

GUÍA ESTANDARIZADA PARA LA PRESENTACIÓN DE TRABAJOS DE INVESTIGACIÓN Y DE GRADO

DIRECCIÓN DE INVESTIGACIÓN



**AÑO
2012**

Para la entrega de trabajos de investigación y de grado.

1. Carta en la cual el autor o los autores, autorizan la publicación del trabajo en Internet (**Impresa y firmada por los respectivos autores**) (**Anexo 1**).

Requisitos para la entrega de trabajos de investigación y de grado.

1. Entregar ejemplar impreso perfectamente legible y que cumpla con las normas APA (The American Psychological Association) y con el formato de presentación (Anexo 2).
2. La cubierta debe contener los siguientes datos:

<p>Title First Letters Capitalized: Centered, Double-Space, a Little Above the Center of Page</p> <p>Author's Name</p> <p>Director of Research:</p> <p>In partial fulfillment of the Graduate Diploma Institución Universitaria Colombo Americana (UNICA) Bogotá, Colombia</p> <p>Month, Day, Year</p>

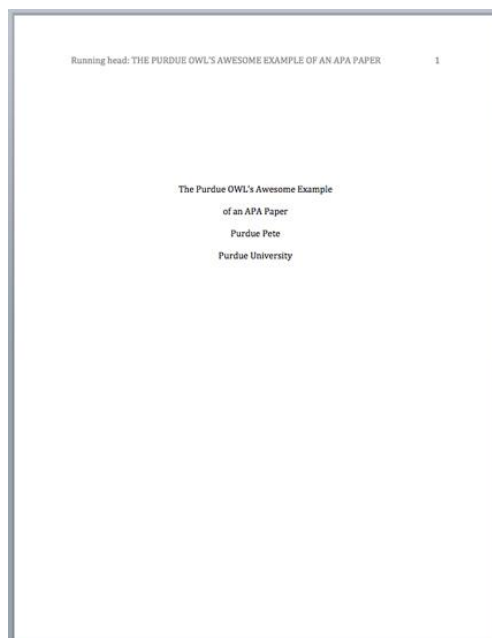
3. Posteriormente se debe incluir una página de título que siga la normas APA, a saber:

La página de título debe incluir el **título** del trabajo, el **nombre del autor** y la **afiliación institucional**. Es necesario incluir el encabezado al lado izquierdo, con el número de página al lado derecho en el extremo superior de la hoja, como se ve en la página de ejemplo.

Escriba su **título** en mayúsculas y minúsculas centrado en la mitad superior de la página. Se recomienda que el título no tenga más de 12 palabras y que no contenga abreviaturas o palabras que no tengan propósito. Su título puede tomar una o dos líneas. Todo el texto en la página de título, y dentro del documento, debe estar a doble espacio.

Debajo del título, escriba el **nombre del autor**: primer nombre, inicial del segundo nombre y apellido. No utilice títulos (Dr.) o niveles de escolaridad (Ph.D.).

Debajo del nombre del autor, escriba la **pertenencia institucional**, la cual indica la institución educativa a la que el autor se encuentra vinculado.



4. Las 6ª edición de las normas APA nos indica que el documento debe contar con una **tabla de contenido**, no obstante, no se brinda una manera estandarizada de

elaborarla. Se sugiere tanto utilizar la manera propuesta en el ejemplo anexo como consultar el video tutorial en <http://www.youtube.com/watch?v=E259pXfmcCM>.

5. Cualquier material gráfico, cuadros o figuras deben ir debidamente numerados e insertarse directamente en el texto del trabajo.
6. El material debe entregarse en un CD y debe incluir los siguientes documentos:
 - Un archivo en formato PDF (Adobe Acrobat) de la tesis.
 - En un archivo independiente debe ir la Ficha Bibliográfica del trabajo en formato PDF (**Anexo3**).
 - Un archivo en Power Point con la presentación final.
7. Etiqueta del CD-ROM: se debe marcar tanto el CD-ROM como la caja del CD, con la siguiente información: Título del trabajo, Autor o autores del trabajo, Año de edición y contenido del CD (Archivos que contiene), de la siguiente forma: Se debe hacer con una etiqueta destinada para tal fin (**Evitar marcaciones manuales**). (**Anexo 4**)

Para la Sustentación:

Para el día de la sustentación, el estudiante debe traer los siguientes documentos impresos y el CD, teniendo en cuenta lo estipulado en esta guía:

1. Carta de Autorización de publicación a favor de ÚNICA. (**Anexo # 1**)
2. CD y debe incluir (3 archivos):
 - Un archivo en formato PDF (Adobe Acrobat) de la tesis.
 - En un archivo independiente debe ir la Ficha bibliográfica del trabajo en formato PDF. (**Anexo#3**).
 - Un archivo en Power Point con la presentación final.

