ADVICE FOR WRITING A THESIS IN THE SCHOOL OF PUBLIC HEALTH

FEBRUARY 2018

Acknowledgements: A/Prof Kirsten McCaffery, Ms Susan Martinez, A/Prof Sue Quine
Reviewed by: A/Prof James Gillespie
# Table of Contents

1. General guide to thesis writing ................................................................. 4  
   What is a thesis? .................................................................................. 4  
   Styles of thesis ............................................................................... 4  
   Getting started ............................................................................... 4  
      Create an outline ......................................................................... 5  
      Outline for chapters ................................................................... 6  
      Discuss your outline with your supervisor .................................. 6  
   Organisation .................................................................................... 6  
      Back up files every day ............................................................... 6  
      Keep hardcopies ........................................................................ 7  
   Timetable your work .......................................................................... 7  
      Agreed time frames .................................................................... 7  
      Chart your timetable .................................................................. 7  
      Make appointments with yourself .............................................. 8  
   Writing the thesis ........................................................................... 8  
      Who is your audience? ............................................................... 8  
      Define your purpose ................................................................... 9  
      Start writing ............................................................................... 9  
   Editing your own work ....................................................................... 10  
   Length of thesis ............................................................................. 12  
   Formatting of thesis ....................................................................... 12  
2. Advice for a traditional thesis ................................................................. 13  
   Key elements ................................................................................ 13  
   Structure ........................................................................................ 14  
3. Advice for PhD Thesis by Publication .................................................... 19  
   Is a Thesis by Publication right for you? ......................................... 19  
   University guidelines on thesis by publication ............................. 19  
   Number of publications .................................................................. 20  
   Contribution statement and co authors ......................................... 21  
   Papers submitted, but not yet accepted in a thesis ....................... 22  
   Copyright ...................................................................................... 23  
   Key considerations .......................................................................... 23  
      Layout ...................................................................................... 23  
      Journals ................................................................................ 23  
      Structure ................................................................................. 24  
      Key elements (some considerations) ........................................... 24  
4. Sample Theses .................................................................................... 27
1. GENERAL GUIDE TO THESIS WRITING

WHAT IS A THESIS?
Your thesis is a research report. The report concerns a problem or question on a particular subject area and it should describe what is known about it, what you did towards solving or analyzing it, what you think your results mean, and where or how further progress in the field can be made. The readers of a thesis (your examiners) do not know what the "answer" is.

University of Sydney requires that a PhD thesis make an original contribution to human knowledge:

"in the opinion of the examiner the thesis is a substantially original contribution to the knowledge of the subject concerned, the thesis affords evidence of originality by the discovery of new facts, the thesis affords evidence of originality by the exercising of independent critical ability, and the thesis is satisfactory as regards to literary presentation."

Therefore, your research must discover something unknown. The originality on which you base your thesis can come from: new work, new interpretation, new application, new way of testing knowledge or new connections.

STYLES OF THESIS
There are three thesis styles relevant to public health;

1. Traditional - a document of unpublished papers that provides a complete and systematic account of your research in a logical and connected manner,
2. By publication - a series of related papers published in refereed journals, connected in a logical and systematic way by an introduction, a discussion, linkage sections between papers and a conclusion,
3. Hybrid – a combination of 1 and 2

The style of your thesis will determine the format. See Section 2 for guides to writing a traditional thesis and Section 3 for a guide to writing a thesis by publication. Hybrid formats are discussed in Section 3.

GETTING STARTED
Your thesis will be a long and complex piece of writing which will seem, in the beginning, like an overwhelming task to undertake. These notes on planning apply to all forms of thesis. Even if you choose to present all your results in publication, they must form a logical sequence, with each paper clearly part of a larger project.

The first step is to review other theses to get an idea of the various ways you can layout, structure and approach your thesis. See Section 4 for more information.
CREATE AN OUTLINE

Assuming your research proposal is complete, the first step is to start on your thesis outline. Draw up a rough table of contents that includes proposed chapter headings, sub-headings, some figure titles (to indicate which results go where) and perhaps some other notes and comments. Under each chapter make some notes on what things will be reported or explained.

Here is an example of a thesis outline. This particular example is from one of our PhD students who not only used the outline for project planning purposes but also included it into her thesis so that her examiners could see at a glance how the thesis flows and comes together:

![Thesis Flowchart]

- Background
- Physiology/Anatomy
- Epidemiology
- Investigation
- Diagnosis
- Treatment and prevention

Chapter 1 — Literature Review

Chapter 2 — Anatomy
- "Functional-anatomy-of-the-soft-palate-applied-to-wind-playing" - MPPA

Chapter 3 — Survey
- "Prevalence-of-SVPI-in-wind-players" - Occ-Med

Chapter 4 — Delphi survey of speech pathologists and otolaryngologists

Chapter 5 — Pilot protocol for assessment of SVPI in wind players

Chapter 6 — Case series from in-depth interviews

Chapter 7 — Discussion and recommendations
You have now overcome the stage where writer’s block strikes the hardest. When you sit down to type, your aim is no longer a thesis - an overwhelming goal - but something simpler and manageable. Your new aim is just to write a paragraph or section about one of your subheadings. Start with an easy section as this gets you into the habit of writing and gives you the confidence to do more. ¹

**OUTLINE FOR CHAPTERS**

When you are considering the outline of a chapter try assembling all the figures that you will use in it and put them in the order that you would use if you were going to explain to someone what they all mean. When you have found the most logical order, note down the key words that you would use to explain them. These key words provide a skeleton for much of your chapter outline ¹.

**DISCUSS YOUR OUTLINE WITH YOUR SUPERVISOR**

Once you have an outline, discuss it with your supervisor. This step is important: s/he will have useful suggestions, but it also alerts them to expect a steady flow of chapter drafts that will make demands on his/her time. Once you and your supervisor have agreed on a logical structure, s/he will need a copy of this outline for reference when reading the chapters which you may present out of order. If you have an auxiliary supervisor, discuss the outline with him/her as well, and present all chapters to both supervisors for comments. ¹ If your thesis is by publication, you should talk to supervisors at this point about choice of journals and familiarise yourself with different publication requirements. Your choice may change as your project develops, but the main aim at this point is to have a clear plan of your project from the outset.

**ORGANISATION**

It is a good idea to start a filing system – both in electronic and hard-copy format – when working on your thesis. Create an electronic file/folder for each chapter and one for the references. You can put notes in these files, as well as text, articles, correspondence etc. Download and take a Library tutorial in Endnote if you are not familiar with a referencing system. This will save a lot of time later on.

