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FACULTAD DE EDUCACIÓN SOCIAL Y DESARROLLO HUMANO
DEPARTAMENTO DE LENGUAS

FOLLETO DE PROYECTO DE AULA

(A CLASSROOM PROJECT BOOKLET):

SURVEYS AND ABSTRACTS: AN ACADEMIC & SCIENTIFIC WRITING

ASIGNATURA: INGLÉS ESPECIALIZADO 450B

Elaborado por

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INTRODUCTION

This booklet is a guide for teachers and students to start writing technical and scientific research papers: **abstracts and surveys**. Some specific suggestions to how this can be done in your 450 b class are provided.

This is an easy-to-follow guide to write abstracts based on research works and construct perception surveys from students of the different careers. It includes evaluation forms: Abstracts and Oral defense to provide students a clearer view of their academic performance using some templates and samples.

Writing in the science might sound boring or difficult, but it can be fun and interesting, and most important it deepens your knowledge to enhance learning on current specialized fields.

Sincerely,

Teachers: Dalys Tamayo and Cynthia Small

Second Term 2018

WRITING ABSTRACTS

COURSE: ESP450B

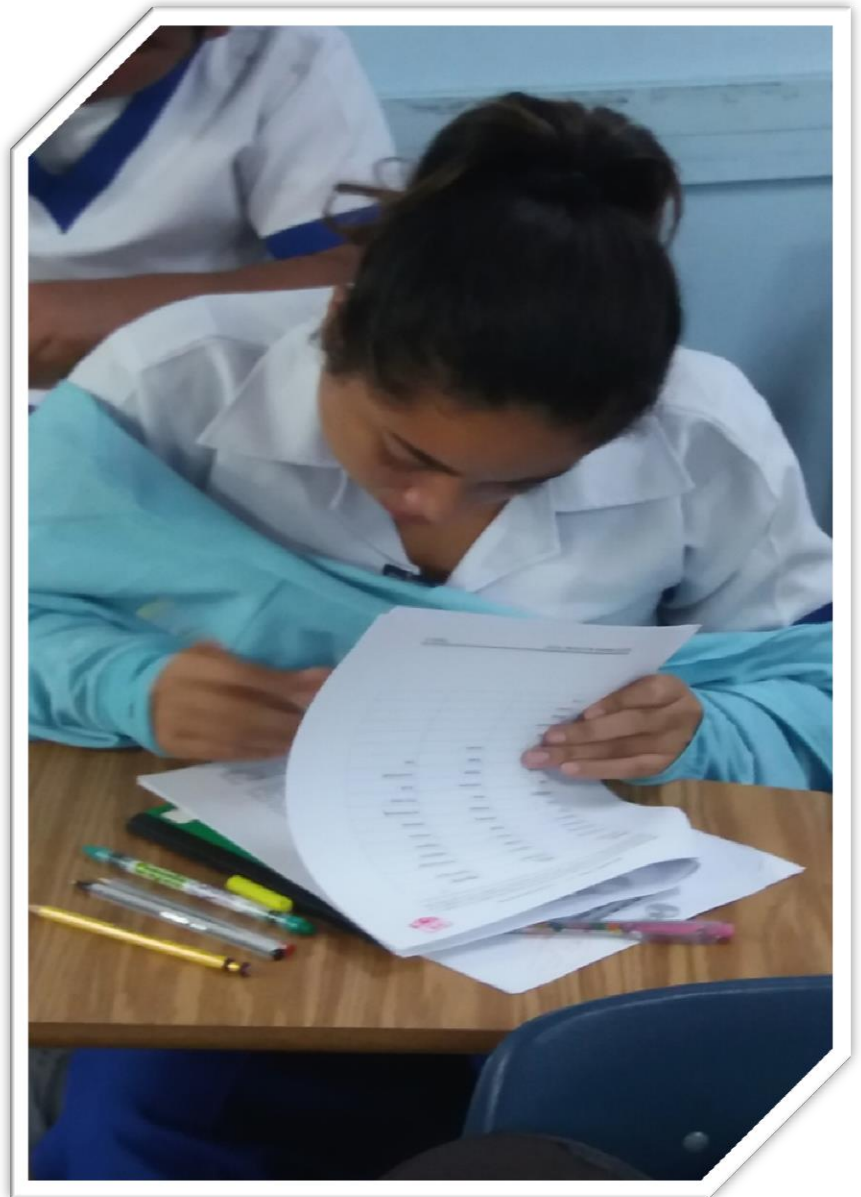
Second Term 2018

GENERAL OBJECTIVE:

- To understand the purpose of an abstract in research writing.

SPECIFIC OBJECTIVES:

- To be familiar with the structure of an abstract.
- To identify the key elements of an abstract following models.
- To be able to write an abstract on your own.



Acpi (2013) states:

An **Abstract** is a short document that is intended to capture the interest of a potential reader of your paper. Thus in a sense it is a marketing document for your full paper. If the Abstract is poorly written or if it is boring then it will not encourage a potential reader to spend the time reading your work.

THE STRUCTURE OF AN ABSTRACT

1. Firstly, write the word Abstract in the middle of the page as the title. Do not type this word using bold or italics font. Neither underlining nor using quotation marks.
2. Secondly, write a summary containing these three elements:
 - **Introduction:** The purpose of this study/research/review..., *we observed/noticed/ experienced the....This study was aimed at/to...*
 - **important details:** subject *description*, methods, results of the analysis
 - **Concluding sentence:** *Findings, suggestions, reflections...*