Anexo 1



**AUTORIZACIÓN DE AUTORIZACIÓN DE LOS AUTORES PARA CONSULTA Y PUBLICACIÓN
ELECTRÓNICA**

Yo _____ mayor de edad, vecino de _____, identificado con cédula de ciudadanía N° _____ de _____, actuando en mi calidad de autor del Trabajo de Grado titulado _____ de conformidad con lo establecido en la Ley 23 de 1982 y en las demás normas concordantes sobre la materia, autorizo a la Institución Universitaria UNICA, para:

- Utilizarlo como medio de consulta para la comunidad universitaria.
- Publicarlo en formato electrónico de la página Web de ÚNICA ó de los ambientes virtuales por ésta utilizados.
- Distribuir ejemplares de la obra, para la consulta entre las entidades educativas con las que ÚNICA haya establecido convenio de intercambio de información para que este sea consultado en las bibliotecas de las respectivas entidades.
- Todos los usos que tengan finalidad académica.

La anterior autorización se otorga siempre y cuando, mediante la correspondiente cita bibliográfica se me dé crédito al trabajo como autor.

Manifiesto que la obra objeto de la presente autorización es original y la realicé sin violar o usurpar derechos de autor de terceros, y por lo tanto la obra es de su exclusiva autoría y detento la titularidad sobre la misma. En caso de presentarse cualquier reclamación o acción por parte de un tercero en cuanto a los derechos de autor sobre la obra en cuestión, asumo toda la responsabilidad. Para todos los efectos la Institución Universitaria Colombo Americana ÚNICA actúa como un tercero de buena fe.

Bogotá, D.C a los ____ días del mes de _____ del año 20__.

Nombre
C.C

ANEXO 2.

Formatting for Final Paper

- a. The title of the thesis and the author(s) names are centered above the Abstract.
DO NOT BOLD OR UNDERLINE ANYTHING
- b. Main headings, are **centered and bold**. Such as:

Abstract	(Extra space before and after main headings)
Introduction	
Area of Focus Statement	
Research Questions	
Theoretical Framework	(First paragraph is NOT indented, all other paragraphs are indented .5")
Review of Related Literature	(Subheadings of <i>Variables/Themes</i> in italics) (Extra space only before sub-headings)
Data Collection	
Data Sources	(Individual <i>Data Sources/sub-headings</i> in italics)
Data Analysis and Interpretation	(<i>Variables/Themes/sub-headings</i> in italics)
Findings	
Action Plan	
Conclusions	
References	(New page)
Appendices	(New page)
- c. Sub-headings are left justified and in bold. There is an extra space before, but not after, them. The first paragraph of a section or sub-section is not indented, but all other paragraphs are.
- d. Although the sample in chapter 8 is single spaced, make your whole text **double-spaced** and in **Times New Roman, font size 12; with 2.5cm/1 inch margins** on both sides and on top and bottom in order to confirm to APA 5th Edition guidelines.
- e. Page numbers should be on the top right corner in header (encabezado). Page numbers begin after title page.
- f. References should be on a separate page (not at the bottom of the last page of your text). The titles **References**should be centered at the top of the page.
- g. Appendices should be on a separate page that should come after your Reference list. The title **Appendices**.... should be centered at the top of the page on each page (except cover Appendix page)
- h. Take out any identifying information concerning your research site or subjects (name of the school, interviewees, students, etc.).
- i. Any tables, bar graphs, concept maps, should be labeled with a title underneath and numbered sequentially, such as: **Table 1**, Table 2, Table 3 or **Figure 1**, Figure 2, Figure 3. (See page 167 in your textbook or copy of chapter 8 as an example NO BOLD, NO ITALIC, LEFT JUSTIFIED).
- j. Make sure you describe your figure or table **before** presenting it to the reader (as if the table is not there).

Title First Letters Capitalized: Centered, Double-Space, a Little Above the Center of Page

Author's Name

|

Dean

Director of Research

|

In partial fulfillment of the Graduate Diploma

Institución Universitaria Colombo Americana (UNICA)

Bogotá, Colombia

Date

Comentario [I1]: 3 spaces. Double-spaced.

