

Scientific working & writing

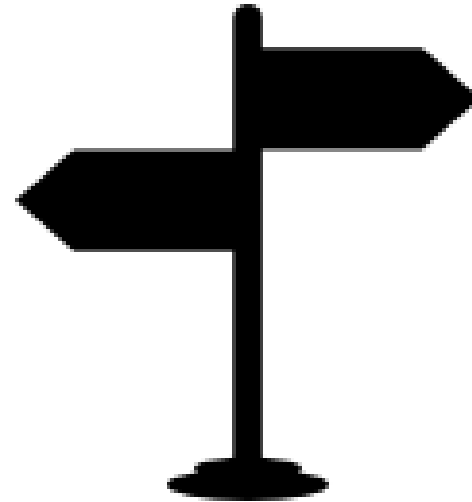
Reports & final thesis



TECHNISCHE
UNIVERSITÄT
DARMSTADT

Agenda

1. Overall
2. Structure
3. Linguistic form
4. Verification of Sources
5. Citation
6. Evaluation
7. Presentation



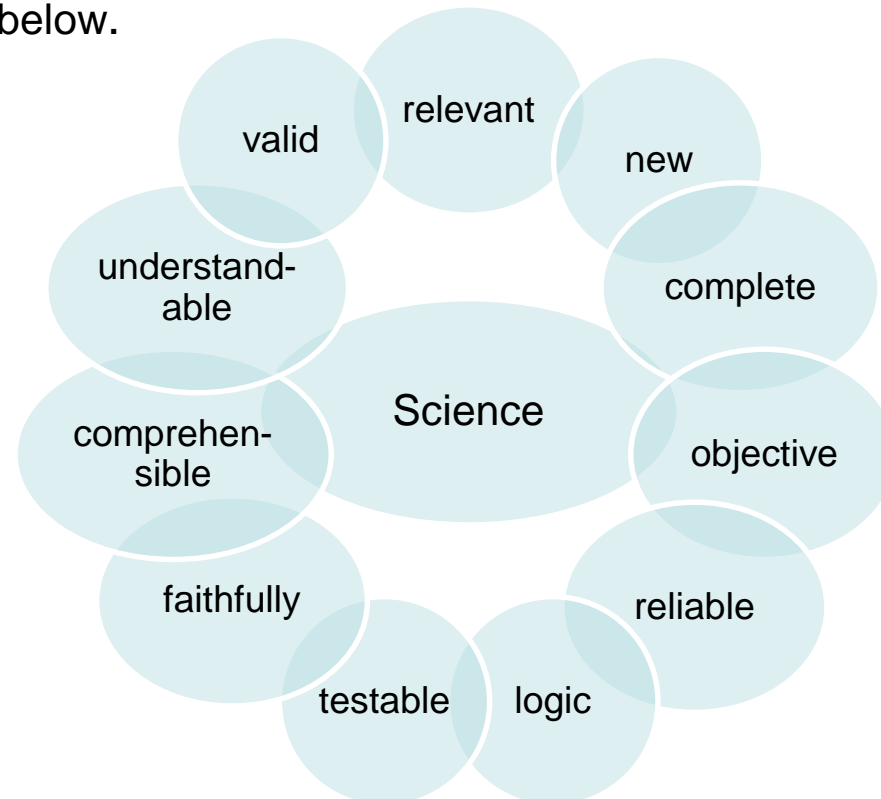
1. OVERALL



1. Overall

Scientific work

- The German Research Foundation (DFG) has summarised recommendations for safeguarding good scientific practice. Accordingly, scientific papers should meet the criteria set out in the figure below.



Source: (1)

1. Overall

Phases of scientific writing (1)

O. Framework

- Time and space; create a schedule
- Check requirements and boundary conditions

I. Orientation

- Collect ideas; set boundaries of the topic
- Overview of literature
- Audience, awareness of the goal

II. Research

- Examine and evaluate research literature

III. Organising

- Develop research question
- Organise the material
- Create the outline

Source: (2)

1. Overall

Phases of scientific writing (2)



IV. Rough version

- Writing down text chapter by chapter
- Rough correction after each chapter

V. Revising

- Revise content, linguistics and formal requirements

Source: (2)

