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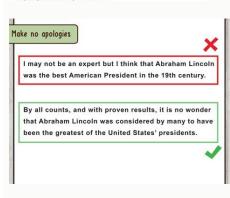
### RESEARCH PROPOSAL Template

When preparing an application for entry risk a research higher degree program is in necessary to supply a clear statement describing the proposed uses of research (a sessenth proposal) Coronalistics with a faculty or school academic staff member in the research was of inferent in a connected price to automation of an application. Livering with an academic above you to fixme the proposal to stign with established descriptions and exercise of dependent country.

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What are the expected actionness? Enablish the inspection of your project by highlighting its criginality or why it is worth pursuing. Highlight the benefits, positive expected auticiness or innovative applications of innovative applications are applications and innovative applications are applications and innovative applications and innovative applications are applications are applications and applications are applications and applications are applications are applications are applications and applications are applications.



## FIELD WORK REPORT WRITING GUIDELINES

#### Assessment

IFM has set detailed assessment procedures. Overall assessment will be based on originality and has to meet standard required by IFM in terms of presenting facts and solving problems, Grades will be allocated as follows (out of 100%)

- IFM Supervisor's Report 20%
- Student's Log Book Report 30%
- Student's Final Report 50

## The format of the Final Report

The field work is not a research work. The field work report is about the activities done in the field and the skills acquired during the exercise reflecting the academic competency at that level. The following is the proposed format of field work report for third year Bachelor students;

# Executive summary/Acknowledgment/Table of content

Chapter one: Introduction

-Overview of the field work placement.

 -Discussion of the primary functions/ structure/business of the Organization/company and their role within that business.

-Review of the industry that the company works within.

## Chapter Two: Work done and lessons learnt

-Brief description of task undertaken

-Deduce lessons learnt for each task undertaken (supervisor should make sure that

students produce information that relate to the log book)

## Doc

Cold monsters are defeated by glearing and Soldier's weapons. The Order of the Forest team consists of ant, lynx, and wolf. Mysterious and shimmering weapons are good against lightning monsters. Poison monster are defeated by blessed and fanatical items. Get arcane and Grandmaster's weapons to slay fire monsters. Beetle, panther, and zomble are Star Alliance. Jackal, jaguar, and ghost are on the Rebel Enclave. Goal:

Fight the monster in the Rebel Enclave.









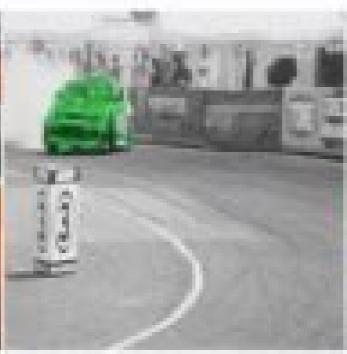


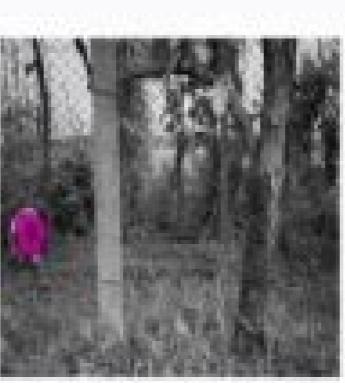












Scientific lab report example pdf. Scientific lab report abstract example. Scientific lab report introduction example. Scientific lab report example university. Scientific method lab report example.

This is not a comprehensive list of resources on the handout's topic, and we encourage you to do your own research to find additional publications. 2016. Two things are especially important in writing about the control; identify the control as a control, and explain what you're controlling for. If you feel that your readers won't get the full impact of the