3. Font: Arial- Size: 12, single space, 150 words. (Number each word you count, on top)

Key words (nouns) or phrases are used by Internet search engines to locate the paper. Somewhere “Key Words are normally required and they should be the words which most closely reflect the content of the paper” (Acpi, 2013).

Key words are *italicized* and alphabetical order.

ABSTRACT SAMPLES

“The Genetics of Bone Strength in Mice”

Jonathan Vu and Robert Blank (Mentor), Endocrinology provides this example:

The **purpose** of this study is to identify the relationships between the physical and genetic characteristics of bones in mice. The physical characteristics include size, density, and the force required to break the bone, while the genetic ones are the genes of the marker loci associated with the genes that affect these qualities. **This study uses** strains of mice with reduced genetic variation. The two strains of mice that are the most phenotypically extreme, meaning those with the strongest and weakest bones, are crossed. The F2 generation from that cross is then analyzed. **The results of this analysis** can be used to find which genotypes correlate with specific bone properties like size, density, and failure load. The anticipated outcome of this lab is the identification of the genotypes that affect bone strength in mice. **The findings** may be useful in treating medical conditions that are related to bone strength.

Keywords: *physical genetic, genes, genotypes, bone strength*

“Subtype of Autism: Developmental Verbal Dyspraxia”

Amanda Babin and Morton Gernbascher (Mentor), Psychology shows this example:

The purpose of this research is to identify a subtype of autism called Developmental Verbal Dyspraxia (DVD). DVD is a motor-speech problem, disabling oral-motor movements needed for speaking. **The first phase** of the project involves a screening interview where we identify DVD and Non-DVD kids. We also use home videos to validate answers on the screening interview. The final phase involves home visits where we use several assessments to confirm the child's diagnosis and examine the connection between manual and oral motor challenges. By identifying DVD as a subtype of Autism, **we will eliminate** the assumption that all Autistics have the same characteristics. **This will allow** for more individual consideration of Autistic people and may direct future research on the genetic factors in autism.

