UNIVERSITÀ
DEGLI STUDI DI TRIESTE

LINGUA INGLESE
PARI A LIVELLO B2

Dipartimento di Ingegneria e Architettura

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Lesson 7

•Theses and dissertations
•Parts, chapters
•Good and bad abstracts
•Citations and/or bibliography. Different styles
•Analyses of examples
Exercise: Multiple-choice questions

What's in an abstract?

An **abstract** is a brief summary of a research article, thesis, review, conference proceeding, or any **in-depth analysis** of a particular subject and is often used to help the reader quickly ascertain the paper's purpose. When used, an abstract always appears at the beginning of a manuscript or typescript, acting as the point-of-entry for any given academic paper or patent application.

(How to write a good abstract):
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3136027/

Table 1

General qualities of a good abstract

The abstract is a condensed and concentrated version of the full text of the research manuscript. It should be sufficiently representative of the paper if read as a standalone document.

The abstract must be as detailed as possible within the word count limits specified by the journal to which the paper is intended to be submitted. This will require good precis writing skills, as well as a fine judgment about what information is necessary and what is not.

The abstract must contain as much information as possible on the analyses related to the primary and secondary outcome measures.

The abstract should not present a biased picture, such as only favorable outcomes with the study drug, or findings that support the authors' hypotheses; important nonsignificant and adverse findings should also receive mention. Thus, to the extent possible, the reader should be able to independently evaluate the authors' conclusions.

An abstract is a summary of a piece of academic writing. The abstract appears in multiple locations, including at the start of a publication, in conference proceedings, and in electronic databases. Readers typically use the abstract to decide whether or not to read your paper or attend your talk.

Features of a Good Abstract

- Summarizes the entire paper, usually in one paragraph

- Usually about 150–300 words

- Typically written in the past tense and mostly in the third person

- Entirely new text (not cut and pasted from the paper)

- Stands alone—the reader can understand the abstract on its own

- Includes keywords; only includes critical references; usually does not include graphics

- Has concise, clear, specific (not vague), carefully edited language

- Understands the audience: what does the reader know?

- Is not misleading; acknowledges when findings are preliminary

https://www.brandeis.edu/writing-program/resources/faculty/handouts/features-good-abstract.html

Structure of a Good Abstract

In science, the abstract should include a few sentences from each of the following sections:

- *Introduction:* the goal of the study, crucial background

- *Methods:* basic study design

- *Results:* summary of major findings

- *Discussion:* Interpretations, conclusions, broader implications, future research

Importantly, this same format can apply to abstracts written in disciplines outside the sciences:

- Introduction = the state of the field and/or the gap your research is filling

- Method = Describing what you did to develop your argument

- Results = A statement of the thesis

- Discussion = The larger implications of your findings

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Abstract—The message delivery ratio of mobile opportunistic networks strongly depends on the transmission time, which is closely related either to the mobility of users and to the communication properties of the mobile devices. A larger radio transmission range allows longer contact durations, improving the message dissemination. Furthermore, user mobility is a crucial factor to be considered, especially when the mobile nodes are vehicles, because of their limited freedom of movement and the high relative speed.

In this paper, we evaluate the use of a sub-gigahertz wireless technology, namely LoRa (Long Range), to establish links between the mobile users in an opportunistic network in order to augment the number of contacts and their duration. We evaluate the performance of LoRa, comparing it with WiFi, using the Epidemic protocol for message diffusion with realistic vehicular traces. Through simulations, we compare the message delivery probability and the network overhead. These experiments were carried out using the ONE simulator with minor modifications to model the typical behaviour of mobile users. The results show that, in opportunistic networks, increasing the range even while reducing the available bandwidth increases the message delivery ratio.

background

methods

results/
conclusion

Abstract example

Abstract

In the last decades, the demand for higher comfort levels on board of ships has increased year by year. Comfort has always been a key factor in cruise ships and pleasure yachts, though recently, the attention to the condition of seafarers has also increased. Several studies in the last years focused on how to improve comfort on board, suggesting methods and analytical instruments for the prediction of vibration and noise levels during the ship design process. Other studies investigated how to reduce the vibration transmitted from the machinery to the ship or how to reduce the vibration of radiating surfaces with the aim of reducing the noise levels on board.