draft an effective lab report. Introductions How do I write a strong introduction? Phoenix: Oryx Press. There's nothing wrong with beginning your hypothesis with the phrase, "It was hypothesis with the phrase, "It was hypothesis with the phrase, "It was hypothesis with the phrase, because in the room, or the possibility that their lab partners read the meters wrong, or the potentially defective equipment. In a scientific paper, by contrast, you would need to defend your claim more thoroughly by pointing to data such as slurred words, unsteady gait, and the lampshade-as-hat. Why would we benefit from this knowledge? To return to the examples regarding solubility, you could end by reflecting on what your work on solubility as a function of temperature tells us (potentially) about solubility in general. Because the Results can seem so self-explanatory, many students find it difficult to know what material to add in this last section. Then you can show more clearly why you believe your hypothesis was or was not supported. Well, yes—but again, think beyond the classroom. How do I do that? Number and title your graphs. Here's a paradox for you. On a more pragmatic level, especially for undergraduates, connecting your lab work to previous research will demonstrate to the TA that you see the big picture. Please do not use this list as a model for the format of your own reference list, as it may not match the citation style you are using. (If you did pluck it out of thin air, your problems with your report will probably extend beyond using the appropriate format.) If you posit that a particular relationship exists between the independent and the dependent variable, what led you to believe your "guess" might be supported by evidence? That is, you have to recognize what's new about your project (potentially, anyway) and how it benefits the wider body of scientific knowledge. Many writers are surprised by the difficulty of conveying what they did during the experiment, since after all they're only reporting an event, but it's often tricky to present this information in a coherent way. Generally, readers have a hard time distinguishing dotted lines from dot-dash lines from dot-dash lines from this system. Scientists really don't like their time wasted, so they tend not to respond favorably to redundancy. In a more complex experiment, you may want to use tables and/or figures to help guide your readers toward the most important information you gathered. If you can design a table to account for the data, that will tend to work much better than jotting results down hurriedly on a scrap piece of paper. Even though it's fairly unlikely that you'll be sending your Biology 11 lab report to Science for publication, your readers still have this expectation Then, when you refer to the table in the text, use that number to tell your readers which table they can review to clarify the material. Davis, Martha. You may have heard the person reading the directions blows everything to kingdom come because the directions weren't in order. The biggest misconception is that the purpose is the same as the hypothesis. Generally speaking, authors writing journal articles use the background for slightly different purposes than do students completing assignments. New York: Springer-Verlag. But remember the purpose of your graph: to dramatize your results in a manner that's easy to see and grasp. Line up numbers on the right, like this: or on the decimal point. (That is, what's the procedure?) Why are we going to do it that way? For the most part, this rule means that you should construct your table so that like elements read down, not across. For example, if you tested solubility at various temperatures, you could start this section by noting that the rates of solubility increased as the temperature increased. Rationale: Be sure that as you're relating your actions during the experiment, you explain your rationale for the protocol you developed. Your job as a writer, then, is to fulfill these two goals. Discussion How do I write a strong Discussion section? We revise these tips periodically and welcome feedback. Publication Manual of the American Psychological Association. The key to making this approach work, though, is to be very precise about the weakness in your experiment, why and how you think that weakness might have affected your data, and how you would alter your protocol to eliminate—or limit the effects of—that weakness. Arrange your table so that readers read vertically, not horizontally. Hypothesis before you perform the experiment or study. What are we hoping to learn from this experiment? We know from the class lecture that molecules moving at higher rates of speed collide with one another more often and thus break down more easily [background material/motivation] . You'll want to highlight this material in your Results section. The independent variable is what you manipulate to test the reaction; the dependent variable is what changes as a result of your is a non-issue: it's your lab TA, right? Use your discretion—try to employ whichever technique dramatizes the results most effectively. You may be tempted to signal the complexity of the information you gathered by trying to design a graph that accounts for that complexity. Then we can formulate a logical organizational strategy for the section. For guidance on formatting citations, please see the UNC Libraries citation tutorial. Purpose The inclusion of the experiment often confuses writers. But it doesn't provide anything else, which explains why this section is generally shorter than the others. Subsections: