

# Thesis/Presentation/Poster Briefing

Guidelines and advice on your project work

Dr Marcus N. Campbell Bannerman  
`m.campbellbannerman@abdn.ac.uk`

School of Engineering



UNIVERSITY OF ABERDEEN

# Slides Outline

Disclaimer

Deadlines

Assessment Components

Thesis Guidelines

- Structure

- Organisation

- Mark distribution

- Presentation

- References

- Writing style

- Plagiarism

- Summary

Presentation Guidelines

# Section Outline

Disclaimer

Deadlines

Assessment Components

Thesis Guidelines

- Structure

- Organisation

- Mark distribution

- Presentation

- References

- Writing style

- Plagiarism

- Summary

Presentation Guidelines

# Disclaimer

Nothing in these slides is absolute (even this statement, see below). Writing is an art form, and sometimes breaking the “rules” is the best thing to do. When in doubt, ask your supervisor (or me right now).

*“Rules are for the guidance of wise men and the obedience of fools.”*

Sir Douglas Robert Steuart Bader, Brickhill 1954, p. 44.

*“Tis impossible to be sure of any thing but Death and Taxes”...*

Christopher Bullock, The Cobbler of Preston 1716.

*“...and going over the page limit, we’re pretty clear on that one”*

Marcus Bannerman, lecture slides, now.

Only cite sources that have been published in a fixed form AND peer reviewed. None of these citations above meet that requirement but I’m still going to use them as its entertaining AND it drives home a point I’m trying to make. Try to be entertaining, creative, and have at least one point to everything you write.

# Disclaimer

There is a massive document called “MEng & BEng Project Guidelines” on MyAb-  
erdeen that has way more than I can cover in this presentation.  
If in doubt, check the guidelines document. I will highlight key parts here.

# Section Outline

Disclaimer

**Deadlines**

Assessment Components

Thesis Guidelines

- Structure

- Organisation

- Mark distribution

- Presentation

- References

- Writing style

- Plagiarism

- Summary

Presentation Guidelines

# Deadlines

**Always check the project handbook on MyAberdeen, it is always updated!**

Date	Description
Friday, 17 <sup>th</sup> March	Deadline for a single draft chapter (10 pages max) for feedback. Make it the hardest chapter to write, and make sure there are no easy mistakes to maximise value.
Friday, 31 <sup>st</sup> March	End of supervision/lab work/teaching.
Monday, 1 <sup>st</sup> May, <b>Midday</b>	Submission of electronic copy of thesis <b>(twice)</b> to MyAberdeen, as well as abstract submission.
Tuesday, 2 <sup>nd</sup> May, <b>9am</b>	Submission of presentation slides on MyAberdeen.
Tuesday, 2 <sup>nd</sup> May	Presentation, details to be confirmed, BEng & MEng do oral presentation.

# Section Outline

Disclaimer

Deadlines

**Assessment Components**

Thesis Guidelines

- Structure

- Organisation

- Mark distribution

- Presentation

- References

- Writing style

- Plagiarism

- Summary

Presentation Guidelines



# Assessment components

Component	EG4014 BEng	EG4013 MEng
Winter Report	0%	0%
Thesis	65%	65%
Presentation	20%	20%
Supervisor assessment	15%	15%

**Table:** Percentage weighting of marks for each component of the Engineering project.

*“Know your enemy”*

Rage Against The Machine

(Is this a good citation?)

- ▶ All assessment marking sheets are available on MyAberdeen.
- ▶ Know the distribution of marks. Make sure all bases are covered - Don't miss the "easy" marks.
- ▶ Your supervisor does not mark your thesis/presentation. Your target audience is your colleagues in your class.
  - ▶ So make them interesting! Try to make it so your classmates would want to read the thesis/see the presentation.
  - ▶ Help them understand your work, in doing so you will provide the evidence needed to show YOU understand your work.
  - ▶ Avoid being boring (repetition, "filler" text/paragraphs, listing). As a marker, I have to read 10–20 of these a year depending on class size, so 500–1000 pages. Every time I see a "thinner" thesis I start marking happy.
  - ▶ You are not assessed on the amount you write/present, but the quality! Best thesis I have ever read was 35 pages long. Einstein's papers were ten pages long. Nature (arguably the "best" journal) only allows five pages max. The shortest effective story is six words long, has a beginning/intro, middle/main-body, and end/conclusion.