**BACK UP FILES EVERY DAY**

Make a back-up of your files every day (depending on the reliability of your computer and the age of your disk drive). Do not keep back-up files close to the computer, since if your home is broken into, a thief may take both your computer and your remote hard-disk with your backed up files ¹. Students should consider saving a copy of their work to a “cloud” based file-sharing service. [The University is currently making arrangements for students to have access to Dropbox].

If you are a student based in the School and you are using the University network, please save your work to the network drive which is backed up automatically daily, and therefore can be recovered if something should happen to your computer. You can connect from off campus through the
University Virtual Private Network. Local hard drives (c:drive) should not be used as there is no automatic backup.

Another method of backing up is to send your work as an email attachment to another email address, such as a gmail or hotmail account, which sit offsite and online. Be careful to dispose of superseded versions so that you do not waste disk space, especially if you have large files.

**KEEP HARDCOPIES**

You should also keep a hardcopy/physical filing system: a collection of folders with chapter numbers on them. It will keep your desk clean and help you visualise your thesis taking shape. Your files should contain your results, calculations, and all sorts of old notes, references, speculations, letters from colleagues etc., whatever you consider relevant to one chapter or other. As you write bits and pieces of text, place the hard copy, the figures etc in these folders as well. Watch your thesis taking shape!

**TIMETABLE YOUR WORK**

**AGREED TIME FRAMES**

The value of sitting down with your supervisor and making up a timetable for writing your thesis cannot be emphasised enough. Create a list of dates for when you will give the first and second drafts of each chapter to your supervisor(s). This helps to structure your time and provides intermediate targets. If you aim "to have the whole thing done by [some distant date]", you can deceive yourself into thinking you have plenty of time and procrastinate more easily. If you have told your supervisor that you will deliver a first draft of chapter 3 on X date, it focuses your attention.

**CHART YOUR TIMETABLE**

You may want to make your timetable into a chart with items that you can check off as you have finished them. This is particularly useful towards the end of the thesis when you find there will be quite a few loose ends here and there.

See the next page for a sample of a charted timetable:
This template can be downloaded for free at [http://www.ithinkwell.com.au/PhDToolkit/thesis-planner-moveable-tasks](http://www.ithinkwell.com.au/PhDToolkit/thesis-planner-moveable-tasks). This website also offers many other template styles which you can access for free.

You can copy key dates and tasks from your timetable into your compulsory University Progress Plan.

**MAKE APPOINTMENTS WITH YOURSELF**

One technique used by students is to book regular appointments in their diaries for ‘writing’ time. Make appointments in your diary – and keep them - where you block out time to sit and write parts of your thesis. Make them short, with easy to achieve goals and reward yourself when done. This helps to establish a routine and helps you to set clear goals for each week or day.

Schedule writing sessions close together if you need continuity. Schedule them further apart if you need time to gain distance from the work or to gain a better perspective.

**WRITING THE THESIS**

**WHO IS YOUR AUDIENCE?**

You need to think about who you are writing your thesis for as this can help clarify what you will communicate and how you will choose to present your information. The first, and main, audience of your thesis will be examiners. While examiners are experts in the general field of your thesis keep in mind that, on the exact topic of your thesis, you may be the expert!
Thesis writing is about showing your knowledge to a knowledgeable audience, who may or may not be specialists in your particular area of research. At a broad level, the examiner will probably be more knowledgeable than you and can identify if you have left out something important. But with your research topic, you will be the expert, and will probably have more knowledge than the examiners.

If you are doing a thesis by publication deciding on your audience can help you to decide what your target journal/s are. But remember that ultimately the final thesis has a main audience, being your examiners.

**Define your purpose**
You need to be clear about the purpose of your thesis. Make sure your research questions are clearly formulated. They should be questions that no one has yet answered and they should be important and relevant for public health. What is the message? You should be able to describe it in one sentence. What is new about your message? Highlight how your work builds on existing knowledge.

To keep focused try the following:

- Have your thesis topic question/s written on a card sitting on your desk in front of you. You will keep focussed on the central research question while you read, write, and think.
- What is the main idea that you would like to convey through your thesis? Write a brief statement on the card. This is your purpose.

**Start writing**
Start writing as soon as you start thinking about the research.

Write notes about everything vaguely related to your thesis and its purpose. As you read any relevant literature, make brief notes; as related ideas occur to you, make a note of them.

- Use your outline & be organised
- Write!
- Don’t stall on details, if you do, then walk away (take a SHORT break!)
- Use short and simple phrases rather than long a complicated sentences
- Write! Even 10 minutes a day can make progress
- Write clear English and good grammar
- Seek help from the experts - supervisor, library, faculty training programmes
- Write with the anticipation of rewriting. Get used to writing often and spontaneously and don’t focus on perfection. It is much easier to revise something you have already written rather than starting from scratch

Remember to give yourself time for reflection. It is a good idea to write, then leave your work for a while and return to it sometime later.

Gradually the process of writing, reflecting, and rewriting, and feedback from your supervisor, will develop your writing skills. Feedback from your peers can be very helpful too.
**WRITER’S BLOCK**

It is very common for research students to get stuck with a particular piece of writing. When this happens you can try:

- mindmapping by writing down all your points on a big piece of paper
- writing what you want to say in everyday language. Concentrate on key words.
- freewriting techniques to get words down on paper
- taking a break and let your unconscious mind work on it. Come back to it tomorrow.
- doing exercise – it helps clear the mind
- sharing the problem with your supervisor or peers
- ask others to read and comment on some of your work
- prepare tables and figures and dictate text for them
- do the easiest bits first to overcome inertia

Perfectionism, impatience, burnout or guilt can be some of the many reasons for writer’s block and can create bad writing habits. Develop good writing habits by:

- writing regularly for short periods rather than in intensive bursts with long breaks in between, and
- make connections between writing sessions (when you finish one session, set yourself a specific writing task for the next session)

The ThinkWell website has links to many interesting and helpful articles on writing and strategies for writer’s blocks: http://www.ithinkwell.com.au/research

**BRINGING IT TOGETHER**

Your thesis is more than just a collection of chapters. The chapters should be arranged in a logical order and linked together so that your argument flows smoothly. For example, chapters should contain references to each other, just as in a published article you cite other references.

**EDITING YOUR OWN WORK**

Dr Mark Ragg has presented on “Editing your work” at the School of Public Health a number times. Below is a copy of his presentation to the School in May 2008 (the basics never change).

