

# Overview of Thesis Writing/How to Start Thesis Writing?

***Assoc. Prof. Dr. Mohd Yusmialdil Putera Mohd Yusof***

*BDS (Mal) MForenOdont (Leuven) PgDip Adv. Med. Imaging (Leuven) PhD (Ghent) FPFA FICD*

***Fellow***

*Institute of Pathology, Laboratory and Forensic Medicine  
(I-PPerForM)  
Universiti Teknologi MARA*

***Lecturer***

*Center for Oral & Maxillofacial Diagnostics and  
Medicine Studies  
Faculty of Dentistry  
Universiti Teknologi MARA*

***yusmialdil@uitm.edu.my***



# How to Write Your Thesis in Ten Minutes a Day

It's that simple!



Step 1. Spend ten minutes each day for the first X number of years filled with anxiety, stress and doubt about whether you'll ever finish your thesis, what you're doing with your life, and whether you made the right decision to come to grad school.



Step 2. On your last year, sleep for ten minutes a day and spend the rest of the time writing your thesis.

JORGE CHAM © 2013

WWW.PHDCOMICS.COM

# Introduction

## *What is Thesis?*

- An argument
- An exposition of an original piece of work
- The product of an apprenticeship
- Probably the largest (most self-indulgent) piece of work you'll ever do
- Something that could be published

**“A thesis for the PhD must form a distinctive contribution to the knowledge of the subject and afford evidence of originality shown by the discovery of new facts and/or by the exercise of independent critical power.” (U. of London regulations)**

# Introduction

*Who-is-who?*

- **IPSis**
  - Research/Coursework/Mixed Mode
  - Seminars/Programs
  - UiTM Thesis Template
  - Thesis Guidelines
- **DD Postgraduate/Head of Postgraduate Studies**
  - Defense of Research Proposal
  - Thesis Submission
  - Viva
- **Supervisor**
  - Serial Progress Meeting
  - Go/No-go





UNIVERSITI  
TEKNOLOGI  
MARA

Institut  
Pengajian  
Siswazah

# GUIDELINES ON THESIS / DISSERTATION FORMAT FOR POSTGRADUATE PROGRAMMES

2017



UNIVERSITI  
TEKNOLOGI  
MARA

Institut  
Pengajian  
Siswazah

[Home](#) [IPSis](#) [Admission Procedures](#) [International Students Admission](#) [Programmes](#) [Fees and Funding](#) [Current Students](#) [What They Say](#) [Download](#) [FAQs](#)

## Quick Links

- ➔ [Universiti Teknologi MARA \(UiTM\)](#)
- ➔ [Office of International Affairs \(OIA\)](#)
- ➔ [Research Management Centre \(RMC\)](#)
- ➔ [Info for New Students](#)
- ➔ [i-Students Portal](#)
- ➔ [Academic Calendar](#)
- ➔ [Guideline New Students](#)
- ➔ [New Postgraduate Students Briefing Notes](#)
- ➔ [UiTM Postgraduate Society \(UIPS\)](#)
- ➔ [TIE2 Letter](#)
- ➔ [Training in Innovation & Entrepreneurship Exploration \(TIE2\)](#)
- ➔ [Fees Deferment](#)
- ➔ [Other Collaborations](#)
- ➔ [Ministry of Education Malaysia \(MOE\)](#)
- ➔ [Malaysian Qualification Agency \(MQA\)](#)
- ➔ [APEL C](#)
- ➔ [MyBrain15](#)

You are here: [Home](#) » [Download](#) » [Postgraduate Research Forms](#)

## Download

### Details

Last Updated: 17 September 2019

Hits: 117114



NO	NAME	TYPE	DOWNLOAD
1	Registration Form	PDF	<a href="#">Download</a>
2	Deferment of Registration (Unregistered 1 <sup>st</sup> Semester Student Only)	PDF	<a href="#">Download</a>
3	Change of Campus	PDF	<a href="#">Download</a>
4	Change of Programme	PDF	<a href="#">Download</a>
5	Change of Study Mode	PDF	<a href="#">Download</a>
6	Change of Student Information	PDF	<a href="#">Download</a>
7	Special Leave	PDF	<a href="#">Download</a>
8	Appeal for Continuation of Study (Research)	PDF	<a href="#">Download</a>
9	Withdrawal of Study	PDF	<a href="#">Download</a>
10	Research Progress Report	PDF	<a href="#">Download</a>
11	Confirmation for Defence of Research Proposal	PDF	<a href="#">Download</a>
12	Defence of Research Proposal Assessment Form	PDF	<a href="#">Download</a>
13	Defence of Research Proposal Result	PDF	<a href="#">Download</a>
14	Defence of Research Proposal Correction Verification	PDF	<a href="#">Download</a>
15	Notice of Intention to Submit Thesis	PDF	<a href="#">Download</a>
16	Thesis Submission Form	PDF	<a href="#">Download</a>
17	Appeal for Reinstatement of Status As Student	PDF	<a href="#">Download</a>
18	Application for Conversion From Masters to PhD	PDF	<a href="#">Download</a>
19	Referee Report	PDF	<a href="#">Download</a>
20	Appeal for Extension of Study	PDF	<a href="#">Download</a>
21	UiTM Thesis Template 5.0	DOTX	<a href="#">Download</a>
22	Guidelines on Thesis / Dissertation Format for Postgraduate Programmes 2017	PDF	<a href="#">Download</a>

# Traditional Thesis Vs. Thesis by Publication

This is what 90% of you are doing

## Traditional Thesis (Monograph)

*Based largely on the supervised research project, examined on the basis of the thesis*

Advantage	Disadvantage
The most familiar system	More reviewing time by supervisor
More elaborate literature review, more detail on the analyses, lengthier discussion	Delay in publication; obsolete data

## Thesis by Publication

*Based largely on the supervised research project, but examined on the basis of a series of peer-reviewed academic papers which have been published or accepted for publication, usually accompanied by an over-arching paper that presents the overall introduction and conclusions*

Advantage	Disadvantage
Provide skills that are required for a modern academic	Longer study period; rejected paper etc
Lesser reviewing time by supervisor; peer-reviewed work	Less room for thesis improvement (traditional examiner perspective)