- ▶ All assessment marking sheets are available on MyAberdeen.
- ▶ Know the distribution of marks. Make sure all bases are covered - Don't miss the "easy" marks.
- ▶ Your supervisor does not mark your thesis/presentation. Your target audience is your colleagues in your class.
  - ▶ So make them interesting! Try to make it so your classmates would want to read the thesis/see the presentation.
  - ▶ Help them understand your work, in doing so you will provide the evidence needed to show YOU understand your work.
  - ▶ Avoid being boring (repetition, "filler" text/paragraphs, listing). As a marker, I have to read 10–20 of these a year depending on class size, so 500–1000 pages. Every time I see a "thinner" thesis I start marking happy.
  - ▶ You are not assessed on the amount you write/present, but the quality! Best thesis I have ever read was 35 pages long. Einstein's papers were ten pages long. Nature (arguably the "best" journal) only allows five pages max. The shortest effective story is six words long, has a beginning/intro, middle/main-body, and end/conclusion.

- ▶ All assessment marking sheets are available on MyAberdeen.
- ▶ Know the distribution of marks. Make sure all bases are covered - Don't miss the “easy” marks.
- ▶ Your supervisor does not mark your thesis/presentation. Your target audience is your colleagues in your class.
  - ▶ So make them interesting! Try to make it so your classmates would want to read the thesis/see the presentation.
  - ▶ Help them understand your work, in doing so you will provide the evidence needed to show YOU understand your work.
  - ▶ Avoid being boring (repetition, “filler” text/paragraphs, listing). As a marker, I have to read 10–20 of these a year depending on class size, so 500–1000 pages. Every time I see a “thinner” thesis I start marking happy.
  - ▶ You are not assessed on the amount you write/present, but the quality! Best thesis I have ever read was 35 pages long. Einstein's papers were ten pages long. Nature (arguably the “best” journal) only allows five pages max. The shortest effective story is six words long, has a beginning/intro, middle/main-body, and end/conclusion.

- ▶ All assessment marking sheets are available on MyAberdeen.
- ▶ Know the distribution of marks. Make sure all bases are covered - Don't miss the “easy” marks.
- ▶ Your supervisor does not mark your thesis/presentation. Your target audience is your colleagues in your class.
  - ▶ So make them interesting! Try to make it so your classmates would want to read the thesis/see the presentation.
  - ▶ Help them understand your work, in doing so you will provide the evidence needed to show YOU understand your work.
  - ▶ Avoid being boring (repetition, “filler” text/paragraphs, listing). As a marker, I have to read 10–20 of these a year depending on class size, so 500–1000 pages. Every time I see a “thinner” thesis I start marking happy.
  - ▶ You are not assessed on the amount you write/present, but the quality! Best thesis I have ever read was 35 pages long. Einstein's papers were ten pages long. Nature (arguably the “best” journal) only allows five pages max. The shortest effective story is six words long, has a beginning/intro, middle/main-body, and end/conclusion.

- ▶ All assessment marking sheets are available on MyAberdeen.
- ▶ Know the distribution of marks. Make sure all bases are covered - Don't miss the “easy” marks.
- ▶ Your supervisor does not mark your thesis/presentation. Your target audience is your colleagues in your class.
  - ▶ So make them interesting! Try to make it so your classmates would want to read the thesis/see the presentation.
  - ▶ Help them understand your work, in doing so you will provide the evidence needed to show YOU understand your work.
  - ▶ Avoid being boring (repetition, “filler” text/paragraphs, listing). As a marker, I have to read 10–20 of these a year depending on class size, so 500–1000 pages. Every time I see a “thinner” thesis I start marking happy.
  - ▶ You are not assessed on the amount you write/present, but the quality! Best thesis I have ever read was 35 pages long. Einstein's papers were ten pages long. Nature (arguably the “best” journal) only allows five pages max. The shortest effective story is six words long, has a beginning/intro, middle/main-body, and end/conclusion.

