

RUNNING HEAD: Five or Six Word Phrase from Title

This is Where the Title Goes

Date

Author Name  
Department Affiliation  
University Affiliation

### ACKNOWLEDGEMENTS

For their help and feedback, the author(s) would like to acknowledge A, B, and C, and the workshop at 1, 2, and 3. One space after each period. By the way, don't put odd fonts or pictures on the title page, just do plain ol' Times Roman throughout. This is formal writing, which means no slang or contractions like "don't" or "ol'". Acknowledge the people who directly contributed to the evolution of the argument, don't do family members or your favorite café. Please direct correspondence to THIS ADDRESS. Replication data is available at THIS URL. This is designed so that if you are submitting this manuscript to a journal, the cover page can be easily removed in the anonymization process. If you have a funder, you should identify the funder (both to express gratitude and inform readers) and may need to include the boilerplate sentence that confirms your independence. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author and do not necessarily reflect the views of XXXX. The Running Head actually appears as "RUNNING HEAD: XXXX" in all capital letters on this page, and then the portion that is the short header running throughout the document starts on the next page and is in the reduced 10 point font.



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## This Is Where the Title Goes

### Abstract

The abstract offers a simple statement of the research goal, and the three most important findings or take away ideas. Can include some brief factoids about the data methods. The abstract is not an introduction, it is the quick description of your work and a summary of key take away ideas of the whole memo. It is in 10 point font, doubly indented, and fully justified at the margins. This material is abstract. To help you figure out what problem you are solving, it may be useful to write an abstract because doing so will force you to organize the keywords, questions, and conclusions in a way that matches the flow of the argument you want to make. An abstract is usually 250 words or less—so what would you write is the punch line of your piece? The abstract should be written in the active voice. It should not include citations to other people’s work...this is a statement about your research. It should ask a few questions, describe a mystery, or state a problem. It should include one sentence on method you’ve used and the evidence you are marshaling. Most important, the final sentence should be a succinct statement of your conclusion and findings. This will be the hardest sentence to write and you’ll probably craft several versions of it. To get started, try a sentence that begins, “In this article, I demonstrate that...” or “Contrary to received wisdom, I find that...”.

**KEYWORDS:** two or three standard keywords relevant for your discipline or the journal this is being submitted to, and then one or two new keywords or statistically improbable phrases you want to introduce. The title, abstract, and keyword fields of a manuscript are usually indexed for search, so don’t chose keywords that already appear in the title or abstract—think search engine optimization.

**WORD COUNT:** 2,082

### I. INTRODUCTION

It can be hard to know where to start. Some academic writers start with an outline, or a previous paper, or they simply begin writing. But at some point the draft document needs to be formatted to be sharable and submitted for review. It needs to go from a document you know inside and out and have been staring at for hours into a document that colleagues will recognize as being organized. This example and these instructions are to help you make a professional first draft thesis proposal, book proposal, article, book chapter, or conference paper. The ingredients for these different manuscripts can be different and the person or organization you are submitting to may have other specific requirements. But this is a good generic structure for the first draft of your scholarly manuscript. This is a good place for research questions and statements about why the social problem is important. It is also a good place to frame things as mysteries, pernicious problems, paradoxes, missing knowledge, gaps in understanding, or urgent crises. More introduction material.

If you are writing for a Canadian, UK, or US university, set the whole document spelling for Canadian, UK or US English as relevant. If you are in a country that uses A4 paper, set your document size for A4. If you are using UK English, learn the relevant grammar and formatting, including single rather than double quotes. If you are writing for a US audience, you’ll use double quotes.

Note that pagination starts on the second page, with a 2. Do not put a 1 on the first page.

Please left justify your paragraphs, don't justify them full, right, center, mix up the justifications, or play with other directions. "When you quote from someone," said Phil Howard. "Use double quotes and don't italicize the text in the quote" (Howard, 2014). Do not have single standalone paragraphs where the topic sentence is also the concluding sentence of the paragraph. That is a good writing device for fiction, but does not always work well with scholarly writing. Do not use funny colors, odd spacing, varieties of fonts, or gimmicky formats unless those gimmicks are required by the target press and you think an acquisitions editor will like it. Microsoft word templates often introduce odd things, such as additional space before or after certain line breaks, so consider pre-formatting the most boring template possible—that is the one you should use.