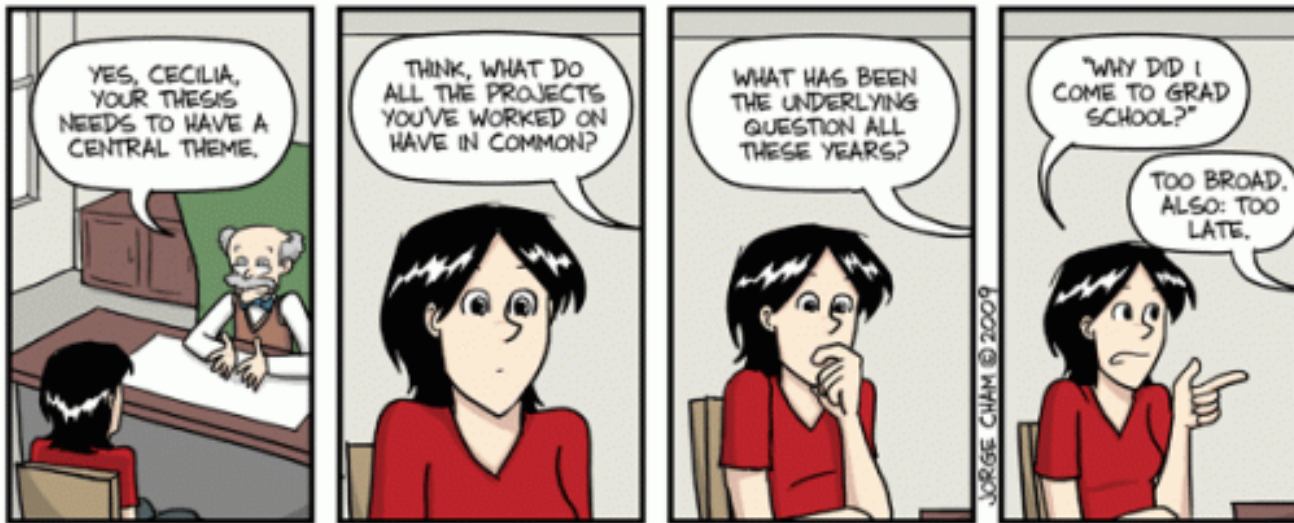
# **7 Tips on How to Write a Strong Thesis**

- 1. Know What Questions You're Asking**
- 2. Break Your Thesis Into Defined Stages**
- 3. Don't Rely On Your Academic Advisor**
- 4. Realize You Will Never Feel Like Writing**
- 5. Don't Write Your Thesis Chapters In Order**
- 6. Never Write "work on thesis" In Your Calendar**
- 7. Write In Very Short Bursts**



# 1. Know What Questions You're Asking

- You always need to know what your hypothesis is or what questions your thesis is asking.
- This may seem obvious, but so many graduate students fail to define their overall hypothesis before beginning their thesis.
- **You must be able to summarize your thesis in one sentence such as: “The purpose of this thesis is to....”**
- If you don't know what your thesis question or hypothesis is, meet with your supervisor (See #3).





# 1. Know What Questions You're Asking

- Over the years, I've encountered a few exceptions to this rule.

For example...

Some PhD students spent > 4 years (full-time) in graduate school working on many small projects because no one project was viable enough for an entire thesis.

**These students had what I call a “hodge-podge” thesis.**

- The only reason their thesis committees let these students graduate is because the students had been in school for so long.
- While it is possible to pull a group of small projects together into one thesis, you don't want to be at the mercy of your thesis committee.
- It's best to always know what question you are asking.
- Your question will probably evolve over time, but the more clarity you have about the purpose of your thesis, the more efficient your research will be.

## 2. Break Your Thesis Into Defined Stages

- i. Idea collection
- ii. Editing and data analysis
- iii. Polishing
- **The purpose of the first stage of writing is to get as many ideas as possible on paper, without judging, editing or formatting your document.**
- By allowing yourself to collect your ideas without criticism, you can spark your creativity and overcome the fear of imperfection that may be holding you back from starting to write your thesis.
- It is during the second stage, editing and data analysis phase, that you need to be rigorous with your writing and editing.
- At the end of the second phase your goal is to produce a manuscript that has a clear structure and a logical flow of arguments so that you can submit it to your supervisor for review.
- **In the final polishing phase, you need address the feedback from your committee and fill in any gaps in the logic.**
- Polish, polish, polish, and polish some more until your document is ready to be handed in to your university's library.

# 3. Don't Rely On Your Academic Advisor

- Your academic advisor will not give you all the answers.
- Some advisors are either too busy to mentor you properly or are micro-managers who want daily updates on your progress.
- Other academic advisors are simply bad mentors who don't want you to graduate in the first place.
- Either way, you shouldn't rely on your mentor to give you all the answers.
- You also shouldn't rely on your advisor for a second reason...

**Writing your thesis is your job and your job only.**



WWW.PHDCOMICS.COM



# 3. Don't Rely On Your Academic Advisor

- The role of your advisor is to mentor you so you learn how to be an independent researcher, not to hold your hand for the rest of your life.
- Your advisor may or may not be a good mentor, but you need to be in agreement regarding the direction of your research because you need their approval to graduate.
- **The most effective way to meet with your advisor is to schedule meetings far in advance and come to every meeting with a clear agenda.**
- Students who plan proactively before talking with their supervisors have much more efficient meetings than those who don't plan.
- If your advisor is a difficult person, continue to be proactive about planning meetings and developing solutions to your problems.
- Keep a record of every meeting you have or every meeting he or she refuses to have with you.
- Finally, reframe your situation into a learning experience for your career.