Comentario [I2]: 3 spaces. Double-spaced.

Full Title of the Proposal

Author's Name (no professional initials)

ÚNICA-Teacher Training Institute

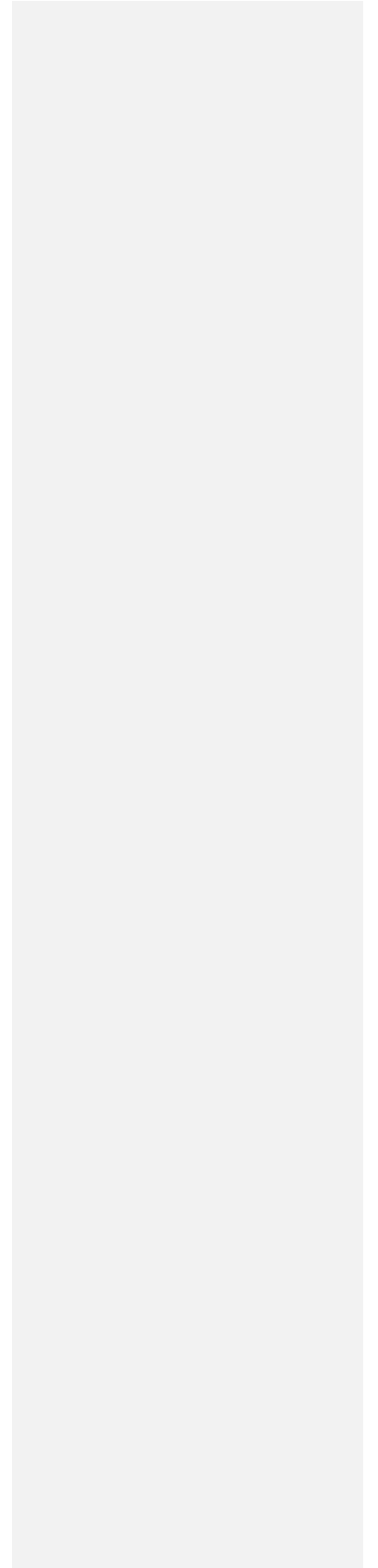


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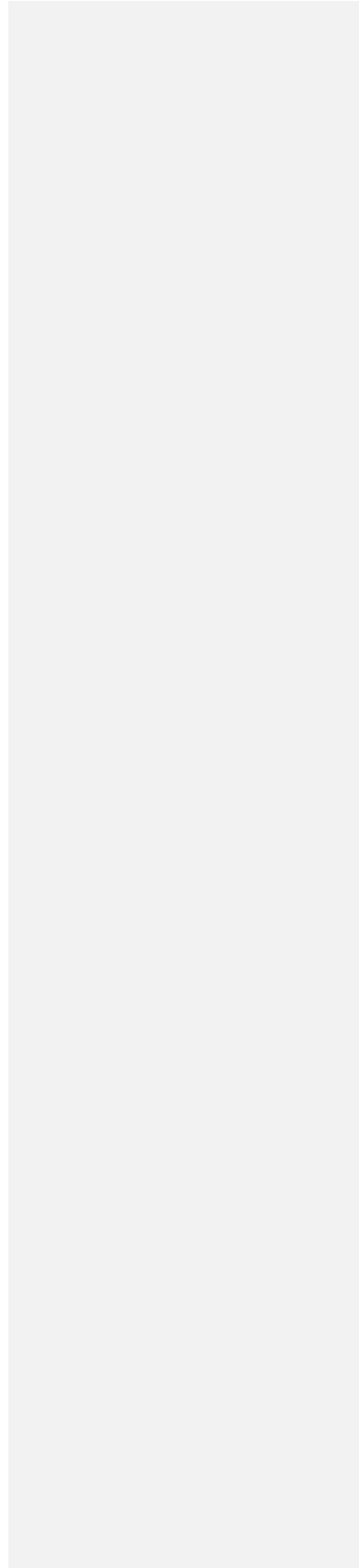
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Abstract

