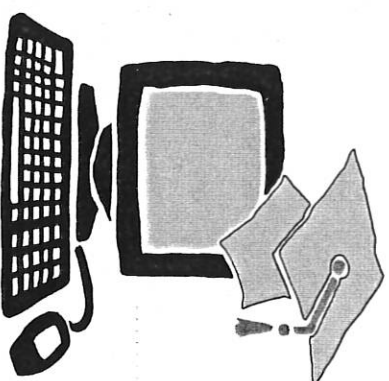


Donna Lou Kamm, MRE, BA, AA, has authored and published several children's books. She has also had some of her writings published by other publishers. She has published several adult books that have been written by other people. *Writing your Thesis in Samoa* is the first adult book she has written and published.

Donna was married to the late Rev. Dr. Lalomilo Kamm in 1966 and Samoa is her home. They lived as a family in Hawaii, American Samoa and Britain for short times. They have four children and six grandchildren.

Much of her working life was devoted to education at all levels in Samoa. She is a firm believer in the need for children to have a good basic working knowledge of their first language. In order to help address that, she sees a great need for more pleasure reading materials in Samoan for the children.

Donna's other interests are giving what she calls background support to students who are doing research and giving assistance where possible for children with special needs.



## WRITING YOUR THESIS IN SAMOA FROM START TO FINISH

Donna Lou Kamm

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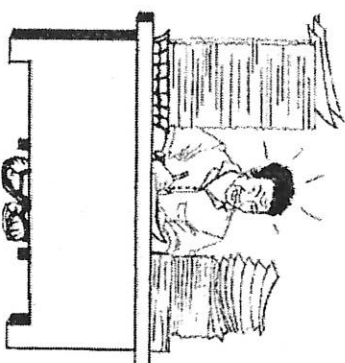
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# WRITING YOUR THESIS IN SAMOA YOUR THESIS FROM START TO FINISH

Writing Theses, Dissertations, and Term Papers



Donna Lou Kamu  
Apia, Samoa  
2006

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## **Deciding on a Research Topic**

A part of the course requirement for graduating from some institutions of higher learning is to present a thesis. Some students have a great desire to know a lot more about a certain topic. Some students are very vague on what to research. It is very important to decide on a topic that you will be happy to research because that is going to be what you are doing for the next two or more years.

Although researching and writing a thesis is sometimes enjoyable it is also hard work.

Sometimes you already may have chosen a topic when you were accepted for the programme you are in. Other times you may have a few vague ideas. There are still certain things you must do.

The first person you will consult when choosing your topic is your supervisor. Your supervisor may be able to tell you if someone else has already written on the same topic that you are suggesting. In that case you will need to change your topic to some other related topic or perhaps chose a completely different topic.

Your supervisor may suggest that your topic is so broad that you will not be able to cover it in the time you have to complete your thesis. You may need to choose a very limited part of the topic. For instance, you may be very interested in the book of John in the bible. You say to your supervisor that you want to do your thesis on John. Then your supervisor should advise you that your topic is too broad. You will need to choose just a few verses and what you want to look into about those verses. There are whole books written about just one verse of the bible.

You may be interested in researching some aspect of the Samoan culture. If you say to your supervisor that you want to write about the Samoan culture, your supervisor may advise you to choose a certain word or phrase and how it relates to Christianity. Another topic may be how a certain village has maintained its relationship between the culture and faith.

There may be other people such as a member of your family that you want to consult regarding your research topic. That is good. Always remember to bring any suggestion or decision to your supervisor for approval before you start researching.

You may want to talk to several *matua* about a subject in order to decide if there would be enough material for you to research. Still bring your topic back to your supervisor before you start.

It is good to look at theses that have been written by other people if they are available in the library of your institution. You might want to explore further a certain topic that has already been written about. This means that you need to choose another related topic.

Whatever topic you research and write about **you must be interested in it.**

When you have decided on a topic your supervisor may request that you hand in an outline for you to follow. If not, you need to do your own outline anyway.