1. Overall Timeline

Phase	Activity	%
Preparation	Identify topic, literature overview, formulate research question	-
Exploration	Literature research, literature acquisition, incorporation of hard- and software	20
Structuring	Study of literature, concept, structure content, design of investigation, plan evaluation, data gathering (survey etc.), data evaluation, program implementation, processing results (graphs, tables, maps, data base, videos etc.)	20
Writing	Work with the literature, write text, state formulas and algorithms (Formula set – harmonised, Pseudocode)	40
Reflection	review, revise, remodel, proofreading, layout	20

2. STRUCTURE



2. Structure

Criteria content regarding

- **The presented solution needs to meet scientific standards (formally & content)**
- **The content-related criteria can include:**
 - The research question / goal must be clearly distinguishable, normally it is derived from the task description
 - The current status of research and technology must be presented in an adequate dimension (discussed traceable and coherent)
 - The work must have a logical and comprehensible structure
 - The systematic structure and a stringent, consistent argumentation must be presented unambiguously and clearly understandable.
 - The chapters are to be adapted to the task in terms of content and depth.

2. Structure

Content structure of scientific papers



1. Introduction

- Relevance of the topic: Why is it of importance?
- Research question(s): Which question(s) will be answered with the paper?
- Methodology: What is the procedure for answering the research question?
- Structure of the work: How and, in particular, why is the work structured in this way?

2. Main section

- Elaboration of content, usually divided in several chapters

3. Conclusion

- Short (!) summary: Depict key statements (no new content!). This is including the procedure (application of methodology) and the results (answering the research question)
- Reflection: critical discussion of results, limitations of the work
- Derived from above: further research potential and outlook

2. Structure

Structural constituents

- Front/ cover page
- Task in the original
- Brief summary in German and English
- Table of contents
- Table of figures (optional)
- Table of tables (optional)
- List of abbreviations (optional)
- List of formulas and symbols (optional)
- Introduction
- Main part as a presentation of content in individual chapters
- End
- List of sources (possibly divided into subchapters)
- Appendix (possibly divided into subchapters)
- Affidavit

2. Structure

Table of content

- Content of the thesis in tabular form, from which the depth of structure of the chapters can also be seen at a glance
- Task, short summary, table of contents and affidavit do not appear in the table of contents
- Headings for the individual bullet points are: in a factual, short and concise form, no complete sentences (no use of verbs!) but also no journalistic headlines, if possible, not two or more lines long (abbreviate if necessary to preserve the meaning).
- Level 4 outline levels (e.g.: 1.2.3.4) and below should not appear in the table of contents
- Lists and appendix are not numbered chapters

2. Structure

Page numbers

- Do not have page numbers: the title page as well as any inserted pages with your own contact details, the task or the declaration of independence
- The tables of tables, figures and abbreviations (if any) as well as the table of contents that precede the actual text are counted with small Roman numerals
- The text is counted in Arabic numerals
- The list of sources is a necessary part of the text and is therefore included in the page numbering of the text
- The appendix is counted with large Roman numerals, starting with the digit I.

3. LINGUISTIC FORM



3. Linguistic form

- Formulate and control fluently readable text!
- Short, complete and easy-to-understand sentences instead of nested subordinate clauses
- No superfluous sentence attributes or subordinate clauses, no filler words
- Neutral written language: No salutation, first-person form or personal pronoun
- Same tense (present tense or imperfect)
- No double negations → Formulate positively
- Use correct technical terminology consistently
- Attention to orthography and expression
- Use of English terms only if there is no adequate German translation
- Form paragraphs, if the content makes sense
- Illustrate statements to a meaningful extent with illustrations

3. Linguistic form

- Avoid colloquial language
- No overloading with so-called "that" sentences. This can be avoided by reducing the introductory part of the sentence to a single word in the "that" construction; e.g. instead of "It is known that ..." better "As is well known ...".
- Use verbs instead of nouns
- Avoidance of "which" as a relative pronoun, instead using the
- Pictures speak louder than words – whenever a complicated issue can be expressed graphically, this should be done. Illustrations must be integrated into the text with references and explained.