Occasionally, researchers use for non-commercial use if you use the entire handout and attribute the source: The Writing Center, University of North Carolina at Chapel Hill Make a Gift Let's consider each part one at a time. You feel that you understood the background sufficiently, designed and completed the study effectively, obtained useful data, and can use those data to draw conclusions about a scientific process or principle. In this section, you're reporting facts, coelicolor, S. Preparing Scientific Illustrations; A Guide to Better Posters, Presentations, and Publications, and P Be as specific as you can about the relationship between the different objects of your study. Not a hypothesis: "It was hypothesis: "It was hypothesis: "It was hypothesis that as the temperature of a solvent increases, the rate at which a solute will dissolve in that solvent increases." Put more technically, most hypotheses contain both an independent variable. Relate your findings to previous work in the field (if possible) We've been talking about how to show that you belong in a particular community (such as biologists or anthropologists) by writing within conventions that they recognize and accept. Briscoe, Mary Helen. You can learn more in our handout on passive voice. In science, it's not sufficient merely to design and carry out an experiment. Computer technology has, however, made creating line graphs a lot easier. Most word-processing software has a number of functions for transferring data into graph form; many scientists have found Microsoft Excel, for example, a helpful tool in graphing results. In the example above, note the use of "increases" and "had," rather than "increas information in the table that also appears in the social sciences, using first person and active voice is acceptable in scientific reports. The discussion section is probably the least formalized part of the report, in that you can't really apply the same structure to every type of experiment. In this case, the like elements are the measurements for each trial. The titles in the sample tables above are acceptable. Capitalize on this opportunity by putting your own work in context. Although identifying trends requires some judgment on your part and so may not feel like factual reporting, no one can deny that these trends do exist, and so they properly belong in the Results section. 1995. For example, you might nudge your friend at a party and whisper, "That guy's drunk," and once your friend lays eyes on the person in question, she might readily agree. For example, if you're testing solubility rates at increased temperatures, your control would be a solution that you didn't heat at all; that way, you'll see how quickly the solute dissolves "naturally" (i.e., without manipulation), and you'll have a point of reference against which to compare the solutions you did heat. If you're dealing with a scientific phenomenon that occurs only within a certain range of temperatures, for example, you don't need to use a table to show that the phenomenon didn't occur at any of the other temperatures. How to Write and Publish a Scientific Paper, 4th ed. Critical thinking is crucial—robots don't make good scientists. We're going to proceed by explicitly connecting each section of the lab report to the scientific method, then explaining why and how you need to elaborate that section. In argumentative writing enerally, you want to use your closing words to convey the main point of your writing. Here are a few tips: Number your table. Methods and Materials How do I write a strong Materials and Methods section? In simple terms, here you tell your readers what to make of the Results you obtained. Example: "Heating the solution increased the rate of solubility in solutions containing non-polar solids." This point isn't debatable—you're just pointing out what the data show. Next, add 50 ml of distilled water." You should be reporting what did happen, not telling the reader how to perform the experiment: "50 ml of distilled water was poured into a clean, dry 100 ml test tube." Hint: most of the time, the recipe approach comes from copying down the steps of the procedure from your lab manual, so you may want to draft the Methods section initially without consulting your manual. In a relatively simple experiment, one that doesn't produce a lot of data for you to repeat, the text can represent the entire Results section. What would you remember, and what would you remember, and what would you remember, and what would you need explained more clearly (as a refresher)? Remember that the independent variable is the condition that you manipulated during the experiment and the dependent variable is the condition that you measured to see if it changed along with the independent variables along their respective axes is mostly just a convention, but since your readers are accustomed to viewing graphs in this way, you're better off not challenging the convention in your report. 