



## Writing an Abstract: A Brief Guide

<p><b>What is an abstract?</b></p> 	<p>A concise and clear summary of:</p> <ul style="list-style-type: none"> <li>• <b>What you set out to do and why</b></li> <li>• <b>How you did it</b></li> <li>• <b>What you found</b></li> <li>• <b>Implications</b></li> </ul> <p>which is capable of being read independently of your research paper.</p>
<p><b>What isn't it?</b></p> 	<p>It is NOT</p> <ul style="list-style-type: none"> <li>• an introduction – its purpose is to summarize not introduce</li> <li>• a plan to which your research paper is written – it is written last to summarize what your research paper contains</li> <li>• extracts from your research paper – it must stand alone and make sense all by itself</li> </ul>
<p><b>What purpose does it serve?</b></p>	<p>An abstract is a short, self-contained summary of your research paper. An abstract</p> <ul style="list-style-type: none"> <li>• <b>allows readers to decide whether it is worth their time to read the whole research paper</b></li> <li>• <b>quickly identifies the content and focus of your paper</b></li> <li>• <b>includes keywords which may be searched for in an electronic database</b></li> <li>• <b>is used in the academic world to get people to read your publications</b></li> </ul>
<p><b>How long?</b></p>	<p>150 - 200 words</p>

### An abstract should include

<p><b>Purpose</b></p> <p><b>WHY?</b></p>	<p>Why did you undertake the study? What were you examining or testing or investigating?</p> <p>A good opening is often, "This study examines...", "The study investigated...", "The study tested..."</p>
<p><b>Methodology</b></p> <p><b>HOW?</b></p>	<p>What was done and how did you do it? What materials were used?.</p>
<p><b>Results and conclusions</b></p> <p><b>WHAT YOU FOUND</b></p>	<p>What did you find? State specific results and, if appropriate, draw conclusions.</p>

Sources: <http://www2.plymouth.ac.uk/millbrook/rsources/litrev/lrabstract.htm>  
<http://www.unc.edu/depts/wcweb/handouts/abstracts.html>  
<http://www.ece.cmu.edu/%7Ekoopman/essays/abstract.html>

## Examples of abstracts

**Background:** Obesity has reached epidemic proportions over the past 20 years.

**Methods:** This study investigated the differences in rates of obesity and perceptions of health status between rural, urban, and suburban Southern women based on selected socioeconomic factors. Using data from a national health survey, the reports from 4,391 women aged 40 to 64 years were included in the study.

**Results:** Significantly more rural women lived in poverty, reported a poorer health status, and had a greater prevalence of obesity. Urban women had the next highest obesity rate and a moderate health status. The healthiest group with the lowest obesity and poverty rates were suburban women.

**Conclusion:** Obesity and poor overall health are closely related in rural women. The greatest challenge to health care providers is to provide appropriate community-based weight-management programs.

**OBJECTIVES:** This study investigated the independent and relative effects of family structure, race, and poverty on the health of US children and youth under 20 years of age at two time periods, 1978 through 1980 and 1989 through 1991. **METHODS:** Data were from the National Health Interview Surveys. Multivariate logit regression methods were used to analyze the effects of family structure, poverty, and race on children's health. **RESULTS:** Children in families headed by single mothers, Black children, and those living below 150% of the poverty index were much more likely to be in poor or fair health than children in two-parent families, White children, or those in more affluent families. Poverty had the strongest effect on child health in both time periods. **CONCLUSIONS:** The association between children's health and living below 150% of the poverty index is not explained by race or family structure. The disparity in child health by family income has serious consequences for both the child and society.

Fra fagkonsulent, november 2007

## Orientering om studieretningsprojektet og den større skriftlige opgave

Den reviderede vejledning til studieretningsprojektet ligger nu på uvm's hjemmeside (<http://us.uvm.dk/gymnasie//vejl/index.htm?menuid=15>), og vejledningen til den større skriftlige opgave på hf findes samme sted.

### Resumeet

Som man sikkert har bemærket, skal studieretningsprojektet og den større skriftlige opgave indeholde et resume (abstract) på engelsk, og udformningen af resumeet i studieretningsprojektet er beskrevet i vejledningens afsnit 4, "Fremmedsprog" (gengivet som bilag 1 her). Det er oplagt, at denne genre trænes i undervisningen, i stx fx i forbindelse med AT- og studieretningsforløb. Eksempler på udformningen og vejledning til eleverne er bragt i bilag 2.

Bemærkningerne om resumeet i vejledningen til studieretningsprojektet kan også uddybe den noget kortfattede beskrivelse af samme i vejledningen til den større skriftlige opgave på hf. I en opgave, der kun skrives i engelsk, kunne resumeet indeholde opgavebesvarelsens emne/mål/hensigt (jf. opgaveformuleringen); hvordan emnet er behandlet; de væsentligste resultater og hovedkonklusion.