3. Linguistic form

Further Sources



- Writing Center TU Darmstadt (n.d.): Writing as a key competence. Available at: https://www.owl.tu-darmstadt.de/tu_schreibcenter/schreibcenter_am_sprachenzentrum/index.de.jsp (last access: 28.04.2021).
- Bänsch, Axel; Alewell, Dorothea (2013): Wissenschaftliches Arbeiten. 11. Aufl., Oldenbourg Verlag: München.
- Kornmeier, Martin (2016): Wissenschaftlich schreiben leicht gemacht: für Bachelor, Master und Dissertation. 7., aktualisierte und ergänzte Auflage, Haupt Verlag: Bern.
- Schneider, Wolf (2001): Deutsch für Profis: Wege zum guten Stil. 20. Aufl., überarb. Taschenbuchausgabe, Verlag Goldmann: München.

4. VERIFICATION OF SOURCES



4. Verification of sources

Purpose of literature and citations



According to Standop and Meyer, citations in scientific papers fulfil (2002, pp. 35) two functions:

1. Evidence and illustration of arguments on the subject matter under investigation
2. Pointing out differences between claims made and those of other researchers or agreeing one's own claims with the views of other researchers

Source: (3)

4. Verification of sources

Types of literature



- **Monograph:** independent individual work by an author or team of authors
- **Anthology:** Work with individual contributions by various authors, edited by a publisher
- **Journal article:** Article by an author or team of authors in a scientific journal or popular journal (magazine)
- **Grey literature/report/report:** Printed matter that has not been published by the publisher and is not available in bookstores, but is published and distributed independently by authors (often the case with PDFs from the Internet)
- **Internet pages:** Can also be cited, but it is important that the bibliography (author, URL, date of retrieval) and in the text (author and year; no link in the body text!!!); refrain from blogs and websites that do not cite their sources or cannot substantiate their statements

4. Verification of sources

Examples Bibliography



Monograph: Lehmann, A. (1990): The Example. A textbook about examples, Publisher of bad Examples, Munich.

Article in an anthology: Paule, S./ Zimmer, M. (1993): Correct citing, in: Müller, C./Kramer, F. (Ed.): Die korrekte Form wissenschaftlicher Arbeiten, Verlag für Sozialwissenschaften, Frankfurt am Main, p. 24-40.

Journal article: Schulze, B. (1992): Some notes on the correct use of the footnote, in: Quarterly journal for typography, vol. 23, no. 4, p. 140-156.

Grey Literature/ Report: Pensel, T. (2010): Goals, potentials and recommendations for measures of the Mainz energy concept. Climate Protection Initiative Mainz 2020, Environmental Agency of the City of Mainz.

Webpage: Bavarian State Office for the Environment (2013): Resource efficiency begins with waste avoidance, URL: <http://www.lfu.bayern.de/abfall/abfallvermeidung/index.htm> (Last accessed on 25.10.2017).

4. Verification of sources

Indications of scientific reliability

Prioritisation:

- Published, scientifically reviewed literature
Sources that have been critically reviewed and evaluated in a peer review process, e.g. sources with a peer review process, dissertations
- Published literature
Sources that have been published according to scientific standards but have not been subject to a review procedure, e.g. textbooks, textbooks, anthologies, articles from scientific journals, etc.
- "Grey literature"
Sources that are not regarded as publications in the strict sense, e.g. scripts, theses, term papers and seminar papers, unpublished manuscripts and work reports, brochures as well as Internet sources and radio broadcasts

4. Verification of sources

Indications of scientific reliability

In principle, the following questions should be considered, regardless of the type of source:

- **Author / editor:** Who wrote or edited the work and what qualifications are available? Who financially supported the work or commissioned to create it?
- **Accuracy / diligence:** Are the statements and information complete? Do the statements contradict other sources? Are statements made sufficiently substantiated? What information and data is used?
- **Objectivity:** What is the background to the publication? Is the author part of certain interest groups?
- **Up-to-dateness:** Is the content of the source up-to-date and is the data used clearly marked with a year? Is there any reference to other recent sources?
- **Target group:** Who is the source aimed at? Are experts approached with specialist information or a broad public?

5. CITATION



5. Citation

Reasons 1/2



Copyright

- Requirements for citation according to § 51 UrhG
- **Rules of Good Scientific Practice**
- In a scientific text, **foreign knowledge** that has been adopted by others must be marked.
- If there is no proper citation, it is plagiarism!

There is no need to cite:

- Universal knowledge. Example: circle number $\pi = 3,1415926\dots$
- General and undisputed basics of the respective discipline (caution: no clear limit!)