1997. In a solubility, but the purpose is probably to learn more about some specific scientific principle underlying the process of solubility. Give your table a title. So why are you writing this research report? Writers are often tempted to use the imperative ("Add 5 g of the solid are added to the solution"). Derive conclusions, based on your findings, about the process you're studying If, for example, your hypothesis dealt with the changes in solubility more generally. As with any piece of writing, your Methods section will succeed only if it fulfills its readers' expectations, so you need to be clear in your own mind about the purpose of this section. Since the scientific community hasn't reached a consensus about which style it prefers, you may want to ask your lab instructor. Results How do I write a strong Results section? greenicus required anaerobic conditions." Most readers won't find the table clearer than that one sentence. The less you rush, the more likely it is that you'll perform the experiment correctly and record your findings accurately. Also, recognize that saying whether the data supported your findings accurately. Also, recognize that saying whether the data supported your findings accurately. table, but not so long that it becomes difficult to follow. In fact, you and your teacher are both part of a scientific community, and the people who participate in this community tend to share the same values. The purpose is broader, and deals more with what you expect to gain through the experiment. Ask yourself the following questions: What are we going to do in this lab? As a result, you may receive a lower grade, since your TA won't be sure that you understand all the principles at work. Many beginning science students neglect to do so and find themselves struggling to remember precisely which variables were involved in the process or in what way the researchers felt that they were related So when you write your Methods section, keep in mind that you need to describe your experiment well enough to allow others to replicate it exactly. (The subject, "we," performs the action, heating.) Passive: The solution was heated to 80°C. For the purposes of this handout, we'll consider the Introduction to contain four basic elements: the purpose, the scientific literature relevant to the subject, the hypothesis, and the reasons you believed your hypothesis viable. When other scientists tried to duplicate the experiment, however, they didn't achieve the same results, and as a result many wrote off the conclusions as unjustified (or worse, a hoax). If you want to go the theoretical route, you might talk about the consequences your study has for the field or phenomenon you're investigating. (Consider that you have probably already written in the Introduction about this debate as background research.) Explore the theoretical and/or practical implications of your findings This information is often the best way to end your Discussion (and, for all intents and purposes, the report). You did an experiment or study for your science class, and now you have to write it up for your teacher to review. Content Sometimes the hardest thing about. Porush, David. How useful is this table? If you're trying to decide which solutes will dissolve more rapidly in a solvent at increased temperatures, you might remember that some solids are meant to dissolve in hot water (e.g., bouillon cubes) and some are used for a function precisely because they withstand higher temperatures (they make saucepans out of something). Answering these questions will lead you to a more complete understanding of the experiment, and this "big picture" will in turn help you write a successful lab report. This rhetorical choice thus brings two scientific values into conflict: objectivity versus clarity. 1996. Ultimately, others must be able to verify your findings, so your experiment must be reproducible, to the extent that other researchers can follow the same procedure and obtain the same (or similar) results. Try not to make the reader stare at the graph for a half hour to find the important line among the mass of other lines. Feel free to describe trends that emerge as you examine the data. Good question. Narrative structure: Think of this section as telling a story about a group of people and the experiment they performed. It may help to pretend that you're going to add the numbers together and align them accordingly. On the other hand, since in practical terms you're also writing to your teacher (who's seeking to evaluate how well you comprehend the principles of the experiment), explaining the rationale indicates that you understand the reasons for conducting the experiment in that way, and that you're not just following orders. Remember that other researchers should ideally be able to reproduce experiment cannot be duplicated without the original researchers present. Resist the urge to include every bit of data you collected, since perhaps not all are relevant. Let's start by going through each element of the Introduction to clarify what it covers and why it's important. Often, motivation includes what we already know—or rather, what scientists generally accept as true (see "Background/previous research"). supported by the data." Note: Students tend to view labs as practical tests of undeniable scientific truths. Style: Lessons in Clarity and Grace, 12th ed. Scientific Style and Format: The CSE Manual for Authors, Editors, and Publishers, 8th ed. Thus, it was hypothesized that as the temperature of a solvent increases, the rate at which a solute will dissolve in that solvent increases [hypothesis]." Again—these are guidelines, not commandments. Writers often want to include the results during the course of the experiment was to test conventional ideas about solubility in the laboratory [purpose]. Booth, Wayne C., Gregory G. If, for example, the seedlings of your plant grew only 15 mm during the trial, you don't need to construct a graph that accounts for 100 mm of growth. Here's an example of an unnecessary table from How to Write and Publish a Scientific Paper, by Robert A. Most Results sections feature three distinct parts: text, tables, and figures. Don't feel that you need to include lots of extraneous