

Kurdistan Regional Government - Iraq

Ministry of Higher Education and Scientific Research

Duhok Polytechnic University

College of
Department of



Notes 1:

Use the same font and same font size throughout the pages.

Font Size: 17

Font Type: Times New Roman (TNR)

Upper Cases

Paragraph: Center

Notes 2:

Use the same margin for whole document.

Top margin: 2.5cm

Bottom: 2.5cm

Left: 3.8cm

Right: 2.5cm

Notes 3:

To set the Line Spacing, go to

Paragraph > Line and

Paragraph Spacing.

Font Size: 17

Font Type: TNR

Upper Cases

Paragraph: Center

TITLE OF THE THESIS

2x spacing

A Thesis submitted in fulfillment
of the requirement for the degree
of Doctor of Philosophy / Master
of (name of the program).

BY

}

NAME OF THE STUDENT

}

SUPERVISED BY

NAME OF THE SUPERVISOR

}

Hiiri Year

YEAR

Kurdish Year

APPENDIX B: Title Page

Notes 1:

Use the same font and same font size throughout this page.
Font Size: 17
Font Type: TNR
Paragraph: Center

To remove the space after paragraph, go to Paragraph > Line and Paragraph Spacing.

Kurdistan Regional Government - Iraq

Ministry of Higher Education and Scientific Research

Duhok Polytechnic University

College of
Department of



Font Size: 17
Font Type: TNR
Upper Cases
Paragraph: Center

TITLE OF THE THESIS

2x spacing

}

A thesis submitted in fulfillment of the requirement for the degree of Doctor of Philosophy / Master of (name of the program).

2x spacing

}

BY

}

NAME OF THE STUDENT

SUPERVISED BY
NAME OF THE SUPERVISOR

Font Size: 17
Font Type: TNR
Line Spacing: 1.0
**Remove space after paragraph after the name of the Kulliyah.

}

Hiiri Year

MONTH YEAR

Kurdish Year

Notes 3: The Title Page is counted but not numbered. Use same font size throughout the page.

APPENDIX C (i): Abstract in English

Font Size: 14
Font Type: TNR (Bold)
Paragraph: Center
Upper case

ABSTRACT

2x spacing
Font Size: 12
Font Type: TNR
Line Spacing: 1.0

Font Size: 12
Font Type: TNR
Paragraph: Justify
Line Spacing: 1.0

The abstract consists of a brief statement of the problem, a brief explanation of the methods or procedures used, a condensed summary of the findings of the study, and significance of the study. The abstract should be between 200 to 500 words. It should be single-spaced and not exceed one page. All theses, regardless of the language in which they have been written, must be preceded by an abstract in English, Arabic and Kurdish. Each version must be on a separate page and have the heading ABSTRACT for English, ملخص البحث for Arabic and پوخته for Kurdish. Each page is counted and must be numbered. Since the Title Page is counted but not numbered, “ii” is the first number that will be printed and appear on the ABSTRACT page.

Notes 1:

The Heading for any page should use the Font Size: 14, Font Type: TNR (Bold) and Upper Cases.

Notes 2:

The Body for any page should use the Font Size: 12, Font Type: TNR (Normal), Paragraph set to Justify and the Line Spacing: 1.5

Notes 3:

This page is counted and numbered.

Page numbering is set 1.3cm from the bottom page. Set the height in the Footer.

APPENDIX C (ii): Abstract in Arabic

Font Size: 20

Font Type: Traditional Arabic (Bold)

Paragraph: Center

Upper case

ملخص المبحث

2x spacing

Font Size: 12

Font Type: TNR

Line Spacing: 1.0

Font Size: 16/18
Font Type:
Traditional Arabic
Paragraph: Justify
Line Spacing: 1.5

يعرض هذا البحث النتائج للأدلة ذات الصلة بمحتوى وتركيب اختبار مهارات الاستماع للنسخة

المنقحة لاختبار اللغة الانجليزية للجامعات والتي تستخدم كجزء من متطلبات الدخول

للجامعة. وقد تمت صياغة عناصر الاستماع اعتمادا على تصنيف بلوم المعرفي وتشمل 81 هدفا

مع 02 وحدة قياسية لقياس مدى التمكن من القدرة في فهم المسموع. حاولت الدراسة

تعريف الاستماع نظريا وعمليا إضافة إلى إعطاء دليل رئيسي حول ولائمة المحتوى، تمثيل المحتوى

ونوعية الوحدات تقنيا من خلال أسلوب التقييم التجريبي. لقد استخدمت هذه الدراسة

الوحدات لإجراءات تحديد القيمة مع انضمام خبراء المحتوى في مجال تعليم اللغة الإنجليزية كلغة

ثانية. إن القيمة المنخفضة لمعامل سيرمان راو حول موثوقية التقييم دللت على وجود اختلافات

بين المقيمين. تم تحليل البيانات المقيمة باستخدام طريقة تصنيف هدف الوحدة التقليدي وطريقة

معادلة الرقم القياسي للوحدة المعدلة حيث أن الوحدات تقيس الأهداف المتعددة. تم تحديد القيمة

لخمسة وحدات التي تبين أن تقيس هدفا صالحا مفردا بينما ست وحدات تقيس أهداف

متعددة. من هذه الاحدى عشر وحدة تم استخدام تسعة منها لقياس مستوى الإدراك الأدنى

بينما الاثنان الآخرتان المتبقيتان تقيسان الأهداف في إطار التحليل والتركيب.