---

**Editing your own work**

**Aim**

To make the document invisible so there is nothing between the reader and the meaning.

**Basics of format**

- White space
- Type size – 10 point absolute minimum, 12 point preferable. Six point not acceptable, even in illustrations.
- Portrait, not landscape
• Single column
• Flush left (not justified)
• Use one font, and perhaps a second for headings
• Minimise bold, italics and capitals

Basics of publication
• Who – target audience?
• What – what’s it about?
• When – why now?
• Where – where is it being published?
• Why – why are you writing it at all?
• How – how will it be disseminated?

Basics of editing process
1. Thorough read: for structure and meaning, not typos.
2. Thorough read: Correct spelling, punctuation, grammar etc.
3. Thorough read: Check corrections
5. Read aloud: Check sense and punctuation.

Common errors I
• Poor structure – buried lead
• Lack of purpose – who am I writing to and why?
• Spellcheck errors – through not though or thorough
• Literals – threw not through
• Missing words – easy to miss on screen, easy to pick up when read aloud
• Missing verb – if it sounds like a headline, re-write
• Missing context – who, what, when, where, why and how?

Common errors II
• Verbosity – too many words interfere with sense
• Passive voice – use active voice instead
• Too many adjectives and adverbs – hack them back
• Too many fonts – minimise them
• Latinate words – conclude not end, beginning not start
• The what? factor – if you have to read it again, change it.

Tricks
• Bench it (leave it for a few days/weeks, then re-read)
• Read it somewhere else
• Get someone else to read it
• Clear your mind – read poetry
• Read it aloud
• Phone a friend
• Tell your grandmother
• Start from scratch.

Tools
• A good dictionary – Oxford English Dictionary, Macquarie or Webster’s (depends on preference and audience).
• The Elements of Style by Strunk & White (or your favourite).
• A printer.
• A friend.
• The courage to read your work aloud.

Final points
• Aim for consistency
• Read a few books of rules. Then accept there are no rules.

Further reading
• http://www.editorscanberra.org/checklist.pdf
• The Penguin Writer’s Manual by Manser and Curtis
• The Complete Plain Words by Ernest Gowers

SUPRA provides a list of proofreaders that can be paid to review your work. Please note that SUPRA in no way endorses any of these services. SUPRA provides this list as a resource for postgraduate students, but they take no responsibility for the quality of services provided. It is strongly recommend that students obtain quotes and conduct their own checks as necessary. It is also your responsibility to ensure that the Editor does work which complies with all the relevant University policies.

Please make sure that you AND your editor have read and fully understood this Policy. If you are unsure, SUPRA strongly suggests that you seek advice from your supervisor. A copy of this list is available in the Appendix section of the School’s Survival Guide.

LENGTH OF THESIS
The Committee for Graduate Studies and the Academic Board recommends a nominal upper limit of 80,000 words for a PhD. If you wish to exceed this limit you will need to seek permission of the Faculty Board of Postgraduate studies and the absolute upper limit of 100,000 words of text for PhD theses apply.

For the MPhil degree the university guidelines are not so clear. Since the minimum duration of an MPhil is one year full time, compared to 3 years full time for a Ph.D., we suggest as a guide around 30,000 words with an upper limit of 40,000 words.

FORMATTING OF THESIS
There are no fixed requirements for font sizes and line spacing for your thesis, except that it be readable. At the very minimum, it is best if you keep the default borders, as set by your word processing software, and use a font size of 11 points or more and double space lines.

Go to Section 4: Sample Theses, to see how other students have formatted their theses.
2. ADVICE FOR A TRADITIONAL THESIS
A traditional style thesis is a report that presents your work in a complete and systematic account of your research in a logical and connected manner.

KEY ELEMENTS
As a general rule, your thesis will include the following key elements:

INTRODUCTION AND/OR BACKGROUND
This section or chapter introduces the subject of your thesis to the reader and discusses the reasons or justification for the work. Usually the aims or central question(s) of the project will be presented and discussed. This section may also include a literature review, or describe the events leading up to the project.8

METHODS
The methods of your study must be documented in detail, dealing with sampling issues (description of target population, method of sample selection, sample size), the study procedure (a flow diagram may be useful), measurement issues (details of how each variable was measured, justification of choice of measurement instruments) and data analysis methods. You should discuss any methodological problems such as sources of bias, repeatability and validity of measurements, and logistic problems. If you have multiple studies, you will need multiple methods chapters describing the above for each study.

RESULTS
The results section should include a presentation of response rates, a description of the study population, descriptive statistics of other variables, results of tests of hypotheses and other statistical analyses. In a formal thesis there may be more than one chapter of results, depending on the design of your study and the number of research questions or hypotheses that you are examining. Where there is only one results section or chapter, you may like to discuss and interpret the results in a separate discussion section. Where there are several results chapters, the results may be interpreted and discussed at the end of each chapter. Try to avoid any discussion of the results when you are writing them.8

DISCUSSION
In this section the results are interpreted and discussed. The limitations of the methodology should be kept in mind and referred to where appropriate. Usually, the discussion should include an
examination of the practical implication of the results. Try to avoid making generalised or opinionated statements about your results.

**CONCLUSIONS AND RECOMMENDATIONS**

It is essential to have a summary or concluding section. It is appropriate to make recommendations based on your findings.

**REFERENCES**

Part of what you are being tested on when you write a thesis is your ability to relate your work to that of others in the field and to acknowledge your thanks to earlier researchers. You must give a reference to all sources cited in the text. There are two main reasons for giving a reference: (1) to allow the reader to find a source which you are quoting or paraphrasing, and (2) to support a claim of scientific fact.

There is no need to support claims for universally accepted statements, trivial points or matters that you have observed yourself. To support a claim, you should refer to a study that investigated and demonstrated a point, or to a reputable review or meta-analysis of studies of the question. Making reference to other people’s unsubstantiated opinions does not support a claim. Avoid using abstracts, unpublished observations or personal communications as references to support claims.

You must give a full reference where you use someone else’s ideas or words (either paraphrased or quoted in full). Not doing so is plagiarism. It is also not acceptable to copy passages of someone else’s work and present it, either verbatim or slightly altered, as if it were your own writing, even if you reference the source at the end of the paragraph. Summarise or paraphrase it briefly in your own words.

**BIBLIOGRAPHY**

If necessary, you may also include a list of other works you have consulted but not cited.