Introductions also serve to state and explain research questions. When you start research you can have lots of different research questions, but by the time you are writing up your project you should carefully craft two, or maybe three questions using relevant keywords. Offer definitions if you are using terms in a specialized way. You can offer citations to the work of others who have tried to answer your research questions, or who have contributed something to advancing knowledge in your domain of research. It is good to explain how your research questions fit with theirs, are the logical extension of their work, or are better than theirs. More information explaining research questions.

Most technical writing involves acronyms of some kind. By the Way (BTW), you must write out the full name or phrase on first use, put the acronym in brackets after you use it, and from then on use it. Try not to have too many acronyms even if your audience is specialized—they make for lumpy reading. BTW if you only use the acronym once don't use it at all, just write out the full name or phrase. For the most part, an acronym is only useful if you think you are creating a theory and want to give it a proper name and then a memorable acronym, if it is commonly used by other people, and if it is going to appear multiple times in your essay. And take care to check the common use of an acronym, because acronyms with more than a few letters, such as Nafta, scuba, or laser, actually don't get capitalized when they are really just contractions, initialisms or in common use.

## II. LITERATURE REVIEW

Put major section heads in all caps. In your first draft you can call this section "Literature Review", but when you get close to sharing this document come up with a more creative subtitle that is relevant to your domain of inquiry. After the introduction fit your research questions to a broader area of inquiry. First line in first paragraph of new section is not indented, every other paragraph is indented. No line spaces between paragraphs of the same section.

Note that this is not a style guide to writing. You should have one you like, and many people in the social sciences, behavioral sciences, and humanities use Chicago Style or American Psychological Association Style for writing and citations. This document is just a formatting and layout guide for the first draft of a professional-looking manuscript. You still need to run the spellchecker and have someone else proofread your work.

### A. Why We Do This Bland Formatting

You should use lots of subtitles, especially in early drafts. It may seem like these banal formatting requirements are designed to squeeze the life out of your creative inquiry. But these standardized styles go a long way towards helping other people interested in your scholarship get right to your arguments. And for what it is worth, the reason we do bland formatting is so that

your ideas can shine—any excess in formatting and style may diminish, obscure, or distract from the force of argument and evidence. Before you share your document, check to make sure there are no headings that are “orphaned.”

#### B. The Current Research is Flawed

In some way, your work is advancing knowledge. Offer some other analytical frame, a critique of conventional understanding, or excite the reader about the possibilities of new insight through methodological innovation. If the existing research isn’t flawed, perhaps the popular understanding needs to be changed, journalists are getting something wrong, policy makers are saying crazy things, or pundits are making unsubstantiated claims. Always show you are not setting up strawman arguments by providing citations or examples. Show us where the research is so as to identify gaps; build links to the publications that may be taking intellectual conversations in the wrong direction.

#### C. Reinforcing your Research Questions and Introducing Hypotheses

Having now fully reviewed the literature you should now remind readers what your research questions are and there should be key term, phrases, and concepts from the literature that get directly used in your research questions. If the introduction gives reader the big picture question, or the simplified form of the research question, here is where you can present several nuanced and carefully crafted research questions. Your choice of words here should be familiar to those readers who have just made it through your literature review, and these terms, phrases and concepts will be restated in the conclusion.

You might take the next step to formulate hypotheses—though not everyone needs hypotheses. If the research community you are addressing uses hypotheses then turn the ingredients of your research questions into statements that you will later accept or reject. The first time you write your hypotheses, make sure that every key term, phrase, and concept comes from the literature review. Ideally, you should syllogistic component of the hypotheses would have a raft of citations to justify its place in your hypotheses. IN your first draft of hypotheses, give them the form of a statement that begins “If...., then.....” These hypotheses should be clearly proven or disproven by your research. You can offer citations to the work of others who have tested similar hypothesis, and it is good to explain how your hypotheses fit with theirs, or are better than theirs. Don’t have multiple conditions or complex sentence grammar in your hypothesis statements, because that may make it difficult for your reader to fully understand what you are accepting or rejecting when you discuss your research findings. If your hypotheses are simply stated, your research contribution will be clear.

