

Scientific research reports

Format of research reports in the faculty of Science

Research reports in the Sciences contain common elements and generally follow the basic format outlined as follows:

Title

Your title should be brief, topic-specific and informative, clearly indicating the purpose and scope of your study. Include key words in your title so that search engines can easily access your work. Example:

Measurement of water flows around Station Pier

Abstract

An abstract is a concise summary that enables readers to quickly assess the contents and direction of your paper.

It should be brief (around 5% of the total), written in a single paragraph and should cover the scope and purpose of your paper.

For more information on writing an abstract please refer to the Academic Skills Ryerson: Writing an Abstract.

Introduction

The introduction sets the context for your research. It should supply sufficient background to allow the reader to understand and evaluate the present study without needing to refer to previous publications.

After reading the introduction your reader should understand exactly what your research is about, what you plan to do, why you are undertaking this research and which methods you have used.

Introductions generally include:

- the rationale for the present study. Why are you interested in this topic? Why is this topic worth investigating?
- key terms and definitions
- an outline of the research questions and hypotheses; the assumptions or propositions that your research will test.

Literature Review

A literature review is a critical survey of recent relevant research in a particular field. Its purpose is both to offer the reader an overview of the current state of research and to situate your paper within that research.

Frequently, the review is part of the introduction.

The review should be a selection of carefully organised, focused and relevant literature that develops a narrative "story" about your topic. Your review should answer key questions about the literature:

- What is the current state of knowledge on the topic?
- What differences in approaches / methodologies are there?
- Where are the strengths and weaknesses of the research?
- What further research is needed?

The review may identify a gap in the literature which provides a rationale for your study and supports your research questions and methodology.

Methodology (Materials and Methods)

The purpose of this section is to detail how you conducted your research so that others can understand and replicate your approach. You need to briefly describe the subjects (if appropriate), any equipment or materials used and the approach taken.

If the research method or method of data analysis is commonly used within your field of study, then simply reference the procedure. If, however, your methods are new or controversial then you need to describe them in more detail and provide a rationale for your approach.

The methodology is always written in the past tense. This section should be written succinctly.

Results

This section is a concise, tabular or graphic summary of your findings, listed under headings appropriate to your research questions.

Present your results in a consistent manner. For example, if you present the first group of results as percentages, it will be confusing for the reader and difficult to make comparisons of data if later results are presented as fractions or as decimal values.

Do not discuss your results here. Any analysis of your results occurs in the Discussion section.

Raw data or details about the method of statistical analysis used should be included in the Appendices.

Science Research Report Format

Christine A. Hult

Science Research Report Format:

Theoretical and Practical Aspect of Scientific Study of COMMUNICATION COMPETENCE Prof. Ram Lakan Meena, 2022-01-22 Communicative competence is a term in linguistics that refers to a language user's grammatical knowledge of syntax, morphology, phonology, and the like, as well as social knowledge about how and when to use utterances appropriately. The debate has occurred regarding linguistic competence and communicative competence in the second and foreign language teaching literature, and scholars have found communicative competence as a superior model of language. The notion of communicative competence is one of the theories that underlie the communicative approach to foreign language teaching. Communicative competence in terms of three components: grammatical competence, words and rules, sociolinguistic competence, appropriateness, strategic competence, appropriate use of communication strategies. The scientific study of Communicative competence is developing in a new dimension of language learning. Language teaching in various parts of the global world is based on the idea that the goal of language acquisition is communicative competence, the ability to use the language correctly and appropriately to accomplish communication goals. The desired outcome of the language learning process is the ability to communicate competently, not the ability to use the language exactly as a native speaker does. But also, communicative competence is made up of four competence areas: linguistic, sociolinguistic, discourse, and strategic. In the early stages of language learning, instructors and students may want to keep in mind the goal of communicative efficiency. That learners should be able to make themselves understood using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, avoid offending communication partners due to socially inappropriate style, and use strategies for recognizing and managing communication breakdowns. Communication skill is the ability to use our physical and mental faculties and previously learned conceptual frameworks about communication to move toward the accomplishment of a given objective or goal. Communication skills fall into two categories: initiating and consuming. Initiating communication skills include asking and answering questions, adapting language and speaking in public, to name a few. Consuming *Research Methods in Psychology* Paul G. Nestor, Russell K. Schutt, 2014-03-12. The Second Edition of Paul G. Nestor and Russell K. Schutt's successful and unique *Research Methods in Psychology: Investigating Human Behavior* draws from substantive research stories to illustrate how research is presented while systematically unifying the entire research process within a conceptual framework. This accessible text examines engaging research studies and examples, considering research ethics throughout. This is a great text that emphasizes the important concepts within research methods. The resources are excellent; they incorporate up-to-date research and technology and introduce the student to empirical articles, and the information is presented in a way that challenges the student to apply the material. Maria Pacella, Kent State University. The text is comprehensive. It covers a wide variety of information without being overwhelming. This is a very good textbook for an introductory course in research.