This template is a guide to writing a capstone project proposal in APA Style, 6th edition; not for a systematic review proposal. It provides the necessary sections, headings, and subheadings required in a proposal, as well as the line and paragraph spacing, page breaks, page numbering, and referencing styles. It is formatted with one inch top, bottom, left, and right margins; Times New Roman font in 12 point; double-spaced; aligned flush left; and paragraphs indented 5-7 spaces. The page number appears one inch from the right edge on the first line of each page. There should be two spaces between sentences. Without changing the formatting, insert your own text into each template section. This section of the template provides an example of what an abstract would look like. An abstract is a brief (approximately 250 words) one-paragraph summary of the contents of the proposal. The abstract, typically written last, includes an overview of the proposed project's background and review of literature, purpose, method, results, and conclusion. It is non-evaluative, that is, does not contain personal comments. It is not indented nor does it contain citations. Keywords, such as those below, are words you used to perform database searches for the proposal. For more information about APA Style, see the *Publication Manual of the American Psychological Association (6th ed.)*, the APA Style web site found at <http://www.apastyle.org>, and the Purdue Owl Writing Center website found at <http://owl.english.purdue.edu/owl/resource/560/01/>.

Keywords: APA style, sixth edition, publication manual

Introduction

In this introductory section, write a few paragraphs that give an overview of your topic and background information. Tell why the study problem is important. Build a case for the need for the project that you propose to perform. Support this with findings from the literature, include relevant statistics, and cite them according to APA Style, 6th ed. As O'Leary (2010) says, "the main job of this section is "to ... convince your readers that the problem you want to address is significant and worth exploring" (p. 64).

All source material used in this proposal must be documented in the body of the paper by citing the authors and dates of the sources (See Appendix A for basic citation guidelines). The full reference to each citation must appear on a separate reference page(s) entitled 'References'. The reference pages at the end of this template provide examples of types of references frequently used in academic papers. Reference entries are typed in *hanging indent* format, meaning that the first line of each reference is set flush left and subsequent lines are indented.

Area of Focus Statement

Your introduction section should smoothly transition into your area of focus statement. It should flow logically from the information you provided. Explain the aims and objectives of the project. According to O'Leary (2010), proposals have one overarching aim that captures what you hope to achieve through your project; whereas, a set of objectives, which are a set of more specific goals, supports that aim. Aims and objectives are often written in bullet points as 'to' statements, such as, 'to' develop, 'to' identify, 'to' measure, 'to' explain, 'to' compare. Use the words: The purpose of this study is to....

Research Questions

Include your inquiry question that will provide direction for your work. Explain your approach to the problem and how your approach will address it.

Theoretical Framework

In this section, name and define the theoretical or conceptual model that underpins your proposal and future project. Place a diagram of the model at the end of the paper, after the Reference pages and refer to the diagram in this section.

Review of Literature

The goal of a review of literature is to present an in-depth, current state of knowledge about your particular topic. Rather than just summarizing and listing research studies performed

on your topic, summarize and then synthesize the key concepts of the literature you have read. Identify any major trends, patterns, or gaps you may have found in the literature and identify any relationships among studies. In general, there is a five-year span from the present for the date of literature you should use except for an older, landmark study, which should be identified as such.

Think of a review of literature as a puzzle that you will put together with individual pieces from various sources of literature in order to reveal a whole picture of the state of knowledge about your topic. The review of literature for your proposal should provide the context for your proposal and your future capstone project.

When you begin to write your narrative, define your topic and provide relevant statistical information, followed by historical and current background information. Organize your main findings by using subheadings called Level 2 headings, which are typed in bold face type, in upper and lower case letters, and typed flush with the left side of the paper. Use Level 3 headings to further subdivide topics. Level 3 headings are indented, typed in lowercase letters, in boldface, indented, and followed by a period. The APA Manual or the Purdue Owl Writing Center website provides more information about all five levels of headings in APA Style, 6th edition.

Build a strong case for your topic's importance and the need for a project that will address the issues surrounding it. Explain how you propose to address these issues with your project. Support your case with citations from the literature.

Next, write your findings from the literature central to your topic. Avoid describing a series of studies. Use quotes sparingly and only to emphasize or explain an important point. Also, do not make broad statements about the conclusiveness of research studies, either positive or negative. Be objective in your presentation of the facts. Each paragraph should begin with a

thesis statement and describe only one key. The idea in the next paragraph should logically flow from the content of its predecessor.

Conclude the review of literature with a concise summary of your findings and provide a rationale for conducting your capstone, based on your findings.