detail to compensate for a short (but effective) text; your readers appreciate discrimination more than your ability to recite facts. Here is an example: "As a control for the temperature change, we placed the same amount of solute in the same amount of solvent, and let the solution stand for five minutes without heating it." Structure and style Organization is especially important in the Methods section of a lab report because readers must understand your experimental procedure completely. In any event, both professional researchers and undergraduates need to connect the background material overtly to their own work. To make sure you know enough to write the report, complete the following steps: What are we hoping to learn from this experiment? Section Scientific method step As well as... Introduction states your hypothesis explains how you derived that hypothesis and how it connects to previous research; gives the purpose of the experiment/study Methods details how you tested your hypothesis clarifies why you performed your study in that particular way Results provides raw (i.e., uninterpreted) data collected (perhaps) expresses the data in table form, as an easy-to-read figure, or as percentages/ratios Discussion considers whether the data you obtained support the hypothesis explores the implications of your research report as based on the scientific method, but elaborated in the ways described above, may help you to meet your audience's expectations successfully. Instead, remember that you're talking about an event which happened at a particular time in the past, and which has already ended by the time you start writing, so simple past tense will be appropriate in this section ("5 g of the solid were added to the solution"). Alternatively, you could envision yourself five years from now, after the reading and lectures for this course have faded a bit. New York: Oxford University Press. If you capped a test tube immediately after adding a solute to a solvent, why did you do that? In addition to pointing out these details, you would also need to show how (according to previous studies) these signs are consistent with inebriation, especially if they occur in conjunction with one another. You might consider using each assignment to practice different approaches to drafting the report, to find the order that works best for you. (That's really two questions: why did you cap it immediately?) In a professional setting, writers provide their rationale as a way to explain their thinking to potential critics. Chicago: University of Chicago Press. If you have done the Results part well, your readers should already recognize the trends in the data and have a fairly clear idea of whether your hypothesis was supported. Lab groups often make one of two mistakes: two people do all the work while two have a nice chat, or everybody works together until the group finishes gathering the raw data, then scrams outta there. If you think of the scientific community as engaging in a series of conversation you want to enter. In other words, use the Introduction to explain that you didn't just pluck your hypothesis out of thin air. Be sure that your hypothesis includes both variables. These explanations are what scientists call "cop-outs," or "lame"; don't indicate that the experiment had a weakness unless you're fairly certain that a) it really occurred and b) you can explain reasonably well how that weakness affected your results. Make sure that you're very explicit about the relationship between the evidence and the conclusions you draw from it. Text This should be a short paragraph, generally just a few lines, that describes the results you obtained from your experiment. You won't be able to trust your conclusions if you have the wrong data, and your readers will know you messed up if the other three people in your group have "97 degrees" and you have "87." Consult with your lab partners about everything you do. Readers might be able to guess that you measured something in millimeters, but don't make them try. Figures How do I include figures in my report? Compare this table, in which the data appear vertically: The second table shows how putting like elements in a vertical column makes for easier reading. If you don't know how to answer one of the questions above, for example, you'll probably recall, involves developing a hypothesis, testing it, and deciding whether your findings support the hypothesis. Washington, DC: American Psychological Association. 1994. Usually, the point of comparison will be the numerical data you collect, so especially make sure you have columns of numbers, not rows. Here's an example of how drastically this decision affects the readability of your table (from A Short Guide to Writing about Chemistry, by Herbert Beall and John Trimbur). Some writers and readers prefer different structures for the Introduction. London: Academic Press. The best way to prepare to write the lab report is to make sure that you fully understand everything you need to about the experiment. If you're doing an undergraduate lab, chances are that the lab will connect in some way to the material you've been covering either in lecture or in your reading, so you might choose to return to these resources as a way to help you think clearly about the process as a whole. 