**COMMON EXAMPLES**

**COMMON MISTAKES IN THE TABLE OF CONTENTS**

1. The word “Page” as page number column heading.
2. Abstract should start with page “iii”.
3. Line spacing of 2.0 between Chapter headings and Level 1 headings.
4. Level 2 headings should be one tab indented (5 spaces).
5. The word “Page” should be placed on each page of TABLE OF CONTENTS.
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TABLE OF CONTENTS

**2.**

**1.**

Page

No!

[ABSTRACT i](#_Toc60815324)

[TABLE OF CONTENTS ii](#_Toc60815325)

[LIST OF FIGURES iii](#_Toc60815326)

**4.**

**3.**

[LIST OF TABLES iv](#_Toc60815327)

Indentation.

[CHAPTER 1: INTRODUCTION 1](#_Toc60815328)

[1.1 Literature Review 1](#_Toc60815329)

[1.2 Renewable Energy 2](#_Toc60815330)

[1.2.1 Solar energy 2](#_Toc60815331)

[1.2.2 Wind energy 3](#_Toc60815332)

[1.2.3 Wave energy 3](#_Toc60815333)

[1.2.4 *Wave energy converters* 4](#_Toc60815334)

[1.3 Research Objective 8](#_Toc60815335)

[CHAPTER 2: RESEARCH METHODOLOGY 9](#_Toc60815336)

[2.1 Battery Energy Storage System Sizing Criteria 9](#_Toc60815337)

[2.1.1 Financial indicators 10](#_Toc60815338)

[2.1.2 Technical indicators 11](#_Toc60815339)

[2.1.3 Hybrid indicators 11](#_Toc60815340)

[2.2 Wind System 11](#_Toc60815341)

[2.2.1 Data gathering. 11](#_Toc60815342)

[2.2.2 Equipment selection 13](#_Toc60815343)

[2.2.3 Wind energy calculations. 17](#_Toc60815344)

[2.3 Solar System 18](#_Toc60815345)

[2.3.1 Equipment selection 18](#_Toc60815346)

[2.3.2 Solar energy calculation 20](#_Toc60815347)

[2.4 Wave System 22](#_Toc60815348)

[2.4.1 Wave data collection 22](#_Toc60815349)

[2.4.2 Energy calculation using wave 23](#_Toc60815350)

[2.5 Other Equipment Selection 24](#_Toc60815351)

**5.**

Page

[2.5.1 Battery 24](#_Toc60815352)

[2.5.2 DC faster plug 25](#_Toc60815353)

[2.6 EVCS Size Selection 26](#_Toc60815354)

[2.7 Area for Solar Panel 26](#_Toc60815355)

[CHAPTER 3: RESULTS 28](#_Toc60815356)

[3.1 Wind Energy Output 28](#_Toc60815357)

[3.2 Solar Energy Output 30](#_Toc60815358)

[3.3 Wave Energy Output 32](#_Toc60815359)

[3.4 Scenarios Considered. 33](#_Toc60815360)

[3.4.1 First equipment combination 34](#_Toc60815361)

[3.4.2 Second equipment combination 35](#_Toc60815362)

[3.4.3 Third equipment combination 37](#_Toc60815363)

[3.4.4 Land Use 39](#_Toc60815364)

**6.**

[CHAPTER 4: CONCLUSION AND FUTURE WORK 43](#_Toc60815365)

VITA

[4.1 Conclusion 43](#_Toc60815366)

[4.2 Future Work 44](#_Toc60815367)

[REFERENCES 45](#_Toc60815368)

**TABLE OF CONTENTS**

Yes!

Page

[ABSTRACT iii](#_Toc60815324)

[TABLE OF CONTENTS iv](#_Toc60815325)

[LIST OF FIGURES vi](#_Toc60815326)

[LIST OF TABLES viii](#_Toc60815327)

[CHAPTER 1: INTRODUCTION 1](#_Toc60815328)

Yes!