- ▶ All assessment marking sheets are available on MyAberdeen.
- ▶ Know the distribution of marks. Make sure all bases are covered - Don't miss the “easy” marks.
- ▶ Your supervisor does not mark your thesis/presentation. Your target audience is your colleagues in your class.
  - ▶ So make them interesting! Try to make it so your classmates would want to read the thesis/see the presentation.
  - ▶ Help them understand your work, in doing so you will provide the evidence needed to show YOU understand your work.
  - ▶ Avoid being boring (repetition, “filler” text/paragraphs, listing). As a marker, I have to read 10–20 of these a year depending on class size, so 500–1000 pages. Every time I see a “thinner” thesis I start marking happy.
  - ▶ You are not assessed on the amount you write/present, but the quality! Best thesis I have ever read was 35 pages long. Einstein's papers were ten pages long. Nature (arguably the “best” journal) only allows five pages max. The shortest effective story is six words long, has a beginning/intro, middle/main-body, and end/conclusion.

- ▶ All assessment marking sheets are available on MyAberdeen.
- ▶ Know the distribution of marks. Make sure all bases are covered - Don't miss the “easy” marks.
- ▶ Your supervisor does not mark your thesis/presentation. Your target audience is your colleagues in your class.
  - ▶ So make them interesting! Try to make it so your classmates would want to read the thesis/see the presentation.
  - ▶ Help them understand your work, in doing so you will provide the evidence needed to show YOU understand your work.
  - ▶ Avoid being boring (repetition, “filler” text/paragraphs, listing). As a marker, I have to read 10–20 of these a year depending on class size, so 500–1000 pages. Every time I see a “thinner” thesis I start marking happy.
  - ▶ You are not assessed on the amount you write/present, but the quality! Best thesis I have ever read was 35 pages long. Einstein's papers were ten pages long. Nature (arguably the “best” journal) only allows five pages max. The shortest effective story is six words long, has a beginning/intro, middle/main-body, and end/conclusion.



# Section Outline

Disclaimer

Deadlines

Assessment Components

**Thesis Guidelines**

- Structure

- Organisation

- Mark distribution

- Presentation

- References

- Writing style

- Plagiarism

- Summary

Presentation Guidelines

## ► Start writing early!

- You will forget ideas, analysis, key points of papers quickly, get them down on paper now!
- Writing **drives** the research, not the other way around.

## ► Start with this structure:

- Title page (1pg 1/50)
- Abstract (1pg 2/50)
- Table of contents (1pg 3/50)
- List of tables and figures (1pg 4/50)
- Nomenclature (1pg 5/50)
- Introduction (2pgs 7/50)
- Aims & objectives (1pg 8/50)
- Literature review (10pgs 18/50)
- Main body (10pgs 28/50)
- Results and discussion (10pgs 38/50)
- Conclusion (3pgs 41/50)
- Recommendations (1pg 42/50)
- References (2pgs 44/50)
- Appendices (5pgs 49/50)

## ► But when did you last read a book written like that?

- ▶ Start writing early!
  - ▶ You will forget ideas, analysis, key points of papers quickly, get them down on paper now!
  - ▶ Writing **drives** the research, not the other way around.
- ▶ Start with this structure:
  - ▶ Title page (1pg 1/50)
  - ▶ Abstract (1pg 2/50)
  - ▶ Table of contents (1pg 3/50)
  - ▶ List of tables and figures (1pg 4/50)
  - ▶ Nomenclature (1pg 5/50)
  - ▶ Introduction (2pgs 7/50)
  - ▶ Aims & objectives (1pg 8/50)
  - ▶ Literature review (10pgs 18/50)
  - ▶ Main body (10pgs 28/50)
  - ▶ Results and discussion (10pgs 38/50)
  - ▶ Conclusion (3pgs 41/50)
  - ▶ Recommendations (1pg 42/50)
  - ▶ References (2pgs 44/50)
  - ▶ Appendices (5pgs 49/50)
- ▶ But when did you last read a book written like that?