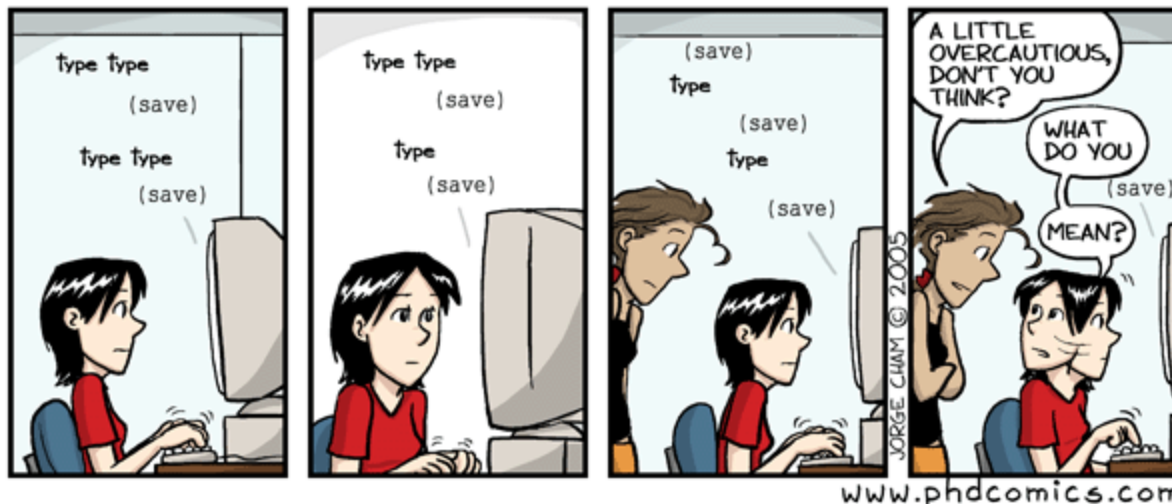


# 4. Realize You Will Never Feel Like Writing

- You will never feel like writing your thesis.
- Even the most famous and prolific authors in history had daily battles with writer's block.
- You won't be any different. There will be times when you sit down to write when you feel like you're dying.
- That's okay—just start typing gibberish. Type sentence fragments. Type anything. Just get something down on paper.
- Also... **Don't wait to be inspired to write. Instead, go out and look for inspiration.**
- Listen to music that puts you in the mood to write. Watch a short video that motivates you to take action. Visualize all the things you will do once your thesis is done.
- Warming up your “writing muscles” and seeking out inspiration are the only cures for writer's block.
- Once you're warmed up and inspired, words will start to flow more naturally. They may even start to form cohesive sentences and paragraphs.
- Overtime, your warm-up period will get shorter and shorter until clicking into writing gear becomes an automatic habit.

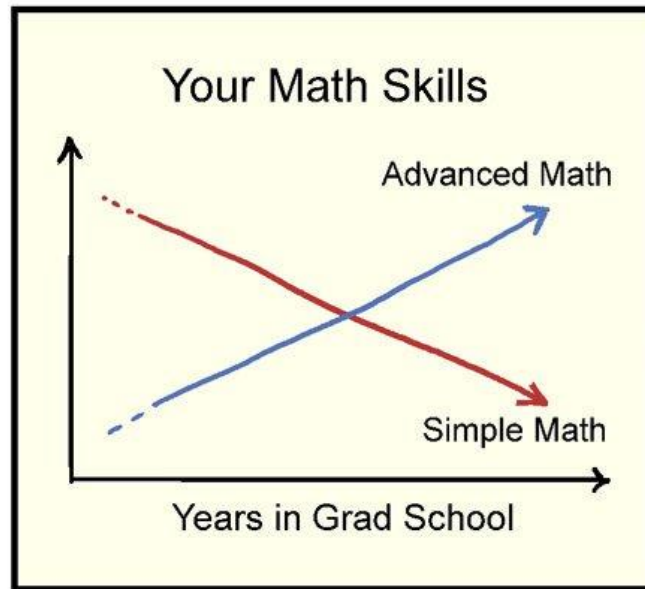
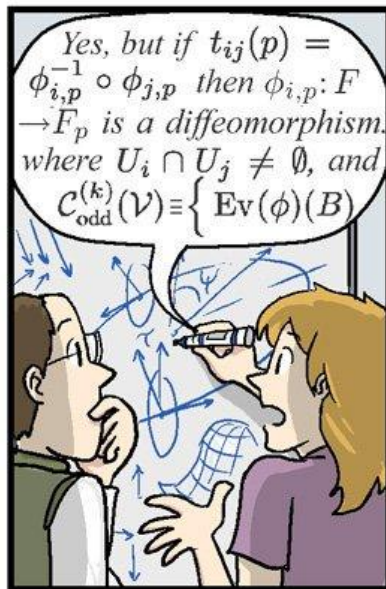
# 5. Don't Write Your Thesis Chapters In Order

- Begin with the abstract, then the introduction, then an in-depth literature search, then chapter one, chapter two, on and on all the way to the conclusion. **This is the worst way to write your thesis.**
- **Writing your thesis in order can lead to several months of agonizing writer's block.**
- Don't start writing your thesis by writing the abstract first.
- Instead, the abstract of your thesis should be the last section you write
- By definition, the abstract is a summary of the highlights of your thesis, and therefore you should only be able to write a quality abstract once you finish all of your chapters.



# 5. Don't Write Your Thesis Chapters In Order

- **Don't start writing your thesis by diving into the most difficult chapter either.** If you do, you will inevitably face writer's block.
- **Instead, start writing your thesis by writing the easiest section first—the methods section.**
- The methods section is the easiest section to get started and the quickest to finish. Start here to get a few pages under your belt and boost your confidence before you try any heavy lifting.





# 6. Never Write “work on thesis” In Your Calendar

- “Work on thesis” is too vague.
- If you put this phrase in your calendar it will either lead to you taking a nap, surfing the web, or staring at a blank computer screen.
- Even if you do manage to put some words on paper or analyze some data, you’ll do so randomly.
- Instead, you need to turn your work hours into measurable progress.
- **You need to be very deliberate with how you allocate your time.**
- Once you decide on the order in which you will write your chapters, continue breaking them down into smaller chunks.
- This will allow you to set up specific goals for every block of time you have.
- Instead of inserting “work on thesis” into your calendar, insert measurable goals like “finish Figure 1” or “write two pages of Chapter 2.”