Some early studies, addressed pillars as a key factor in vibration transmission, this viewpoint was shared also by shipbuilding companies. Aim of this work is to study a device for the reduction of vibration transmission through the pillars. This research is a first step in the development of such device. The main element of the isolator is a resilient element. In order to guarantee the structural capability of the device, the design loads acting on the pillars have been evaluated on a reference yacht and on a cruise ship using both scantling rules and direct FE calculation. Prototypes with different designs have been built and their dynamic characteristics have been studied in a laboratory experimental facility basing on the ISO 10846 standard for the laboratory measurement of the vibro-acoustic properties of isolators. The prototype design showing the lowest transmissibility has been tested on a real scale mock-up representing a portion of two decks with the typical structure of a cruise ship. The real scale test shows the effectiveness of the isolator in the reduction of the vibration transmitted through the pillar.

In addition, a simplified finite element model of the isolator has been set up using the data measured on the mock-up structure and the simplified model has been used to study the isolator effectiveness on a superyacht finite element model. The comparative numerical study and most of all the experimental tests led to very positive results which could pave the way to promising developments in the future.

background

methods

results/
conclusion

Prospects for a safe COVID-19 vaccine

Barton F. Haynes[1,*], Lawrence Corey[2], Prabhavathi Fernandes[3], Peter B. Gilbert[4], Peter J. Hotez[5], Srinivas R...

+ See all authors and affiliations

Article   Figures & Data   Info & Metrics   eLetters   PDF

Abstract

Rapid development of an efficacious vaccine against the viral pathogen severe acute respiratory syndrome coronavirus-2 (SARS-CoV-2), the cause of the coronavirus disease 2019 (COVID-19) pandemic, is essential, but rigorous studies are required to determine the safety of candidate vaccines. Here, on behalf of the Accelerating COVID-19 Therapeutic Interventions and Vaccines (ACTIV) Working Group, we evaluate research on the potential risk of immune enhancement of disease by vaccines and viral infections, including coronavirus infections, together with emerging data about COVID-19 disease. Vaccine-associated enhanced disease has been rarely encountered with existing vaccines or viral infections. Although animal models of SARS-CoV-2 infection may elucidate mechanisms of immune protection, we need observations of enhanced disease in people receiving candidate COVID-19 vaccines to understand the risk of immune enhancement of disease. Neither principles of immunity nor preclinical studies provide a basis for prioritizing among the COVID-19 vaccine candidates with respect to safety at this time. Rigorous clinical trial design and postlicensure surveillance should provide a reliable strategy to identify adverse events, including the potential for enhanced severity of COVID-19 disease, after vaccination.

Citation guidelines

https://ieee-dataport.org/sites/default/files/analysis/27/IEEE%20Citation%20Guidelines.pdf

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Lourdes F. Gonzalez Velosa

Citation guidelines:

IEEE citation guidelines can be found on your Moodle2 documents as a .pdf file.

Theses and Dissertations

Lourdes E. Gonzalez-Valera

Definition

A **thesis** or **dissertation** is a document submitted in support of candidature for an <u>academic degree</u> or professional qualification presenting the author's **research and findings.**

 In some contexts, the word "thesis" or a cognate is used for part of a <u>bachelor's</u> or <u>master's</u> course, while "dissertation" is normally applied to a doctorate, while in other contexts, the reverse is true.

The term **graduate thesis** is sometimes used to refer to both master's theses and doctoral dissertations.

Etymology

The term "thesis" comes from the Greek **θέσις**, meaning "something put forth", and refers to an **intellectual proposition**.

"Dissertation" comes from the Latin dissertātiō, meaning **"discussion".**

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Graduate School » Handbook of Graduate Supervision » The Graduate Thesis

THE GRADUATE THESIS

- Getting Started ⌄
- Planning Your Graduate Degree ⌄
- The Supervisory Committee ⌄
- Roles and Responsibilities ⌄
- The Working Relationship ⌄
- **The Graduate Thesis** ⌃
  - The Thesis Proposal ›
  - Before you Start to Write ⌄
  - Defending the Thesis ⌄

Your thesis will be the final product of your time in graduate school. You should be planning your thesis from the very beginning of your degree program.