- ▶ Start writing early!
  - ▶ You will forget ideas, analysis, key points of papers quickly, get them down on paper now!
  - ▶ Writing **drives** the research, not the other way around.
- ▶ Start with this structure:
  - ▶ Title page (1pg 1/50)
  - ▶ Abstract (1pg 2/50)
  - ▶ Table of contents (1pg 3/50)
  - ▶ List of tables and figures (1pg 4/50)
  - ▶ Nomenclature (1pg 5/50)
  - ▶ Introduction (2pgs 7/50)
  - ▶ Aims & objectives (1pg 8/50)
  - ▶ Literature review (10pgs 18/50)
  - ▶ Main body (10pgs 28/50)
  - ▶ Results and discussion (10pgs 38/50)
  - ▶ Conclusion (3pgs 41/50)
  - ▶ Recommendations (1pg 42/50)
  - ▶ References (2pgs 44/50)
  - ▶ Appendices (5pgs 49/50)
- ▶ But when did you last read a book written like that?

- ▶ Start writing early!
  - ▶ You will forget ideas, analysis, key points of papers quickly, get them down on paper now!
  - ▶ Writing **drives** the research, not the other way around.
- ▶ **Start** with this structure:
  - ▶ Title page (1pg 1/50)
  - ▶ Abstract (1pg 2/50)
  - ▶ Table of contents (1pg 3/50)
  - ▶ List of tables and figures (1pg 4/50)
  - ▶ Nomenclature (1pg 5/50)
  - ▶ Introduction (2pgs 7/50)
  - ▶ Aims & objectives (1pg 8/50)
  - ▶ Literature review (10pgs 18/50)
  - ▶ Main body (10pgs 28/50)
  - ▶ Results and discussion (10pgs 38/50)
  - ▶ Conclusion (3pgs 41/50)
  - ▶ Recommendations (1pg 42/50)
  - ▶ References (2pgs 44/50)
  - ▶ Appendices (5pgs 49/50)

▶ But when did you last read a book written like that?

- ▶ Start writing early!
  - ▶ You will forget ideas, analysis, key points of papers quickly, get them down on paper now!
  - ▶ Writing **drives** the research, not the other way around.
- ▶ **Start** with this structure:
  - ▶ Title page (1pg 1/50)
  - ▶ Abstract (1pg 2/50)
  - ▶ Table of contents (1pg 3/50)
  - ▶ List of tables and figures (1pg 4/50)
  - ▶ Nomenclature (1pg 5/50)
  - ▶ Introduction (2pgs 7/50)
  - ▶ Aims & objectives (1pg 8/50)
  - ▶ Literature review (10pgs 18/50)
  - ▶ Main body (10pgs 28/50)
  - ▶ Results and discussion (10pgs 38/50)
  - ▶ Conclusion (3pgs 41/50)
  - ▶ Recommendations (1pg 42/50)
  - ▶ References (2pgs 44/50)
  - ▶ Appendices (5pgs 49/50)
- ▶ But when did you last read a book written like that?

# Thesis Organisation

- ▶ Organise the thesis how you think is best, start with the previous formula.
- ▶ Perhaps it would be better to have it organised into topics, e.g.: An introduction to nanofluids→ Experimental evidence for anomalous thermal conduction effects→ Modelling thermophoresis in thermal conduction→ Simulations of thermophoresis→Finding the optimal conditions for enhancement/dehancement→Conclusions.
- ▶ Repetition is a sign that the order of topics may be wrong.
- ▶ Each **chapter** should begin with an introduction to the chapter, stating how this chapter fits with what has gone before. Each chapter should also end with conclusions, and how it fits into what comes after.
- ▶ This is true for paragraphs too!
- ▶ Think about how **you** read books. Do you always start at the beginning of text books/wikipedia or do you expect to be able to open any section and start reading from there? Ever read a story and forgotten what was going on? You should always remind the reader why they are reading this content, and what it means in the broader scope of the paragraph, section, chapter, and thesis.