[1.1 Literature Review 1](#_Toc60815329)

[1.2 Renewable Energy 2](#_Toc60815330)

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[1.2.3 Wave energy 3](#_Toc60815333)

1.2.4 Wave energy converters 3

[1.3 Research Objective 8](#_Toc60815335)

[CHAPTER 2: RESEARCH METHODOLOGY 9](#_Toc60815336)

[2.1 Battery Energy Storage System Sizing Criteria 9](#_Toc60815337)

[2.1.1 Financial indicators 10](#_Toc60815338)

[2.1.2 Technical indicators 11](#_Toc60815339)

[2.1.3 Hybrid indicators 11](#_Toc60815340)

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Page

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[2.5.1 Battery 24](#_Toc60815352)

[2.5.2 DC faster plug 25](#_Toc60815353)

[2.6 EVCS Size Selection 26](#_Toc60815354)

[2.7 Area for Solar Panel 26](#_Toc60815355)

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[3.2 Solar Energy Output 30](#_Toc60815358)

[3.3 Wave Energy Output 32](#_Toc60815359)

[3.4 Scenarios Considered. 33](#_Toc60815360)

[3.4.1 First equipment combination 34](#_Toc60815361)

[3.4.2 Second equipment combination 35](#_Toc60815362)

[3.4.3 Third equipment combination 37](#_Toc60815363)

[3.4.4 Land use 39](#_Toc60815364)

[CHAPTER 4: CONCLUSION AND FUTURE WORK 43](#_Toc60815365)

[4.1 Conclusion 43](#_Toc60815366)

Page

[4.2 Future Work 44](#_Toc60815367)

Yes!

[REFERENCES 45](#_Toc60815368)

[VITA 49](#_Toc60815369)

**COMMON MISTAKES FOR LIST OF FIGURES AND LIST OF TABLES**

7. Should be FIGURES not FIGURE.

8. Do not use FIGURE as a column heading; must list each figure individually.

9. The word “Page” as page numbers column heading.

10. Each title greater than one line in length should have line spacing of 1.0 and line spacing of 2.0 to separate each figure title.

11. The word “Page” should be placed as a column heading on each page of the LIST OF

FIGURES and LIST OF TABLES.

LIST OF FIGURE

**10.**

**9.**

**8.**

**7.**

Page

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FIGURE

1 Effects of replacing cottonseed hulls (CSH, control diet) with ground woody plants on goat BW. Treatment diets differed only by roughage source; either CSH or ground woody products (RED = J. pinchotii, BLUE = J. ashei, ONE = J. monosperma, ERC = J. virginiana, or MESQ = Prosopis glandulosa). During Period 1 (d 0 to 26), goats were fed a 70% concentrate ration. Goats were transitioned into Period 2 (d 27 to 64) onto an 86% concentrate ration. Data were analyzed by Period and presented as least square means ± SEM. During Period 1, a treatment × d interaction (P = 0.008) was observed for BW and goats fed CSH tended to have greater (P < 0.09) BW on d 27 that goats fed BLUE or MESQ. A treatment × d interaction (P = 0.67) was not observed for goat BW during Period 2.Gas Production 15

2.1 Wild pig holding facility at the AgriLife Research and Extension Center, San Angelo, Texas, USA. We conducted research from May 13th to June 17th 2015 to evaluate the inclusion of ground blueberry juniper as a deterrent to wild pig consumption of supplemental pellets for white-tailed deer…………………………………………. ….30

2.2 An individual pen for a wild pig in the holding facility at the AgriLife Research and Extension Center, San Angelo, Texas, USA. We conducted research from May 13th to June 17th 2015 to evaluate the inclusion of ground blueberry juniper as a deterrent to wild pig consumption of supplemental pellets for white-tailed deer 31

2.3 Total gas accumulation, mL/g dry matter residue at 72 hours, by in vitro degradation of supplemental diets, San Angelo AgriLife Research Center, San Angelo, Texas, price volatility of feed ingredients due to normal market conditions and other conditions such as drought, necessitates investigations into the feasibility of alternatives to common roughage sources and underutilized ingredients 36

**11.**

Page

2.4 Effects of roughage ingredient and percentage of roughage on wild pig supplement, basal, and total diet DMIa, San Angelo AgriLife Research Center, San Angelo, Texas, USA, May to June 2015 46

2.5 Effects of roughage ingredient and percentage of roughage on wild pig total growth performancea, San Angelo AgriLife Research Center, San Angelo, Texas, USA, May to June 2015. 49

3.1 Ingredient and chemical composition and digestibility (% DM basis) of supplemental feed pellets varying in roughage type (juniper or alfalfa) and percent roughage (15 or 30). 51

LIST OF FIGURES

Yes!