Your outline will help you keep focused in your research. It will also help you to keep focused on what to include in your research.

It will give you the three or four topics you will especially need to research. You will not need to give more detail to these until you are ready to organize your material.

It is of utmost importance to take time to prepare for your thesis before you start your research. If you cannot find enough material when you get into researching your thesis and have to change your topic you will be very behind schedule in getting it completed.

**You must have a special interest in your topic**

**You must have approval from your supervisor**

**You must have an outline**

**Your outline will help you keep focused**

**Take time to prepare for your thesis**

**before you start researching**

## Role of the Supervisor

The university or theological school where you are enrolled will appoint a supervisor to work with you during your research. A supervisor is someone who is on the staff of your institution of higher learning. That person has qualified for the present position by having done research in a chosen field of study. This qualification gives the supervisor experience and expertise. This expertise will be helpful to you because the supervisor will be able to help you determine the topic that you want to research. By talking through the topic, you will also be able to define precisely what you want to research with the help of your supervisor.

Your supervisor is there to help guide you through your research and prepare it for presentation. When our ancestors wanted to travel from Samoa to another country they were guided by the stars and the moon at night. They used the currents and winds also. Today ships have charts, maps and radar. The captain is an expert in guiding the ship. The supervisor is like the 'captain of your ship' to give you direction and guidance to get your research completed and you will arrive happily at the end.

It is very important for you to establish a good working relationship with your supervisor from the very beginning of your research. A supervisor is different from a 'captain' because he does not take responsibility to deliver you at the end without your basic hard work. You have to take responsibility for your work. When you get on a ship you can go to your cabin and let the captain and crew deliver you to your destination. The supervisor is there to assist you but you have to be the 'captain' also. Your supervisor is there for you to ask for help when you need it but you must do your own research.

Your supervisor will probably know some resources and where to find them or may suggest places where you can look but you will have to do the looking.

You should have a time frame in mind when you start your research. It is good to talk with your supervisor when you start. This will help you set suggested deadlines for each step of your work. You must keep that time frame in mind and complete certain steps of your work without your supervisor always reminding you.

Overall you will have a final deadline to hand in your completed work. You need to set intermediate deadlines that will help you meet the final deadline.

You will need much more time for some parts of your research than other parts. For instance, writing your thesis statement may need only a few days while gathering materials and interviewing people may take several months. Always allow about two times as much time as you think you would need to write your thesis. That way you will not be under so much pressure. When you are under too much pressure you may leave out important parts or fail to make a proper presentation of your paper. A **caution**, there may be willing people who want to advise you on your research. Some will give good advice. You need to use caution that another person does not try to guide you along a different line of research not relevant to your paper. That topic just may be that person's own expertise. Always remember your supervisor is your main advisor. It is up to you to seek out your supervisor and seek guidance.

**Your supervisor is there to assist you but**

**you are responsible for contacting your supervisor**



### Setting a Time Frame

You have a limited amount of time to complete your thesis. For most of you the time allotted will be two years. At the beginning this seems like a very long time. It is important to set a time frame so that you will complete your work on time without having to rush at the end. Examiners are able to tell when someone has rushed writing the paper. Sometimes thoughts are not complete or more explanation is needed.

Some parts of your thesis take very little time but other parts take a lot of time. It is important for you to set a time frame at the beginning of your research. Deciding on a topic may take as little as one week while the actual research will take several months. It is important to take time to get your thesis statement and outline set at the beginning of your work so you may take a month to get these two items done. You do not have to be bound by the time frame. If you finish one part move on to the next without waiting until the time is up.