5. Citation

Reasons 2/2 – General examination regulations of the TU



§ 22 Carrying out the tests

(7) Written papers written without supervision must be written independently and provided with proof of all sources used.

§ 38 Deception and administrative offences

(1) If attempted cheating is detected, the examination shall be declared "not sufficient".

(2) An attempt at deception also includes the complete or partial reworking or restructuring of another author's work in a graded paper without citing it correctly (plagiarism).

(5) In the event of repeated violations, examinees may be exmatriculated (Section 22, Paragraph 4, Sentence 2 HHG)

(6) If acts of deception are detected within one year after completion of the examination, the examination will be retroactively declared failed. If this affects the final examination, the student's academic degree shall be withdrawn.

5. Citation

Application



Balanced use of citations

- Under-citation impairs the traceability of the data supplied.
- Overquoting can have an unfavourable effect on the flow of reading and thus make it difficult to understand. It should also be borne in mind that a disproportionate amount of external knowledge in a scientific paper obscures one's own results.
- Therefore, all listed references must fit into the argumentation and be discussed in an appropriate framework. A quote presented incoherently does not add any value. Only when the author has positioned himself or herself in this regard does the reference become part of the work.

→ ***A quotation can support the argument, but it cannot replace it in any way.***

5. Citation Components

A proper citation consists of three parts:

- the **quote** itself
- the **short documentation** in the text as a number, bracket printout or in a footnote containing only the surname(s) of the author(s) or publisher, the year of publication and the page(s) cited;
- the **full reference** in the list of sources, which contains the complete bibliographic information;

„Citation“

(**Mustermann, 2021, p. 1**)

[5]

„...“1

Literaturverzeichnis

Arnold, Patricia (2013): Handbuch E-Learning, Lehren und Lernen mit digitalen Medien. 3., aktualisierte Aufl. Bielefeld: wbv.

Bremer, Claudia: eLearning, Blended Learning, MOOCs. Online verfügbar unter <http://docplayer.org/222812-Elearning-blended-learning-moocs-claudia-bremer-stadumdigitale-universitaet-frankfurt.html>, zuletzt geprüft am 06.02.2016.

Bremer, Claudia: Überblick über die Szenarien netzbasierten Lehrens und Lernens. Online verfügbar unter http://www.bremer.cx/material/Bremer_Szenarien.pdf, zuletzt geprüft am 02.02.2016.

Ceynowa, Klaus (2016): „Leuchtfueher“ in der Bibliothek, Beacons-Technologie zur Indoor-Navigation in der Bayerischen Staatsbibliothek. In: *Bibliothek Forschung und Praxis* 40 (1), S. 26–32. DOI: 10.1515/bfp-2016-0099.

Deeg, Christoph: Treffen des Netzwerkes „gamesCulture“ auf dem Bibliothekskongress in Leipzig. Online verfügbar unter <http://christoph-deeg.com/2016/03/07/treffen-des-netzwerkes-gamesculture-auf-dem-bibliothekskongress-in-leipzig/>, zuletzt geprüft am 20.03.2016.

5. Citation Requirements

Proper citation has to meet three key requirements:

- The citation must be complete and uniform throughout the work.
- The short reference must be positioned in the text in such a way that it can be assigned to the quotation as precisely as possible, i.e. that it is clearly evident:
 1. which statement was quoted from which work or
 2. where the quote begins and where it ends.
- The short document must be designed in such a way that it can be clearly assigned to the corresponding full document in the list of sources, i.e. that it is clearly evident,
 1. in which directory the full document can be found and
 2. which full document corresponds to which short document.

5. Citation

Citation systems (1 – short reference)



Numbering system:

"To quote a book from which you have taken a sentence is to pay debts" [1].

Parenthesis Expression/ Author-Year System:

"To quote a book from which a sentence has been taken is to pay debts" (Eco 2010, p. 213).

Footnote system:

"To quote a book from which you have taken a sentence is to pay debts."¹

¹ Eco 2020, p. 213

5. Citation

Citation systems (2 – full reference)



Numbering system:

[1] Eco, Umberto; Schick, Walther: How to write a scientific thesis, 13th ed., Vienna: Facultas Univ.-Verl., 2010.