**STRUCTURE**

The parts of a traditional thesis include:

- title page
- abstract or summary
- acknowledgments
- note on the author’s contribution
- table of contents
- list of tables
- list of figures
- list of special names or abbreviations
• main text
• references
• appendix(es)

TITLE PAGE
The title page should include the title of the thesis, your name, the month and year of publication.

ABSTRACT OR SUMMARY
This should ideally fit on one typed page and should be about 300 words long. State the purpose(s) of the study or investigation, basic procedures (e.g. selection of study subjects and observational and analytical methods), main findings (specific data and their statistical significance, if possible) and the main conclusions you have drawn from the findings. Do not use headings within the abstract, but do follow the structure of the thesis itself. The abstract should be a summarised version of the central reasons for your study, your methods, results and conclusions. It should not be a description of your thesis or an advertisement - do not dwell on how remarkably original or successful your study was, or on the setbacks that prevented you from coming up with more representative results.

Do not use phrases like ‘The implications of these findings for heart disease prevention programs are discussed’, or say that further work needs to be done (it always does). Instead state the main implication for prevention programs, treatment etc. in one bold sentence.

Do not forget to say when and where the study was done. Do not report any information or opinion that is not in the thesis itself. The abstract should not have any footnotes or references to the literature, or any tables or figures.

ACKNOWLEDGMENTS
It is courteous to acknowledge anyone who has given you assistance (financial, practical, emotional or academic), and especially to cite those who designed the project or carried out the data collection if you were not involved at those stages.

NOTE ON THE AUTHOR’S CONTRIBUTION
If you were not involved at all stages of the research project, or if major decisions affecting your work were made by other people, you should make clear exactly what your role was.

In Public Health, most researchers work with multidisciplinary teams and so, as a matter of course, you should make it a habit to be explicit about what your contribution has been to each project in the thesis.

Please refer to Section 3 “Contribution statement and co-authors” for more information on this.
TABLE OF CONTENTS

List the chapters or sections, subheadings and appendices, with page numbers. (Do this last, after you have printed the chapters.) Start with the introduction and don’t include sections such as the dedication which should precede the contents list.

If your contents list comes to more than two pages it is probably too detailed. Omit minor subheadings to make it a more useful size.

LISTS OF TABLES, FIGURES AND ILLUSTRATIONS

Make sure that the titles appear exactly as on the tables and figures themselves.

LIST OF SPECIAL NAMES OR ABBREVIATIONS (IF APPROPRIATE)

If there are special terms used in the text, or common terms used in a special sense, or many abbreviations, it is helpful to list and explain them. However, it is easier for your readers if you use as few abbreviations in the text as possible, except for very common ones such as NSW or AIDS.

MAIN TEXT

Begin each chapter on a new page. Make sure you are consistent about the use of numbering or different type styles (such as bold and italic or underlined) to indicate levels of headings. Avoid footnotes.

QUOTATIONS

Avoid long direct quotations in the text unless the exact form of words used by the author is essential to your argument. Short quotations (less than two or three lines) should be enclosed in quotation marks. Decide whether you want single or double quotation marks and stick to your rule throughout (whether you are quoting someone’s words or using quotation marks merely to emphasise a word or phrase, or to qualify your use of it). The only exception is for a quotation within a quotation, when you switch style, i.e. if you are using single quotation marks; the inner quotation has double quotation marks around it.\(^8\)

Quotations longer than two or three lines can be displayed, i.e. set out with a blank line above and below, indented, more narrowly spaced and perhaps in smaller type. Do not use quotation marks in displayed quotations (unless there is a quotation within the quotation).\(^8\)

Quoted material should be letter-for-letter the same as the original. If there is an error in the original that might be confusing to your reader, add the word ‘sic’ in parentheses after it. If you omit any words from the original, indicate the omission with three dots ( . . .); there is no need to use three dots at the start or end of a quotation unless for some special reason you need to emphasise that your extract begins in the middle of something. If you add words of your own, either in explanation
or to adjust the grammar of the quotation so that it fits into your own sentence, enclose the interpolated words in square brackets.  

**TABLES**

Tables should be as simple and clear as possible. For a formal thesis, you may provide fuller, more complex tables than you would normally use for other publications such as journal articles. Very large tables can be included in an appendix, and simpler tables or graphs used in the body of the text to display summary information.

Tables should appear:

- at the appropriate point in the text, or
- on a separate page in the text after the page referring to the table, or
- in a separate section at the end of the section or chapter.

The first system is easiest for the reader, but may pose problems with large tables breaking over the ends of pages or creating almost-blank pages beforehand if you use ‘block protect’. The third system is least convenient for the reader.

The title of the table should tell what the data represent: who, where, when and what. The source of any data, not your own, should be indicated in a footnote under the table. Further guidance on tables and graphs is given in the Introductory Biostatistics course offered each year by the School.

**FIGURES (DIAGRAMS)**

Keep graphs simple and avoid arty computer graphics such as unnecessary shading, confusing diagonal hatching or three-dimensional effects.

**LISTS**

Lists can be incorporated within a sentence, introduced by a colon, with the items separated by commas. If individual items contain commas the items may be separated by semicolons. If the list is set out vertically there is no need for punctuation at the end of each item. Be consistent about the style you use for set-out lists - do not switch from bracketed numbers to unbracketed numbers, or to bracketed letters, ‘bullets’ (•) etc. Bullets are preferable to asterisks or dashes for lists where no order or hierarchy is intended.

**REFERENCES**

There is a large range of acceptable referencing styles, but we recommend that you choose either ‘author date’ or ‘Vancouver’ style, unless your subject matter requires a different style (e.g. for legal cases). See the School’s guide on Referencing Styles for detailed guidance (http://www.health.usyd.edu.au/current/coursework/referencing_styleguide.pdf). Use of footnotes is not recommended.
APPENDIXES

Information not required in the text itself but relevant to the thesis may be included in an appendix, for example questionnaires, detailed tables on which graphs in the text are based, or the grant proposal for the study (if appropriate).
3. ADVICE FOR PHD THESIS BY PUBLICATION

As the University of Sydney has very general policies on how a thesis by publication should be prepared a lot of detail is left to schools and faculties. The School of Public Health offers you some tips and suggestions in this chapter which you might find useful.

Current University regulations may be found in the Thesis and Examination of Higher Degrees by Research Policy 2015.

A thesis by publication is a thesis format that includes papers that have been prepared for publication. These papers can be inserted in their published format.

The decision to present a thesis by published papers should be made early in the candidature, probably in the first year. Most theses by publication are hybrids – they may include papers that have been published, papers that are still being reviewed by journals and conventional chapters that will not be submitted for publication.