This is a suggestion as to how to divide up the work on your thesis:

- Gathering tools and getting ready – 1 week
- Setting a topic and getting it approved by the supervisor – 1 week
- Writing the thesis statement and getting it approved by the supervisor – 2 weeks
- Briefly looking at available materials – 3 weeks
- Writing an outline and getting it approved by the supervisor – 3 weeks
- **End of the first Semester**

- Research your topic and make notes – 1 semester
- **End of first year**
- Organise notes in preparation for writing chapters – 1 week
- Write first chapter and discuss with supervisor – 2 weeks
- Write second chapter and discuss with supervisor – 2 weeks
- Write third chapter and discuss with supervisor – 2 weeks
- Write fourth chapter and discuss with supervisor – 2 weeks
- Write the conclusion and discuss with supervisor – 2 weeks
- Write introduction and discuss with supervisor – 2 weeks
- **End of Semester 3**
- Hand in to typist for draft copy of final thesis – 1 week
- Read and pass to a reader to suggest language corrections then make corrections – 2 weeks

Print out final copy, bind and hand to supervisor to pass on to examiners. Save your thesis on a computer disk.

**Set a time frame at the beginning of your research**

**Some parts of your thesis take very little time but other parts take a lot of time**

### **Thesis Statement**

When you and your supervisor have agreed on a topic you need to write a concise statement of what you intend to do. This is very short, usually less than one page. You must be very clear about what you intend to do and how you intend to go about it. **There should be no general statements in your thesis statement.**

You will refer back to your Thesis Statement many times during your research and writing so make it a useful tool by getting it exactly right in the beginning.

### **Brief concise statement**

### **Clear statement of your intentions**

## **Researching and Organising Your Material**

From the time you begin your research it is very important to keep notes of what you read. You may think what you read is not relevant but when you are writing you might find that it fits into your paper. You may think of an idea and just cannot remember where to go to look for it again. That is the reason one cannot stress too much the necessity for keeping notes from the beginning.

At this stage these notes do not need to be detailed. A good suggestion is to have lots of pieces of paper in one small box. These may be the size of index cards. When you read something just write something on the paper to remind you what it is about. One suggestion is for everything you read, write down on a piece of paper one main point to remind yourself what it was about. Include on the paper the name of the book or periodical that you read and the author and any other pertinent information such as a page number of the main point. This will help you find specific information again when you start to write your thesis. It will save you a lot of time later if you include the information needed for the bibliography, but this is not absolutely necessary. If you do include the information needed for the bibliography, when you are ready to do your bibliography you can give these pieces of paper to the typist and it will be done.

It also is useful to note where you got the information, your own library, your institution's library, another university library, a friend or the internet. This will be a great time saver when you are close to the time for presenting your final work.

If you are doing all of your work on your computer you may want to set up a file where you keep all of the material instead



of pieces of paper in boxes. Unless you are very good on the computer this will probably be too time consuming when you start writing your thesis.

If you interview people you will need to keep a very detailed record of each interview. When you write your thesis and want to quote someone you must have the exact words that were said. Besides having a record of the interview, make a piece of paper of all of the relevant material for your bibliography like the person interviewed, date, place and what the interview was about and put it into the box

When you have finished your main research you are ready to put your material into some order and begin writing. A good suggestion is to take your pieces of paper or your cards or your file on your computer and decide which notes go together into three or four piles. These piles should be according to the chapters on your outline.

Put a box for each chapter on a table and put the notepapers or cards into them according to what is on the card. Now you have the notes for each chapter ready to be arranged for writing each chapter.

Reading through these pieces of paper also will help you recall what you want to be sure to include in your thesis. You have the key sentence and the place where to so find it on the piece of paper. This will help you know what it was about or to know if you need to go back to the book, periodical or interview to refresh your memory. Do not worry if you cannot recall what you meant by a note on a paper. You just go back to the source and look it up. It will soon become clear. If it is an interview go back to the notes you took. You do not need to go back to the person because more than likely that person will

say something according to what is relevant on that day instead of what was said on the day of the interview.

Remember that you do not have to include everything in your thesis that you read. Some things that you have kept notes on may not be relevant when you are ready to organize and write your thesis. Do not worry and if they are not relevant do not try to include them. Include the source in your bibliography.