Parenthesis Expression/ Author-Year System:

Eco, Umberto; Schick, Walther (2010): How to write a scientific thesis (13th ed.). Vienna: Facultas Univ.-Verl.

Footnote system:

Eco, Umberto; Schick, Walther. 2010. How to write a scientific thesis. 13th ed. Vienna: Facultas Univ.-Verl.

5. Citation

The direct quote (1)



= literal adoption of other people's ideas

- Applies equally to terms, parts of sentences, whole sentences or complete paragraphs.
- It is important that the quotation is clearly marked, e.g. by quotation marks or (additional) italics or highlighting in the case of longer quotations.
- Verbatim quotations must be reproduced exactly as they appear in the source. So nothing may be added and nothing (without labelling) may be omitted. Formatting (e.g. italics or bold) is also used as in the original source. Even mistakes are adopted and, if necessary, flagged.
- The source is typically cited before the punctuation mark.

5. Citation

The direct quote (2)

- **Spelling mistakes** in the original source are marked with the note [sic!]. "Sic" is Latin and means "just like that". It shows the reader that you are aware of the error, but it actually happened that way.
- If the **omissions** of a part of the verbatim quotation are necessary, this must be marked with [...].
- Own **additions** or grammatical adjustments to the quoted sentence must also be marked, e.g.: [Author's note]; or in the case of grammatical adjustments: Eco (2010, p. 213) states that "citing [a]n book, [...] To pay debts [means]".
- Reproduction is always in the **original language**. If necessary, add the translation in a footnote. If you are translating yourself, make a note of the translation afterwards.

5. Citation

The direct quote (3)

- In the case of **successive quotations from the same source**, the references are either given in full or, in the case of the following quotations, shortened with (ibid.) (= ibidem) for the same page or (ibid., p. X) if the quotation comes from another page of this source.
- If a text has **more than three authors**, only the name of the first author is mentioned and marked with "et al." (= lat. et aliter = and others).
- If **several sources are cited by an author** that were published in the **same year**, the sources are cited with lowercase letters a, b, c, etc. numbered.
- If works by **several authors with the same surname** are used, they are distinguished from each other by the first letter of the first name, even if both are cited in different places.

5. Citation

The direct quote (4)

- **Institutions or organizations** can also be the authors of a text. If a recognized abbreviation of these institutions exists, use this abbreviation in the short document. In the list of sources, you also indicate the full name of the institution in brackets.
- **Secondary citations** are only used when access to the original source is not possible. However, this adoption of direct quotations from other texts should be avoided, because the quotation may have been taken out of context, for example, and the context in which you use this quotation contradicts what the author of this quotation wanted to express. If a second-hand quote can't be avoided, make it clear by adding "cit. n." (=quoted from) and the naming of the text from which you take this quote.

Example: (Mustermann 2021, p. 12, quoted in Eco 2010, p. 213)

5. Citation

The direct quote (5)



- **Missing information:** Texts from daily newspapers, magazines, the Internet or other sources often lack the information necessary for a full citation. This also signals that the citation of this text may be questionable.
- To what extent such a source can be used to find facts, connections or interpretations, etc. can be scientifically proven, however, seems more than questionable!

5. Citation

The indirect quote (1)



= **paraphrased / analogous adoption of other people's ideas.**

- This quotation is not in quotation marks, but is nevertheless clearly marked – by means of a short reference in brackets (American citation) or as a footnote (German citation).
- The scope of an analogous takeover must be unambiguous, i.e. The beginning and end of the quote must be clearly recognizable. It is therefore by no means sufficient to simply mention the source at the end of a paragraph or a chapter, because this does not indicate when you refer to these sources. It is not possible to distinguish between foreign content and one's own ideas.
- In order to quote longer passages from an author, it is not practical to repeat the source constantly or even sentence by sentence. Below are some possibilities for this problem.

5. Citation

The indirect quote (2)

1. The use of introductory notes

You make it clear in the text or with the short reference that your quote refers to a longer section. Therefore, it makes sense to use an introductory wording:

- As Eco (2010, p. 213) aptly writes, it is necessary to remunerate the authors of adopted content by citing sources.
- The following remarks are based on the reasoning of Eco (2010, p. 213), who assumes that:
- The content of the following section is based on Eco (2010, p. 213), which
- The following presentation is based on Eco (2013, p. 213), which

At the end of the paraphrasing, cite the short document again, e.g. (Eco 2010, p. 213). In this way, you have clearly marked the scope of the foreign ideas. This is followed by their interpretation.