Keywords: *autism, dyspraxia, motor-speech problem, screening interview*

NAME:

DATE: ___/___/___

ABSTRACT N° 1

TITLE: _____

Key words: _____

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ABSTRACT EVALUATION FORM

ABSTRACT N° _____

Name _____

Date _____

Title: _____

Writing Technical documents. 35pts

criteria	Score					Total:
	1	2	3	4	5	
Title: Is the abstract title clear and does it reflect the abstract content?	1	2	3	4	5	
Introduction: clearly stating the main goals	1	2	3	4	5	
Content: does the content, describe, classify, give examples and detail info. 150 words	1	2	3	4	5	
Grammar: Consistent standard English usage, spelling, and punctuation. No errors	1	2	3	4	5	
Organization: Details are arranged in a logical progression; appropriate transitions.	1	2	3	4	5	
Word choice: Technical and scientific words are well employed.	1	2	3	4	5	
Conclusion: Clear concluding sentences that clearly summarizes the main points of the abstract.	1	2	3	4	5	
Comments:						

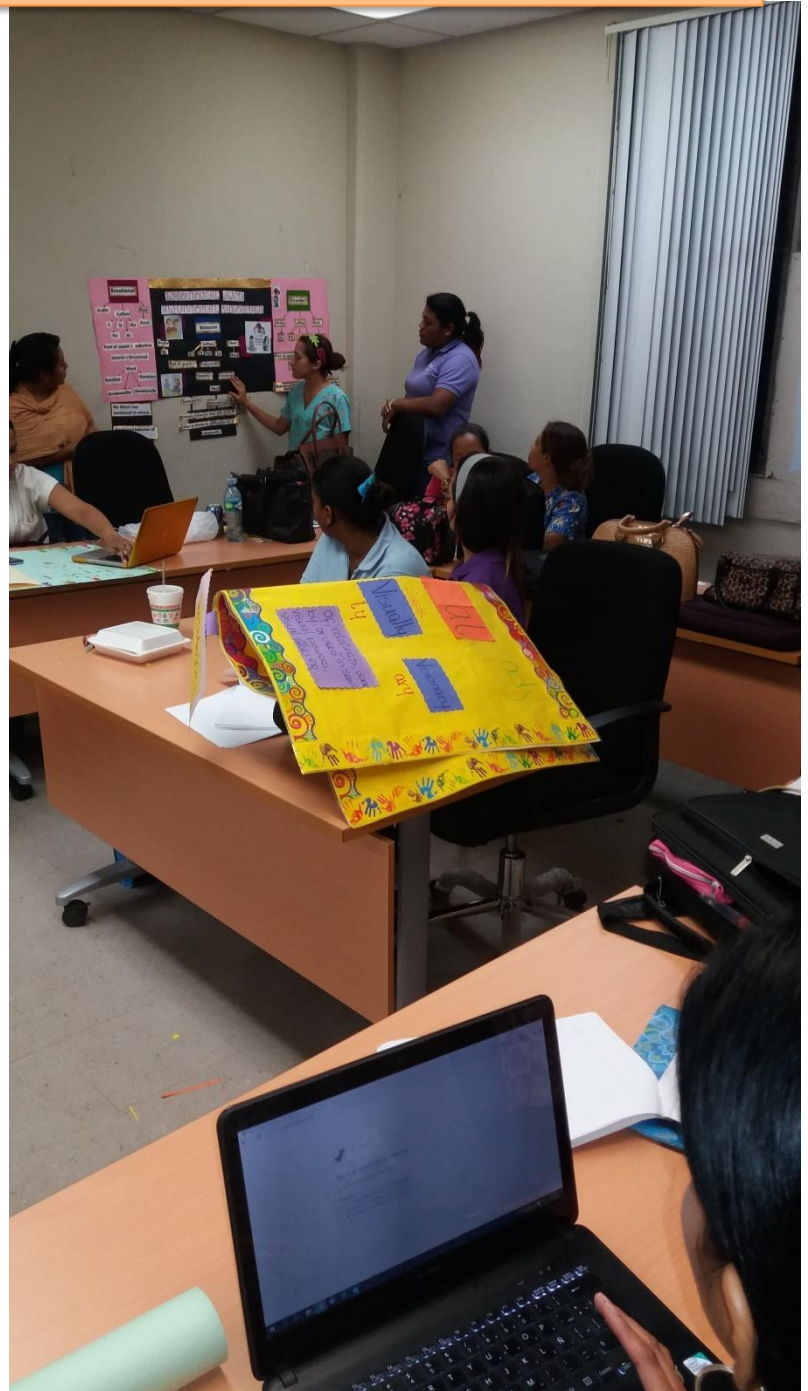
PERCEPTION SURVEYS

GENERAL OBJECTIVE:

- To engage students in the process of constructing and conducting perception surveys.