A thesis is a substantial piece of scholarly writing that reflects the writer's ability to:

- conduct research
- communicate the research
- critically analyze the literature
- present a detailed methodology and accurate results
- verify knowledge claims and sources meticulously
- link the topic of the thesis with the broader field

A thesis at the doctoral level is called a dissertation, but dissertations and theses are usually referred to collectively as theses. There are some differences between a master's and a doctoral thesis:

- A master's thesis must demonstrate that the student knows the background and principal works of the research area, and can produce significant scholarly work. It should contain some original contribution whenever possible.

https://www.grad.ubc.ca/handbook-graduate-supervision/graduate-thesis

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Student/Supervisor Expectations

Getting Started ⌄

Planning Your Graduate Degree ⌄

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The Graduate Thesis ⌃

The Thesis Proposal ⟩

Before you Start to Write ⌄

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Research Ethics: A Guide for Graduate Students ⌄

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- A doctoral thesis must contain a substantial contribution of new knowledge to the field of study. It presents the results and an analysis of original research, and should be significant enough to be published.

The UBC Library keeps electronic copies of all theses written by UBC graduate students in its institutional repository, cIRcle. Take a look for examples of theses in your area of interest. Please refer to Dissertation and Thesis Preparation on this web site for formatting details.

https://www.grad.ubc.ca/handbook-graduate-supervision/graduate-thesis

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In Italy

In Italy there are normally three types of thesis. In order of complexity:

- One for the **Laurea** (equivalent to the UK Bachelor's Degree),
- another one for the **Laurea Magistrale** (equivalent to the UK Master's Degree),
- and then a thesis to complete the **Dottorato di Ricerca** (PhD).

Thesis requirements vary greatly between degrees and disciplines, ranging from as low as 3 – 4 ECTS (European Credit Transfer System) credits to more than 30.

Thesis work is **mandatory** for the completion of a degree.

M.Sc.

Master of Science < lat. Magister Scientiæ

Laurea Magistrale

M.A. Master of Arts.

Ph.D.

Philosphiae Doctor. Dottorato di Ricerca

A. B. D. (All But Dissertation)

Time is **not** of the essence!

Theses and dissertations are complicated pieces of work and are not easy to write. You can help yourself with this challenging task by **planning the structure of your work very thoroughly**. You will want to show the plan to your supervisor before you start to write it. Your discussions with your supervisor will very often result in changes to your plan so **allow yourself plenty of time for the planning stage** of the process.

Planning

1. Who is this writing for? AUDIENCE

2. What do I want to say CONTENT

3. Why do I want to say it? MOTIVATION

Based on: HarperCollins. Writing (Collins Webster's Easy Learning) . HarperCollins Publishers. 2011. Kindle Edition.

Planning

1. Why do I want to say it?   **MOTIVATION**

2. Who is this writing for?   AUDIENCE

3. What do I want to say   CONTENT

Based on: HarperCollins. Writing (Collins Webster's Easy Learning) .
HarperCollins Publishers. 2011. Kindle Edition.

Graduate Thesis or Dissertations

Dissertations normally report on a research project or study, or an extended analysis of a topic.

The structure of a thesis or dissertation explains the purpose, the previous research literature impinging on the topic of the study, the methods used, and the findings of the project.

Structure (1)

Most world universities use a **multiple chapter** format :

a) an introduction, which introduces the research topic, the methodology, as well as its scope and significance;
b) a literature review, reviewing relevant literature and showing how this has informed the research issue;
c) a methodology chapter, explaining how the research has been designed and why the research methods/ population/data collection and analysis being used have been chosen.

Thomas, Gary (2009) Your Research Project. Thousand Oaks: Sage.

Structure (2)

d) a findings chapter, outlining the findings of the research itself;

e) an analysis and discussion chapter, analysing the findings and discussing them in the context of the literature review (this chapter is often divided into two—analysis and discussion);

f) a conclusion

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1

Discussion of Theses examples from the University of Trieste

See pdfs in Moodle

2

Discussion of multiple-choice questions related to the English B2 syllabus.

1. Read carefully the following text. Then select the choice that is true according with the content.

In 1066 William the Conqueror, the Duke of Normandy (part of modern France), invaded and conquered England. The new conquerors (called the Normans) brought with them a kind of French, which became the language of the Royal Court, and the ruling and business classes. For a period there was a kind of linguistic class division, where the lower classes spoke English and the upper classes spoke French. In the 14th century English became dominant in Britain again, but with many French words added.