**Keep notes from the beginning of your research**

**Decide on a specific method to keep your notes**

**and use it throughout your research**

**Put your notes into order**

**according to chapter topics**

**Use your notes to recall what you researched**

**Some notes may not be included in your final thesis**

## Writing Your Thesis

When you have finished getting your notes sorted into chapters, you are ready to begin writing the chapters. Organising all of the information you have gathered into a final thesis for examination can seem overwhelming. By taking it chapter-by-chapter it will seem easier.

You need to go back to your thesis statement for clues on how to organize your material. Think of your aim for researching and writing your thesis. What you set out to prove. What steps you can now write to come to those conclusions.

You have your chapter headings from your outline. You need to put all of the information from your notes in order so it is like 'a river flowing downhill' right to the conclusion.

You just have to write, write and write until you finish each chapter. Be sure to discuss each chapter with your supervisor when you have it drafted.

After your chapters are written you are ready to write the conclusion. When you begin your conclusion keep in mind that all you are doing is stating what you said you were going to prove in your thesis statement. Show how you arrived at those conclusions. A conclusion should be only a few pages. You will probably have very few footnotes here because this should be your own thinking.

After you have written your conclusion you are ready to write your introduction. In the introduction you say what you want to prove and how you are going to do it by describing what you write about in each chapter and what conclusion you hope to demonstrate.

**Organise your material so**

**the words 'flow like a river'**

**Write the conclusion then  
write the introduction**

## Style

Style means the way your paper is presented. The style you use to write your thesis should be clear and consistent. You should pretty much write as you talk except without the use of slang. Write to express yourself clearly and use simple words.

Remember to have in mind who is going to read your paper but do not try to use big words just to impress the examiner. It is easy to get a similar word but just not quite the meaning you want if you are trying to use big words to impress a reader. Try to make yourself clear by using simple words.

Try to explain a statement as clearly as possible. It always helps to use examples or analogies if you think something may not be clear. For instance you might say 'the *matiai* is like the king of England.' What does that mean? You have to explain it. 'The *matiai* is like the king of England because both have the final responsibility for the majority of the people.' This might be a good example if you are trying to impress the reader about the great responsibility a *matiai* carries.

It is always good to keep your sentences and paragraphs as short as possible. Sometimes you may have a long sentence but look at it to see if there is a way to make two short sentences. Paragraphs also should be quite short. Keep each paragraph to one point or thought, do not try to include several points in one paragraph.

Avoid starting sentences with such words as However, But, or Although. I consider these words 'fillers' when someone is trying to make something longer. You should have enough 'good' material that you do not need to fill your thesis with words that do not really add anything to make your point. Consider your examiners. They do not want to waste time reading a lot of 'filler' words.

Try to be sensitive to people. Remember who your readers may be. Try to use words that respect people, whatever sex or race or age. Many are concerned especially with sexism. One way to get around using he or she is to write the sentence differently. If this is not possible, it is now considered correct to use the plural form of the pronoun they. Sometimes you need to use he/she but try to use it only as a last choice. For instance, you find writers who, when referring to God will say something like 'God was pleasantly surprised when God observed the students at the school worshipped with glad voices.'

**Using abbreviations or acronyms.** When you have a long name of an organization you should write it in full the first time you use it and bracket the initials or acronym. After that you may use the acronym by itself. For instance you could write Piula Theological College (PTC) from then on refer to it as PTC or World Council of Churches (WCC). If you have a several acronyms it is a good idea to include a list at the beginning of your thesis.

Avoid using *etc.* If you need to, you can say and so forth. Try to avoid using words like maybe, fairly or a little. These words can be interpreted in different ways and the reader may not put the same interpretation on it as you intend. A little to one person may mean one or two, while you are thinking of it as anything under ten. Or a little water in a cup might mean ten drops to one reader but half a cup to another reader. So if you say 'the student threw a little water on the professor', one person will think the professor hardly got wet while another reader will think the professor needed a towel to dry his face.