SPECIFIC OBJECTIVES:

- To be familiar with the structure of a survey.
- To identify the key components before writing the questions.
- Create a structure based on the three given areas.
- To analyze the data collected.
- To show the results and findings.





SURVEY QUESTIONS

Fink (2003) states:

A **survey** is a system for collecting information from or about people to describe, compare, or explain their knowledge, attitudes and behavior. The selection and wording of questions are strongly influenced by the survey's context: purpose, who asks the questions, how they are asked, who answers and the characteristics of responses.(p.1)

THE STRUCTURE OF A SURVEY

A survey is structured considering these elements:

- **Specific Objectives:** these are the precise goals you aim to meet with the information you collect. Some **verbs** can be *Identify, find out, determine, compare, describe, examine....* A specific set of objectives suggests the topics to be asked on a survey, eg. *Educational / Health service needs, ethnicity, gender, status, etc.*
- **Content questions:** Use complete sentences and questions.
Poor: Place of residence? Better: What is the name of the city where you currently live? It is preferable to write 10 to 12 questions, time allocation should be considered.

Fink (2003) suggests:

Types of questions: Open-Ended questions and Closed-Ended questions

Open questions: These allow respondents to give answers in their own words. Example: *In your view, how is the health service in the CSS hospital?* **Closed questions:** provide respondents with preselected answers from which to choose. They produce standardized data that can be analyzed statistically. Example: *How often during the past month did you find yourself having difficulty trying to calm down? (p.36)*

Note: Some things you should avoid are using abbreviations, slangs or informal expressions, jargons (if it is not a technical survey), and negative questions

ASKING SURVEY QUESTIONS



STEPS TO ASK SURVEY QUESTIONS

By Dalys Tamayo

Criteria	SURVEY	TYPES OF QUESTIONS
PURPOSE/OBJECTIVE	Identify needs to solve a problem or a situation	1. Questions are about...
RESPONDENTS	It is aimed to be applied to a specific population	2. Questions concerning population; age, gender, education
VALIDATION	Verify the number of surveyors (25 subjects)	3. ten questions mixed type
RESPONSES	Open-ended and close-ended	Closed: Yes and No Multiple options Opened: own words, opinions
TIME	Between 5-20 minutes max	Time must be allocated for Reading and interpreting respondents' answers
RESOURCES	Need to be translated into Spanish.	Bilingual questions
PRIVACY	All responses will be anonymous, use codes	Be careful with sensitive questions: drug, sexual habits, etc

Topics	Information Collected
GENERAL INFORMATION 3 QUESTIONS	
Educational level	Last year of school completed
Educational needs	Whether had training for specific jobs
Ethnicity/race	Panamanian, ethnic groups, other nationalities
Gender	Male/Female
Level of Satisfaction	Yes/No
Willingness to participate in...	If needed: yes, no, do not know, or not sure
Age	Under 18 years of age, between 18 and 20, between 21 and 30, and over 30
AREA 1 3 QUESTIONS	
Managing...	
Caring for...	
Methods...	
AREA 2 4 QUESTIONS	
Managing...	
Caring for...	
Methods...	

Source: Dalys Tamayo, 2018



AN ESP (450B) FINAL PROJECT: ***SURVEYS ON PERCEPTION*** 2018

Professors: Dalys Tamayo, M.AppLing. and Cynthia de Small, M.A.in English(Second Semester)

1. General Description

This **ESP (450b)** project consists of two parts:

- A **Professional Product** based on current activity students has participated in this semester.(SURVEYS ON PERCEPTION: KEY FINDINGS) and a 150 words abstract.
- An **Oral Report** (speaking & listening skills). It presents the objectives, description, procedures and some recommendations.

