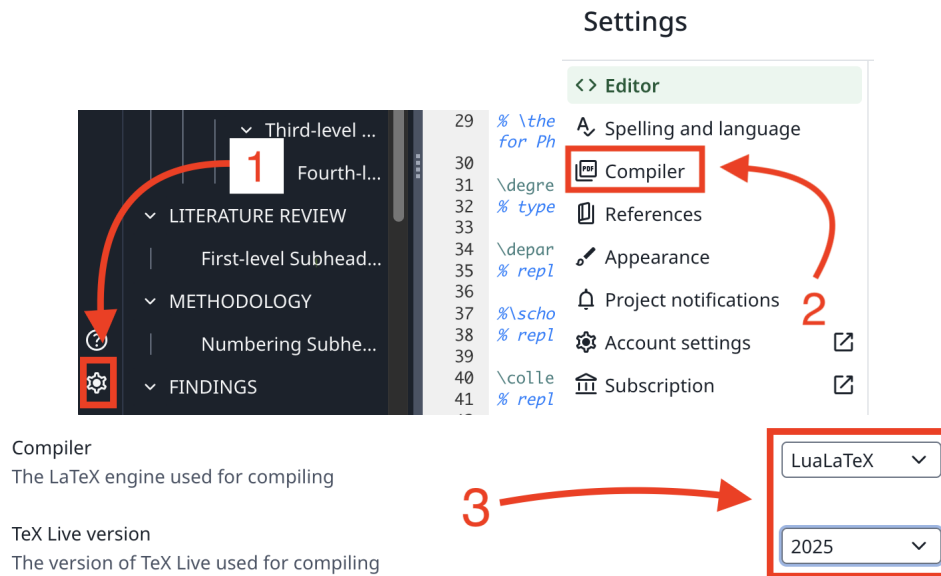


If using Overleaf, you must make the following changes to your L^AT_EX project settings for this document to render accurately. Open your project settings (step 1), select "Compiler" (step 2), and set "Compiler" to "LuaLaTeX" and "TeX Live version" to "2025".



After making those changes, delete lines 45 through 64 to remove this instruction page.

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45 % vvv --- DELETE BELOW AFTER FIXING --- vvv
46 You must make the following changes to your \LaTeX\ project
47 settings in Overleaf for this document to render accurately.
48 Open your project settings (step 1), select "Compiler" (step 2),
49 and set "Compiler" to "LuaLaTeX" and "TeX Live version" to "2025".
50
51 \begin{figure}[!htbp]
52 \centering
53 \includegraphics[scale=0.5, alt={Picture of project settings
54 button.}]{figs/instruction1.png}
55 \includegraphics[scale=0.5, alt={Picture of compiler settings
56 branch of project settings.}]{figs/instruction2.png}
57
58 \includegraphics[scale=0.5, alt={Picture showing compiler set to
59 LuaLaTeX and TeX Live set to 2025.}]{figs/instruction3.png}
60 \end{figure}
61
62 After making those changes, delete lines 45 through 64 to remove
63 this instruction page.
64
65 \begin{figure}[!h]
66 \centering
67 \includegraphics[scale=0.45, alt={Picture of this .tex file's code
68 and what lines to delete.}]{figs/instruction4.png}
69 \end{figure}
70
71 \newpage
72 % ^^^ --- DELETE ABOVE AFTER FIXING --- ^^^

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TITLE OF THESIS OR DISSERTATION APPEARS HERE IN ALL CAPS
SINGLE-SPACED AND CENTERED ON THE PAGE

by

AUTHOR NAME

B.S. University of Central Florida, 2002

A thesis submitted in partial fulfilment of the requirements
for the degree of Master of Arts
in the Department of English
in the College of Arts and Humanities
at the University of Central Florida
Orlando, Florida

Fall Term
2026

Major Professor: Chair's name with no titles (such as Dr., PhD, etc)

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GENERATIVE ARTIFICIAL INTELLIGENCE USE DISCLOSURE

In the preparation of this thesis/dissertation, the following generative artificial intelligence tools were used: [tool(s)]. These tools were used for [purpose]. The author reviewed and validated all AI-assisted content and retains full responsibility for the accuracy, integrity, and scholarly content of this work.

ABSTRACT

The abstract page should be an essay-style summary of a maximum of 300 words summarizing the purposes, methodology, findings or conclusions. It should not contain tables or figures of any kind. It is double-spaced. The heading ABSTRACT should be centered, without punctuation, at the top margin. If more than one page is necessary, continue on the following page. Do not repeat the heading or use the word continued.

