

## Appendix A: Guidelines for Writing Abstracts

### Purpose of an Abstract

An abstract is a very brief, concise summary of a resource, essay or paper. It serves as a stand-alone description of the paper or essay that is written in a non-critical manner. While it provides the essential information of the paper i.e., the thesis, main ideas, terminology and/or lines of arguments, it has minimal specific supporting details.

The abstract provides an overview of the paper/essay and helps the reader decide whether to consult the full paper. It has the following features:

1. An informative but brief title;
2. Clear statement of the issue/question being addressed;
3. The thesis of the paper and the main points and/or arguments of the proposed paper, with generalized supporting information;
4. Logical connections between material included; and
5. Concluding point(s).

**Title of Abstract**

**Author (Student's Name)**

**School Affiliation**

**Date of Submission**

**Student's Telephone Contact Numbers:**

**Student's Email Address:**

**Teacher's Name:**

**Teacher's Telephone/Fax Contact Information:**

**Teacher's Email Address:**

## **SAMPLE ABSTRACTS**

### **VLSI Design Automation Abstract #1**

As the size and complexity of today's most modern computer chips increase, new techniques must be developed to effectively design and create Very Large Scale Integration chips quickly. For this project, a new type of hardware compiler is created. This hardware compiler will read a C++ program, and physically design a suitable microprocessor intended for running that specific program. With this new and powerful compiler, it is possible to design anything from a small adder, to a microprocessor with millions of transistors. Designing new computer chips, such as the Pentium 4, can require dozens of engineers and months of time. With the help of this compiler, a single person could design such a large-scale microprocessor in just weeks.

### **Integrated Early Childhood Educational Programmes: Effect on Student Learning Abstract #2**

The importance of educated children in today's society is overwhelming. Some form of education seems necessary for all children to succeed in life by giving them the skills they need for the environment they are surrounded by. Early childhood educational programs can give disadvantaged children all types of life skills that can help them succeed in the future. Technology, especially computer usage among the youngsters, can help these children to succeed in an ever-changing society. Early childhood educational programs with integrated technology can enhance the lives of disadvantaged children and improve overall student learning.

### **Soviet Decision-Making and The Polish Crisis Abstract #3**

The paper analyzes the struggle among Soviet leaders over the issue of whether or not to invade Poland in 1980 or 1981 to halt the growth of solidarity. By looking carefully at a variety of public speeches and newspaper articles in the official Soviet press, the author demonstrates that a struggle did occur and that the concern of other satellite states, especially East Germany and Czechoslovakia, probably led to the compromise which required the Polish leaders to impose martial law if they wanted to avoid outside intervention.

### **Is Edward De Vere the author of Venus and Adonis? Abstract #4**

The Shakespeare authorship controversy has generally settled upon the Earl of Oxford as the leading contender to William [Shakspere]. But the Oxfordians have only succeeded in presenting evidence which can prove nothing with any certainty. The bulk of evidence marshaled by the Oxfordians is coincidental, speculative, often irrelevant, and always inconclusive. If the Oxfordians wish to prove their case, that Edward de Vere is the real Shakespeare, then a new methodology is needed. And there is only one logical point of initial attack—the point at which Oxford stops writing and Shakespeare emerges, about the year 1590.

All authors have an inherent stylistic and creative imprint. A comparative analysis of Oxford's poetry to Shakespeare's first poetry, the two narratives, *Venus and Adonis* and *The Rape of Lucrece*, will reveal Oxford's style as the early developing Shakespeare. The new methodology must focus on building an empirical model for linguistic and stylistic analysis based primarily upon an author's patterned use of syntactic grammatical tendencies.

### **The Sons of Neptune and the Sons of Ham: Slave Ship Sailors and their Captive Cargoes Abstract #5**

This paper studies sailors who worked onboard British and North American slave ships between 1750 and 1808. Its starting point is the discrepancy between maritime historiography and that of the slave trade: in the former seamen appear as radical, anti-authoritarian figures who were far more accepting of black men and women than other occupational groups in this era. In slave trade literature, by contrast, sailors appear as shadowy figures ready to do the captain's bidding, which generally meant abusing, maltreating and assaulting men and women of African origin. Through detailed analysis of the lives and working conditions of those who were lowly employees in the slave trade, it is possible to see that the much-vaunted radicalism of seamen as a group grew at least in part from their work onboard "guinea ships." Freedom and fair payment for labour were hardly unconnected to slavery and the slave trade, and sailors who were involved in the delivery of slaves to the Americas had ample occasion to compare their own situation with that of slaves. It was this which, to some extent, led to their famous politicised protests for freedom and better pay around the Atlantic rim. In addition the slave trade brought European seamen into contact with people of African origin on a large scale. Sailors on slave ships worked alongside free Africans and Afro-Caribbeans at all points of their journey, and often had men of African origin as colleagues even during the middle passage. While seamen were certainly the perpetrators of many of the middle passage's atrocities, racial constructs and interracial interaction were vastly more complex during a slaving voyage than is often accepted.

### **"Gifts in Southeastern American Indian and Anglo-American Exchange"**

#### **Abstract #6**

Historians who have characterized gift exchange by looking only at the moment of transfer, and not the entire life of a gift, have missed the broader implications of American Indian and British settler gift exchange in southeastern North America in the seventeenth and eighteenth centuries. Arguing that the gift was an extension of the giver, this paper outlines the various ways southeastern American Indian groups produced, presented, received, and used gifts. Although settlers in Georgia and South Carolina fully understood how to use gifts to encapsulate and transmit their identity, they did not develop a system to publicly recognize the valuations inscribed in gifts received from Native Americans. Instead of beginning with origins, this paper proposes that the generative method, which starts by examining a series of performances and only later seeks to understand how these performances were limited or accentuated by one's native culture, is the most effective way to understand cross-cultural trade.