# 7. Write In Very Short Bursts

- Writing in several short bursts is more efficient than writing in a few, long extended periods of time.
- If you ever tried to write for several hours in a row, you may have noticed that your concentration becomes weaker after about 45-60 minutes.
- Writing requires creativity, and it is difficult to sustain your focus for several hours in a row over the course of months (or even years) until you finish your thesis.
- **If you have a 3-4-hour block of time in your calendar, resist the temptation to glue yourself to the chair for the entire period.**
- You're only fooling yourself if you think that more hours of writing leads to more progress.
- Instead, break up your writing time into short blocks with rest periods in between.
- I suggest alternating 45 minutes of writing with 15 minutes of rest.
- These rest periods are crucial. Many students get sudden insights when they are away from their desks and they become more efficient when they return to work.

# 7. Write In Very Short Bursts

Also...

- **Turn off your email and phone alerts when you're writing.**
- Don't be tempted to check these updates during the rest periods. It's far too easy for an update to distract you from your work and derail your next writing period.
- Bad writing habits are tough to break. If you try to eliminate your bad habits overnight, your brain and body might rebel against you. A better strategy is to change your habits slowly and one at a time.
- **Don't take on all 7 of the above thesis writing guidelines at once.** Instead, take on one, complete it or master it, and then move on to the next tip. The toughest part of writing is the beginning. **The sooner you start writing your thesis, the easier writing it becomes.** A good writer is not someone who never struggles, but someone who keeps writing even when they're struggling.



# Some Armours

*Before You Go to Battle*

## Reference Manager

- ✓ EndNote/Mendeley

## Statistical Software

- ✓ SPSS/R/Stata

## Data Visualization Software

- ✓ RStudio/Infogram/Infograpia/Tableau

## Writing Software

- ✓ Grammarly/Turnitin



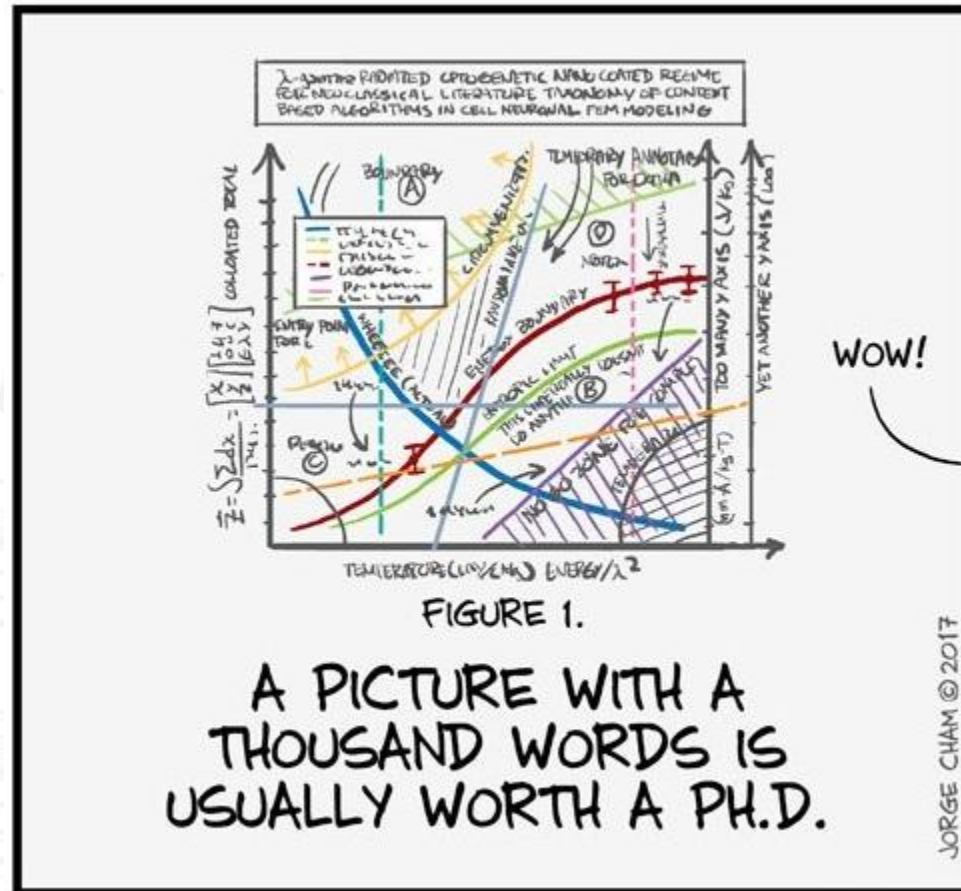
**grammarly**



# Some Skills

Be 'Graphicate'

Graphically Literate





# Some Acquired Skills

## *My Experience (Table vs Figure)*

**Table 2**

Indicators of collinearity between third molars based on developmental and eruptional scores

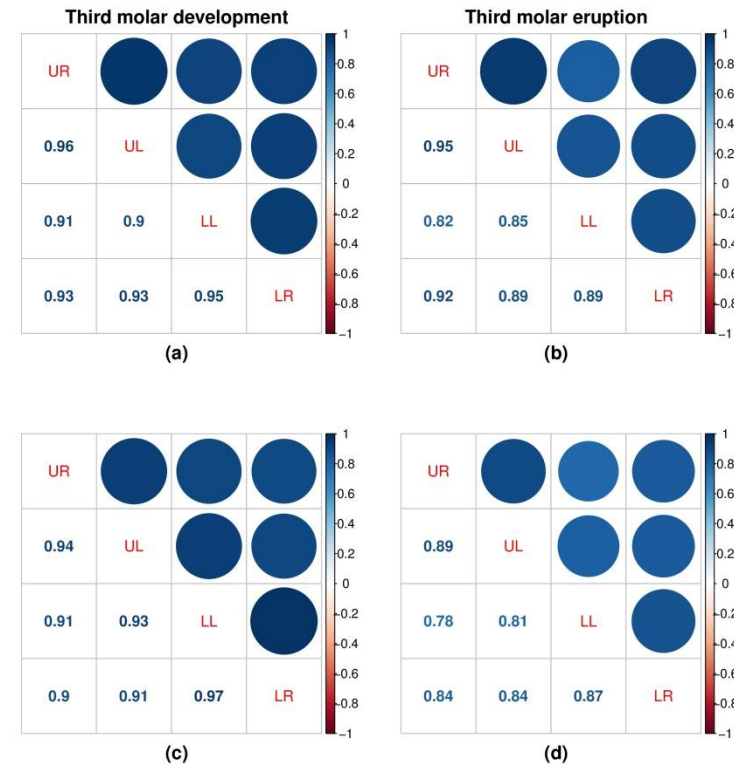
	Developmental scores						Eruptional scores					
	<i>Males</i>						<i>Females</i>					
	UR- UL	UR- LL	UR- LR	UL- LL	UL- LR	LL-LR	UR- UL	UR- LL	UR- LR	UL- LL	UL- LR	LL-LR
Pearson's <i>r</i>	0.94	0.91	0.91	0.92	0.93	0.95	0.94	0.89	0.90	0.90	0.90	0.97
VIF	21.32	8.53	9.02	7.14	8.59	12.90	11.50	7.44	6.15	8.08	6.42	20.05
Pearson's <i>r</i>	0.97	0.84	0.91	0.86	0.89	0.91	0.89	0.78	0.83	0.81	0.83	0.87
VIF	15.89	3.49	5.68	3.76	4.70	6.00	4.92	2.55	3.17	2.93	3.14	4.03