Note: The Abstract in Arabic and Kurdish can be moved to the end or fixed here based on the department decision.

APPENDIX D (i): Approval Page for Master's Degree

APPROVAL PAGE

2x spacing
Font Size: 12
Font Type: TNR
Line Spacing: 1.0

Font Size: 12
Font Type: TNR
Paragraph: Justify
Line Spacing: 1.0

I certify that I have supervised and read this study and that in my opinion, it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a thesis for the degree of Master of

2x spacing
Line Spacing: 1.0

.....
Ahmed Mohammed Ahmed
Supervisor

Font Size: 12
Font Type: TNR
Line Spacing: 1.0
**Remove the
space after the
paragraph.

1x spacing

.....
Dara Alind Kawa
Co-Supervisor

7 times Tab

Font Size: 12
Font Type: TNR
Paragraph: Justify
Line Spacing: 1.0

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a thesis for the degree of Master of

2x spacing

.....
Alind Shehab Ahmed
Examiner

Font Size: 12
Font Type: TNR
Line Spacing: 1.0
**Remove the
space after the
paragraph.

1x spacing

.....
Khalid Ali Ezzat
External Examiner (If Applicable)

Notes:

The external examiner name can be taking out from this section if there is no external examiner appointed.

This thesis was submitted to the Department of and is accepted as a fulfillment of the requirement for the degree of Master of.

Font Size: 12
Font Type: TNR
Paragraph: Justify
Line Spacing: 1.0

2x spacing
Font Size: 12
Font Type: TNR
Line Spacing: 1.0

.....
Muhammad Ahmed
Head, Department of

Font Size: 12
Font Type: TNR
Line Spacing: 1.0
**Remove the
space after the
paragraph.

2x spacing

This thesis was submitted to the College of and is accepted as a fulfillment of the requirement for the degree of Master of.

Font Size: 12
Font Type: TNR
Paragraph: Justify
Line Spacing: 1.0

2x spacing

.....
Ali Araz Mahmood
Dean College of

Font Size: 12
Font Type: TNR
Line Spacing: 1.0
**Remove the
space after the
paragraph.

APPENDIX D (ii): Approval Page for PhD

APPROVAL PAGE

2x spacing
Font Size: 12
Font Type: TNR
Line Spacing: 1.0

Font Size: 12
Font Type: TNR
Paragraph: Justify

The thesis of Kawa Hakim Ahmed has been approved by the following:

1x spacing
Line Spacing: 2.0

Ali Khalid Ahmed
Supervisor

Font Size: 12
Font Type: TNR
Line Spacing: 1.0
**Remove the
space after the
paragraph.

1x spacing
Line Spacing: 2.0

Alind Mohamed Ali
Co-supervisor

1x spacing
Line Spacing: 2.0

Dara Kawa Alind
Internal Examiner

1x spacing
Line Spacing: 2.0

Karzan Ahmed Ali
Internal Examiner

1x spacing
Line Spacing: 2.0

Hewa Ali Mohammed
External Examiner

1x spacing
Line Spacing: 2.0

Yaman Jamal Ezzat
Chairman

APPENDIX E: Declaration page for Masters and PhDs

DECLARATION

2x spacing
Font Size: 12
Font Type: TNR
Line Spacing: 1.0

Font Size: 12
Font Type: TNR
Paragraph: Justify
Line Spacing: 1.5

I hereby declare that this dissertation is the result of my own investigations, except where otherwise stated. I also declare that it has not been previously or concurrently submitted as a whole for any other degrees at DPU or other institutions.

1x spacing
Line Spacing: 1.0

Kawa Ali Ezzat

Font Size: 12
Font Type: TNR
Line Spacing: 1.5

1x spacing
Line Spacing: 1.0

Signature

Date

APPENDIX F (i): Copyright - Joint

Notes:
Set the Text box
Height: 22.10cm
Width: 14.6cm
Wrap Text: In Line
with Text

DUHOK POLYTECHNIC UNIVERSITY

**DECLARATION OF COPYRIGHT AND AFFIRMATION OF
FAIR USE OF UNPUBLISHED RESEARCH**

1x spacing; Font Size: 12; Font Type: TNR
Line Spacing: 1.0

Font Size: 14
Font Type: TNR
Line Spacing: 1.0
Upper Case

TITLE OF THE THESIS

1x spacing; Font Size: 12; Font Type: TNR
Line Spacing: 1.0

1x spacing; Font Size: 12; Font Type: TNR
Line Spacing: 1.0

Font Size: 12
Font Type: TNR
Line Spacing: 1.0
Center

I declare that the copyright holder of this thesis is jointly owned by the student and DPU.