### III. METHODS AND DATA

Do lots of detail on your methods decisions. If some specific metrics or details are not worth putting in the main body but may be of interest to particular readers, put them in a methods appendix, and say at the end of this section “Additional research materials, including the X, Y, and Z, appear in the appendix.” In this case, the appendix includes a collection of examples of things to do and not do. You may not think you are using a formal method, but there probably are some details about the steps you’ve taken in your inquiry that would reassure readers you have been systematic and thoughtful and aren’t simply making things up. This format is designed for non-fiction writing.

## TABLE 1 ABOUT HERE

Every table or figure should have a dedicated paragraph teaching the reader how to read the table, with a first sentence that is the call out. “Table 1 identifies the BLAH BLAH”. Go row by row, column by column, or axis by axis. Towards the end of the paragraph deliver the punch line of the table or figure. Often the first table in a paper is about the data, a general display of the averages or ranges or other comparable attributes of cases. The table itself goes at the end of the document, in a section called “Figures and Tables.”

If you are organizing cases and explaining case selection, then a table of cases, categories of cases, best instances, or archetypes may be appropriate. The mission of case-oriented comparative research is often to explore new phenomena. Most social phenomena have been mis-conceptualized or incompletely represented. This can be remedied only through intensive study of individual cases. Such examination allows reciprocal clarification of empirical categories and theoretical concepts. Clarity is gained by focusing on the commonalities shared by cases with similar causal conditions (starting points, inputs) or with similar outcomes (endpoints, outcomes). The cases, categories of cases, best instance or archetype proper names are simply listed in the first column and important features or causal elements listed in subsequent columns and important outcomes listed in the final column.

If you are organizing variables and developing a typology, organizing your ideas, ideas from the literature, or features of cases may be appropriate. The mission of variable-oriented comparative research is often to get a handle on complexity and uncertainty. The best way to get a handle on this complexity is to group cases into types and kinds, based on the different configurations of characteristics they exhibit (including overlapping and fuzzy types and kinds). If researchers avoid assumptions of case homogeneity (i.e., cases are members of a single population) and causal homogeneity (causes act the same way in each case), then they can address the diversity of the cases they study. You can populate specific cells with case names, or the count N of cases, or definitions.

## IV. FINDINGS AND ANALYSIS

Here are several meaty paragraphs of analysis. Table 2 reveals that X, Y and Z. Here are several meaty sentences interpreting the trends in the table. Explain how the table is organized and highlight a few numbers that are most interesting or most difficult to interpret. Don’t repeat all the data in sentence form, but do help the reader read the data. Put the phrase “Table 1 About Here” in all caps, on its own line, where you want the production staff to place your table.

Do page numbers! Do regular page margins 1.0” on the top and bottom and 1.2” right and left. Believe me, all editors know the margin, line spacing, font changing and kerning tricks. Do not do call out boxes, pictures that are evocative but not themselves evidence in support of your argument. If these are pictures that are in support of your argument you must explain them and help the reader interpret them...don’t let the reader do the interpretation on their own because they may not go in the direction you want them to go! Do not use ellipses. And while we may be excited by our research and savor some unusual irony, you will almost never use exclamation marks in academic writing. One big creative decision you get to make concerns your voice. Most readers won’t care whether you use “I” or “we” in a manuscript or write in the third person. But chose one and stick to it. Chose the one that is the standard in your research domain.

## TABLE 2 ABOUT HERE

Table 2 demonstrates that while something is going on, something else is going on. The table itself, however, goes on its own page at the end of the manuscript. That page that has the title “Figures and Tables”, and it appears after the conclusion but before the References. If you have several tables and figures put each one on its own page.