**Using Words from another language.** If you must use a word from another language such as a Samoan word when you are writing your thesis in English, always italicize the word

and the first time you use it bracket the meaning in English. Be sure to include the word in your glossary. For example, I wanted to *tatala* (open) the door. The baby could not *tatala* the door. The older sister assisted the baby to *tatala* the door.

**Using Italics.** Italics should be used to indicate a word from a different language or when writing the name of a book in the footnotes or bibliography. DO NOT use italics to emphasise a statement you are making.

**Use exclamation points very sparingly.** Only use them to make an exclamation. Do not try to use them just to make a point stronger.

**Using question marks.** Usually it is better to rewrite a sentence instead of using questions. Write a statement then follow it with an explanation. For example you might originally say 'Is the sand hot?' Rewrite the sentence to say, 'The sand is hot. The sun was shining on it all day.'

**Footnotes/Endnotes** The style guides in my possession show no preference of using footnotes or endnotes. A 'rule of thumb' might be that if most of your notes show the source of the information, it is good to use footnotes because it is easier for the reader to access. If many of your notes give lengthy explanations of information noted, endnotes are better. Endnotes are generally placed at the end of the chapter in which the note occurs. Usually the theses I have read from Piula use footnotes.

**A quote must be correct.** It is easy enough to misquote something or someone but this is not acceptable. Make sure the entire quote is included and that all words are spelled correctly. This is important both from written sources and from interviews with people. I would not like to be misquoted and I doubt that many people would. Be sure you do not quote

a person out of context. For instance someone might say 'I do not like to swim when it rains.' Do not quote him saying, the man said 'I do not like to swim.' This would only be partly true and misleading to the reader.

If some information in a long quote is not relevant or can be left out without changing the meaning, use ... to show that some of it has not been printed.

Quotes of two lines or more must be indented on both the right and left margins and single-spaced with no quotation marks. Begin a long quote on a new line. Shorter quotes are surrounded by quotation marks but not indented. A new line is not used for a short quote.

**Quotations must always be acknowledged.** It usually does not make any difference how many quotes you have in your work just as long as you note them as quotes and note the source. If you think you have too many quotes rewrite the thought in your own words. You still need to add a footnote to show the reader where you got material. For instance a quote might be 'You should start a new paragraph every time you start a new thought.'<sup>1</sup> You could say it like this: Start a new paragraph for each new thought.<sup>2</sup>

**Using Samoan Proverbs** may make something very clear in your mind. You need to remember that your examiner may not know much about Samoan custom and language so you must be very clear in your interpretation of what you mean by using the proverb where you do.

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<sup>1</sup> Heritage, 46.

<sup>2</sup> Heritage, 46.



**Do not plagiarise.** If you quote another person and do not acknowledge it, you are plagiarizing. In all institutions that I know of, plagiarizing means immediate/instant failure. Usually the examiner of your paper will be an expert in the area that you are writing so that person will most likely know when you have plagiarized. **Just do not do it!**

**Style means the way your paper is presented**

**Use italics to indicate another language**

**Give a full explanation of any proverb you use**

**DO NOT PLAGIARISE**

## Writing Tools

There are some tools that you should make sure you have before you start writing your thesis. All authors use them even though they may be writing in their first language. It is even more important for a person writing in a second language to use such tools.

**Dictionaries.** You must have a good, up-to-date dictionary to help you check the meanings of unfamiliar words used in your research. It also is a good tool for checking your spelling. You need to have a good English dictionary and a good Samoan dictionary so you can crosscheck meanings. The Samoan dictionaries of authority for translation of words are *Pratt's Grammar and Dictionary* and Milner's *Samoan Dictionary*. You might find it helpful to get one of the monolingual Samoan dictionaries that are now available such as *Ulugagana*.

Another use of the dictionaries is if you know a word in Samoan but do not know the English you can look in the back of the Samoan dictionary to find the word in English. Be careful to crosscheck the meaning in the English dictionary to make sure it is saying what you want it to say.