# Thesis Organisation

- ▶ Organise the thesis how you think is best, start with the previous formula.
- ▶ Perhaps it would be better to have it organised into topics, e.g.: An introduction to nanofluids→ Experimental evidence for anomalous thermal conduction effects→ Modelling thermophoresis in thermal conduction→ Simulations of thermophoresis→Finding the optimal conditions for enhancement/dehancement→Conclusions.
- ▶ Repetition is a sign that the order of topics may be wrong.
- ▶ Each **chapter** should begin with an introduction to the chapter, stating how this chapter fits with what has gone before. Each chapter should also end with conclusions, and how it fits into what comes after.
- ▶ This is true for paragraphs too!
- ▶ Think about how **you** read books. Do you always start at the beginning of text books/wikipedia or do you expect to be able to open any section and start reading from there? Ever read a story and forgotten what was going on? You should always remind the reader why they are reading this content, and what it means in the broader scope of the paragraph, section, chapter, and thesis.



# Thesis Organisation

- ▶ Organise the thesis how you think is best, start with the previous formula.
- ▶ Perhaps it would be better to have it organised into topics, e.g.: An introduction to nanofluids→ Experimental evidence for anomalous thermal conduction effects→ Modelling thermophoresis in thermal conduction→ Simulations of thermophoresis→Finding the optimal conditions for enhancement/dehancement→Conclusions.
- ▶ Repetition is a sign that the order of topics may be wrong.
- ▶ Each **chapter** should begin with an introduction to the chapter, stating how this chapter fits with what has gone before. Each chapter should also end with conclusions, and how it fits into what comes after.
- ▶ This is true for paragraphs too!
- ▶ Think about how **you** read books. Do you always start at the beginning of text books/wikipedia or do you expect to be able to open any section and start reading from there? Ever read a story and forgotten what was going on? You should always remind the reader why they are reading this content, and what it means in the broader scope of the paragraph, section, chapter, and thesis.

# Thesis Organisation

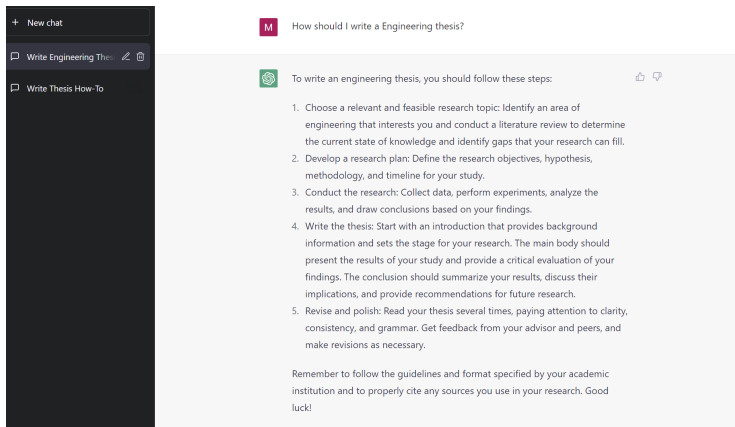
- ▶ Organise the thesis how you think is best, start with the previous formula.
- ▶ Perhaps it would be better to have it organised into topics, e.g.: An introduction to nanofluids→ Experimental evidence for anomalous thermal conduction effects→ Modelling thermophoresis in thermal conduction→ Simulations of thermophoresis→Finding the optimal conditions for enhancement/dehancement→Conclusions.
- ▶ Repetition is a sign that the order of topics may be wrong.
- ▶ Each **chapter** should begin with an introduction to the chapter, stating how this chapter fits with what has gone before. Each chapter should also end with conclusions, and how it fits into what comes after.
- ▶ This is true for paragraphs too!
- ▶ Think about how **you** read books. Do you always start at the beginning of text books/wikipedia or do you expect to be able to open any section and start reading from there? Ever read a story and forgotten what was going on? You should always remind the reader why they are reading this content, and what it means in the broader scope of the paragraph, section, chapter, and thesis.