IS A THESIS BY PUBLICATION RIGHT FOR YOU?

There are many advantages to doing a thesis by publication. You should consider preparing a thesis by publication if:

- you wish to pursue a career where publishing papers during candidacy is highly regarded (for example, academia),
- your research topic involves several discrete stages, topics or components that could form the basis for a series of papers,
- you are undertaking your research part-time and you feel you would benefit from a thesis milestone plan which enables annual progress to be achieved through publishable papers and submissions to journals/conferences,
- you would like to contribute to research at the earliest possible opportunity and not be held up by the completion of your thesis, it’s submission etc.
- it is more feasible to write as you go, rather than saving the bulk of writing until the end.

UNIVERSITY GUIDELINES ON THESIS BY PUBLICATION

Students considering a thesis by publication often seek more clarity on the guidelines for submission. Frequently asked questions include:

- How many publications do I need to include?
- Do I need to be the first author?
- Can I include publications submitted but not yet accepted?
- Do I need to get approval from co-authors to include a publication?
- What do I do if my journals are not accepted in time?
- Apart from the publications what else do I need to include?
- What happens if I have to assign copyright to the journal?
These are valid questions. The University Learning Centre gives some very helpful guidelines and links to good examples of theses by publication: [http://sydney.edu.au/stuserv/learning_centre/thesis_pub.shtml](http://sydney.edu.au/stuserv/learning_centre/thesis_pub.shtml)

However, students should not be discouraged by this as there are many advantages to doing a thesis by publication. To put your mind at ease, the School of Public Health offers you some suggestions or tips that you might like to consider. These should not be viewed as recommendations or requirements, but rather as informal tips to help you in completing your PhD thesis.

**NUMBER OF PUBLICATIONS**

While the University does not state any minimum requirement, we suggest you include at least four, first authored, papers for a PhD and two or three for an MPhil. Any papers submitted to journals, but not yet accepted, can also be included, however, it should be clearly noted that the papers have been submitted, but not yet accepted for publication. You can also include chapters that will not be submitted for publication. When you think about the papers you would like to include in your thesis, think of this hierarchy of priority; published papers, accepted papers, papers written for submission. A published paper carries more weight in the sense it has already been through a peer review process. However, journal papers can take a long time to be reviewed, accepted or published and this should not be a deterrent to you from including a paper in your thesis. Students must understand the School provides this suggestion as advice only and it is based on general assumptions about quality, originality of findings and substance of work, and that adjustments may be necessary in the case of jointly authored papers. Finally, University regulations stipulate that: ‘previously published material relates to research undertaken during the candidature and … published during the candidature’. All papers must be researched and written up after the start of your candidature.

The specific number of papers incorporated into a thesis will depend on the substance and quality of those papers and your role in them. For example, a review article will, in most circumstances, carry less weight than a substantial article reporting original results. Similarly, a substantial sole authored article by a candidate would play a more prominent role than a co-authored article in which a candidate played only a comparatively small role. (See the Section 3.4 for advice on co-authored papers). It may also be appropriate to indicate the ranking of the journal of each paper.

Students who choose to do their thesis by publication can either insert a copy of the published pdf version, and add an introduction and expand on methodology at the front of the paper, or, insert the paper into the thesis format and flesh out sections which were shortened due to a journal’s word count limit. Either option is acceptable.

It is easy to get caught up in having the right quantity of papers, but always remember, of equal, if not more importance, is the **quality** of the papers. Quality cannot be expressed as a single number. A thesis is an argument or proposition and your papers and chapters must address this in a logical manner. Don’t lose sight of the overall question or argument of your research. Some students have included papers in their thesis which have no relevance or input to the research proposition and examiners have, and will, question why these have been included. Additional papers published
during your candidature should not be included into the body of the thesis if they are not related to your central research question. Examiners will question why miscellaneous and unrelated papers are included in a thesis if there is no direct link or connection with the research project.

Finally, you should understand the papers in your thesis will not give you a PhD/MPhil, it’s the examiners who will decide if your thesis will be awarded. You need to convince your examiners that your thesis is a document with a clear question and with a clear answer. As you strive to publish papers, don’t lose sight of your overall question, proposition or argument. Your papers should be reporting original findings and form a coherent and integrated body of work. Papers are really just a convincing argument that your writing has reached a particular standard. Don’t assume you can combine a collection of papers for your examiners without explaining how they fit together. You will not get your degree from academic papers, you will be awarded a research degree by convincing your examiners that you have the skills to be an independent researcher.

Although the School offers this advice we strongly urge all students to discuss their thesis plan and outline with their supervisors to gain their advice and support before finalising the structure of their thesis.

CONTRIBUTION STATEMENT AND CO AUTHORS
Where your papers have multiple authors, you would normally be the first or principal author. You will need a written acknowledgement of co-authorship, signed by yourself and your supervisor. Each jointly authored paper incorporated in the thesis must include a clear statement on the contribution you have made. This is also referred to as the attribution statement. The statements must be sufficiently detailed to describe accurately your contribution, must be signed by you and your supervisor and must be incorporated in either the body of the thesis or one or more of its appendices.

The following information is available on the University’s Higher Degree by Research Admin Centre:

An attribution statement is usually placed in the front sections of a thesis. In the options below, the ‘I’ refers to the student as an author. If the publication in which your work has appeared has a convention about author order, e.g. *Journal of XXXX requires that the lead author must be corresponding author*, then this information must be given after each relevant attribution statement.

Please note that this only applies where you have made a substantial contribution to the paper. Minor contributions to published works cannot be presented in the main body of the thesis and can only be included as Appendices.

**OPTION 1: CHAPTERS PUBLISHED AS PAPERS/EDITED BOOK CHAPTERS**

*Chapter x of this thesis is published as [citation]. I designed the study, analysed the data and wrote the drafts of the MS.*

*Chapter y of this thesis is published as [citation]. I designed the study, extracted the data and wrote the drafts of the MS*
Chapter z of this thesis is published as [citation]. I co-designed the study with the co-authors, interpreted the analysis done by A.N. Other and wrote the drafts of the MS.

OPTION 2: PUBLISHED MATERIAL DISTRIBUTED THROUGH THE THESIS

This thesis contains material published in [citation]. This is section x.y; figure s.t, and pages p-q of section y.z. I did... [describe your role]

ATTESTING YOUR AUTHORSHIP ATTRIBUTION STATEMENT

Under the Thesis and Examination Policy and Procedures 2015 both you and your supervisor must attest to an authorship attribution statement. The following are suggested:

Example 1

In addition to the statements above, in cases where I am not the corresponding author of a published item, permission to include the published material has been granted by the corresponding author

Student Name, Signature, Date

Example 2

As supervisor for the candidature upon which this thesis is based, I can confirm that the authorship attribution statements above are correct.