Data Collection

(1 sentence – 2 paragraphs, depending on study)

- **General statement about type of study it was** (qualitative, participant observer, etc.) **and why chose the data collections methods you chose**
- *Passive voice and past tense (ex: was collected)*, avoid “I” statements. The focus is on the research study, and not the researcher.

Example #1

For this study, **the main sources of data were collected from** the students themselves and their Spanish and English teachers. Existing records and new records were also taken into account.

Example #2

In this study **qualitative data collection techniques were used as primary research methods.** However **in order to organize, classify and analyze the gathered information, we used** graphs and statistics as a way to measure the student’s level of improvement through the use of reading strategies. **The main source of information was** the daily observation of students during the history classes. The “face to face” interaction gave us the opportunity to deepen into their experiences, thoughts and feelings.

Data Sources

Describe the sources and collection of data, its management and the instruments you will use.

(List of 3-5?)

- **List each source with description as it was used in your study:** TOOL USED, HOW USED, WHY CHOSEN TO BE USED? How data triangulates.
- Optional: Triangulation Matrix could go here to visually show what you are saying in words. If so, it needs sentence to explain it and its use.
- Can be in paragraph form and/or with italicized subheadings
- *Passive voice and past tense (ex: was collected)*, avoid “I” statements. The focus is on the research study, and not the researcher.

Example #1

Surveys-Students filled out surveys **in order to provide insightful information regarding** their prior experiences in using reading strategies as well as their general knowledge in this matter. In addition the students expressed their thoughts about their level of understanding on history texts.

Interview-After answering surveys, pre and post reading comprehension tests as well as learning interactive reading strategies; the **students were invited to answer an informal interview** about their experiences throughout this entire process. Students shared their thoughts about the use of reading strategies in relation with their level of improvement in reading comprehension. Moreover students were able to determine the utility of using those reading strategies in order to improve their proficiency in history class...

Example #2: Paragraph form (study and sources required more explanation)

Several data collection tools and techniques were used. **First, existing records were examined;** first semester grades. First semester grades specifically include two sets of grades, one from the first grading period or bimester and the other from the second grading period or bimester. The records that were used included... When asking for the Spanish grades, **a short informal interview was conducted** with the Spanish **teacher to better understand** her grading system and the skills that were graded. Additionally, the first semester reading comprehension **grades and final grades in English were used.** The English teacher was a participant in the study; therefore, no further explanation was needed.

New records were established by having the students read identical reading comprehension (RC) passage assessments followed by a set of multiple-choice RC questions. The students were purposefully given the reading passages in English first, then in Spanish.

The Spanish and English grades gathered were later compared on a large matrix. This crosscheck was done to see if grades increased, decreased, or stayed the same.

Next, inquiries were made by having the students answer two questionnaires about their reading behaviors. One questionnaire used closed questions and the other used open-ended...

Data Analysis and Interpretation (many pages, may contain tables or diagrams)

- Organized BY THEMES (findings) that appeared from your study. (Could be your research questions/variables but doesn't have to be.)
- *Passive voice and past tense (ex: was collected; found),* avoid "I" statements. The focus is on the research study, and not the researcher.

- **Facts:** What you DID (brief summary) to get the information regarding each theme. How you gathered your data, how you analyzed it.
- **Interpretation of facts:** Explain your interpretation of your analysis of the data for each theme. Tell the reader what all that data “means”

Example

The following themes emerged from the analysis of surveys, interviews, observations and students tests.

Student’s pre-existing knowledge and use of reading strategies

Taking into account the **surveys, most students revealed** having extended knowledge of reading strategies; they also admitted using some of these strategies, especially while reading. Most of them recognized.... Other less frequent reading strategies mentioned by students were.... Even though the students showed to understand and often use reading strategies, **the pre-test also showed** a poor or lack of use reading strategies. **As shown in the table 1, most of the students** did not use visible reading strategies while answering the reading comprehension test. **A high percentage of students** underlined complete paragraphs without identifying properly the main idea, and underlined isolated ideas, but not necessarily the most important from each paragraph. **During the pre-test none of the students** used graphic organizers ...

Level of proficiency, thinking skills and time spent on reading comprehension pre- test

The student’s results in the pre-test showed... etc.

Findings

- **Summary of your final findings/interpretations** which **directly or indirectly answer your research questions**.
- Can be in bullet point format.

Example #1

Based on the data analysis and interpretation, the following findings are presented:

- Students had a wide prior knowledge about reading strategies, but they did not use them accurately. Most of them..., but not....
- The higher the thinking skills asked for, the lower the number of correct questions in a reading comprehension test. The students had difficulty answering logical inference and critical thinking questions.