**Thesaurus.** Maybe you have used a word several times so you want to add some variety by using a different word that has a very similar if not the same meaning. You can look the word up in the thesaurus and it will give you other words you may use. It is always good to crosscheck the word with its definition in the dictionary to make sure it means what you are trying to say. Probably the best-known thesaurus is *Rogee's Thesaurus*.

There are several versions. Try to get the most recent or a very recent one. Computers using Microsoft Word also have a thesaurus on them. You find it under tools, language.

**Spell check** on your computer can cause you trouble if you are not careful. A spell check only identifies words that are not in the dictionary on your computer. It does not identify a word that is used incorrectly.

I use spell check when I am writing a word and am not quite sure if I have spelled it correctly. I highlight the word and click on the spell check. If it is misspelled the spell check will give me the right spelling. I DO NOT use it to check a paper when I have finished writing it. In the English language there are too many words that sound alike but are not spelled the same. You may do a spell check and think you have everything all right but perhaps you used the word 'to' when you really meant the number 'two'. This is an easy typing mistake. Your spell check will not catch it because 'to' is also a word.

If you do use spell check or grammar check be sure to set the language you are using, whether it is the British, New Zealand, Australian or American version of English. Each one is correct but you need to be consistent.

Be consistent with the spelling of words whether you decide to use -ise or -ize in spelling words like italicize/italicize either one is correct but you should not use both in the same paper. Here is an example of what to avoid. 'You should realize that it may be irritating to your reader if you do not realise there is a difference in the British and the American way of spelling some words.'

It is always good to have someone read your paper for spelling and other grammar errors when you are finished and your supervisor has given approval of your work.

**Grammar check** on your computer can be a helpful tool. It should be used sparingly. If you are having trouble getting a sentence just right you might try the grammar check to see if it gives you another suggestion. I would not use it generally to check a paper that I have already written.

Use **capital letters** only for proper nouns such as names of people, places or things but do not use them to give emphasis or importance. For instance, write church or The Methodist Church but not Church. Write professor or Professor Fineaso Fa'alafi but not Professor.

*The Complete Plain Words* by Sir Ernest Gowers is a book mentioned in *Successful Report Writing* by Katherine Heritage. She says, "It is as useful as a dictionary or a thesaurus."<sup>3</sup> Perhaps the library could get some copies as a reference resource. Ask your supervisor about it.

A **Style Guide** is a must. When you are writing a research thesis there are certain ways to present your material. Any institution of higher learning where students are writing project papers or theses should have its own style guide. It will probably be based on one from a larger institution.

There are two style guides that I refer to when I am reading theses. These are:

#### **Style Guide for Projects and Theses,**

Piula Theological College, Samoa.

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<sup>3</sup> Heritage, Katherine, *Successful Report Writing*, Hodder and Stoughton, no date, 46.



**The style guide put out by Pacific Theological College.** This is very good also.

If you are not sure which style guide to use consult your supervisor. This will assure you are using the one recommended by your institution.

Check with your supervisor for a copy of a style guide for your thesis.

The Pacific Theological College style guide is adapted from Carol Slade's *Form and Style: Research Papers, Reports, Theses*, 11<sup>th</sup> ed. (Boston, Houghton Mifflin Company, 2000.

You should have a style guide before you begin to write your thesis. This will save you having to make a lot of changes later. If someone else types your thesis be sure that person also has access to the same style guide you use. It gives you all the information you need for properly setting out your thesis. There is only one thing that needs to be updated from the style guides I have, that is the titles of books are now italicized and not underlined.

**Tools to assemble before writing your thesis are dictionaries, thesaurus and style guides**

**Use Samoan proverbs sparingly and with detailed explanations**

**Always acknowledge a quote by a footnote**

**Make sure quotes are exactly quoted**

### **Using the Right Verb Tense**

For several years I have read theses for looking at the English grammar. The area that seems to give students the most problem is verb tenses.

The correct use of verb tenses in the English language is very different from the Samoan language. In Samoan you just change the tense marker at the beginning of a sentence. In English you have to change the verb itself.