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Font Size: 10
Font Type: TNR
Line Spacing: 1.0

Font Size: 12
Font Type: TNR
Line Spacing: 1.0
Center

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2x spacing
Font Size: 12
Font Type: TNR
Line Spacing: 1.0

2x spacing
Font Size: 12
Font Type: TNR
Line Spacing: 1.0

Signature

Date

APPENDIX F (ii): Copyright - DPU

Notes:

Set the Text box
Height: 22.10cm
Width: 14.6cm
Wrap Text: In Line
with Text

Font Size: 12
Font Type: TNR
Line Spacing: 1.0
Center

Font Size: 12
Font Type: TNR
Line Spacing: 1.0
Center

DUHOK POLYTECHNIC UNIVERSITY

1x spacing; Font Size: 12; Font Type: TNR
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1x spacing; Font Size: 12; Font Type: TNR
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1x spacing; Font Size: 12; Font Type: TNR
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2x spacing
Font Size: 12
Font Type: TNR
Line Spacing: 1.0

2x spacing
Font Size: 12
Font Type: TNR
Line Spacing: 1.0

.....
Signature

..... ..
Date

Font Size: 14
Font Type: TNR
Line Spacing: 1.0
Upper Cases, Bold

Font Size: 10
Font Type: TNR
Line Spacing: 1.0
Add Space
Before Paragraph

APPENDIX F (iii): Copyright – Student

Notes:
Set the Text box
Height: 22.10cm
Width: 14.6cm
Wrap Text: In Line
with Text

Font Size: 12
Font Type: TNR
Line Spacing: 1.0
Center

Font Size: 12
Font Type: TNR
Line Spacing: 1.0
Center

DUHOK POLYTECHNIC UNIVERSITY

1x spacing; Font Size: 12; Font Type: TNR
Line Spacing: 1.0

DECLARATION OF COPYRIGHT AND AFFIRMATION OF FAIR USE OF UNPUBLISHED RESEARCH

1x spacing; Font Size: 12; Font Type: TNR
Line Spacing: 1.0

TITLE OF THE THESIS

1x spacing; Font Size: 12; Font Type: TNR
Line Spacing: 1.0

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2x spacing
Font Size: 12
Font Type: TNR
Line Spacing: 1.0

2x spacing
Font Size: 12
Font Type: TNR
Line Spacing: 1.0

.....
Signature

.....
Date

Font Size: 14
Font Type: TNR
Line Spacing: 1.0
Upper Cases

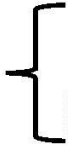
Font Size: 10
Font Type: TNR
Line Spacing: 1.0

DEDICATION

APPENDIX G: Dedication (optional)

NO TITLE FOR THIS PAGE

Font Size: 12
Font Type: TNR
(Italic)
Paragraph: Center
Line Spacing: 2.0



*This thesis is dedicated to my late parents for laying the foundation of what I turned
out to be in life.*

APPENDIX H: Acknowledgements

Notes:

First paragraph does not have to put indent.
Put indentation on the 2nd paragraph onwards.

ACKNOWLEDGEMENTS

2x spacing
Font Size: 12
Font Type: TNR
Line Spacing: 1.0

Font Size: 12
Font Type: TNR
Paragraph: Justify
Line Spacing: 1.0

All glory is due to Allah, the Almighty, whose Grace and Mercies have been with me throughout the duration of my program. Although, it has been tasking, His Mercies and Blessings on me ease the herculean task of completing this thesis.

1x spacing

I am most indebted to by supervisor, Assoc. Prof. Dr Name, whose enduring disposition, kindness, promptitude, thoroughness and friendship have facilitated the successful completion of my work. I put on record and appreciate his detailed comments, useful suggestions and inspiring queries which have considerably improved this thesis. His brilliant grasp of the aim and content of this work led to his insightful comments, suggestions and queries which helped me a great deal. Despite his commitments, he took time to listen and attend to me whenever requested. The moral support he extended to me is in no doubt a boost that helped in building and writing the draft of this research work. I am also grateful to my co-supervisor, Asst. Prof. Dr. Name, whose support and cooperation contributed to the outcome of this work.

1x spacing

Lastly, my gratitude goes to my beloved wife and lovely children; for their prayers, understanding and endurance while away.