***** Ending of Thesis. Use all tenses, 1st and 3rd person. *****

Action Plan

- Tell what **CHANGES YOU WILL MAKE** or **WHAT YOU WILL DO** based on your findings.
- May (but doesn't have to) mirror the themes that appeared from the study.
- Can be bullet points.
- *First person and future tense (ex. I will).*

Example #1

Based on the results and findings emerged from this study, the following changes will be made:

- I will teach using scaffolding reading comprehension techniques...

- I will set reachable tasks...

Conclusion

Write your conclusions here.

- The conclusion of your whole paper.
- Ties together Theoretical Framework, Literature Review, and your classroom research findings. Compare/Contrast information from the three.

Example #1

In conclusion, **this study shows that some of the findings from the literature review relate to the findings of the action research. The studies reviewed such as** Costa & Skeen (1999), Mckown & Barnett (2007) and Chevalier, et. al. (2002) **refer to** reading as an active process in which the implementations of reading strategies are needed to allow the reader to interact with the text in a meaningful way. **Similarly, in this study** the selected reading strategies used to improve comprehension in history classes, reinforced and enhanced students interaction with the texts. ...

According to the literature reviewed,...

Once you complete the entire proposal, the Table of Contents will be created automatically if you format all your headings with Microsoft Word Heading Levels 1, 2, or 3 Styles, using the formatting toolbar. Each version of Microsoft Word is different; therefore, you need to familiarize yourself with the Microsoft Styles on your computer in order to create heading levels which automatically format into a table of contents in this document. DO NOT simply center and embolden your text to create a Level 1 heading. To view the current state of the Table of Contents and then make changes and update it, first select all text with keystroke Ctrl-A, then press the F9 key. Then, click on "Update the entire table" and view the table.

References

As previously mentioned, all literature cited in the proposal must be referenced in APA Style, 6th edition, on a separate reference page(s). The following list shows the more commonly used references. For more information on how to reference, refer to the *Publication Manual of the American Psychological Association* (6th ed.), the APA Style web site found at <http://www.apastyle.org>, and the Purdue Owl Writing Center website found at <http://owl.english.purdue.edu/owl/resource/560/01/>.

Note that appendices appear after the reference page(s). They are used to present detailed information that adds to the body of the paper, for example, sample questionnaires, tables, or figures. Tables usually show numerical values or textual information arranged in an orderly display of columns and rows. Any type of illustration other than a table is a figure. Figures present data in the forms of graphs, charts, maps, drawings, and photographs.

If your manuscript has only one appendix, label it *Appendix* in italics. If it has more than one, label each appendix with a capital letter, for example, *Appendix A*, *Appendix B*, according to the order in which you refer to it in your text. Label each appendix with a title, but refer to it in the text by its label, for example, (see the *Appendix* for basic APA, 6th edition, citation styles.

References

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Anderson, A.K., Christoff, K., Panitz, D., DeRosa, E., & Gabrieli, J.D.E. (2003). Neural correlates of the automatic processing of threat facial signals. *Journal of Neuroscience*, 23(2), 5267-5633.
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Appendix

Basic APA, 6th ed., Citation Styles


Type of Citation	Appearance: Beginning of sentence; first mention in text	Appearance: Beginning of sentence; subsequent mention in text	Appearance: End of sentence; first mention in text	Appearance: End of sentence; subsequent mention in text
One work/ one author	Jones (2007)	Jones (2007)	(Jones, 2007)	(Jones, 2007)
One work/ two authors	Jones and Allen (1999)	Jones and Allen (1999)	(Jones & Allen, 1999)	(Jones & Allen, 1999)
One work/ three authors	Jones, Stutz, and Zay (1999)	Jones et al. (1999)	(Jones, Ramirez, & Zay, 1999)	(Jones et al., 1999)
One work/ four authors	Jones, Stutz, Zay, and Walsh (2006)	Jones et al. (2006)	(Jones, Stutz, Zay, & Walsh, 2006)	(Jones et al., 2006)
One work/ five authors	Jones, Allen, Stutz, Ramirez, and Zay, (2008)	Jones et al. (2008)	(Jones, Allen, Stutz, Ramirez, & Zay, 2008)	(Jones et al., 2008)
One work/ six authors	Stutz et al. (2005)	Stutz et al. (2005)	(Stutz et al., 2005)	(Stutz et al., 005)