5. Citation

The indirect quote (3)



2. Indirect speech

If the source is named, you can use indirect speech (subjunctive I) to indicate that you are also quoting the author in the next sentence:

- On the other hand, Butterwege (2012, p. 417) argues against the welfare state that it curtails the freedom of citizens, while the introduction of the unconditional basic income would abolish this curtailment and grant people true freedom. The welfare state takes the place of self-employment and fragments society by paying out money differently. This cannot be completely dismissed when one considers the discrimination against the poor and unemployed, especially those who receive social benefits, which has been described above.

In the example, the last sentence is attributable to the author's voice, while the middle sentence (marked by the subjunctive) continues Butterwege's remarks.

5. Citation

The indirect quote (4)

3. Author-centered

You can repeat the author's name so that it is clear from the text that this is not your thoughts:

In his essay, **Weinrich** (1995) tries to answer the question of the "unity of science" by analyzing two widely divergent scientific contributions: Watson's and Crick's molecular biology paper from 1953, which led to the Nobel Prize, and Frances A. Yates' 1966 art history monograph *The Art of Memory*. According to **Weinrich's** (ibid., p. 160) analysis, both contributions realize a "scientific four-step in a sequence of definable parts of the text. Each part of the text serves its own concept of scientific truth. The first step deals with the state of research and is given the term "reference truth" by **Weinrich**. The second part names the research results and reports on how they came about. For him, this means that a "truth of protocol" can be assumed. Step three "dovetails" the first two parts by discussing the results against the background of other research positions. An argumentative truth ("dialogue truth") is suitable for him. In the last step, there is an "outlook for further research"; **Weinrich** (ibid., p. 159 ff.) proposes "orientation truth" here.

5. Citation

Reference management



How do I get Citavi?

https://www.ulb.tu-darmstadt.de/finden_nutzen/medien_nutzen/literatur_verwalten/citavi/index.en.jsp



Tools and tutorials for working with Citavi

Brief Introduction:

https://www.youtube.com/watch?v=LlkQ3FvIhns&list=PLXhe8T_PCaR0sbMHwgdFx5EYBsguQF9UI

<https://www.youtube.com/watch?v=wSbcgeO0yVQ>

Citavi support:

<https://www.citavi.com/en/support/overview>

Workshops offered from ULB:

https://www.ulb.tu-darmstadt.de/lernen_arbeiten/lehr_und_lernformate/literaturverwaltung/literaturverwaltung.en.jsp

6. EVALUATION



6. Evaluation

- For each students thesis, the criteria to be used for the evaluation are determined according to the subject area, task and other specifics
- Possible criteria are listed below in excerpts:

6. Evaluation

Criteria (excerpt)

Formalities

- External design of the work
- Timely submission in accordance with the examination regulations
- Scope of elaboration and completeness (directories, etc.)
- Corporate Design

Implementation of the task

- The task has been understood
- All essential aspects are covered in the work
- In the introduction, the central question is clearly elaborated
- The context in which the topic is embedded becomes clear

6. Evaluation

Criteria (excerpt)

Structure and outline

- The structure is stringent and logical – there is a common thread
- Structure and thematic content reflect the task sufficiently and in an appropriate depth of detail
- Related content is assigned to a chapter
- The text is divided into paragraphs; Statements about a particular object or thought are listed in a paragraph
- Appropriate weighting of the sub-aspects; trivial matters are dispensed with
- There are no redundancies
- The introduction includes the occasion, the objective of the work as well as the justification of the methodology used and the structure
- The conclusion includes a summary presentation, the discussion of the results and an outlook with the still open research needs

6. Evaluation

Criteria (excerpt)

Specification and limitation of the basics

- Necessary technical terms are defined and are used with reference to the problem
- Definitional diversity and definitional contradictions in the literature are taken into account and evaluated
- A possible reduction to selected aspects is justified

Methodology

- The methodology is suitable for answering the research question
- The methodology is explained in the introduction or in a separate chapter
- The results follow the implementation of the described methodology

6. Evaluation

Criteria (excerpt)