VIF variance inflation factor, UR upper right, UL upper left, LL lower left, LR lower right

Pearson's *r*  $p < 0.0001$

First submission; rejected 4 times!  
(at 4 different journals...)

Mohd Yusof et al., 2015. *Stages in third molar development and eruption to estimate 18-year threshold Malay juvenile*. Arc Oral Biol. 2015 Oct;60(10):1571-1576 (WoS Q1 IF:2.05)



After changes; ACCEPTED as it is!  
(at first submitted journal...)

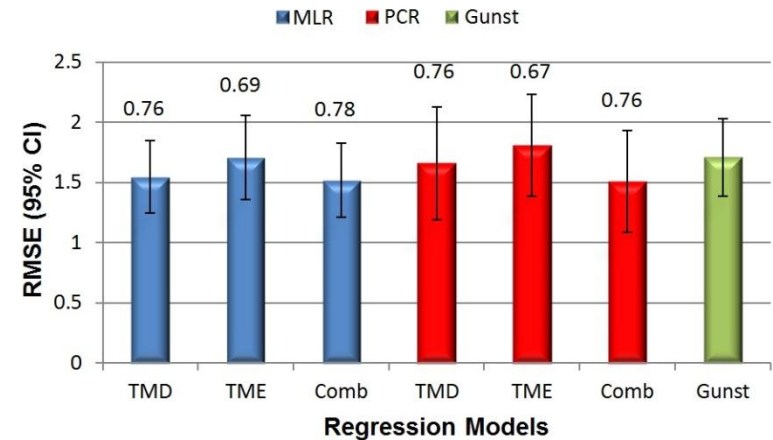
# Some Acquired Skills

## My Experience (Table vs Bar Plot)

**Table 4**

Regression estimates for males and females based on all third molar present

Males	TMD	TME	Combined
<b>MLR</b>	9.4025+0.4944UR+0.6870LR	11.0456+2.8258ur-1.1805ul+0.7335ll	9.6143+0.3700UL+0.4987LR+1.8005ur-1.1022ul
Adj R <sup>2</sup>	0.76	0.69	0.78
RMSE	1.55	1.71	1.52
95% CI	1.26-1.85	1.37-2.06	1.22-1.83
<b>PCR</b>	18.4926+1.2665Md	18.4926+1.2143Me	18.4926+0.9223Mc
Adj R <sup>2</sup>	0.76	0.67	0.76
RMSE	1.66	1.81	1.51
95% CI	1.20-2.13	1.39-2.23	1.09-1.93
<b>Gunst et al</b>			
RMSE	1.71		
95% CI	1.38-2.03		



**Fig.1** – Regression estimates for males based on all third molar present. Values above the error bars denote the adjusted coefficient of determination ( $R^2$ ), *RMSE* root mean square error, 95% CI confidence interval, *TMD* third molar development model, *TME* third molar eruption model, *Comb* combined model, *MLR* multiple linear regression, *PCR* principal component regression, *Gunst* Gunst et al. (2003) <sup>9</sup>.

Mohd Yusof et al., 2015. *Application of third molar development and eruption models in estimating dental age in Malay sub-adults*. J Forensic Leg Med. 2015 May;32:40-44 (WoS Q2 IF:0.87)