Anexo 3. FICHA BIBLIOGRÁFICA (Máximo una hoja):


THESIS INFORMATION	
TYPE	Action Research
TITLE	Using Read Alouds to Improve Literacy Understanding and English Level Proficiency
PROGRAM	Specialization in Bilingual Education
KIND OF PROGRAM	Graduate Program
RESEARCH GROUP	SHELTERED INSTRUCCION RESEARCH PROJECT (SIRP)
EDITION	Bogotá D.C., UNICA, September 5 th , 2011
AUTHOR (es)	xxxxx
KEY WORDS	Reading Aloud, literacy understanding, critical thinking, second language acquisition
ABSTRACT	<p>This research paper examines the impact of using reading aloud on ESL students' English proficiency and literacy understanding. Children from different environments attended to reading sessions once a week in an English Institution. Considering that the participants were ESL students the activities aimed to help students improve the four English skills (reading, listening, writing, speaking). For such a purpose, the study made use of different scaffolding strategies in order to help all the students achieve the same goal. Data collected from the audio recordings revealed that children improved their speaking skills by talking about the story and they also learned new words which they used to express their opinion even if they had a low proficiency. Findings also revealed that resources and methodologies helped students develop their critical thinking as well as their literacy understanding.</p>
DESCRIPTION	This research studied the benefits of using read aloud in an ESL classroom as well as the type of scaffolding needed to help students develop their thinking and reading skills.
REFERENCES	<p>Buikema J. L. & Graves M. F.(1993). Teaching Students to Use Context Cues to Infer Word Meanings. <i>Journal of Reading</i>, 36, No. 6, 450-457 International Reading Association. Retrieved from: http://www.wiley.com</p> <p>Ducan, J. (1998). Converging Levels of Analysis in the Cognitive Neuroscience of Visual Attention. <i>Philosophical Transactions: Biological Sciences</i>, 353, No. 1373, Brain Mechanisms of Selective Perception and Action 1307-1317 Retrieved from: http://rstb.royalsocietypublishing.org/</p> <p>Kindle, K. J. (2009). Vocabulary development during read-alouds: Primary practices. <i>The Reading Teacher</i>, 63(3), 202-211. Retrieved from: http://www.reading.org/</p>
METHODOLOGY	<p>Sessions were audio recorded and transcriptions were used to answer the research questions. Pictures were taken to analyze students' work.</p> <p>Field notes were taken to record students' responses and attitudes.</p> <p>Two different surveys were delivered to obtain information about students' behaviors and reading attitudes.</p>
CONCLUSIONS	<p>Students learned new words in the context of a story and developed their L2 speaking skills.</p> <p>Students develop their literacy understanding by analyzing the story grammar of the books.</p> <p>Reading strategies (e.g. prediction) allowed students to develop their critical thinking skills.</p>
ACADÉMIC PERIOD	2012-1

Anexo 4. MODELO PARA LA MARCACIÓN Y ROTULACIÓN DEL CD-ROM

Se marca la portada de la caja y del CD – ROM. La portada de la caja debe ser rotulada de acuerdo con el siguiente modelo:

 <p>ÚNICA Institución Universitaria Colombo Americana</p> <p>INSTITUCIÓN UNIVERSITARIA COLOMBO AMERICANA</p> <p>TRABAJO DE GRADO</p> <p>NOMBRE DEL PROGRAMA</p> <p>TÍTULO: _____</p> <p>AUTOR (ES): _____</p> <p>AÑO: _____</p>
--

Ejemplo:

 <p>ÚNICA Institución Universitaria Colombo Americana</p> <p>INSTITUCIÓN UNIVERSITARIA COLOMBO AMERICANA</p> <p>TRABAJO DE GRADO</p> <p>ESPECIALIZACIÓN EN EDUCACIÓN BILINGÜE</p> <p>IMPLEMENTING THE SIOP MODEL IN THE ÚNICA CLASSROOM</p> <p>ANGELA MARÍA GÓMEZ</p> <p>2010</p>
--

El CD-ROM debe ser rotulado de acuerdo con el siguiente modelo:



**INSTITUCIÓN
UNIVERSITARIA COLOMBO
AMERICANA - ÚNICA**

TRABAJO DE GRADO

○

TÍTULO: _____

AUTOR(ES): _____

AÑO: _____

Ejemplo:

