only did Arial then became one of the ‘house fonts’ of Microsoft software but it was also made available in MS Word. It thus became exceedingly familiar to the public, and it is for this reason that supervisors find it acceptable. Its legibility, as
shown in the 11 point Arial version of McIlroy above, is not on a par with serifed faces.

The candidate is therefore advised to use 12 point Times New Roman for print submissions.

Supervisors are unlikely to object to other clear fonts sized to look as large as 12 point Times New Roman, but script or fanciful typefaces are unacceptable.

20. SUGGESTED PAGE DESIGN
Paper size: A4
Orientation: portrait
Margins: 30 mm (3 cm) all round. (This is adequate for binding.)
Font style for main text: roman
Font size for main text: 10, 11 or 12 point (depending on the font)
Tabs: 5 mm (0.5 cm)
Line spacing for main text: one-and-a-half
Line spacing for matter not to be commented on by examiners: single
Line spacing for block quotations: single
Alignment: left-justified or left- and right-justified
Pagination: bottom, centre, same size and same font as main text

21. HEADINGS
Any style of heading may be used. All strong words in headings should be capitalized. Headings should not be followed by full stops, except when leading into text.

Typographical Headings. Writers who do not wish to number their headings may indicate the level of heading by means of letter size, font, bold, italics, capitals or small capitals, that is to say, typographically. It may happen that a writer becomes confused as to the levels of different headings in the thesis. Such a writer may then resort to numbering the headings according to the highly rational international standard five-level method (1.1, 1.1.2). Once clarity has been achieved, the levels of heading may be indicated typographically and the unsightly numbers removed. Besides making the thesis resemble an official document, these numbers make it difficult to design a lucid, un-staggered table of contents.
The Five-Level Method. Other candidates may wish to use the five-level method, and then it must be applied carefully as laid out below. It must not result in indiscriminate strings of numbers. In this version of the five-level style of heading bold type is used:

1. THE CONTEXT [first level]
   1.1. The Research Context [second level]
   1.1.1 The Village Learning Circles [third level]
   The Participants [fourth level; not numbered; placed above the text]
   Peasant Farmers. Men, predominantly herdsmen . . . [fifth level; not numbered; leading into the text]

In this alternative version bold type is not used, but italics are brought in at the third level:

1. THE BREAKDOWN OF CIVILIZATIONS
   1.1. The Cause of the Breakdowns of Civilizations [second level]
   1.1.1. Loss of Command over the Environment? [third level]
   The Human Environment [fourth level]
   ‘The Triumph of Barbarism and Religion?’ . If command over the physical environment, as measured by the history of technique and . . . [fifth level; not numbered; leading into the text]

Note that the numbers do not go beyond three sets; and that there are no full stops after the numbers to separate them from the headings. To achieve separation a substantial space must be left between them – indeed the first two headings are usually made to left-align with the third level.
22. SELECT LIST OF STYLE GUIDES


*Guide for the preparation of theses, dissertations and research reports.* (3rd ed.). Johannesburg: Faculty of Health Sciences, University of the Witwatersrand.


*Style guide for theses and dissertations.* (2009). Johannesburg: Graduate School of Engineering & the Built Environment, University of the Witwatersrand.


FINIS
TESTING AND IMPROVING STUDENTS’ UNDERSTANDING OF THREE-DIMENSIONAL REPRESENTATIONS IN CHEMISTRY

Helen Patricia Tuckey

A dissertation submitted to the Wits School of Education, Faculty of Humanities, University of the Witwatersrand in fulfilment of the requirements for the degree of Master of Education

Johannesburg, 1989

[Specimen title page, text modified. Simple, asymmetrical design. 16, 14 and 12 point. Reduced.]
ESTABLISHING THE READING OUTCOMES AND ACTIVITIES REQUIRED FOR L2 STUDENTS IN AN HONOURS COURSE

Norman Maurice Bernitz

A thesis submitted to the Wits School of Education, Faculty of Humanities, University of the Witwatersrand in fulfilment of the requirements for the degree of Doctor of Philosophy

Johannesburg

2007
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