1x spacing

Once again, we glorify Allah for His endless mercy on us one of which is enabling us to successfully round off the efforts of writing this thesis. Alhamdulillah

APPENDIX I: Table of Contents

TABLE OF CONTENTS	
2x spacing Font Size: 12 Font Type: TNR Line Spacing: 1.0	
Font Size: 12 Font Type: TNR Line Spacing: 1.0 Upper and Lower case, Justify Remove Line Spacing before & after paragraph	Abstract..... .ii Abstract in Arabic..... .iii Abstract in Kurdishiv Approval Page.....v Declaration.....vi Copyright.....vii Dedication.....viii Acknowledgements.....ix List of Tables.....xii List of Figures.....xiii List of Abbreviations.....xiv
Font Size: 12 Font Type: TNR Line Spacing: 1.0 Upper case, Bold	CHAPTER ONE: INTRODUCTION.....1
	CHAPTER TWO: HEADING.....13
Font Size: 12 Font Type: TNR Line Spacing: 1.0 Upper and Lower case, Justify Remove Line Spacing before paragraph	1x Tab Second Level Heading.....15 3x Tab Third Level Heading.....24 Fourth Level Heading.....32 Fifth Level Heading.....38 Second Level Heading.....40 Third Level Heading.....41
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APPENDIX J: List of Tables

Notes:

1. Add Table (3 Column)
2. Set to No Outline
3. 1st Column Width: 2cm
4. 2nd Column Width: 11.25cm
5. 3rd Column Width: 1.3cm
6. Set Table Line Spacing: 1.5

LIST OF TABLES

2x spacing; Font Size: 12; Font Type: TNR
Line Spacing: 1.0

Font Size: 12
Font Type: TNR
Line Spacing: 1.5
Lower & Upper case

Table 1.1	Disasters in Kurdistan as Kurdistan moves towards a developed country, the people and institutions	2
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APPENDIX K: List of Figures

Notes:

1. Add Table (3 Column)
2. Set to No Outline
3. 1st Column Width: 2cm
4. 2nd Column Width: 11.25cm
5. 3rd Column Width: 1.3cm
6. Set Table Line Spacing: 1.5

LIST OF FIGURES

2x spacing
Font Size: 12
Font Type: TNR
Line Spacing: 1.0

Font Size: 12
Font Type: TNR
Line Spacing: 1.5
Lower & Upper case

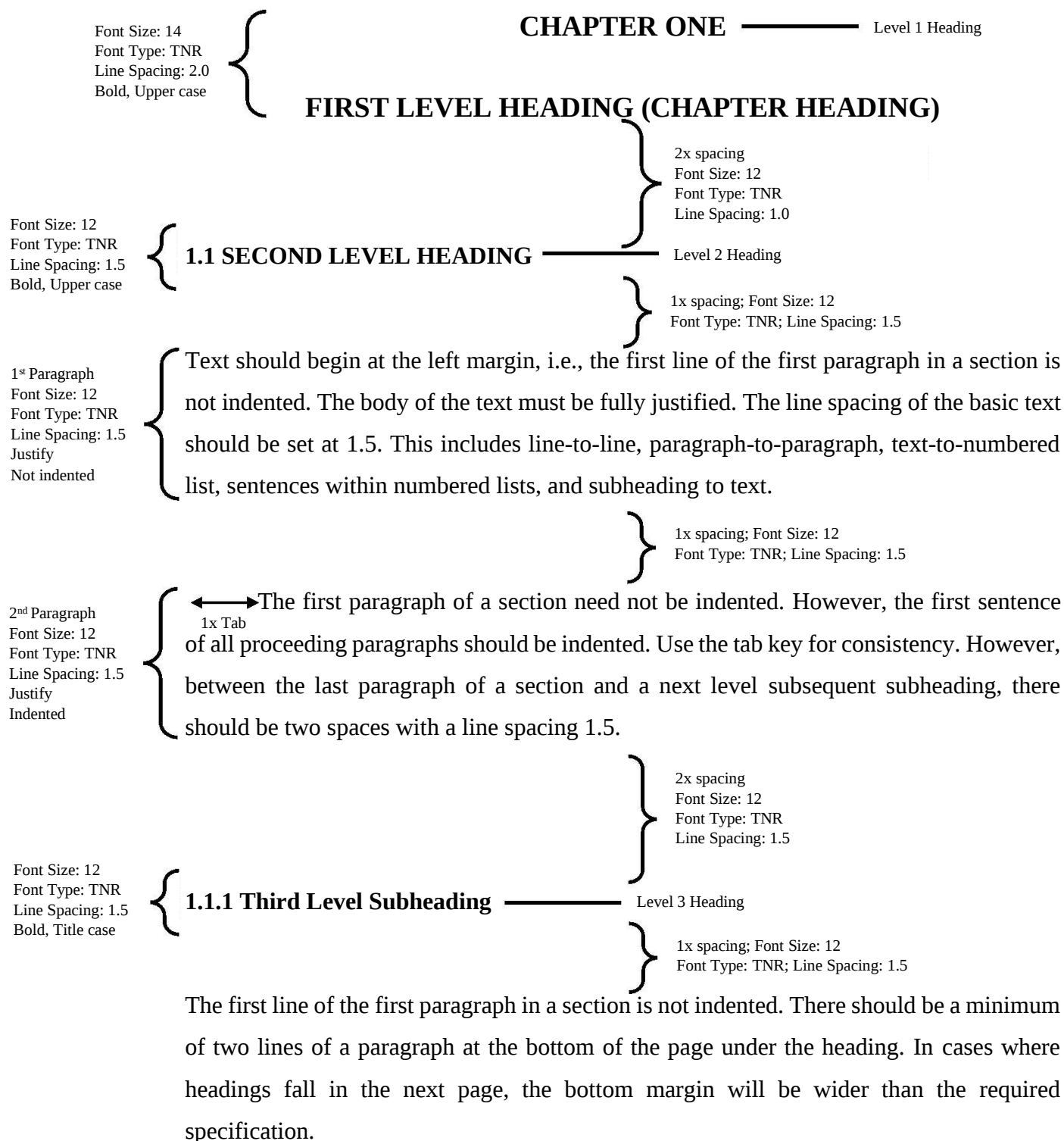
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Figure 4.3	Distribution of Academic Libraries by Existence of Disaster Response Team In-house Squad	11