(1) After 1066 the English language had no French vocabulary.

(2) The Normans introduced a new language in England after 1066.

(3) Before 1066 the upper classes adopted French in England.

(4) Latinate words in English derive mainly from German.

2. Today, American English is particularly influential, due to the USA's dominance of cinema, television, popular music, trade and technology (including the Internet). But there are many other varieties of English around the world, including for example Australian English, New Zealand English, Canadian English, South African English, Indian English and Caribbean English.

1) Indian English is particularly influential due to India's overpopulation.
2) Today, Caribbean English cannot be considered a variety of English.
3) South African English is very influential owing to its dominance of cinema.
4) None of the above

3. The history of the English language started with the arrival of three Germanic tribes who invaded Britain during the 5th century AD. These tribes, the Angles, the Saxons and the Jutes, crossed the North Sea from what today is Denmark and northern Germany. At that time the inhabitants of Britain spoke a Celtic language. But most of the Celtic speakers were pushed west and north by the invaders - mainly into what is now Wales, Scotland and Ireland. The Angles came from "Englaland" and their language was called "Englisc" - from which the words "England" and "English" are derived.

1) The Germanic tribes invaded Britain crossing the Irish Sea from what today is Ireland.
2) At the time of the Germanic tribes' invasion, the Britons spoke French.
3) The Celtic speakers were displaced north and west by the Germanic invaders.
4) The modern name England derives from the name of the Jutes tribe.

4. Examine carefully the following figures and identify the one that represents [p] in the word **p**ile

1

2

3
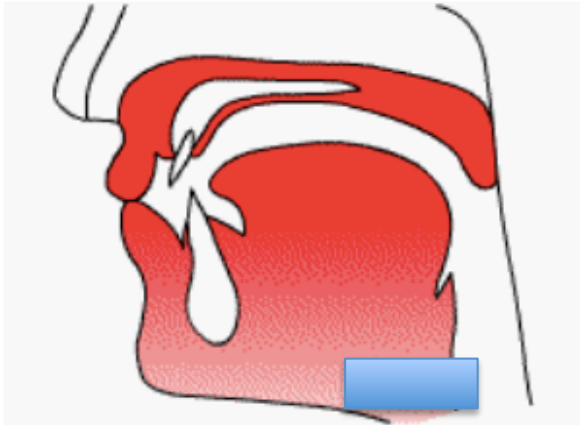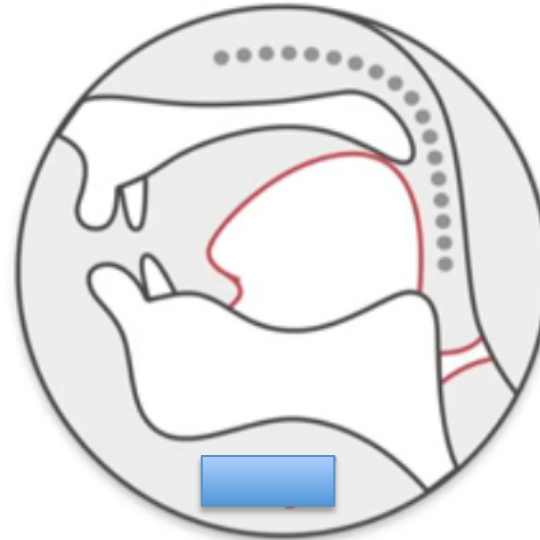
5. English has a sound called glottal fricative which is produced in the glottis (hence glottal) in a kind of friction (hence fricative). This is the first sound in the words **h**ome, **h**igh, **h**ello. When Italians speak English, they often ignore the [h] sound maybe because Italian does not have this sound in its phonemic system. This fact can lead to misunderstandings since there are pairs of words with different meaning depending on the presence or absence of the sound [h], for example **heart/art; hate/eight; hall/all; hi/eye.**

According to the previous text, which of the following is true:

1) The pronunciation of h at the beginning of a word is optional in English.
2) /h/ sound in English is best described as a labiodental sound.
3) The pronunciation of /h/ at the beginning of words in English is a matter of style.
4) Failing to pronounce /h/ at the beginning of an English word may lead to misinterpretations.