# Thesis Organisation

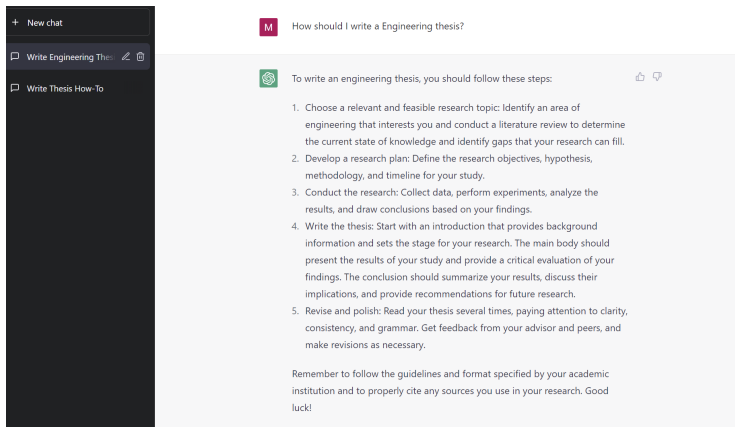
- ▶ Organise the thesis how you think is best, start with the previous formula.
- ▶ Perhaps it would be better to have it organised into topics, e.g.: An introduction to nanofluids→ Experimental evidence for anomalous thermal conduction effects→ Modelling thermophoresis in thermal conduction→ Simulations of thermophoresis→Finding the optimal conditions for enhancement/dehancement→Conclusions.
- ▶ Repetition is a sign that the order of topics may be wrong.
- ▶ Each **chapter** should begin with an introduction to the chapter, stating how this chapter fits with what has gone before. Each chapter should also end with conclusions, and how it fits into what comes after.
- ▶ This is true for paragraphs too!
- ▶ Think about how **you** read books. Do you always start at the beginning of text books/wikipedia or do you expect to be able to open any section and start reading from there? Ever read a story and forgotten what was going on? You should always remind the reader why they are reading this content, and what it means in the broader scope of the paragraph, section, chapter, and thesis.

# Thesis Organisation

- ▶ Organise the thesis how you think is best, start with the previous formula.
- ▶ Perhaps it would be better to have it organised into topics, e.g.: An introduction to nanofluids→ Experimental evidence for anomalous thermal conduction effects→ Modelling thermophoresis in thermal conduction→ Simulations of thermophoresis→Finding the optimal conditions for enhancement/dehancement→Conclusions.
- ▶ Repetition is a sign that the order of topics may be wrong.
- ▶ Each **chapter** should begin with an introduction to the chapter, stating how this chapter fits with what has gone before. Each chapter should also end with conclusions, and how it fits into what comes after.
- ▶ This is true for paragraphs too!
- ▶ Think about how **you** read books. Do you always start at the beginning of text books/wikipedia or do you expect to be able to open any section and start reading from there? Ever read a story and forgotten what was going on? You should always remind the reader why they are reading this content, and what it means in the broader scope of the paragraph, section, chapter, and thesis.



- ▶ I welcome our new/old robot overlords (see all previous industrialisation), as always they come to lift us from the drudgery.
- ▶ Your thesis is not (just) about writing a long document that wanders over a topic. Its about making a interesting short-story on a in-depth engineering topic, which is factual, evidence-based, entertaining, and hopefully novel.



- ▶ I welcome our new/old robot overlords (see all previous industrialisation), as always they come to lift us from the drudgery.
- ▶ Your thesis is not (just) about writing a long document that wanders over a topic. Its about making a interesting short-story on a in-depth engineering topic, which is factual, evidence-based, entertaining, and hopefully novel.