Supervisor Name, Signature, Date

PAPERS SUBMITTED, BUT NOT YET ACCEPTED IN A THESIS

Papers which have been submitted but not yet accepted for publication can be included in the thesis, in addition to those already accepted for publication. However, they need to be clearly marked as ‘submitted’ to distinguish them from papers that have been peer-reviewed and accepted for publication. If your key papers (which are to form the chapters of your thesis) are subject to time lags from journal’s submission process don’t be concerned as you can consider changing your thesis to a hybrid format.

The hybrid format is a format that contains some more traditional chapters which include results from papers submitted by not yet accepted for publication and one or two manuscripts which have been accepted for publication but which are insufficient by themselves to qualify to submit by publication alone. You need to ensure that your thesis as a whole forms a coherent and cohesive narrative. At the beginning of any chapter that is a paper, either submitted or accepted, should include a paragraph explaining its status.

Remember that the thesis is the document you submit to be examined. Often a paper will be accepted or published with revisions while the thesis is under examination. It seems logical to substitute the ‘final’ version for the unpublished chapter the examiners saw, especially if they were critical. This is not allowed under University examination rules, and you will be asked to restore the original version, with corrections (if agreed by your supervisor) proposed by the examiners.
Otherwise, the text would not be the same as the one the examiners read, and it would have to go back for re-examination. You can put a note about the publication at the start of the relevant chapter, and put a copy in an appendix, if this seems necessary.

COPYRIGHT
The copyright in a thesis created by a student while enrolled at the University will usually be owned by the student. Most journals leave copyright on content with the authors however many do not like pdfs of the formatted paper being released on author’s websites, university open access pages, Researchgate etc. Therefore, you should check whether you need to obtain separate or additional permissions to use substantial parts of third party material (your publications) in published versions of all or part of your thesis.

Following the publication of your copyright material, you should always be aware of the terms on which the material is published. For example, if you assigned all your copyright to a publisher, this may prevent you from using your copyright material in particular ways (eg you may not be able to use your material to create derivative works or upload your research output to an open access institutional repository). ¹³

For more information on seeking permission to use copyright material, visit Seeking permission within the Library website or make contact with one of the Library personnel.

KEY CONSIDERATIONS

LAYOUT
The thesis layout must contain subject matter that goes towards answering your main research question and forms a cohesive narrative; don’t combine journals on unrelated or loosely related topics.

JOURNALS
You should aim to be the first author on at least four papers. It is a good idea to discuss authorship issues at a thesis supervisory committee meeting as early as possible.

There are different kinds of academic publications but journal articles are the main form of publication you should consider. Refereed publications have much more standing, and are connected to research funding more strongly than non-refereed publications. Therefore, we will always recommend that all published chapters should be in refereed publications. If a substantial piece of research appears in a report, eg from WHO, there will be greater problems of attribution of authorship. If relevant to your thesis, these are best placed in an appendix. But discuss this with your supervisor very early if it is likely to be a problem.

Choose the most appropriate journals to submit your publications. Discuss this with your supervisor. Publishing in journals that have a high impact factor may carry more weight with examiners and/or potential employers.⁹
Remember that some journals take a long time to review and accept journals but this should not be cause to delay your thesis submission because you can reformat your thesis into a hybrid format.

**STRUCTURE**
The parts of a thesis by publication include:

- Title page
- Declaration
- Abstract
- Acknowledgments
- List of publications included
- Note on the author’s contribution and statement of contribution of others
- Table of contents
- Introduction and overview
- Methods
- Published papers
- Conclusion
- List of references?
- Appendices
- bibliography
- list of tables
- list of figures
- list of special names or abbreviations

We recommend that you review other theses to see how layout can vary. See Section 4 for more information.

**KEY ELEMENTS (SOME CONSIDERATIONS)**

**TABLE OF CONTENTS**
You might consider including your impact factor or any citations of included publications in your table of contents.

**LIST OF PUBLICATIONS INCLUDED**
You should include a section at the front of the thesis entitled "Publications arising from this thesis" (or similar words), where you list the published and submitted papers that have arisen from the work in the thesis. You will need to list all of the included published works with full bibliographic citations in the order they appear in the thesis.

**STATEMENT OF CONTRIBUTION OF OTHERS**
You must summarise and clearly identify the nature and extent of the intellectual input by any co-authors. See the section on “Contribution statement and co-authors” earlier in this section for more information.
INTRODUCTION AND OVERVIEW
Your introduction should include a succinct statement describing the research problem you investigated, the overall objectives and aims of your research and ensure these link to your papers. Describe the connection between the individual journals, so that your thesis presents as a coherent whole with a logical flow from one chapter to the next.

You must show how you have uncovered new knowledge either by the discovery of new facts, the generation of theories or the re-interpretation of known data and established ideas.9

LITERATURE REVIEW
This section should include a clear statement of the significance of the project aims, a critical review of the relevant literature, identify the knowledge gaps and the relationship of the literature to the research program.9 This make include systematic review(s) completed at the start of your project. However, a thesis literature review usually covers a wider array of questions than a more focused systematic review. So discuss this with your supervisor early in the thesis planning process.

METHODS
This is a key part of a paper and you may need to expand on the details particularly if you have spent considerable time in developing and validating research methods. Examiners will expect far more detail than any journal editor will offer. You need to demonstrate to examiners that you have highly developed research skills. The ability to critically evaluate research methods is an important component of your research candidature and so you should take this opportunity to demonstrate this mastery to examiners!14

PUBLISHED PAPERS/CHAPTERS
Each of your papers accepted for publication must be presented as an individual chapter. But it is very important that you remember that a thesis is more than a collection of papers. Essentially, the chapters of the thesis can stand alone, but the thesis is a complete and coherent "story", in which each chapter is an integral part.5 The chapters must be in a logical order and relate to your research question or proposition.

When presenting a thesis as a collection of papers it is easy to make the mistake of allowing the thesis to become disjointed. Most students who submit a thesis as a series of published papers introduce each new chapter with a foreword which introduces the chapter and establishes its links to previous chapters. More conventionally, this is in the introduction to each chapter. The chapters should contain references to each other, much as in a published article you would cite other references. Ask your supervisor to suggest some good examples from recent theses in your area or refer to Section 4 of this guide.