2. Learning Outcomes:

- Identify the needs of a the selected population
- Construct the specific survey questions.
- Interpret the collected Data
- Analyze and Discuss the results
- Report findings to an audience

3. Methodology

In this project, students have to follow these steps:

STEP ONE: Select a topic from the videos of your specialty.

STEP TWO: Do some research and gather information from books, internet and surveys, interviews.

STEP THREE: Construct the survey questions (10)

STEP FOUR: Do drafting (check on spelling and grammar).

STEP FIVE: Polishing and editing.

STEP SIX: Collect the data and do graphs for results

STEP SEVEN: Report findings in the ABSTRACT (150)

STEP EIGHT: ORAL DEFENSE with PPT

CONTENT & COMPLETION	1	2	3	4	5
Does it contain a complete information? Does the information is specific and it is related to the topic?					
VISUALS & PICTURES	1	2	3	4	5
Do the visuals or images depict the context?					
CREATIVITY & NEATNESS	1	2	3	4	5
Does the student present a neat and organized work? Does the student follow instructions?					
SPELLING/GRAMMAR & VARIETY OF VOCABULARY	1	2	3	4	5
Few errors or mistakes Appropriate word choice Clear and functional grammar structure.					

ORAL DEFENSE

COURSE: ESP450B

Second Term 2018



ORAL DEFENSE EVALUATION FORM

Name _____

Date _____

Title: _____

Speaking/Pronunciation. 35pts

Individual sounds (vowels, consonants)	1	2	3	4	5	
Word ending (ed, s)	1	2	3	4	5	
Syllable stress(des ert-n des ert-verb)	1	2	3	4	5	
Sentence stress	1	2	3	4	5	
Intonation/rhythm	1	2	3	4	5	
Fluency (avoid pauses, hesitation)	1	2	3	4	5	
Communication	1	2	3	4	5	

OBSERVATIONS: _____

STUDENTS' WORKS

COURSE: ESP450B

Second Term 2018

SAMPLE ABSTRACT (Chandler, P, 2014)

Abstract #2

Title: Cognitive Load Theory and the Format of Instruction

Key Words: cognitive resources, mental integration, training settings, learning

To¹ facilitate² learning³ by⁴ directing⁵ cognitive⁶ resources⁷ toward⁸ activities⁹ that¹⁰ are¹¹ relevant¹² to¹³ learning¹⁴ rather¹⁵ than¹⁶ toward¹⁷ preliminaries¹⁸ to¹⁹ learning²⁰.

This²¹ article²² reports²³ findings²⁴ from²⁵ six²⁶ experiments²⁷ testing²⁸ the²⁹ consequences³⁰ of³¹ split-source³² and³³ integrated³⁴ information³⁵. Experiment³⁶ 1³⁷ was³⁸ designed³⁹ to⁴⁰ compare⁴¹ conventional⁴² with⁴³ integrated⁴⁴ instructions⁴⁵ over⁴⁶ a⁴⁷ period⁴⁸ of⁴⁹ several⁵⁰ months⁵¹ in⁵² an⁵³ industrial⁵⁴ training⁵⁵ setting⁵⁶.

The⁵⁷ material⁵⁸ chosen⁵⁹ were⁶⁰ unintelligible⁶¹ without⁶² mental⁶³ integration⁶⁴. Experiment⁶⁵ 2⁶⁶ was⁶⁷ designed⁶⁸ to⁶⁹ investigate⁷⁰ the⁷¹ possible⁷² differences⁷³ between⁷⁴ conventional⁷⁵ and⁷⁶ integrated⁷⁷ instructions⁷⁸ in⁷⁹ areas⁸⁰ in⁸¹ which⁸² it⁸³ was⁸⁴ not⁸⁵ essential⁸⁶ for⁸⁷ sources⁸⁸ of⁸⁹ information⁹⁰ to⁹¹ be⁹² integrated⁹³ to⁹⁴ be⁹⁵ understood⁹⁶.