Linguistics

- Spelling, grammar and punctuation are observed
- Tense of the text is uniform (usually present tense)
- The text is written in complete sentences
- Substantiated verbs are avoided
- Superfluous filler words and circumferential language are dispensed with
- The argumentation is factual – decorative epithets are dispensed with
- Technical terms are used consistently; not circumscribed
- Statements are made in the main clause

6. Evaluation

Criteria (excerpt)

Source work

- Literature is consulted to an appropriate extent
- The literature used is of appropriate quality
- The literature relevant to the research question is consulted
- All sources used are listed in a directory

Citation

- The citation is correct and uniformly
- Foreign ideas are adequately marked
- Quotations are used, discussed and evaluated to support one's own argumentation
- Verbatim quotations are used sparingly and sensibly

6. Evaluation

Criteria (excerpt)

Results

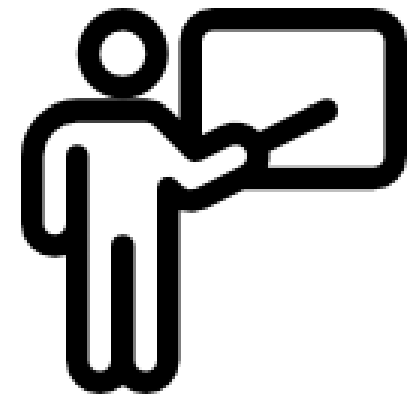
- The results answer the question of the thesis and are placed in the overall context; the transferability of the results is shown
- Any contradictions that may arise in the results are critically discussed
- The presentation of the results is supported to a sufficient extent and sensibly by figures and tables
- The results result from an in-house contribution

Ability to work independently and interact with supervisors

- Necessary clarification with supervisors has taken place; further consultations with supervisors were made to a reasonable extent
- Ability to work independently on a scientific question has been proven; Familiarization with the topic is recognisable



7. PRESENTATION



7. Presentation

Formalities



- Presentation of the work in a colloquium is customary
- After the submission of the written elaboration
- Detailed appointments are made in consultation with supervisors
- Presentation of 20 minutes
- Technical discussion afterwards (also approx. 20 minutes)

Basic notes:

- The level of knowledge of the audience determines the slide content and the tempo
- Avoid explanation of facts known to the public
- If there is a lack of time, concentrate on essential points instead of treating many points superficially

7. Presentation

Contents

Content	Explanation
Problem	Brief overview of the topic and relevant basics
Research question / hypotheses	Research questions or hypotheses to be tested by the work
Methodology	Procedure, processing
Result´s	Presentation of the results (developed so far) and critical discussion
Outlook	Conclusion and, if necessary, further research needs

7. Presentation

Slide design



- Only one fact should be presented on a slide
- In contrast to complete sentences, bullet points are used for better readability
- Illustrative examples and graphical representations promote understanding
- When choosing colours, the colour contrasts are suitable to choose
- The font size must be sufficiently large (at least: 16)
- Animations are used appropriately and sparingly
- Footer contains at least slide number, presenter, date