Should you choose to include a dedication, it should be centered vertically on the page. If you choose, you may center it horizontally as well, provided that it is no longer than a paragraph.

There should be no heading on the dedication page. This is the only major section with no heading.

ACKNOWLEDGMENTS

The acknowledgments page is optional. If you choose to use it, it should appear after the Abstract, but before the Table of Contents.

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CHAPTER 1: INTRODUCTION

Chapter and major headings should be typed in all caps. Note that Chapter titles should be formatted and positioned exactly the same as frontmatter and other major headings. However, chapters with subtitles may be stacked, single-spaced, rather than appear on one line. The Introduction presents an overview of the thesis or dissertation material to be discussed.

First-level Subheading

First-level subheadings are centered, and occur in title case (upper/lower case letters).

Second-level Subheading

Second-level Subheadings are usually centered and italicized, still in title case.

Third-level Subheading

Third-level subheadings are italicized and left-justified, still in title case.

Fourth-level Subheading

Fourth-level headings are justified without additional formatting.

Fifth-level Subheading

The maximum number of subheadings you may use is five. The fifth-level subheading is indented

and underlined.

CHAPTER 2: LITERATURE REVIEW

Chapter Two, the Literature Review, usually presents an overview of all literature researched during the course of the thesis or dissertation. Of all chapters in the document, the Literature Review uses sources most frequently, so proper documentation is essential. Check with your adviser if you aren't sure about what style your college uses. Some common reference systems include: APA, MLA, IEEE, Chicago and Turabian. For formatting purposes, UCF requires only that you use a reference style properly and consistently, and that you format reference pages according to ETD standards. When in question, UCF formatting requirements supersede all department and reference style requirements.

First-level Subheading

All subheadings receive the same formatting chapter to chapter. First-level subheadings in Chapter Two should look identical to the ones in Chapter One.

CHAPTER 3: METHODOLOGY

Chapter Three, also called “Methodology,” “Research Methods,” or “Research Design and Methodology,” generally presents an overview of the methods used for researching the subject.

Numbering Subheadings

All appearances of those numbered headings and subheadings, including the Table of Contents and the bookmarks, should feature exactly the same language, numbering and formatting.

CHAPTER 4: FINDINGS

Chapter Four, also called “Results” or “Data Analysis,” usually provides detailed findings of the research. This chapter is where tables and figures most often appear, so make sure formatting is consistent.

Sample Table

The following sample table is an example of acceptable table formatting. Descriptive titles appear above tables and may appear either on one line or stacked and single-spaced. The table itself may also be single-spaced as necessary. If at all possible, try to keep tables and/or figures all on one page. If necessary, start the table or figure on a new page, even if this means leaving blank space on the preceding page. If you must split a table over multiple pages, repeat the table headings and continue. It is not necessary to repeat the table title. The table header row must be identified.

Table 4.1: Classroom Tallies

D	A	B	C
E	3	4	7
F	5	8	9

Sample Figure

The following is a sample figure with acceptable figure formatting. For figures, be sure you format both the figure and the figure title consistently. This includes placement (centered or left-justified), spacing before and after, line spacing, point size and font. All images must have alternative text.



Figure 4.1: Green Sea Turtle

CHAPTER 5: CONCLUSION

Chapter Five, also called “Summary,” “Conclusion,” or “Recommendations,” usually presents a conclusion to the research, offers recommendations to the problem investigated, or discusses implications for future studies.

Bookmarks

A few words about bookmarks. Frontmatter entries, like the Abstract, Acknowledgments and the Table of Contents should appear in the bookmarks, but not in the Table of Contents. The TOC contains only pages that appear after the Table of Contents in the document, usually beginning with the List of Figures. So, bookmark and Table of Contents entries do vary. However, bookmarks should include all major and chapter headings and at least first-level subheadings EXACTLY as they appear in the document (and the TOC). And readers should be able to link to pages within the ETD from all of the bookmarks, the TOC entries, as well as the Lists of Figures and Tables.

APPENDIX A: TITLE OF APPENDIX

- Begin appendix text on the page following the buffer page by using the newpage command.
- Continue Arabic pagination; do not restart page numbering with an appendix.
- Use the same style and format for buffer page headings as you do for other body chapter headings.
- Letter, don't number, appendixes (e.g. APPENDIX A, APPENDIX B, etc.).
- If you have only one appendix, do not letter it at all.
- Appendixes should follow the margin and other formatting requirements from the rest of the document.

APPENDIX B: SECOND APPENDIX

Supplementary documentation.

LIST OF REFERENCES

- [1] Sherry Turkle, *Life on the Screen*. Cambridge, MA: MIT Press, 1995.