6. English dialects can be classified as *rhotic* and *non-rhotic* depending on the pronunciation of the [r] sound at the end of a word. *Rhotic* dialects such as Scottish English, Irish English, North American English, Indian English, etc., pronounce it, whereas *non-rhotic* (English English, Black English Vernacular, New Zeland, South African English, etc.) omit it. In this way, the presence or absence of [r] in word final position is said to identify the geographical origin of the speaker, i.e. her/his dialect. However, the presence or absence of final r's does not usually affect meaning.

According to the previous text, which of the following is false:

1) The pronunciation of [r] at the end of a word is optional in English.
2) Black English Vernacular is a non-rhotic dialect of English.
3) All English dialects behave similarly with respect to final-word [r] sounds.
4) Rhotic dialects are characterized by their word-final r's presence.

7. Verbal morphology in English is quite simple. For example, in the indicative mode there are only two tenses that can be differentiated by the presence of a suffix: present (-s), and preterit (-ed/ -en). The simple future tense, instead, has to resort to an additional word called an auxiliary (shall/will).

According to the above over-simplified rule, identify the correct sentence:

1. That old lady in the wheelchair use to be a judo trainer.
2. That old lady in the wheelchair used to be a judo trainer.
3. That old lady in the wheelchair uses to be a judo trainer.

8. According to the subject-verb agreement rule identify the correct sentence:

1. One of the most well-known laws of physics is Newton's Law of Universal Gravitation.
2. One of the most well-known laws of physics are Newton's Law of Universal Gravitation.
3. One of the most well-known laws of physics will be Newton's Law of Universal Gravitation.

9. According to the over-simplified rule in page 22, identify the correct sentence:

1. What will I tell the boss about this money?

2. What shall I tell the boss about this money?

3. What am I tell the boss about this money?

10. In English, a noun can be preceded by several adjectives which must be expressed in the following order: quantity, general opinion, *size,* age, shape*, colour, origin, material, purpose*.

According to this rule, select the sentence with the appropriate order of adjectives:

1. Claire bought ten shiny, small, square, metal vases.

2. Claire bought ten small, square, shiny, metal vases.

3. Claire bought ten metal, small, square, shiny vases.

11. A phrasal verb in English is a verb like _pick up, turn on_ or _get on with_. These verbs consist of a **basic verb + another word or words**. The two or three words that make up a phrasal verb form a short "phrase" - which is why we call them "phrasal verbs".

In the following question you will be given the meaning of a very common phrasal verb. After reading it, please, identify the correct answer.

Phrasal verb: **cheer up**
Meaning: to feel happier after being sad

If you want to cheer your friends up, you should take them to:

1. A hospital
2. A funny movie
3. A funeral

12. An idiom is a group of words established by usage as having a meaning not deducible from those of the individual words. For example, Italian's way of wishing luck to a person is often expressed with the **idiom** "in bocca al lupo".

Read the meaning of the following idiom and after the bolded sentence select the correct answer.

Idiom: **leave no stone unturned**

Meaning: When you <u>leave no stone unturned</u>, it means that you look everywhere in order to find something, or try everything in order to achieve something.

Henry said he would leave no stone unturned in his search for a woman to marry.

The previous sentence means that Henry will:
1. Look for women under stones.
2. Try everything to find a wife.
3. Marry any woman who accepts him.

13. "Text" is a term used in linguistics to refer to any passage spoken or written, of whatever length, that does form a unified whole.

According to the precedent definition, select below which one cannot be described as a text

1. Last chapter of La Porta Rossa
2. An informal e-mail about a concert
3. An artichoke lasagna recipe

14. A graduate thesis and a scientific paper are similar in many ways; for example, they both make use of a very formal style. According to this statement, which of the following is false:

1. The may ample use of the words I, me, my, myself
2. They do not include slang words.
3. They do not use contractions, such as isn't and shouldn't.

15. An abstract is a brief summary of a research article, thesis, review, conference proceeding, or any in-depth analysis of a particular subject and is often used to help the reader quickly ascertain the paper's purpose.

According to the above statement, which of the following elements is not included in an abstract

1. The research focus (i.e. statement of the problem(s)/ research issue(s) addressed).
2. The research methods used (experimental research, case studies, questionnaires, etc.).
3. The complete bibliography and references used throughout the research.