Yes!

Page

Figure 1. Effects of replacing cottonseed hulls (CSH, control diet) with ground woody plants on goat BW. Treatment diets differed only by roughage source; either CSH or ground woody products (RED = J. pinchotii, BLUE = J. ashei, ONE = J. monosperma, ERC = J. virginiana, or MESQ = Prosopis glandulosa). During Period 1 (d 0 to 26), goats were fed a 70% concentrate ration. Goats were transitioned into Period 2 (d 27 to 64) onto an 86% concentrate ration. Data were analyzed by Period and presented as least square means ± SEM. During Period 1, a treatment × d interaction (P = 0.008) was observed for BW and goats fed CSH tended to have greater (P < 0.09) BW on d 27 that goats fed BLUE or MESQ. A treatment × d interaction (P = 0.67) was not observed for goat BW during period set 1

Figure 2. Wild pig holding facility at the AgriLife Research and Extension Center, San Angelo, Texas, USA. We conducted research from May 13th to June 17th 2015 to evaluate the inclusion of ground blueberry juniper as a deterrent to wild pig consumption of supplemental pellets for white-tailed deer. 2

Figure 3. An individual pen for a wild pig in the holding facility at the AgriLife Research and Extension Center, San Angelo, Texas, USA. We conducted research from May 13th to June 17th 2015 to evaluate the inclusion of ground blueberry juniper as a deterrent to wild pig consumption of supplemental pellets for white-tailed deer. 3

Figure 4. Total gas accumulation, mL/g dry matter residue at 72 hours, by in vitro degradation of supplemental diets, San Angelo AgriLife Research Center, San Angelo, Texas, price volatility of feed ingredients due to normal market conditions and other conditions such as drought, necessitates investigations into the feasibility of alternatives to common roughage sources and underutilized ingredients 4

Figure 5. Effects of roughage ingredient and percentage of roughage on wild pig supplement, basal, and total diet DMIa, San Angelo AgriLife Research Center, San Angelo, Texas, USA, January to May 2015. 5

Figure 6. Effects of roughage ingredient and percentage of roughage on wild pig total growth performancea, San Angelo AgriLife Research Center, San Angelo, Texas, USA, May to June 2015. 6

Figure 7. Ingredient and chemical composition and digestibility (% DM basis) of supplemental feed pellets varying in roughage type (juniper or alfalfa) and percent roughage (15 or 30). 7

Figure 8. Scores on the Algebra I, Biology, English I, English II, and U.S. History STAAR EOC assessments of economically and non-economically (lower, the same, or

Page

increased) disadvantaged student populations within the former MSIRAR system

and the current AFAR system 8

Figure 9. Milles’s sociological imagination posited social issues arise above the individual surroundings when those same issues threaten the surrounding social environment. This necessitates a financial and governmental societal review for potential resolutions 9

**COMMON MISTAKES IN THE TEXT**

12. Below the 1 inch margin.

13. Incorrect heading format.

14. All new paragraphs should be indented by one tab (5 spaces).

15. Extra line spacing between the paragraphs.

16. No orphaned headings; should be placed on next page.

**13.**

**12.**

No!

**No!**

CHAPTER I

Introduction.

Hispanics are among the fastest growing demographic groups in the United States (U.S. Census, 2015). In fact, U.S. Census data shows that in 1994, there were 26.4 million Hispanics living in the United States. Ten years later in 2004, that number grew to more than 35 million. The most recent data reported in 2015 shows the total population of Hispanics in the U.S. now includes over 56 million people (U.S. Census, 2015). Hispanics now comprise about 17.3 percent of the nation’s total population (Sancho, 2014).

**14.**

Indent.

Census data collection methods list various demographic groups – race, ethnicity, origin as options for respondent identification. According to this data collection method, those who identify with the terms “Hispanics” or “Latinos” are those with origins from Cuba, Mexico, Puerto Rico, South or Central America, or other Spanish-speaking origins (Sancho, 2008), such as Spain, and Costa Rica among others. The U.S. Census Bureau specifies that the Hispanic or Latino designation is separate and apart from identification of any particular race (U.S. Census, 2015).