10/15/2019

# Be Graphicate

## Special Mention

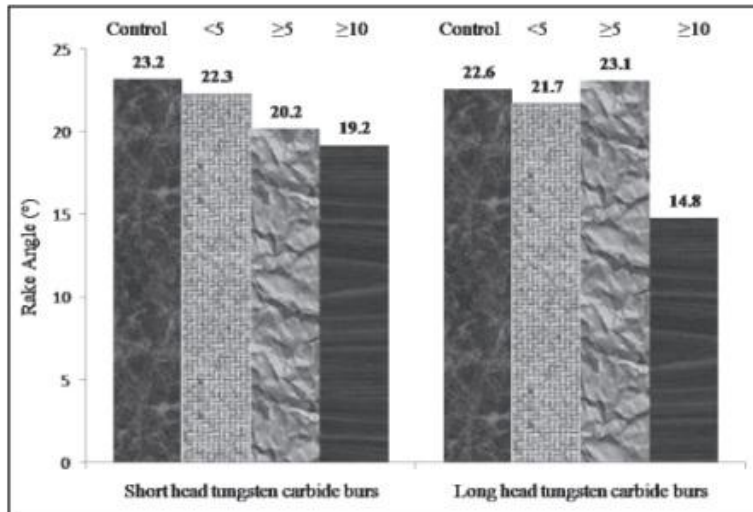
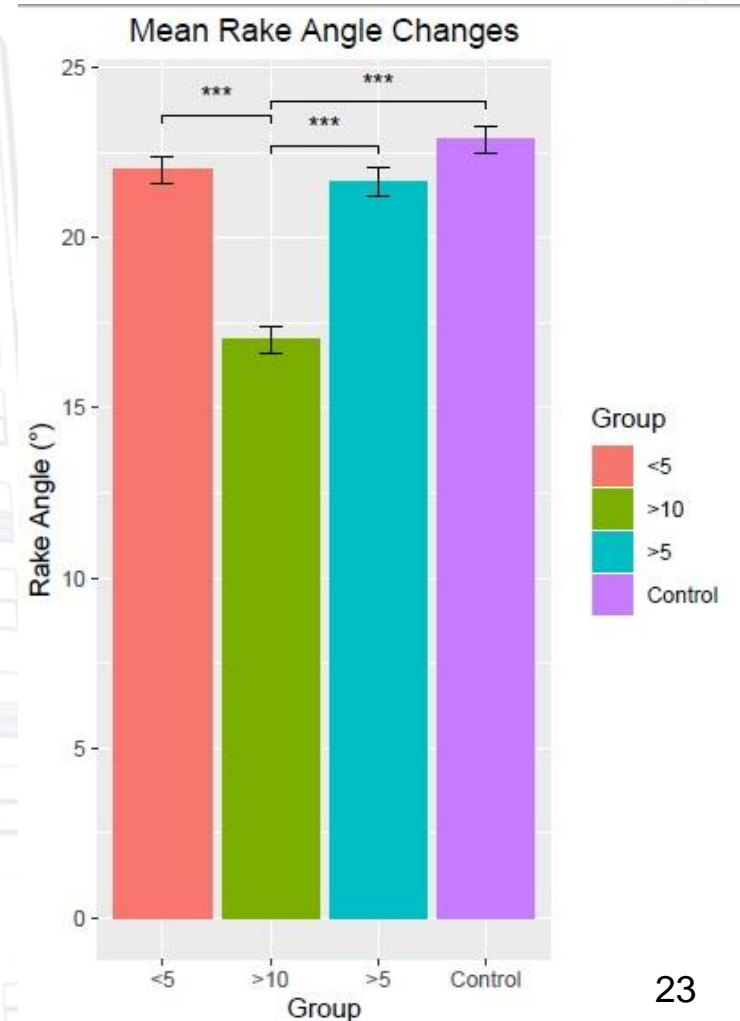


Figure 2. Changes in mean rake angle of tungsten carbide burs after repeated use.

**Table 1.** Multiple comparisons of the mean rake angle

No. of cavities prepared		Sig.	95% Confidence Interval	
			Lower Bound	Upper Bound
0 (Control)	< 5	0.879	-2.3690	4.1490
	≥ 5	0.784	-2.3004	4.7604
	≥ 10	0.001*	2.2983	9.5617
< 5	≥ 5	0.985	-2.2729	2.9529
	≥ 10	0.000*	2.2776	7.8024
≥ 5	≥ 10	0.001*	1.6065	7.7935

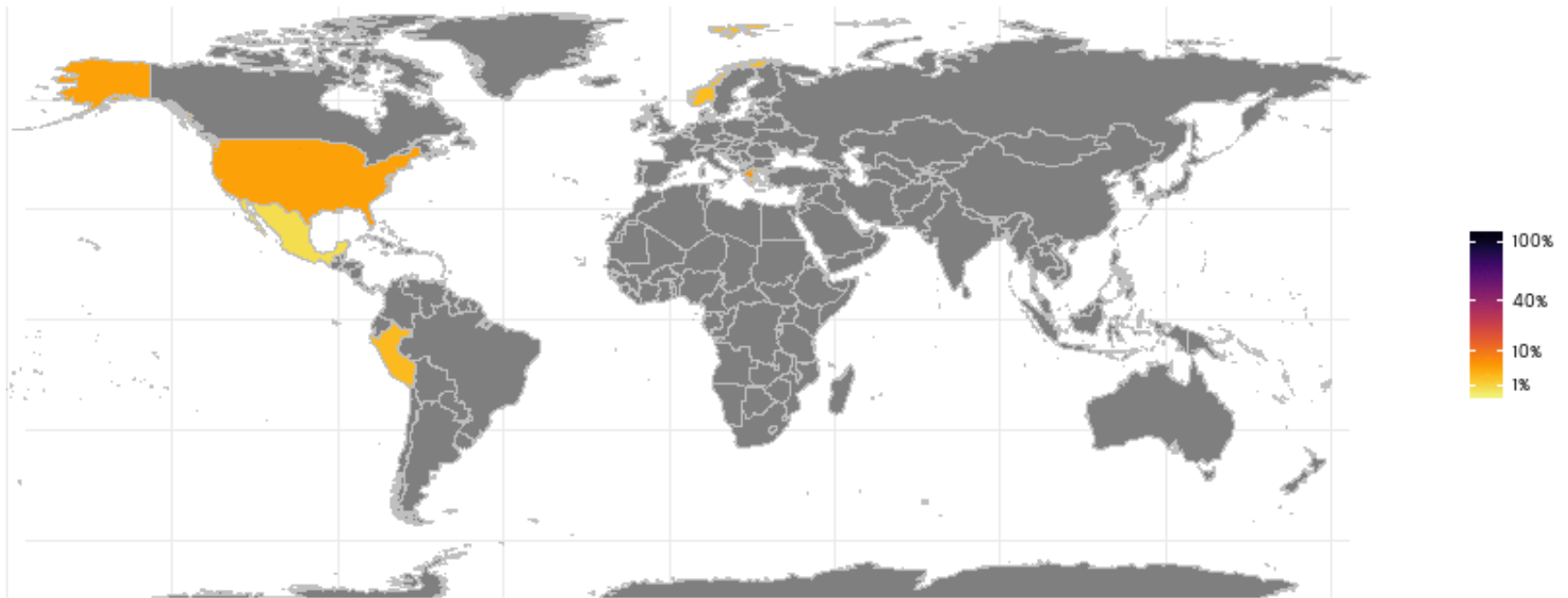
\* Significant at .05 level (Games Howell post hoc test)