Note :- This page has no number it is only a break page to show that the chapter is beginning and it will be existing before each chapter.

CHAPTER ONE

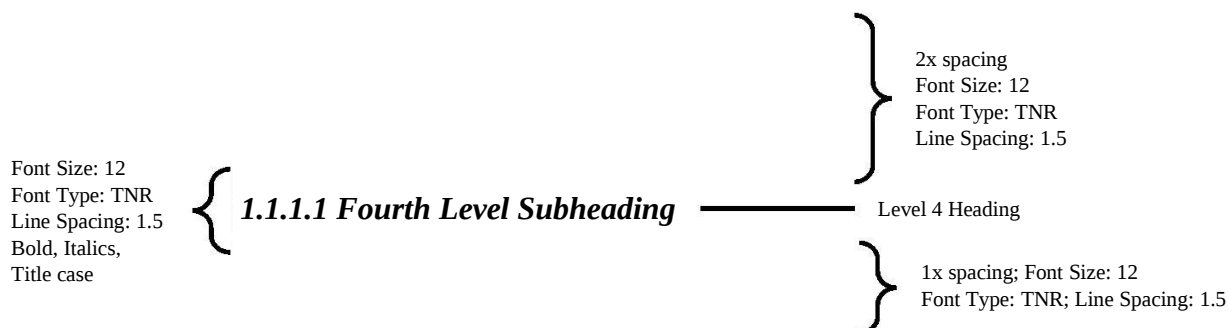
INTRODUCTION

APPENDIX L(i): Chapter and Sub-Headings in The Chapter

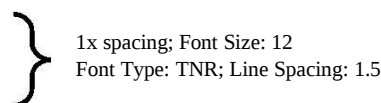


APPENDIX L(ii): Chapter and Sub-Headings in The Chapter

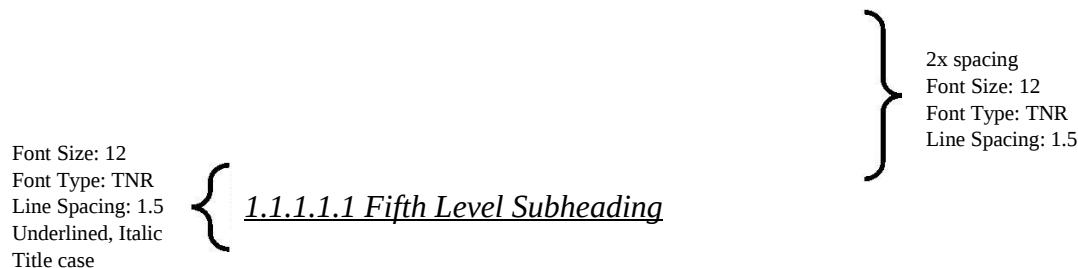
However, text of the subsequent paragraphs should be indented and continue to the end of the left margin. The line spacing of paragraph-to-paragraph should be set at 1.5, same as the basic text. For the basic text, the 12-point font size is to be used. Use only “Times New Roman” font style. In the case of transliteration, “AHT Times New Roman” font style is acceptable. Students may use any word processor they are familiar with to write their thesis. However, the specification mention in the Manual should be strictly followed. The choice of using numbers along with the level headings is left to the student and supervisor.



The first paragraph of a section need not be indented. However, the first sentence of subsequent paragraphs should be indented.



Headings are of five types, ranging from the Level 1 (the chapter heading) to Level 5 (the fourth level subheading). Chapter headings (level one) are to be centered and written in bold capital letters. The font size for chapter headings is 14 points. Subheadings are up to four levels: levels two to five.



Subheadings are up to four levels: levels two to five. The font size for chapter headings is 14 point and it is considered as level 1. The font size for level 2 headings is 12 points, but in upper case bold letters. For level 3 headings: Bold, Title Case (capitalize each word) of

12 points are used. For level 4, heading is typed in bold italics Title Case of 12 points. In rare cases, when students need to use another subheading level, level 5, the format is 12 points italics Title Case underlined.