Experiments⁹⁷ 3⁹⁸, 4⁹⁹, and¹⁰⁰ 5¹⁰¹ indicate¹⁰² that¹⁰³ the¹⁰⁴ introduction¹⁰⁵ of¹⁰⁶ seemingly¹⁰⁷ useful¹⁰⁸ but¹⁰⁹ nonessential¹¹⁰ explanatory¹¹¹ material¹¹² could¹¹³ have¹¹⁴ deleterious¹¹⁵ effects¹¹⁶ even¹¹⁷ when¹¹⁸ presented¹¹⁹ in¹²⁰ integrated¹²¹ format¹²².

Experiment¹²³ 6¹²⁴ found¹²⁵ that¹²⁶ the¹²⁷ need¹²⁸ for¹²⁹ physical¹³⁰ integration¹³¹ was¹³² restored¹³³ if¹³⁴ the¹³⁵ material¹³⁶ was¹³⁷ organized¹³⁸ in¹³⁹ such¹⁴⁰ a¹⁴¹ manner¹⁴² that¹⁴³ individual¹⁴⁴ units¹⁴⁵ could¹⁴⁶ not¹⁴⁷ be¹⁴⁸ understood¹⁴⁹ alone¹⁵⁰.

Ivonne Mendieta Brown

8-756-91

10-12-18

PERCEPTION SURVEY

COURSE: ESP450B

Second Term 2018

BY JESSICA ALVEO, DIFA STUDENT, 2018

Survey(Encuesta)

1. **Gender:** Male Female
(Sexo: Hombre Mujer)

2. **Age (Edad)**
 18-24 25-34 35+

3. **Which term do you currently attend?**
(Qué semestre cursas actualmente)

II IV VI

4. **In your course of study, have you taken Neuropsychology?** (¿En tu plan de estudio has dado Neuropsicología? Si No)

Yes No

5. **What is the element that makes the difference between Neurology and Psychology?**
(¿Cuál de estos elementos hace la diferencia entre la Neurología y la Psicología?)

- a. memoria /memory
- b. sistema nervioso central/Central nervous system
- c. conductas cognitivas/ cognitive conducts
- d. trastornos escolares/learning disabilities in school

6. **What is the contribution of Neuropsychology to learning?**

(¿Cuál es el aporte de la neuropsicología al aprendizaje?)

- a. Conducta cognitiva /cognitive behavior
- b. conductas humanas/ human behavior
- c. ampliar el concepto de los trastornos escolares/ to enhance concepts of learning disabilities

7. **What are the areas that neuropsychology can identify?**

(¿Cuáles son las áreas que la neuropsicología puede identificar?)

- a. habilidades sensoriales y motoras/sensory motor skills
- b. concepto de los trastornos / terminology for disorders
- c. Memoria/memory

8. **What impact does neuropsychological involvement have on the school environment?**

(¿Qué repercusión tiene la afectación neuropsicológica en el entorno escolar?)

- a. Cerebro /brain
- b. conducta humana/behavior
- c. le cuesta aprender nueva información/difficulties in acquiring new knowledge

9. **What are the most frequent cognitive alterations that children present?**

(¿Cuáles son las alteraciones cognitivas más frecuentes que presentan los niños?)

- a. trastornos /disorders
- b. dificultades de concentración e hiperactividad /attention deficit disorder &hyperactivity
- c. sistema nervioso central/ Central nervous system

10. **With your own words, indicate how Cognitive Psychology works in learning.**

(Con sus palabras indique como trabaja la Psicología cognitiva en el aprendizaje.)

R/_____

APPENDIX

1. SOME EXAMPLES OF ABSTRACTS FROM STUDENTS OF 450B COURSES

2 . SOME EXAMPLES OF PERCEPTION SURVEYS FROM STUDENTS OF 450B COURSES

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