# Be Graphicate

## *Special Mention (Choropleth)*

Military expenditure as a percentage of GDP - 1949



Source: Stockholm International Peace Research Institute



# Some Other Useful Softwares

*According to Forbes*

☐ Tableau



☐ Qlikview

**QlikView**

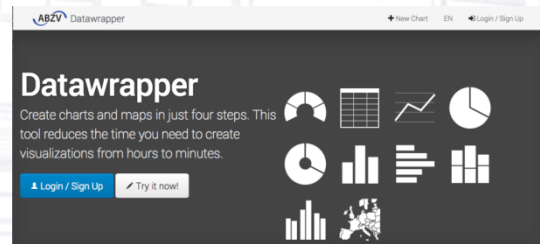
☐ FusionCharts



☐ Highcharts



☐ Datawrapper



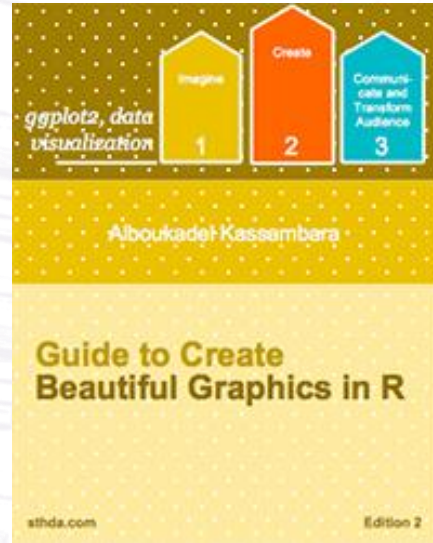
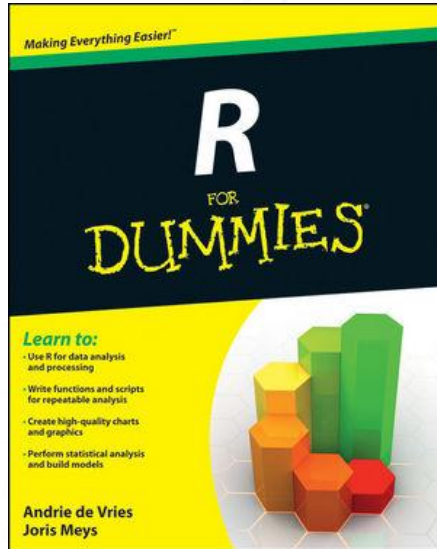
☐ Plotly



☐ Sisense



# References



Conducting Meta-Analyses in R with the metafor Package

Wolfgang Viechtbauer  
Maastricht University

Abstract

The *metafor* package provides functions for conducting meta-analyses in R. The package includes functions for fitting the meta-analytic fixed- and random-effects models and allows for the inclusion of moderator variables (study-level covariates) in these models. Meta-regression analyses with continuous and categorical moderators can be conducted in this way. Functions for the Mantel-Haenszel and Peto's overlapping method for meta-analysis of 2 x 2 table data are also available. Finally, the package provides various plot functions for example, for forest, funnel, and radial plots, and functions for assessing the model fit, for obtaining raw diagnostics, and for tests of publication bias.

**Keywords:** meta-analysis, R, mixed-effects model, meta-regression, moderator analysis.

1. Introduction

Science is a cumulative process (Shousha *et al.* 2003). Therefore, it is not surprising that one can often find dozens and sometimes hundreds of studies addressing the same basic question. Researchers trying to aggregate and evaluate the literature on a particular topic are increasingly conducting meta-analyses (Okin 1993). Broadly speaking, a meta-analysis can be defined as a systematic literature review supported by statistical methods where the goal is to aggregate and contrast the findings from several related studies (Glass 1976).

In a meta-analysis, the relevant results from each study are quantified in such a way that the resulting values can be further aggregated and compared. For example, we may be able to express the results from a randomized clinical trial examining the effectiveness of a medication in terms of an odds ratio, indicating how much higher (lower) the odds of a particular outcome (e.g., remission) were in the treatment compared to the control group. The set of odds ratios from several studies examining the same condition then forms the data which is used for further analyses. For example, we can estimate the average effectiveness of the medication

Archives of Oral Biology 60 (2015) 1571–1576

Contents lists available at ScienceDirect

Archives of Oral Biology

journal homepage: [www.elsevier.com/locate/aob](http://www.elsevier.com/locate/aob)



Stages in third molar development and eruption to estimate the 18-year threshold Malay juvenile

Mohd Yusmialdil Putera Mohd Yusof<sup>a,c,\*</sup>, Rita Cauwels<sup>a</sup>, Luc Martens<sup>a</sup>

<sup>a</sup> Department of Paediatric Dentistry and Special Care, PAECOMEDIS Cluster, De Pintelaan 185, PB, Ghent University, 9000 Ghent, Belgium  
<sup>b</sup> Centre of Oral & Maxillofacial Diagnostics and Medicine Studies, Faculty of Dentistry, Universiti Teknologi MARA, 40450 Shah Alam, Malaysia

ARTICLE INFO

Article history:  
Received 26 March 2015  
Received in revised form 11 July 2015  
Accepted 26 July 2015

Keywords:  
Third molar eruption  
Third molar development  
Dental age estimation  
Forensic odontology

ABSTRACT

Age 18 years is considered as the age of majority by most countries. To ascertain the age of interest, both third molar development (TMD) and eruption (TME) staging scores are beneficial without needing multiple imaging modalities. This study aimed to assess the chronological course of TMD and TME in a Malay sub-adult population and evaluate predictions when specific stage(s) of TMD and TME have been attained that are pertinent to the age group of interest (< 18 years or > 18 years). A sample of 714 digital panoramic images for subjects stratified by age between 14.1 and 23.9 years was retrospectively collected. The techniques described by Gleiser and Hunt (modified by Kohler) and Olze were employed to stage TMD and TME, respectively. A binary logistic regression was performed to predict the 18-year threshold with staging score as predictors. Stages 4–6 (TMD) and A–B (TME) for males and stages 4 (TMD) and A (TME) for females were found to discriminate the < 18-year group. For both genders, stages 9–10 (TMD) and D (TME) can be used as reference stages to estimate whether a subject is likely to be > 18 years, with 94.74–100% and 85.88–96.38% correct predictions, respectively. Stages 4 (TMD) and A (TME) can also be used to identify juveniles (< 18 years) with a high degree of correct predictions, 100%. The juvenility of an individual is easily anticipated by using the specific staging scores of both third molar variables (TMD and TME) without complex calculations.