**15.**

No!

No!

Despite the growing population of Hispanics in the United States, achievement gaps persist especially as they pertain to educational attainment. Although Hispanics highly value education, multiple obstacles prevent their successful advancement within the system (Murphy, Guzman, & Torres, 2014). These economic disadvantages reveal themselves in academic achievement as early as early childhood years where insufficient school readiness initiates a significant gap

**16.**

No!

**1.1 Statement of Problem**

**CHAPTER 1. INTRODUCTION**

**Yes!**

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* 1. **Statement of Problem**

Yes!

There is a problem of low rates of educational attainment among Hispanics due to the multiple influences of machismo in the Hispanic culture, including its effect on males and females obtaining a higher education (Quinones Mayo & Resnick, 2014). Inherently, what is lacking is a foundation to motivate Hispanics toward pursuing higher education (Gonzales, 2012). In an effort to effectively and positively influence better educational attainment and degree completion rates for Hispanics, it is important to understand the relationship between male and female respondents’ self-identification as coming from a machismo family and their rating on the validated scale that suggests level of machismo in their family.

**COMMON HEADING MISTAKES**

17. Level 1 headings: Title case format, left justified.

18. Level 2 headings: Sentence case format, left justified

19. Level 3 headings: Sentence case format, italicized, one tab indented (5 spaces).

**2.3 Conceptual Framework**

**17.**

No!

The social learning theory is grounded on behaviorism and cognitive theories of learning that describes how individuals learn by analyzing the actions of others (Kretchmar, 2017). The theory explains that learning is compromised by both environmental and cognitive factors as well as observing the actions of others (Kretchmar, 2017). The social learning theory is discussed by Deaton (2015) as a theory with many implications for understanding behavior in society.

**18.**

No!

**2.3.1 Social Learning Theory**

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**19.**

No!

**2.3.1.1 Constructivism Theory**

According to Schcolnik, Kol, and Abarbanel (2006) the constructivism theory of learning theorizes individuals learn by creating their own knowledge. Additionally, knowledge under this theory is not seen as just a service that is transmitted from a teacher to a student, but a process that comes together as the student actively engages with the environment.

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Yes!

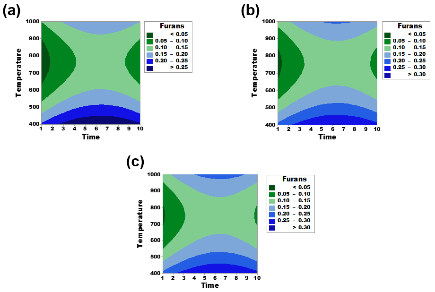
***2.3.1.1 Constructivism theory***

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**COMMON MISTAKES WITH FIGURES**

20. Multiple figures not legible and not mentioned in the title.

The comparison of weight percentages of furans, pyrans, and light oxygenates in the product gas between cellobiose and cellulose fast pyrolysis experiments is shown in Figure 6 can be seen that a lesser amount of furans and light oxygenates were observed in the fast pyrolysis of cellobiose when compared to that of glucose.