2012. Or you can think about whether you've noticed sugar dissolving more rapidly in your glass of iced tea or in your cup of coffee. Background/previous research This part of the Introduction demonstrates to the reader your awareness of how you're building on other scientists' work. Scientific Papers and Presentations, 3rd ed. Justify your hypothesis You need to do more than tell your readers what your hypothesis is; you also need to assure them that this hypothesis was reasonable, given the circumstances. What kind of figure should you use to represent your findings? Once you have expressed your purpose, you should then find it easier to move from the general purpose, to relevant material on the subject, to your hypothesis. You also shouldn't use a table to present irrelevant data, just to show you did collect these data during the experiment. Make sure to include units of measurement in the tables. 6th ed. As you draft your Methods section, you want to describe in detail how you tested the hypothesis you developed and also to clarify the rationale for your procedure. (Sometimes you'll need to have more than one control, depending on the number of hypotheses you want to test.) The control is exactly the same as the other items you're testing, except that you don't manipulate the independent variable-the condition you're altering to check the effect on the dependent variable. Consequently, if you use the table-drawing option in your word-processing software, choose the option that doesn't rely on a "grid" format (which includes vertical lines). In a more philosophical sense, once you've ignored evidence that contradicts your claims, you've departed from the scientific method. This section provides the most critical information about your experiment: the data that allow you to discuss how your hypothesis was or wasn't supported. You need to make sure that your readers understand perfectly well what your graph indicates. Not quite. A Short Guide to Writing About Science. Remember the circumstances under which you don't need a table: when you don't need a table: when you don't have a great deal of data or when the data you have don't vary a lot. Also, since the Methods section does generally appear as a narrative (story), you want to avoid the "recipe" approach: "First, take a clean, dry 100 ml test tube from the rack. In a larger philosophical sense, scientists can't fully the Results section. This handout provides a general quide to writing reports about scientific research you've performed. Colomb, Joseph M. Blum, Deborah, and Mary Knudson. Basically, the Discussion contains several parts, in no particular order, but roughly moving from specific (i.e., related to your experiment only) to general (how your findings file in the larger scientific community). The practical answer is "Because the teacher assigned it," but that's classroom thinking. Williams, Joseph Bizup, and William T. But such data should be reserved for the Results section. Ask yourself, "Would it make any difference if this piece were a different size or made from a different material?" If not, you probably don't need to get too specific. Try to gather data at regular intervals, so the plot points on your graph aren't too far apart. This convention exists because journals prefer not to have to reproduce these lines because the tables then become more expensive to print. We'll get to hypotheses in a minute, but basically they provide some indication of what you expect the experiment to show. Before you write this section, look at all the data you collected to figure out what relates significantly to your hypothesis. Past tense to refer to everything you did during the experiment. Williams, Joseph, and Joseph Bizup. first person: In the past, scientific journals encouraged their writers to avoid using the first person ("I" or "we"), because the researchers themselves weren't personally important to the procedure in the experiment. everycolor, and S. Was the hypothesis supported? Here's a real-world example of the importance of reproducibility. (Some folks consider this type of exploration "pure" as opposed to "applied" science, although these labels can be problematic.) If you want to go the practical route, you could end by speculating about the medical, institutional, or commercial implications of your findings—in other words, answer the question, "What can this study help people to do?" In either case, you're going to make your readers' experience more satisfying, by helping them see why they spent their time learning what you had to teach them. When should you use a figure? With these goals in mind, let's consider how to write an effective Methods section in terms of content, structure, and style. 2010. Since a lab report is argumentative—after all, you're investigating a claim, and judging the legitimacy of that claim by generating and collecting evidence—it's often a good idea to end your report with the same technique for establishing your main point. In that case, it's OK to suggest that if you had the change to conduct your test again, you might change the design in this or that specific way in order to avoid such and such a problem. The Craft of Research, 4th ed. As a result, you may want to say that the hypothesis was "proved" or "disproved" or "disproved" or "disproved" or "that it was "correct." These terms, however, reflect a degree of certainty that you as a scientist aren't supposed to have. You want to be as consistent as possible in your illustrations, so that your readers can easily make the comparisons you're trying to get them to see. Don't use vertical lines as part of the format for your table. In addition to describing the conventional rules about the format for your table. In addition to describing the conventional rules about the format for your table. approach this writing situation. Because these conditions rarely apply to the experiments