Check the journal’s rules on copyright. There is no problem with open access journals, but some are more restrictive. This will not affect the examination of your thesis, as this does not constitute publication. However, the University will ask you to place the thesis on open access, and this may create copyright problems. You will need to approach the journal. If it is restrictive, contact the PGC and we will get advice from the Higher Degrees by Research Administration. This usually only affects chapters that take the form of journal off-prints.
Chapter 1 needs to set out the rest of the thesis. It can include a publication, but must also be in-depth.

REFERENCES
References can either be by chapter or included at the end, a more detailed bibliography may be needed as some journals do limit the number of references.

DISCUSSION
A separate Discussion may be necessary if the publications are quite technical, and broader implications need to be drawn out. This is another question for discussion with your supervisor.

CONCLUSION
Theses by publication will always need a strong conclusion to draw the disparate parts together. The final conclusion should reflect the entire body of research presented in all parts of the thesis, including all papers. The original contribution to the advancement of knowledge in the research area should be clearly stated in the final conclusion or in a separate section.
4. SAMPLE THESSES

This section begins with a guide to analysing sample theses. This is followed by links to a number of Ph.D. and MPhil theses by Public Health research students. These theses have been lodged in Open Access with the Library.

GUIDE TO ANALYSING SAMPLE THESSES

(This guide is a straight copy from a section of “Write the Thesis”, Online web booklet, Monash University, http://www.monash.edu.au/lls/hdr/write/ Accessed 3 December 2013)

1. Table of Contents
   - How many sections is the sample thesis divided into? Is a numbering system used for sections and subsections? How many levels? (eg. 1.5.2 = three levels)
   - Which sections are included before the introduction? (eg. abstract, acknowledgments etc.) How are these set apart from the main sections of the thesis? (eg. with Roman numerals)
   - How many sections is the 'body of the thesis' made up of? On what basis does the 'body' appear to be organised? (Method-Results-Discussion format? Topic areas?).

2. Abstract (Synopsis/Summary)
   - How long is the abstract? Do you get a clear sense of what the research is about from the abstract? Does the abstract motivate you to read (some of) the rest of thesis?
   - Can you readily identify these in your sample abstract? Are any other elements or 'moves' included? Do they strengthen the abstract?

3. Introduction
   - Look at the opening paragraph. How well does it set the scene?
     - Some of the 'moves' in thesis introductions are elaborated versions of the first 'moves' in the abstract. In your introduction you should also seek to situate your research within previous research already conducted in the field. The following is a sequence of 'moves' used in many thesis Introductions:
       - Introduction to the general area of the study
       - (Brief) review of the current state of knowledge in the area
       - Indication of gaps, shortcomings, problems in research to date
       - Statement of the aim of your research, especially how it will fill the gap, solve the problem etc
   - Can you identify these moves in the sample introduction? Are the aims of the study transparently clear?
     - Another common 'move' attached to the introduction is the 'thesis overview' (or 'advance labelling') as in the following:
       - The first chapter outlines the background to the study including its theoretical framework. Chapter Two reviews... etc.
       - Is there a thesis overview in the Introduction of your sample thesis? Where is it located?

4. Literature Review
   - Does the thesis contain a separate review of the literature? How long is it? Which citation system is used? (eg. Harvard, Oxford, other?)
How does the literature review (or sections that refer extensively to the literature) appear to be structured? Are different themes covered in different subsections (eg. theoretical issues? methodological issues? results of previous studies?) Is ‘advance labelling’ used to indicate how the literature review will unfold?

How does the literature review conclude? Does it manage to show how the present study fits in with work discussed in the review?

5. The 'body' of the thesis
   - In the middle sections (or body) of a thesis, the focus is very much on the study itself. In very general terms, these sections will give an account of:
     - what was done in the study (methods, procedures, approaches etc.)
     - what was found (results, findings etc.)
   - In some theses, especially those based on experimental models of research, these two elements may be incorporated in separate Method and Results sections. In theses which have a more thematic organisation of chapters, these elements might be signalled less explicitly.
     - How do these two elements (I and II) appear to be organised in the sample?
     - What level of detail is given for I? (eg. subjects, equipment, procedures for data collection, methods of analysis etc.)
     - How are the findings (II) organised? In a series of separate sections? In what form(s) are the findings presented? (eg. as tables, calculations, examples, extended description etc.)

6. Conclusion/Discussion
   - Conclusion sections tend to include at least some of the following 'moves':
     - Summary of the main findings
     - Comparison with findings from other research
     - Explanations for findings
     - Implications of the findings
     - Limitations of the research
     - Suggestions for future research
   - Note that these 'moves' do not necessarily appear in the order shown above. Some 'moves' may also be repeated, especially those that deal with the discussion of findings (moves I -IV).
   - Which of the 'moves' I-VI can you identify in your sample thesis? In which order do they appear? Are any 'moves' repeated?
   - Move I is concerned with making claims about your subject. These often need to be expressed in a qualified way, using expressions like the following:
     - On the basis of this study, it would appear that X is...
     - The findings of this study suggest that X is...
   - Can you identify the claims made in your sample thesis? How are these expressed?

7. References/Appendices
   - How many pages of references are there? How are individual references set out? (Pay particular attention to difficult sources eg. non-written or non-published sources.)
   - Are appendices used? What sort of material is contained in these?