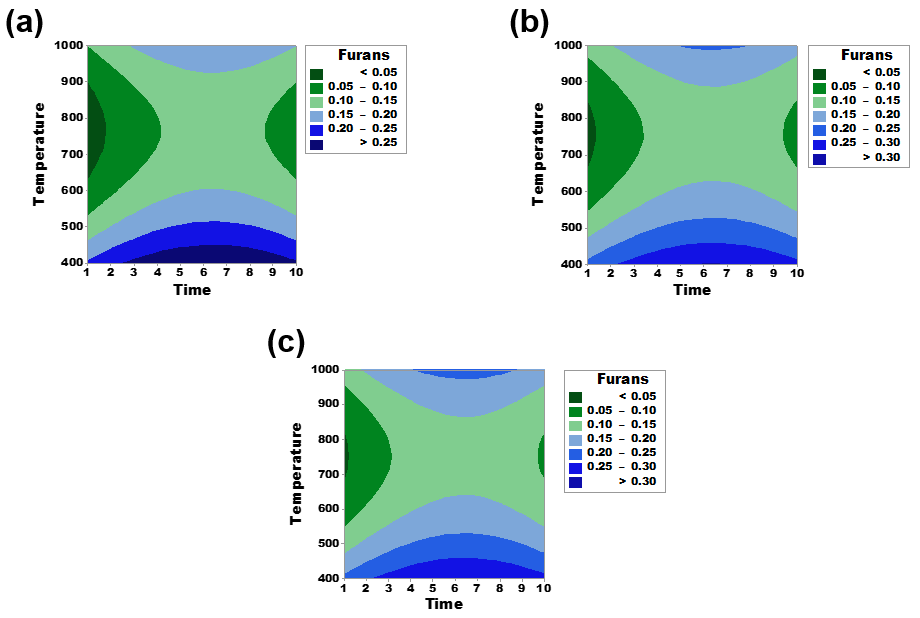


**20.**

No!

**Figure 6.** Contour plots illustrating the combined effects of process variables on the weight fraction of furans in the pyrolysis vapors of cellobiose.

Conversely, the amount of pyrans significantly increased during cellobiose fast pyrolysis when compared to the pyrolysis products from monomeric glucose. It has been established that this behavior is mainly attributed to the presence of glycosidic linkages in polysaccharide model compounds, such as cellobiose, which can easily undergo thermal degradation leading to enhanced yield of pyrans [139,141,152]. However, leavoglucosan/D-Allose remained the dominant product for both cellobiose and glucose pyrolysis. The FID chromatograms for all experiments are provided for reference in Appendix D. A backward elimination approach under stepwise regression was employed to generate a reduced second order regression model.

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Yes!

**Figure 6.** Contour plots illustrating the combined effects of process variables on the weight fraction of furans in the pyrolysis vapors of cellobiose. (a) HR = 0.1oC/ms, (b) HR = 10.05oC/ms, and (c) HR = 20oC/ms.

**COMMON MISTAKES PLACING AND REFERENCING FIGURES**

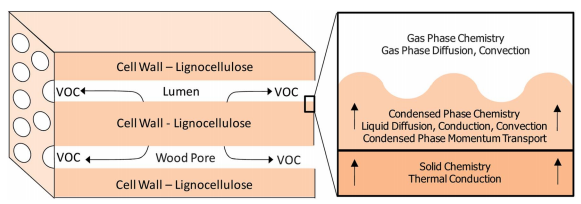
21. Figure outside the 1 inch margin.

22. Figure placed before the reference in the text, no abbreviation for figure and no italics.

Due to the relatively high process temperature, and low vapor residence time than slow pyrolysis, the biomass particle size plays an important role in fast pyrolysis product quality. As biomass has a low thermal conductivity (0.05-0.1 W/m-K), the particles must be small enough to achieve high gas-solid heat transfer rate, a low degree of secondary reactions, and high liquid product yield [47].

**21.**

No!



**Figure 3.** Schematic representation of the complex transport-kinetic interactions occurring during fast pyrolysis of biomass. (Reprinted from [44], with permission from Royal Society of Chemistry).

Depolymerization and fragmentation of the biopolymers (cellulose, hemicellulose, and lignin) during pyrolysis of biomass lead to the formation of bio-oils. These bio-oils are complex mixtures of water, carboxylic acids, aldehydes, ketones, alcohols, phenol derivatives, furan derivatives, and other organic molecules [38–42]. A schematic representation of the transport-kinetic interactions occurring during pyrolysis is shown in *Fig. 3.* This figure illustrates the following fundamental phenomena that take place during pyrolysis [39,43,44].

**22.**

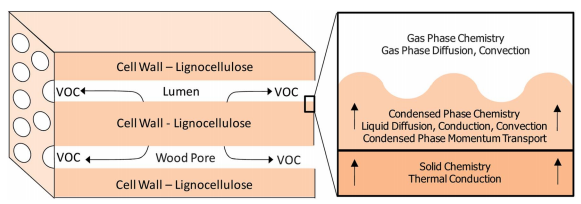
No!