you'll perform in class, most undergraduate lab reports won't require you to use subsections. In 1989, physicists Stanley Pons and Martin Fleischman announced that they had discovered "cold fusion," a way of producing excess heat and power without the nuclear radiation that accompanies "hot fusion." Such a discovery could have great ramifications for the industrial production of energy, so these findings created a great deal of interest. We're used to reading about events chronologically, and so your readers will generally understand what you did if you present that information in the same way This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivs 4.0 License. Also, take some time to think about the best way to organize the data before you have to start putting numbers down. Your Materials and Methods section shows how you obtained the results, and your Discussion section explores the significance of the results, so clearly the Results section forms the backbone of the lab report. The people reading such reports have two primary goals: They want to gather the information presented. You might begin this part of the Discussion by explicitly stating the relationships or correlations your data indicate between the independent and dependent variables. A Field Guide for Science Writers: The Official Guide of the National Association of Science Writers. The Results section is often both the shortest (yay!) and most important (uh-oh!) part of your report. Try to write towards a student in the same course but a different lab section. Here, you're merely stating exactly how you went about testing your hypothesis. Although this handout takes each section in the order in which it should be presented in the final report, you may for practical reasons decide to compose sections in another order. Later, of course, you can go back and fill in any part of the procedure you inadvertently overlooked. Record the data carefully so you get them right. American Psychological Association. Hesitate before you go out on a limb—it's dangerous! Use less absolutely conclusive language, including such words as "suggest," "indicate," "correspond," "possibly," "challenge," etc. In a professional setting, the hypothesis might have something to do with how cells react to a certain kind of genetic manipulation, but the purpose of the experiment is to learn more about potential cancer treatments. Undergraduate reports don't often have this wide-ranging a goal, but you should still try to maintain the distinction between your hypothesis and your purpose. Again, nothing you've found in one study would remotely allow you to claim that you now "know" something, or that something isn't "true," or that your experiment "confirmed" some principle or other. The urge to "tidy up" the experiment is often strong, but if you give in to it you're no longer performing good science. If so, you should give as many details as necessary to prevent this experiment from going awry if someone else tries to carry it out. For maximum effectiveness, limit yourself to three to five lines per graph; if you have more data to demonstrate, use a set of graphs to account for it, rather than trying to cram it all into a single figure. Works consulted We consulted these works while writing this handout. When you do have reason to tabulate material, pay attention to the clarity and readability of the format you use. Organization of this section Most of the time, writers begin by stating the purpose or objectives of their own work, which establishes for the reader's benefit the "nature and scope of the problem investigated" (Day 1994). The one above merely illustrates a common approach to organizing material. Explain whether the data support your hypothesis This statement is usually a good way to begin the Discussion, since you can't effectively speak about the larger scientific value of your study until you've figured out the particulars of this experiment. In the example above, the independent variable is the temperature of the solvent, and the dependent variable is the rate of solubility. More advanced work may deal with an issue that is somewhat less "resolved," and so previous research may take the form of an ongoing debate, and you can use your own work to weigh in on that debate. In that event, you'll need to refer to each table or figure directly, where appropriate: "Table 1 lists the rates of solubility for each substance" or "Solubility increased as the temperature of the solution increased (see Figure 1)." If you do use tables or figures, make sure that you don't present the same material in both the text and the tables/figures, since in essence you'll just repeat yourself, probably annoying your readers with the redundancy of your statements. As a rule, try not to use a table to describe any experimental event you can cover in one sentence of text. Label each axis carefully, and be especially careful to include units of measure. You, on the other hand, write toward a much narrower audience—your peers in the course or your lab instructor—and so you must demonstrate that you understand the context for the (presumably assigned) experiment or study you've completed. A Short Guide to Writing About Chemistry, 2nd ed. Write your hypothesis down as you develop it—you'll be glad you did. Make your graph large enough so that everything is legible and clearly demarcated, but not so large that it either overwhelms the rest of the Results section or provides a far greater range than you need to illustrate your point. As long as you understand and respect these values, your writing will likely meet the