methods I like that its focus is on psychological research specifically Angela M Heads Prairie View A M University **Basics of Biostatistics** Jatinder Bali,Anil Kant,2016-12-31 Biostatistics is the branch of statistics that deals with data relating to living organisms This manual is a comprehensive guide to biostatistics for medical students Beginning with an overview of bioethics in clinical research an introduction to statistics and discussion on research methodology the following sections cover different statistical tests data interpretation probability and other statistical concepts such as demographics and life tables The final section explains report writing and applying for research grants and a chapter on measurement and error analysis focuses on research papers and clinical trials Key Points Comprehensive guide to biostatistics for medical students Covers research methodology statistical tests data interpretation probability and more Includes other statistical concepts such as demographics and life tables Explains report writing and grant application in depth *U.S. Government Research & Development Reports* ,1970 **Researching and Writing in the Sciences and Technology** Christine A. Hult,1996

Readers will learn to research and write papers in science and technology with this thorough and complete guide to research in the sciences Part of a series on research writing across the curriculum RESEARCHING AND WRITING IN SCIENCES AND TECHNOLOGY provides discipline specific guidance and sample papers that assist readers in preparing their own science papers **Researching Lived Experience** Max van Manen,2016-06-16 Bestselling author Max van Manen's Researching Lived Experience introduces a human science approach to research methodology in education and related fields The book takes as its starting point the everyday lived experience of human beings in educational situations Rather than rely on abstract generalizations and theories in the traditional sense the author offers an alternative that taps the unique nature of each human situation First published in 1990 this book is a classic of social science methodology and phenomenological research selling tens of thousands of copies over the past quarter century Left Coast is making available the second edition of this work never before released outside Canada Researching Lived Experience offers detailed methodological explications and practical examples of inquiry It shows how to orient oneself to human experience in education and how to construct a textual question which evokes a fundamental sense of wonder and it provides a broad and systematic set of approaches for gaining experiential material which forms the basis for textual reflections The author Discusses the part played by language in educational research Pays special attention to the methodological function of anecdotal narrative in research Offers approaches to structuring the research text in relation to the particular kinds of questions being studied *A Short Guide to Writing about Science* David Porush,1995 Advanced advice for students who want to read write and learn about science in preparation for a career in that field **The American Biology Teacher** ,1938 Includes section Books **Academic Writing** Mary Kay Mulvaney,David A. Jolliffe,2005 This unique interdisciplinary text and reader introduces students to the multiple genres of academic writing across the curriculum Academic Writing is the first text to offer a discussion of academic genres and writing to learn and learning to write in college an explanation of genre practices and conventions across the

disciplines annotated examples of student papers across the disciplines written in response to actual college assignments instruction in research writing from sources and documentation and thematic clusters of professional readings as engaging examples of published academic writing Academic Writing will prepare students in all academic disciplines to succeed in today's challenging world of writing both in the classroom and in the workplace beyond **Resources in Education** ,1996

Report of the National Academy of Sciences for the Year ... National Academy of Sciences (U.S.),1927 Report of the National Academy of Sciences National Academy of Sciences (U.S.),1926 Bibliography of Scientific and Industrial Reports ,1965-07 A Basic Collection for Scientific and Technical Libraries Effie B. Lunsford,Theodore J. Kopkin,1971 Energy Research Abstracts ,1977 Semiannual with semiannual and annual indexes References to all scientific and technical literature coming from DOE its laboratories energy centers and contractors Includes all works deriving from DOE other related government sponsored information and foreign nonnuclear information Arranged under 39 categories e.g Biomedical sciences basic studies Biomedical sciences applied studies Health and safety and Fusion energy Entry gives bibliographical information and abstract Corporate author subject report number indexes Annual Report - National Academy of Sciences National Academy of Sciences (U.S.),1925 Vols for include reports for the National Research Council 1965-66 include reports for the National Academy of Engineering 1971-72 include reports for the Institute of Medicine **Lafiagi Journal of Science Education** ,2001-03 Writing in the Disciplines Mary Lynch Kennedy,William John Kennedy,Hadley M. Smith,2000 This reader provides a firm grounding in academic writing showing students how to read academic texts and use them as sources for college papers Offering a broad and comprehensive selection of readings to help students develop their abilities to think critically and reason cogently it shows them how to work individually and collaboratively as they move through the entire process of writing from sources from reading the original source to planning drafting and revising essays

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Researching and Writing Across the Curriculum Christine A. Hult,2002 This thorough and complete guide is an essential reference in teaching research and writing in the humanities sciences social sciences and business Presents comprehensive coverage of both primary and secondary research methods In depth outlines of model research projects in each discipline help readers see the similarities and differences between research in the four discipline areas Details the latest MLA and

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