### Den større skriftlige opgave

I afsnit 7, "Bedømmelse", i hf-vejledningen gives følgende retningslinjer: "Ved bedømmelse af flerfaglige dansksprogede besvarelser, hvor et fremmedsprog indgår, skal der inddrages fremmedsproget kildemateriale. Hvis der citeres fra det pågældende materiale, gøres det på det fremmede sprog. For enkeltfaglige større skriftlige opgaver i fremmedsprog skal hele det benyttede primære kildemateriale normalt være på det fremmede sprog. Hvis en besvarelse i et fremmedsprog udelukkende har benyttet en dansk tekst (evt. den danske oversættelse af en fremmedsproget tekst) som primær kilde, er der tale om en utilfredsstillende besvarelse."

I vejledningen finder man eksempler på opgaveformuleringer og problemstillinger, der er velegnede til engelsk.

### BILAG 1

**Om resumeet.** Fra vejledningen til studieretningsprojektet, oktober 2007.

#### 4. Fremmedsprog

##### *2.8 Opgavebesvarelsen skal indeholde et kort resume på engelsk.*

Ifølge læreplanen skal hver elev som led i sin besvarelse af den større skriftlige opgave udarbejde et kort resume (også kaldet et abstract) på engelsk. Hvis en besvarelse ikke indeholder et sådant resume, er det derfor en væsentlig mangel, men det kan i sig selv ikke bevirke, at besvarelsen afvises. Skolerne opfordres til at være ekstra opmærksomme på, om de besvarelser, eleverne afleverer, indeholder et resume på engelsk. Skulle en elev have glemt at skrive resume, bør skolen opfordre ham eller hende til at gøre det på stedet, inden besvarelsen formelt afleveres. Et ultrakort, relevant resume er bedre end intet.

Det forventes, at resuméet er en koncentreret og relevant sammenfatning af besvarelsen som helhed, og at det har en sproglig udformning, der ikke er meningsforstyrrende. Det ideelle resume skal kunne forstås uafhængigt af selve opgavebesvarelsen. Det vil i de fleste tilfælde kunne rummes på 10-20 linjer, og det anbringes mest logisk lige efter titelsiden.

På engelsk kan en disposition for resuméet (the abstract) se sådan ud:

- Problem statement
- Approach
- Results
- Conclusions.

Det forventes, at alle relevante fag i en elevs studieretningsforløb inddrager træning i udarbejdelse af denne type resume.

Resuméet bedømmes ikke særskilt, men indgår i helhedsindtrykket af besvarelsen. Dette gælder også, hvis resuméet mangler. Det er forventningen, at vejleder(e) og censor normalt vil være i stand til at bedømme resuméet, og at bedømmerne således ikke forudsættes at have undervisningskompetence i engelsk.

## BILAG 2

### Studieretningsprojektet i stx

### Større skriftlig opgave på hf

Vejledning til elever/kursister

Udarbejdet af Mie Sofie Sloth

### Engelsk resumé - Abstract

Et resumé er en kort sammenfatning af hele besvarelsen, skrevet på engelsk. Resuméet kaldes også et *abstract*.

Formålet er at give læseren et hurtigt overblik over opgavens indhold.

Det engelske resumé:

- fylder typisk 10-20 linjer
- indeholder en beskrivelse af opgavens:
  - formål/problemstilling
  - anvendte metoder
  - resultater og konklusioner
- indeholder *ikke* citater eller kildehenvisninger
- skrives i ét afsnit
- laves *efter* opgaven er skrevet
- placeres umiddelbart før indholdsfortegnelsen

Det indgår i bedømmelsen af opgaven, om resuméet er:

- en relevant sammenfatning af opgaven
- overskueligt disponeret og indholdsmæssigt sammenhængende
- skrevet på forståeligt engelsk

<p><b>De tre hovedpunkter i et engelsk resumé:</b></p>
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<p><b>1. Formål</b></p> <p><i>Hvorfor?</i></p>	<ul style="list-style-type: none"> <li>• Hvilken problemstilling ville du undersøge eller teste (din hypotese)? Gå tilbage til din opgaveformuleringen og sørg for at der er overensstemmelse hermed.</li> <li>• Formulér formålet præcist og sammenhængende.</li> <li>• Eksempler på indledninger:</li> </ul> <p><i>This study tests . . .</i></p> <p><i>The study investigates . . .</i></p> <p><i>This paper examines . . . .</i></p>
<p><b>2. Metode</b></p> <p><i>Hvordan?</i></p>	<ul style="list-style-type: none"> <li>• Hvad gjorde du, og hvordan gjorde du det? Skriv i korte, præcise vendinger.</li> </ul>
<p><b>3. Resultater og konklusioner</b></p> <p><i>Hvad fandt du ud af?</i></p>	<ul style="list-style-type: none"> <li>• Hvad er resultatet af din undersøgelse/analyse? Hvad har du konkluderet?</li> <li>• Eksempler på afslutninger:</li> </ul> <p><i>There is a significant relationship between . . . . .</i></p> <p><i>The results show that in 85% of the cases . . .</i></p> <p><i>It is shown that Raymond Carver is strongly influenced by . . .</i></p>