You need to get in mind what verb tenses you use for something that has happened in the past, anything that happened before right now. What is happening right now or on this day and what is going to happen after right now or going to happen after today.

It is not appropriate to give a whole verb survey here but if you are having problems with verb tenses, you may wish to get an English teacher or someone who knows a lot about English grammar to help you.

Taking time to learn this at the beginning of your research will be of great value to you when you are writing later. It also will help you for the rest of your life.

**Getting help with verb tenses at the beginning of your research will be helpful**

## Finalising Your Thesis for Presentation

First impressions are very important. If your examiner looks at your paper and forms an opinion that it is 'messy,' it will affect how he marks your entire paper. He will be looking for more 'mess.'

Generally the layout of your paper will follow the style guides mentioned previously.

If the examiner notes immediately that you have not cared enough to put all of the sections of your paper in the correct order you will be less likely to get an impressive mark on your paper. For instance you have put the Table of Contents after the introduction. The style guides gives you the correct order in which to present your paper.

It is up to you to check your paper to make sure it is presented following the style guide even if someone else has typed it for you. The final responsibility is yours. After all you are the one who is going to get the recognition for it at graduation and for the rest of your life.

All throughout your research and writing you have been consulting with your supervisor. Now when your paper is completed it is time to meet again and get final approval.

After this final approval you will give your paper to a 'reader' who will make any corrections in English and grammar. When you receive it back you make the suggested corrections and print out the final copy. After that your paper is ready for binding and to be presented for examination.

Even if your first language is English and you are very good, it is wise to have someone else read it. One publisher has called this getting a 'second set of eyes' to look at it. By now you know the material so well that you may 'read' what is

supposed to be typed instead of what is actually typed. For instance a very common typing error is teh as the. If the word is supposed to be your and you know it your mind may see your instead of yoru.

**First impressions are very important**

**Examiners notice if you are messy**

**Have the sections of your paper in the correct order**

**A style guide gives you the correct order in which to present your paper**

**Have a 'second set of eyes' read your paper for typing errors and grammatical errors**

**Have final approval from your supervisor**

## Glossary

Sometimes one needs to use words in a thesis that may not be familiar to all readers. This may be because they are a different language or you use a word in a way that is different from its normal use.

It is good to put these words in a glossary. A glossary is an alphabetical list of words with brief meanings.

When using words of another language it is enough to list the word followed by the language of your thesis. For instance,

<i>Fale</i>	-	house
<i>Matai</i>	-	chief
<i>Nu'u</i>	-	village

The glossary can be placed in the thesis either before the body of the text or at the end of the text.

List the Glossary in the Table of Contents so the reader can find it quickly.

**Use a glossary to give the reader meanings  
of special words**

## Appendices

There may be relevant material pertaining to your research but it just does not fit into the text of the research. If you want to be sure the examiner/or readers have access to the material put it in an appendix. For instance, when Rev. Professor Fineaso Fa'alafi wanted to include some material kept in Australia but not available in Samoa he put it into an appendix. The material is relevant to the history of the Methodist Church of Samoa.

**Use appendices to include materials that are  
not a part of the text  
but are relevant to the subject**

## **Bibliography**

The bibliography is the list of all of the resources you consulted while writing your thesis. This is included at the end of your thesis. From this the examiner is able to tell how well you researched your subject.

In the bibliography you include all of the sources that you consulted even if you have not actually quoted them in your thesis. This is so the examiner can see all that you used and also see if you have not consulted some major works on your subject. For instance, if you have written on 'The Meaning of the Word Super', but you have not even consulted a dictionary to see what major authorities on language have to say about that word, your examiner will probably question the validity of your research.

You will probably have both published and unpublished works in your bibliography as well as any interviews that you conduct.

Unpublished works would be research papers of former students that have not been published into books. Published works are works that are published into books. Unpublished works are usually listed in the same list as published works.

Some researchers set interviews in a separate list. Others include them all in one list.

Consult your style guide and your supervisor for how to set out your bibliography.

**Bibliography is a list of resources consulted**