A heading that appears as a last line on a page will not be accepted. There should be a minimum of two lines of a paragraph at the bottom of the page under the heading. In such cases, the bottom margin will be wider than the required specification.

APPENDIX M: Sample of a page continuation, spacing between paragraphs and line spacing

Font Size: 12
Font Type: TNR
Line Spacing: 1.5
Bold, Upper case

THINKING SKILLS

No spacing; Font Size: 12
Font Type: TNR; Line Spacing: 1.5

1st Paragraph
Font Size: 12
Font Type: TNR
Line Spacing: 1.5
Justify
Not indented

Students must be taught to think about when, why, why not, and how else. Students must be able to make use of these abilities outside their classroom, in their daily lives. Thus, the task of a teacher in this century is to help students make sense of their world, and to open up new worlds of knowledge and experience. In doing this the teacher needs to bridge the larger world of ideas and public knowledge with the students' private world. Information and experience offered to the students remain meaningless if they do not connect and become a part of the students' world. To do this the teacher must do more than impart information, and more than leaving students to find out for themselves.

2nd Paragraph
Font Size: 12
Font Type: TNR
Line Spacing: 1.5
Justify
Indented

According to Fisher (1995), philosophy, in the Socratic tradition of discussion, questioning and experimenting with ideas to see which one makes sense, has much to offer. Socrates, founder of the philosophical tradition brought the notion that nothing ought to be taken for granted and has to be questioned. For him an unexamined life is not worth living for. Therefore, through philosophy, students can be encouraged to think for themselves and be given the means to be critical and creative thinkers. By so doing, teaching thinking enhances the chances of individual and eventually, societal survival in this rapidly changing world.

3rd Paragraph
Font Size: 12
Font Type: TNR
Line Spacing: 1.5
Justify
Indented

It is also hoped that good thinking taught to students will help them to develop the capacity to be reasonable within the context of moral development. Perhaps if this is achieved juvenile delinquency and social problems might decrease if not cease to exist. understand how. Students must be taught to think about when, why, why not, and how else. Students must be able to make use of these abilities outside their classroom, in their daily lives.

APPENDIX N: Bulleted or Numbered Texts

For bulleted materials, students should place the bullets/numbers indented 1.2cm from the left margin. The space between the bullet/number and the text should also adjusted to 0.8cm. This standard should be kept throughout the thesis and in sub- bullets/numbers and the proceeding texts. A 1.5 line spacing is still maintained between lines. Press Tab before start numbering. Let the second level bullet and numbering align with the wording of the first level bullet and numbering. For consistency adjust Bullets and Numbering under Format pullout menu in Microsoft Word., for example:

- ← 1x Tab → i ← 0.8cm → The title of the thesis at the top in full.
- ii. The name of the students as registered in the DPU.
 - iii. The submission formula, as follows:
 - a. For programmes with coursework and research, the phrase “dissertation submitted in fulfilment é ”
 - b. For programmes with research only, the phrase “thesis submitted in fulfilment é ”
 - iv. The name of the Kulliyyah in full.
 - v. The name of the University in single spacing.

APPENDIX O: Quoting longer material

Font Size: 12
Font Type: TNR
Line Spacing: 1.5
Justify

é studied were not exposed to opportunities for the output to be “pushed.” Swain (1985) argued that there is an important role to be played by learner’s comprehensible output, as evidenced in the following excerpt:

Line Spacing: 1.5

“While most language classes pay attention only to comprehensible input
its impact on grammatical development has been overstated in previous
research, and the role that interactional exchanges play in second language
acquisition may have as much to do with the learner’s production of
comprehensive output as it has to do with the learner’s access to
comprehensive input. The role of output is vital in generating not only
comprehensive input, but it also provides an opportunity for
learners to use their linguistic resources meaningfully”

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Swain’s position was based on her research on the language achievement of students in immersion classrooms, where greater emphasis was placed on students’ comprehension of input than to the comprehensibility of their output. Test results indicated that learners’ spoken second language (L2) production lagged behind their other language skills. She also examined features of communicative competence- grammatical, discourse, and sociolinguistics (Canale and Swain, 1980)-found in French L2 students and found that these students failed to achieve NS grammatical competence in their L2 expected of learners in an immersion program. Many factors could have contributed to this, and one is that the learners were not given the opportunities to speak up in the classroom; therefore, there were not comprehensible output with which the teacher can gauge to improve on her methods in improving the students’ second language.

APPENDIX P: Example of Table and Figure

Instrumentation

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In addition, this would allow for a better illustration of the differences in responses towards the items. Items for the instrument were self-constructed after taking into consideration what previous studies have investigated and the responses received in informal interviews conducted by the researcher with some members of the sample.

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Table 3.1 Breakdown of Items according to themes measured.