## V. CONCLUSION

Restate your research questions and answer them. Identify any important caveats, conditions, method limits and things other people could do better if they try this research. You can also talk about the next steps in the research agenda. Sometimes people do a section called “Discussion” with this kind of content, and the conclusion is relatively short few paragraphs. Some people prefer to call it “Findings and Analysis”, “Findings and Discussion”, or “Discussion and Conclusion”. You can write about things that are consistent or inconsistent across the case studies or levels of analysis. Whatever you chose to do, make sure that the last three or four paragraphs really do offer some conclusion and have the tone of summarizing, answering your questions, and delivering a punch line.

There are always journal-specific formatting variations. But this document identifies the most generic features of the most commonly used pre-publication manuscript formats. If you get to the publication stage, you don’t have much room for creative design there either...each book press and journal production team has its own style guide that they squeeze this version into. Do not use ellipses in your academic writing. You can use ellipses if quoting a subject who said something in a run on sentence and preserving the stream of consciousness is somehow valuable to your argument. If retaining a subject’s conversational flow is more about preserving affect or drama than about a substantive point, turn their words into complete sentences.

## FIGURES AND TABLES

Table 1: Pressure from School Recruiters and Expected Debt Load

	Less than Expected		About what Expected		More than Expected		I Have No Student Debt	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
A lot of pressure	7 <sup>a</sup>	12 <sup>b</sup>	10 <sup>c</sup>	17	26	45	14	24
Some pressure	19	7	96	36	92	34	57	21
No pressure	40	9	237	51	70	15	111	24

Source: Author's calculations based on data from YOU PUT IN CITATION. Or an in-text reference to citations that appear in the reference list. If you have assembled data from several sources for particular numbers place super text (a), (b), and (c) by specific numbers in the table and in the source list say (a) Source Year, (b) Source Year, and (c) Source Year.

Notes: These are some notes on interpreting the table. Not full points of discussion just reminders of how any mathematical transformations were done. If this is a text table, you probably don't even need a note. The table data and this text itself should be 10 point font, and a few simple lines no colors or shading. Oddly, there are fashions in the presentation of statistics. So if you are reporting statistical models you need to check in with a mentor or look for an article from a relevant journal, to see for example what significant thresholds are standard or what combinations of B,  $\beta$ , and standard errors need to be reported.

## REFERENCES

This is where you list all the references you made in the paper. It doesn't really matter what style you chose, but pick one and stick to it. Get it right; most people academics will not notice when citation formats are wrong or incomplete but academics are not always people and they will notice. Programs like Zotero really help, but even these occasionally introduce errors and you have to go in by hand and groom your citations to be properly formatted. Common problems include:

- having some citations list city and state, others just listing city;
- having some citation titles headline capitalization, others sentence capitalization;
- having some titles come out all caps;
- having some citations list city and two letter state code, others listing full state name or some kind of non-standard state abbreviation;
- having some citations list an authors' full names, others listing first initial only.

The perfect citation software hasn't been invented, so always proofread this section carefully for inconsistencies.

If you get to the stage of submitting to a journal, you may need to extract references to your own work. This essay has one citation, to itself, and below is the APA style of that citation. Citations appear with a hanging indent, each to its own line.

Howard, Philip N. (2014). *This is Where the Title Goes*. Retrieved November 2, 2016 from [www.philhoward.org](http://www.philhoward.org). University of Washington, Seattle, United States. pp. 10.



## APPENDICES

This is a good place for copies of survey questionnaires, coding sheets, correspondence with subjects, and other background research materials related to the methods and data. If your subject is a text or an artifact, important extracts can go here too. It begins a separate page. Somewhere in the methods section should be a sentence like this: “Additional research materials, including the X, Y, and Z, appear in the appendix.”

Use Times Roman 12 point font throughout the entire body of the document, except for the abstract and tables which are Times Roman 10 point font. If you are submitting to a journal, check whether or not appendices are allowed. You may have to make do with a line in the acknowledgements section that invites readers to contact you for additional data and details.