expectations of your audience—including your teacher. At the undergraduate level, you can often draw and label your graphs by hand, provided that the result is clear, legible, and drawn to scale. Think about what you want your readers to compare, and put that information in the column (up and down) rather than in the row (across). Even such basic, outside-the-lab observations can help you justify your hypothesis as reasonable. Editors don't usually like different-colored lines within a graph because colors are difficult and expensive to reproduce; colors may, however, be great for your purposes, as long as you're not planning to submit your paper to Nature. Plan the sciences, it may be well worth your while to learn to use a similar program. Most readers find that this style of writing conveys information more clearly and concisely. What is your teacher expecting to see? Readers of scientific writing are rarely content with the idea that a relationship between two terms exists—they want to know what that relationship between two terms exists—they want to know what that relationship between two terms exists—they want to know what that relationship between two terms exists—they want to know what that relationship between two terms exists—they want to know what that relationship between two terms exists—they want to know what that relationship between two terms exists—they want to know what that relationship between two terms exists—they want to know what that relationship between two terms exists—they want to know what that relationship between two terms exists—they want to know what that relationship between two terms exists—they want to know what that relationship between two terms exists—they want to know what that relationship between two terms exists—they want to know what that relationship between two terms exists—they want to know what that relationship between two terms exists—they want to know what that relationship between two terms exists—they want to know what that relationship between two terms exists—they want to know what the treatment of the tre ahead and connect the points with a straight line, but you may want to examine this problem as part of your Discussion section. Collaborate with your partners, even when the experiment is "over." What trends did you observe? Tables are useful ways to show variation in data, but not to present a great deal of unchanging measurements. Lab report writers often use graphic representations of the data they collected to provide their readers with a literal picture of how the experiment went. Another is to try to identify a conversation. Beall, Herbert, and John Trimbur. The lines in your graph should more or less fill the space created by the axes; if you see that your data is confined to the lower left portion of the graph, you should probably re-adjust your scale. Also, don't try to draw conclusions about the results—save them for the Discussion section. Under the same conditions, you would probably forgo the figure as well, since the figure would be unlikely to provide your readers with an additional perspective. If this is the case, then don't worry about whether to use figures or not—concentrate instead on how best to accomplish your task. Look at this table, which presents the relevant data in horizontal rows: It's a little tough to see the trends that the author presumably wants to present in this table. In this section, you will, as a rule, need to: Explain whether the data support your findings, about the process you're studying Relate your findings to earlier work in the same area (if you can) Explore the theoretical and/or practical implications of your findings Let's look at some dos and don'ts for each of these objectives. There's a fairly standard structure you can use to guide you, and following the conventions for style can help clarify your points. That student will have a fair degree of scientific expertise but won't know much about your experiment particularly. But you can also motivate your hypothesis by relying on logic or on your own observations. Sometimes after you've performed a study or experiment, you realize that some part of the methods you used to test your hypothesis was flawed. If, for example, researchers are hotly disputing the value of herbal remedies for the common cold, and the results of your study suggest that Echinacea diminishes the symptoms but not the actual presence of the cold, then you might want to take some time in the Discussion section to recapitulate the specifics of the dispute as it relates to Echinacea as an herbal remedy. 2014. In other words, explain that when term A changes, term B changes in this particular way. The table could then be limited to what happened at 50°C and higher, thus better illustrating the differences in solubility rates when solubility rates wh help keep personal references out of lab reports, scientific conventions also dictated that researchers should use passive voice, in which the subject of a sentence or clause doesn't perform the action described by the verb. Of course, an undergraduate class may expect you to create a figure for your lab experiment, if only to make sure that you can do so effectively. As in the Materials and Methods section, you want to refer to your data in the past tense, because the events you recorded have already occurring. Describe the control in the Methods section. Although tables can be useful ways of showing trends in the results you obtained, figures (i.e., illustrations) can do an even better job of emphasizing such trends.

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