<b>Sproglige tips:</b>	
<p><b>Forhold dig objektivt</b></p>	<p>Undgå de personlige stedord “jeg” eller “vi”:</p> <p>Skriv <i>ikke</i>: ” <i>I investigate the incidence of...</i>”</p> <p>Skriv i stedet: <i>The study investigates...</i>”</p>
<p><b>Tid</b></p>	<p>Normalt skrives i NUTID.</p> <p>DATID kan evt. bruges til at beskrive metoden (hvad man har gjort).</p>

<b>Variér dit sprog</b>	Gentag ikke blot nøgleord og -sætninger fra selve besvarelsen. Find en <i>ny</i> måde at sige det på.
<b>Naturvidenskabeligt eller humanistisk fag?</b>	<p>Resuméets udformning bærer præg af, hvilket område du skriver inden for:</p> <p><u>Humanistisk fag (fx litterær analyse)</u></p> <ul style="list-style-type: none"> <li>• <b>What the study set out to do</b></li> <li>• <b>What themes you identified in the literature</b></li> <li>• <b>How you integrated these themes to reach your conclusions</b></li> <li>• <b>What conclusions did you draw</b></li> </ul> <p><u>Naturvidenskabeligt fag (fx empirisk undersøgelse)</u></p> <ul style="list-style-type: none"> <li>• <b>What the study set out to do</b></li> <li>• <b>What method(s) you adopted</b></li> <li>• <b>What results were achieved</b></li> <li>• <b>What conclusions can be drawn</b></li> <li>• <b>What recommendations your research leads you to make.)</b></li> </ul>

<b>Et sidste godt råd:</b>	
<b>Tænk på din læser!</b>	<p>Det engelske resumé er læserens (censors!) førstehåndsindtryk. Det vil derfor være en rigtig god idé at "sælge sig selv" bedst muligt: Sørg for at alle niveauerne i Blooms taksonomi er repræsenteret (redegørelse, analyse, vurdering), så du demonstrerer overfor læseren at din besvarelse er dybtgående, velovervejet og gennearbejdet.</p>

## **TRE EKSEMPLER:**

### **Historie/mediefag/engelsk:**

#### Irakkrigen og massemedierne

The study examines the role of the American mass media in the conflict in Iraq. Early in the war between the United States and Iraq, a poll taken showed that 67% of Americans believed that they decided to support the war in Iraq because of a media campaign against Saddam Hussein. For the first time in history, American reporters were "embedded" with U.S. troops and could present the war to the American public from the front lines. The paper discusses if this was merely a ploy by the Bush administration to bring its own version of the war to Americans. The role of the mass media is investigated through analyses of news shown on American television and various American websites. It is concluded that public support in America for the Iraqi war was heavily influenced by media coverage.

### **Dansk:**

#### Henrik Ibsen's Et Dukkehjem

This paper analyses Nora, the main character in "A Doll's House" and examines the different facets of her personality. The paper discusses both her businesswoman persona that she has kept secret and the little doll persona that she displays for her father and her husband. Women's social status at the time is described and related to Nora's situation, as well as to that of her friend, Miss Linde. Parallels are drawn to "Forraadt" ("Betrayed") by the Norwegian writer Amalie Skram, and it is demonstrated that there are striking similarities between the dilemmas faced by today's women and the women that lived in the era of the novel. Finally, the paper concludes that Nora, in spite of the persona that she projected to her husband and father for so long, is actually a strong, flexible, and proud woman.

### **Biologi:**

#### Børn og fedme

This paper explores the significant rise in childhood obesity and the resulting health problems that result from poor nutrition and lack of exercise, which can be life threatening. It is explained why childhood obesity is becoming a significant public health issue, with medical and psychological consequences that persist into adulthood. The paper supplies data and statistics relevant to this particular topic. Depending on how overweight in children is defined, at least 11% and possibly as many as 25% of Danish children and adolescents are deemed obese. The health risks surrounding

obesity are described, including diabetes, high blood pressure, and heart problems. The correlation between television and obesity in children is examined and discussed and it is concluded that there is evidence that the risk for childhood obesity doubles every two hours per day that the child watches television.