8. Other Language Matters
   - How does the student refer to him/herself in the thesis? Explicitly, using first person pronouns? (eg. I, my etc) In third person? (eg. the researcher, this writer etc?) Implicitly eg. using passive forms (eg. it is thought that?) Do these patterns vary in different parts of the thesis?
   - How is the thesis referred to - eg. "the present study"? Is a distinction made between the 'thesis' (the written product) and the 'study' (the research process)?
How does the writer deal with the problem of sexist language? eg. by using 'slashes' (his/her), as we have done in 8.1?
<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Student</th>
<th>Thesis Types</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>31 August 2017</td>
<td>Improving Access and outcomes in Living Kidney Donor Transplantation</td>
<td>Hanson, Camilla</td>
<td>Thesis by Publication</td>
<td>PhD</td>
</tr>
<tr>
<td>12 July 2017</td>
<td>Therapies, outcomes and evidence application into practice in non-specific low back pain</td>
<td>Parma Yamato, Tie</td>
<td>Thesis by Publication</td>
<td>PhD</td>
</tr>
<tr>
<td>30 June 2017</td>
<td>Health Economics and Indigenous Health: measuring value beyond health outcomes</td>
<td>Angell, Blake</td>
<td>Thesis by Publication</td>
<td>PhD</td>
</tr>
<tr>
<td>1 June 2017</td>
<td>The Home First Study: Patient preferences for home dialysis in New Zealand</td>
<td>Walker, Rachael</td>
<td>Thesis by Publication</td>
<td>PhD</td>
</tr>
<tr>
<td>1 March 2017</td>
<td>Measuring multimorbidity in Australia</td>
<td>Harrison, Christopher</td>
<td>Thesis by Publication</td>
<td>PhD</td>
</tr>
<tr>
<td>22 December 2016</td>
<td>The association between measures of adulthood obesity, regional weight gain, and colorectal cancer risk: An Analysis of the NSW Cancer Lifestyle and Evaluation of Risk Study</td>
<td>Cho, Dona</td>
<td>Traditional</td>
<td>MPhil</td>
</tr>
<tr>
<td>12 December 2016</td>
<td>Measurement of Competence in Evidence Based Practice</td>
<td>Leung, Kat</td>
<td>Hybrid</td>
<td>PhD</td>
</tr>
<tr>
<td>12 December 2016</td>
<td>Hyperglycaemia in acute intracerebral haemorrhage</td>
<td>Saxena, Anubhav</td>
<td>Thesis by Publication</td>
<td>MPhil</td>
</tr>
<tr>
<td>5 December</td>
<td>Clinical Reasoning and Decision-Making in Homeopathy: an</td>
<td>Levy, David</td>
<td>Traditional</td>
<td>PhD</td>
</tr>
<tr>
<td>Date</td>
<td>Title</td>
<td>Author</td>
<td>Type</td>
<td>Degree</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td>-------------------------</td>
<td>--------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>2016</td>
<td>Interpretative Phenomenological Analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17-Nov-2015</td>
<td>Long term outcomes for children born with orofacial clefts in Western Australia</td>
<td>Bell, Jane</td>
<td>Hybrid</td>
<td>PhD</td>
</tr>
<tr>
<td>21 April 2015</td>
<td>The Health Effects of Age-Related Declines in Testosterone and Reproductive Hormones</td>
<td>Hsu, Benjamin</td>
<td>Thesis by Publication</td>
<td>PhD</td>
</tr>
<tr>
<td>12-Jan-2015</td>
<td>Influences on food and lifestyle choices for Aboriginal and Torres Strait Islander Australians: an Aboriginal perspective</td>
<td>Lawrence, Christopher Grant</td>
<td>Thesis by Publication</td>
<td>PhD</td>
</tr>
<tr>
<td>7-Jan-2015</td>
<td>Cancer survival in New South Wales (NSW) and the impact of distance from and access to cancer surgical services; a data linkage study</td>
<td>Tracey, Elizabeth Ann</td>
<td>Thesis by Publication</td>
<td>PhD</td>
</tr>
<tr>
<td>6-Jan-2015</td>
<td>An investigation into how Aboriginal Medical Services contribute to childhood immunisation</td>
<td>Joseph, Telphia-Leanne</td>
<td>Traditional</td>
<td>MPhil</td>
</tr>
<tr>
<td>16-Jul-2014</td>
<td>Reducing trans fat in the Indian food supply: a food systems approach</td>
<td>Downs, Shauna Mae</td>
<td>Thesis by Publication</td>
<td>PhD</td>
</tr>
<tr>
<td>4-Apr-2014</td>
<td>The prevalence, causes and management of stress velopharyngeal insufficiency in woodwind and brass players</td>
<td>Evans, Alison Emma Louise</td>
<td>Hybrid</td>
<td>PhD</td>
</tr>
<tr>
<td>25-Mar-2014</td>
<td>The role of physical activity in the treatment of mental illness</td>
<td>Rosenbaum, Simon</td>
<td>Thesis by Publication</td>
<td>PhD</td>
</tr>
<tr>
<td>16-Dec-2013</td>
<td>Illicit tobacco in Australia: how big is the problem, does it matter and how should its use be monitored?</td>
<td>Scollo, Michelle</td>
<td>Thesis by Publication</td>
<td>PhD</td>
</tr>
<tr>
<td>Date</td>
<td>Title</td>
<td>Author</td>
<td>Degree Type</td>
<td>Award Type</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------------------</td>
<td>----------------------</td>
<td>----------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>29-Nov-2013</td>
<td>Improving balance and mobility in people over 50 years of age with vision impairments: Can the Alexander Technique help?</td>
<td>Gleeson, Michael Gerard</td>
<td>Hybrid</td>
<td>PhD</td>
</tr>
<tr>
<td>11-Sep-2013</td>
<td>Starting from scratch: patient-reported outcome questionnaires &amp; their role in an integrative medicine primary care minimum-dataset</td>
<td>Hunter, Jennifer Ann</td>
<td>Thesis by Publication</td>
<td>PhD</td>
</tr>
</tbody>
</table>

Please note there are many more theses available to view on the University of Sydney’s Library Digital Theses repository. The above are a random selection.

Source: Sydney.edu.au >> scholarship >> Digital Theses (http://ses.library.usyd.edu.au/handle/2123/345)
5. USEFUL REFERENCES

EFFECTIVE WRITING

- The Elements of Style, William Strunk
  http://www.bartleby.com/141/
- Organizing Your Argument (The Online Writing Lab at Purdue University)
  https://owl.english.purdue.edu/owl/resource/588/03/
- PhD – Writing tips

CANDIDATURE AND THESIS MATTERS

- The seven secrets of doctoral success
- Guidelines on PhD research and supervision, Robert Cipolla
  http://mi.eng.cam.ac.uk/~cipolla/phdguide.html
- Final year projects, Mike Hart
  http://final-year-projects.com/index.htm

THESIS BY PUBLICATION

- FAQs on theses containing publication, Learning Centre, University of Sydney
- Write the thesis, Monash University
UNIVERSITY OF SYDNEY POLICIES AND PROCEDURES

- Supervision of Higher Degree by Research Students Policy 2013
- Thesis and examination of Higher Degrees by Research Guidelines for Examiners 2017
- PhD: University of Sydney (Doctor of Philosophy (PhD)) Rule 2011
- Thesis and Examination of Higher Degrees by Research Policy 2015
6. REFERENCES

10 McCallum P. PhD by Publication. Email from McCallum to Chapman. 7/9/2010
14 University of Sydney. Theses containing publications.