7. Presentation

Sources



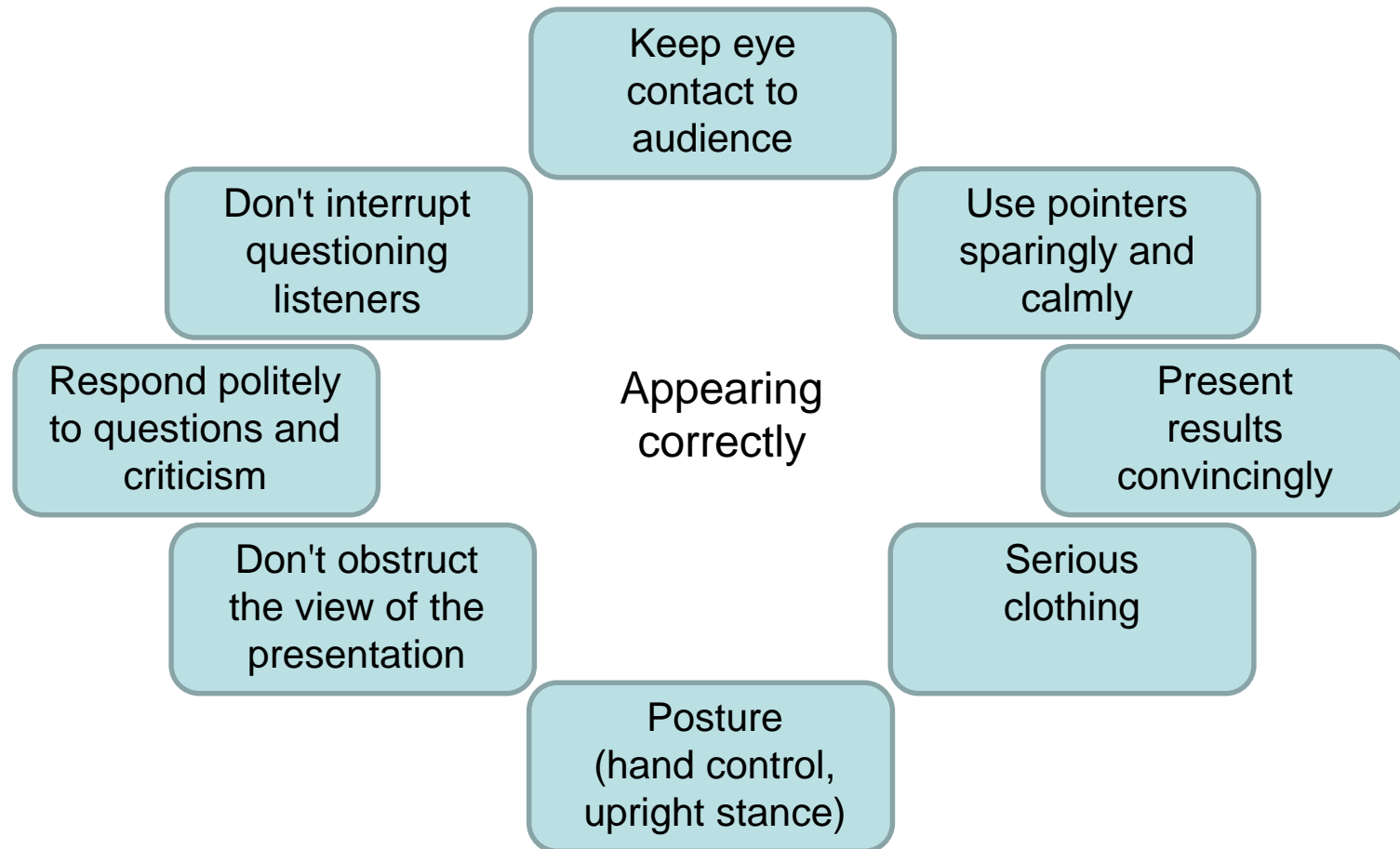
- Include sources as a short reference on slides
- Slide with a list of all sources mentioned in the presentation is at the end of the presentation
- Discuss source slide only on request

Figures and tables:

- Number sequentially and document with source
- List the title of the illustration / table in the same way as the written work

7. Presentation

Appearance during the presentation



7. Presentation

Checklist



- ✓ “Central/recurrent theme” is evident
- ✓ Spelling and grammar checked
- ✓ References and bibliography are complete and correct
- ✓ Uniform layout used
- ✓ Visual elements used uniformly and sparingly
- ✓ Trial lectures were held to promote confidence in appearance, in the manner of presentation and in orientation within the presentation
- ✓ Discussion prepared
- ✓ Required tools provided

Thank you for your attention



Sources



- (1) DFG (German Research Foundation) (2013): Proposals for safeguarding good scientific practice. Memorandum: Recommendations of the Commission on Self-Regulation in Science. Wiley-vch: Weinheim. Available at: https://www.dfg.de/download/pdf/dfg_im_profil/reden_stellungnahmen/download/empfehlung_wiss_praxis_1310.pdf; last access: 22.03.2021
- (2) Esselborn-Krumbiegel, Helga (2008): From the idea to the text. A guide to academic writing. Paderborn, Munich, Vienna, Zurich: Schöningh, p. 18.
- (3) Standop, Ewald; Meyer, Matthias (2002): The form of scientific work: an indispensable guide for study and work (16th ed.). Quelle & Meyer: Wiebelsheim. p. 35 ff.
- (4) Pohl, Thorsten (2007): Studies on the Ontogeny of Scientific Writing. Niemeyer: Tübingen