

**Morning Sleepiness among College Students:
Surprising Reasons for Class-Time Preference***

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MORNING SLEEPINESS AMONG COLLEGE STUDENTS: SURPRISING REASONS FOR CLASS-TIME PREFERENCE

At Learning Time University, courses scheduled earlier than 10:00am are slow to fill up and faculty notice that many students seem less-than enthusiastic to participate in discussions. This study investigated morning sleepiness and class-time preferences using focus groups and surveys administered to 52 undergraduate students in the social sciences. Faculty perceptions were also elicited through informal conversations at department meetings. Results indicate that many students feel overwhelmed with the amount of readings and homework and often stay up late in order to complete assignments.

Keywords: time management, college students, sleep

MORNING SLEEPINESS AMONG COLLEGE STUDENTS: SURPRISING REASONS FOR CLASS-TIME PREFERENCE

This is where you write your introduction! You might want to mention the reason for your investigation, your research questions, some context, and so forth.

LITERATURE REVIEW

You could also choose to put the lit review directly in the introduction. This is just an example of a first-level heading.

METHODS

This is where you talk about your methodology. Feel free to use a more exciting heading.

Focus Groups

This is a second-level heading.

Survey

Another second-level heading.

RESULTS

This is where you talk about your findings. Again, label as you wish.

Student Perceptions

A second-level heading.

Overwhelming work load.

A third-level heading.

Time management.

Another third-level heading.

Faculty Perceptions

A second-level heading.

Frustration with last-minute scheduling.

A third-level heading.

Assumptions about ineffective time-management.

Another third-level heading¹.

DISCUSSION

This is where you analyze your results², tying it back to your scholarly foundation, methodology, and theory.

CONCLUSION

This can also be combined with the discussion, and can have a more interesting name.

NOTES

¹ This is an example of an endnote! Use them to expand on information in the text or provide citation information (See also...).

² Another endnote. Use sparingly as they can be overwhelming for readers.

REFERENCES

Esherick, Joan. 2004. *Dead on their Feet: Teen Sleep Deprivation and its Consequences.*

Philadelphia: Mason Crest Publishers.

Macan, Therese Hoff. 1990. "College Students' Time Management: Correlations with Academic

Performance and Stress." *Journal of Educational Psychology.* 82 (4): 760-68.

APPENDIX A: COURSE SCHEDULING DATA

Demographic information, survey tools, graphs, and other data can go in appendices or within the body of your paper. You decide!

APPENDIX B: SURVEY RESPONSES

Just another example of an appendix.