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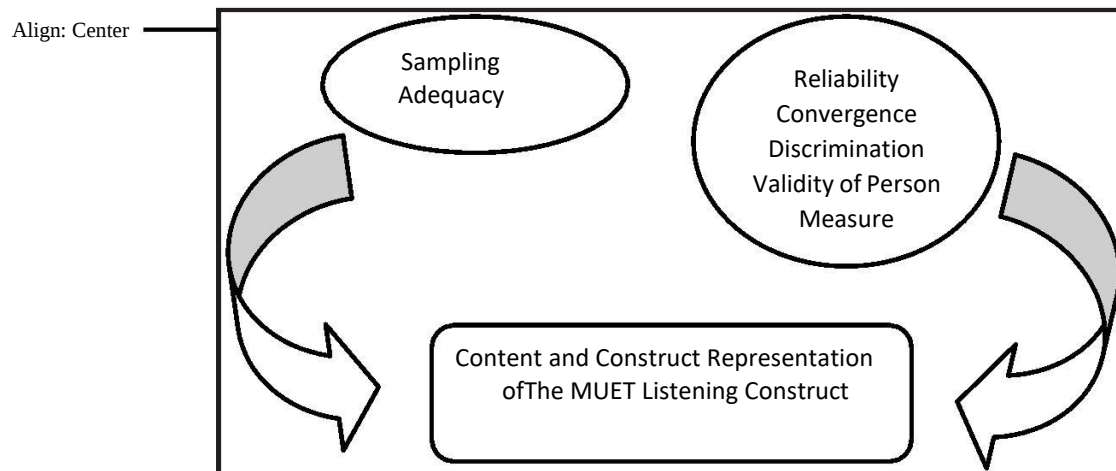
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Item Numbers	Themes measured
1-5	Contextual clues
6-10	Goals for taking notes
11-17	Activities involved in note taking
18-23	Review activities
24-30	English Language proficiency

Table align
center of
the page

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The breakdown of items according to factors extracted, factor loadings, standard deviations and means are shown in Table 3.2.



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Center of the Figure

Figure 3.1 The Research Design of the Study

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Under logical investigation, the MUET listening ability construct was theoretically defined by conceptualizing the construct

If you need to use an equation, add or write it in Word.

1. Select **Insert** > **Equation** or press Alt + =.
2. To use a built-in formula, select **Design** > **Equation**.
3. To create your own, select **Insert** > **Equation** > **Insert New Equation**.
4. Use your finger, stylus, or mouse to write your equation.
5. Select **Insert** to bring your equation into the file.

APPENDIX Q: Example of table specifications (landscape)

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Table 3.2 Factors underlying Students' Perceptions towards Note Taking: Items, Factors, Mean and Standard Deviation

Factor	Items	Factor Loadings	M	SD
English Language Proficiency	I take less complete notes in English.	0.83	3.36	1.63
	I translate my notes from English to Kurdish Language.	0.78	2.92	1.76
	I find it difficult to understand my notes if it is written in English.	0.77	2.7	1.68
	I find it difficult to take notes since the lecture is in English.	0.72	3.37	1.79
Activities in Note Taking	I must refer to dictionary since my notes is in English	0.57	4.32	1.71
	I copy down all the key words used by my lecturer.	0.75	5.84	1.18
	I use diagrams in my notes.	0.74	4.87	1.4
	I underline the important points.	0.73	5.85	1.36
Review Activities	I use different colored pens to differentiate the main ideas from the supporting ones.	0.7	4.57	1.86
	I have a back-up copy of my notes.	0.71	4.04	1.02
	I use my own words in taking down notes.	0.68	5.03	1.31
	I update my notes regularly.	0.61	4.67	1.3
Reasons for Taking Notes	I check with my lecturer if my notes are complete or not.	0.6	3.31	1.62
	I summarize all the points mentioned by my lecturer in a short paragraph.	0.58	4.05	1.41
	I review my notes to prepare for examinations.	0.83	6.66	0.7
	I feel more confident to examinations after I have studied my notes.	0.81	6.38	0.99
Contextual Clues	I understand my topic better if I take notes.	0.52	4.81	0.94
	I read my notes to prepare for classroom discussion.	0.41	5.66	1.14
	I take down notes when my instructor uses phrases like "pay attention to this", "listen carefully", and "look here" before mentioning the points.	0.84	6.28	1.22
	I copy down the information that my lecturer repeats more than twice.	0.83	5.9	1.36
	I record the information on a topic when asked by my instructor.	0.54	5.04	1.7
	I scribble down the information on topics that my lecturer elaborates in detail.	0.51	5.57	1.14

Table align
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the page

Table align
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Notes:
Page number is
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vertical layout

Note. Factors were determined using Principal Component Analysis. M=Median; SD= Significant Difference.

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Minimum 10-point font size, single
space, justified if applicable

APPENDIX R: Bibliography

Notes:

Follow the format (**Harvard or APA**) as given.

Set each reference as follows: -

i- Open Line Spacing Option

ii- Indentation > Special "Hanging" > by "1.2cm"

iii- Spacing > After "12pt" > Line Spacing "1.5 lines"

REFERENCES

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{ Azizah Kassim. (1985). *Wanita dan masyarakat*. Kuala Lumpur: Utusan Publications and
{ Distribution Sdn. Bhd.
1.2cm { Line Spacing: 1.5

Fredrickson, B. L (2000, March 7). Cultivation positive emotions to optimize health and well-being. *Prevention and treatment*, 3, Article 0001a. Retrieved November 20, 2000. <http://journals.apa.org/prevention/volume3/pre0030001a.html>.

Translated or re-published works

Freud, S. (1970). *An outline of psychoanalysis*. (J. Strachey, Trans.). New York: Norton. (Original work published 1940).

Transliterated entry

Al-ʿAbbadî, Aîmad Mukhtâr. (1981). *Têrêkh al-baîriyyah al-Islêmiyyah fê Miîr wa al-ShêM*. Beirut: Dêr al-Nahîah al-ʿArabiyyah.

Kerlinger, F. N. (1973). *Foundation of Behavioral Research*. New York: Holt, Rinehart and Winston Inc.

Proceedings of seminar

Mohd. Azmi Omar. (2006, May). Islamic treasury products: An update. Paper presented at Seminar on Islamic Banking & Capital Market: Products & Instruments organized by CERT, Kuala Lumpur.

Same names are repeated. No dashes are used

Moustapha, Sano Koutoub. (2006a). No compulsion over Ijtihadic issues: a methodological viewpoint. Lebanon: DŪr Ibn Hazmi.

Moustapha, Sano Koutoub. (2006b). Public interest and its contemporary applications. Lebanon: DŪr Ibn Hazmi

Article in a daily newspaper

Zain Ismail. (1990, February 17). Women and politics. *New Sunday Times*. pp. 1-8.

McMillan, J. H., and Schumacher, R.S. (1989). *Research in education: A conceptual introduction* (2nd ed.). New York: Harper Collins Publishers.

Review in a periodical	Kazmi, A. (2006). [Review of Islamic perspectives on management and organization]. DPU Journal of Economics and Management, vol. 14, no.1, 111-116.
Bibliography entry for an encyclopedia	Bergman, P.G. (1993). Relativity. In <i>The New Encyclopaedia Britannica</i> (Vol. 26. Pp. 501-508). Chicago: Encyclopaedia Britannica.
Chapter in an edited book	Rubenstein, J. P. (1967). The effect of television violence on small children. In B.F. Kane (Ed.). <i>Television and juvenile psychological development</i> . New York: American Psychological Society.
Bibliography entry for a microfilm item	Smith, A.B. (1984). Graduate student burnouts: Some possible causes. Dissertation Abstracts International, 32, 9024B-9025B. (University Microfilms No. 76--41, 72).

APPENDIX S: Glossary

Notes:

Follow the format as given.

Set each reference as follows: -

i- Open Line Spacing Option

ii- Indentation > Special "Hanging" > by "1.2cm"

iii- Spacing > After "12pt" > Line Spacing "1.5 lines"

GLOSSARY

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Artifact. Anything made by man. The term is used here to mean any pieces of stone that has been modified by man.

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Axis of detachment. The path of the force that removed the piece from the core. It runs from the point of impact on the platform of the artifact toward the distal end.

Backing. Very steep retouch along a lateral edge, forming a near ninety-degree angle with the dorsal face of the artifact. The retouch is usually obverse, but it may be inverse or a mixture of the two. It has the effect of thickening, blunting, and shaping of a table knife. Backing may be straightened, curve, or shoulder the outline shape of an artifact. Long, narrow perforators are often "double backed" (meaning both lateral edges) to that shape, producing a strengthened point.

Blade. An elongated piece of stone that was detached from a core and is, by oversimplified definition, at least twice as long as it is wide. When detached from the blade core, the removals, one after another, usually produce on the core a series of flake scar ridges, approximately parallel; they in turn become dorsal surface features trending lengthwise of the blades that are subsequently detached. However, the pattern of flake scars on a blade is not limited.

Burin facet. The scar formed by the detachment of a burin spall.

Burin spall. The piece struck off to produce a burin. An occasional burin spall may show subsequent modification, by retouch, into a perforator.

Carinated. Shaped like the keel of a ship.

APPENDIX T: Index

INDEX

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APPENDIX U: Publications

PUBLICATIONS



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Here the student publications related to the Thesis will be listed.

IMPORTANT NOTES

The Chapters of the thesis must be as follows:

Chapter 1: Introduction

Chapter 2: Literature Review

Chapter 3: Methodology

Chapter 4: Experimental Results and Discussion

Chapter 5: Conclusion and Recommendations

Where: -

- Chapter Two must contains a Table to show the reviewed works.
- Chapter Three must contains a Flowchart to represent the methodology.
- The student must check the plagiarism in Turnitin before use this template.

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Notes:

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