© 2015 Elsevier Ltd. All rights reserved.

Journal of Forensic and Legal Medicine 34 (2015) 40–44

Contents lists available at ScienceDirect

Journal of Forensic and Legal Medicine

journal homepage: [www.elsevier.com/locate/jflm](http://www.elsevier.com/locate/jflm)



Original communication

Application of third molar development and eruption models in estimating dental age in Malay sub-adults

Mohd Yusmialdil Putera Mohd Yusof<sup>a,c,\*</sup>, Rita Cauwels<sup>a</sup>, Ellen Deschepper<sup>b</sup>, Luc Martens<sup>a</sup>

<sup>a</sup> Department of Paediatric Dentistry and Special Care, PAECOMEDIS Cluster, De Pintelaan 185, PB, Ghent University, 9000 Ghent, Belgium  
<sup>b</sup> Biostatistics Unit, Department of Public Health, Ziekenhuisnietweg 24, Block 6, Ghent University, 9000 Ghent, Belgium  
<sup>c</sup> Centre of Oral & Maxillofacial Diagnostics and Medicine Studies, Faculty of Dentistry, Universiti Teknologi MARA, 40450 Shah Alam, Malaysia

ARTICLE INFO

Article history:  
Received 2 March 2015  
Received in revised form 14 May 2015  
Accepted 15 May 2015  
Available online 27 May 2015

Keywords:  
Third molar  
Dental age estimation  
Forensic odontology  
Principal component analysis  
Multicollinearity

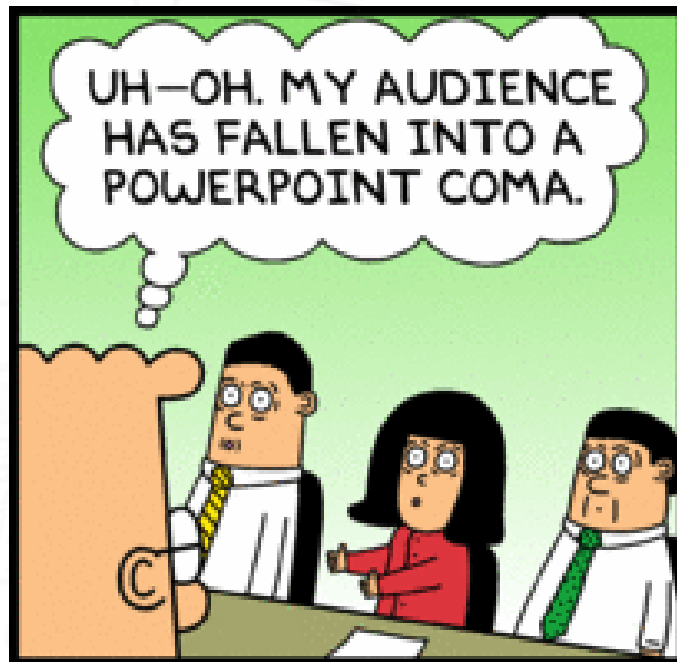
ABSTRACT

The third molar development (TMD) has been widely utilized as one of the radiographic method for dental age estimation. By using the same radiograph of the same individual, third molar eruption (TME) information can be incorporated to the TMD regression model. This study aims to evaluate the performance of dental age estimation in individual method models and the combined model (TMD and TME) based on the classic regressions of multiple linear and principal component analysis. A sample of 705 digital panoramic radiographs of Malay sub-adults aged between 14.1 and 23.9 years was collected. The techniques described by Gleiser and Hunt (modified by Kohler) and Olze were employed to stage the TMD and TME, respectively. The data was divided to develop three respective models based on the two regressions of multiple linear and principal component analysis. The trained models were then validated on the test sample and the accuracy of age prediction was compared between each model. The coefficient of determination ( $R^2$ ) and root mean square error (RMSE) were calculated. In both genders, adjusted  $R^2$  yielded an increment in the linear regressions of combined model as compared to the individual models. The overall decrease in RMSE was detected in combined model as compared to TMD (0.03–0.06) and TME (0.2–0.8). In principal component regression, low value of adjusted  $R^2$  and high RMSE except in male were exhibited in combined model. Dental age estimation is better predicted using combined model in multiple linear regression models.

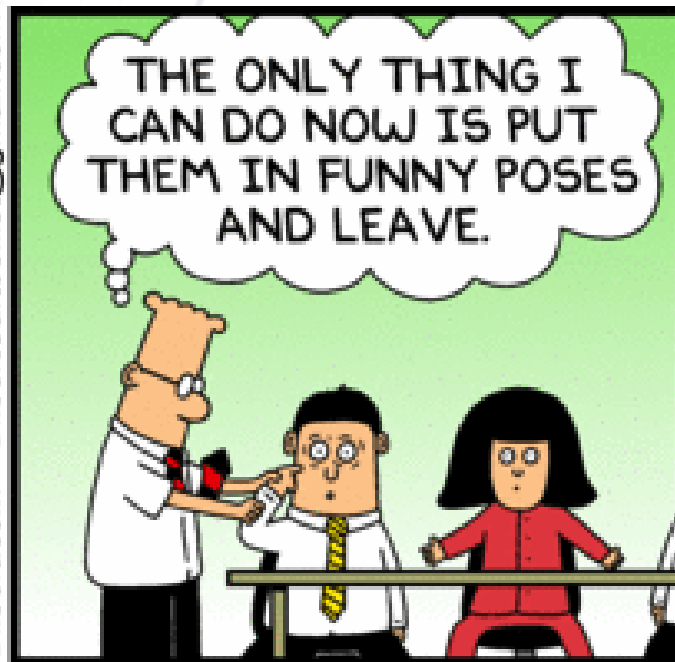
© 2015 Elsevier Ltd and Faculty of Forensic and Legal Medicine. All rights reserved.

10/15/2019

26



Dilbert.com DilbertCartoonist@gmail.com



6-25-10 ©2010 Scott Adams, Inc./Dist. by UFS, Inc.

**Thank you**