Also, a relatively high amount of suspended solids (0.3 to 3%), high O/C, and low H/C ratios when compared to crude oil is a major disadvantage that limits the use of bio-oil as a potential transportation fuel.

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## COMMON MISTAKES WITH TABLES

# 23. The column headings are missing and **Table #. Continued** needs to be added above

# the column headings.

## 2.2 Wind System

This is currently one of the most critical sources of renewable energy. In often wind turbines are also called wind energy converter. Wind energy converter is a device that transforms kinetic energy from the wind into electrical energy [12].

### 2.2.1 Data gathering.

In adherence to National Oceanic and Atmospheric Administration (NOAA) wind speed format, wind speed data with a unit of measurement valued in miles per hour dated between January 2016 and December 2016 were utilized. Relevant metric conversions were carried out in a bid to maintain unit consistency. The roughness values are presented in the table 1.

Since the region of focus for this research is Corpus Christi, the data was collected from Corpus Christi NAS weather station TX, US (27.68333°, -97.28333°; elevation 5.5m) NOAA [14]. From a technical standpoint, priority is placed on Frequency regulation and Voltage Stability of BES. In the event of any system disturbance, frequency regulation ensures that the frequency is recalibrated by dispatching the battery. Voltage regulation as its name implies is a voltage regulatory mechanism. Many researches have looked at the overall cost and benefits of a battery system in RES over the operational lifetime of the system [10]. A cost benefit analysis spread out over a period of time enumerating the return on investment appears to a universally acceptable approach to determining overall cost on a lifetime basis.

**Table 1.** Roughness values.

|  |  |  |
| --- | --- | --- |
| **Class** | **Length (m)** | **Site Type** |
| 0 | 0.0002 | Water surface |
| 0.2 | 0.0005 | Inlet water |
| 0.5 | 0.0024 | Smooth Surfaced Terrain |
| 1 | 0.03 | Open Landmass similar to farm/agricultural lands |
| 1.5 | 0.055 | Farmlands. Hedgerows: 1250m |
| 2 | 0.1 | Farmlands. Hedgerows: 500m |
| 2.5 | 0.2 | Farmlands. Hedgerows: 250m |
| 3 | 0.4 | Uneven Terrain: Villages or Small towns. |
| 3.5 | 0.8 | Large cities characterized by tall buildings. |
| 4 | 1.6 | Very Large Cities |

23.

Headings

**Table 1.** Roughness values.

|  |  |  |
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| 4 | 1.6 | Very Large Cities |

**CHECKLIST OF MOST COMMON ERRORS TO AVOID**

**General**

1. Font: Times New Roman; 12 points.
2. Content start at top of the page i.e. 1-inch margin.
3. ALL the content within the 1-inch margin.
4. One-tab (5 spaces) indentation for all new paragraphs.
5. No extra spacing between the paragraphs.
6. ALL Titles, Figures, Tables & Page No. should match with the TOC, LOF, LOT.

**Preliminary Pages**

1. Title format for all preliminary pages.
   1. Boldface page headings (ABSTRACT, ACKNOWLEDGMENTS, etc.)
   2. Start at top of the page i.e. 1-inch margin.
   3. Dissertation/Thesis title in ALL CAPS for title page, signature page.
   4. Dissertation/Thesis title on Abstract page Title Case Format.
2. No page numbers for title page, signature page, copyright page (*If any*). Abstract start

from page iii.

1. Proper spacing in title page and Abstract page. (Refer to template)
2. Word “Page” as page number column title in each page of TOC, LOF, LOT.

**Narrative Text**

1. Line spacing of 2.0 throughout the manuscript.
2. Sub-headings.

5.1  Level-1: Title case format. Left justified.

5.2  Level-2: Sentence case format. Left justified.

5.3  Level-3: Sentence case format. Italicized. One tab (5 spaces) indented.

1. Figures/Tables placed after first reference in the text.
2. Add column titles for Table(s) continuing to next page. (*If any*)
3. Add “Table # Continued” for Table(s) continuing to next page. (*If any*)
4. Full spelling of acronyms when first used in text.

**Supplementary Pages**

1. References – Double check if all references are cited correctly; double-space or you can

use single spacing within each citation and double space between each new reference.

1. Appendices - Optional.
2. VITA - Last page of the manuscript.