# Thesis marking scheme/Your enemy

Component	EG4014 BEng	EG4013 MEng
Presentation & style	30%	20%
Technical content & merit	70%	50%
Evidence of critical reasoning	-	30%

**Table:** Categories and allocation of marks for the thesis.

# Presentation

- ▶ Do not underestimate the importance of presentation (20–30%)! You cannot display evidence of critical reasoning (30% MEng only) or communicate the technical content (50–70%) without it.
- ▶ The key to presentation is

## CONSISTENCY.

- ▶ No sudden font changes, margin shifts etc. (like above).
- ▶ consistent capitalisation (not like this line). Double check your table of contents, Camel Caps Always Looks Bad!
- ▶ No spelling mistakes!
- ▶ Your spell checker will not notice poorly chosen words. An excellent test is to record reading the document aloud and listen back. You'll use a different part of your brain and see it from a new perspective.
- ▶ You will conquer these common errors by giving yourself plenty of time to proof read your document (around a week!).
- ▶ Figures are always a common area for problems...



# Presentation

- ▶ Do not underestimate the importance of presentation (20–30%)! You cannot display evidence of critical reasoning (30% MEng only) or communicate the technical content (50–70%) without it.
- ▶ The key to presentation is

## CONSISTENCY.

- ▶ No sudden font changes, margin shifts etc. (like above).
- ▶ consistent capitalisation (not like this line). Double check your table of contents, Camel Caps Always Looks Bad!
- ▶ No spelling mistakes!
- ▶ Your spell checker will not notice poorly chosen words. An excellent test is to record reading the document aloud and listen back. You'll use a different part of your brain and see it from a new perspective.
- ▶ You will conquer these common errors by giving yourself plenty of time to proof read your document (around a week!).
- ▶ Figures are always a common area for problems...

# Presentation

- ▶ Do not underestimate the importance of presentation (20–30%)! You cannot display evidence of critical reasoning (30% MEng only) or communicate the technical content (50–70%) without it.
- ▶ The key to presentation is

## CONSISTENCY.

- ▶ **No** sudden font changes, margin shifts etc. (like above).
- ▶ consistent capitalisation (not like this line). Double check your table of contents, Camel Caps Always Looks Bad!
- ▶ **No** spelling mistakes!
- ▶ Your spell checker will not notice poorly chosen words. An excellent test is to record reading the document aloud and listen back. You'll use a different part of your brain and see it from a new perspective.
- ▶ You will conquer these common errors by giving yourself plenty of time to proof read your document (around a week!).
- ▶ Figures are always a common area for problems...

# Presentation

- ▶ Do not underestimate the importance of presentation (20–30%)! You cannot display evidence of critical reasoning (30% MEng only) or communicate the technical content (50–70%) without it.
- ▶ The key to presentation is

## CONSISTENCY.

- ▶ No sudden font changes, margin shifts etc. (like above).
- ▶ consistent capitalisation (not like this line). Double check your table of contents, Camel Caps Always Looks Bad!
- ▶ No spelling mistakes!
- ▶ Your spell checker will not notice poorly chosen words. An excellent test is to record reading the document aloud and listen back. You'll use a different part of your brain and see it from a new perspective.
- ▶ You will conquer these common errors by giving yourself plenty of time to proof read your document (around a week!).
- ▶ Figures are always a common area for problems...

# Presentation

- ▶ Do not underestimate the importance of presentation (20–30%)! You cannot display evidence of critical reasoning (30% MEng only) or communicate the technical content (50–70%) without it.
- ▶ The key to presentation is

## CONSISTENCY.

- ▶ **No** sudden font changes, margin shifts etc. (like above).
- ▶ consistent capitalisation (not like this line). Double check your table of contents, Camel Caps Always Looks Bad!
- ▶ **No** spelling mistakes!
- ▶ Your spell checker will not notice poorly chosen words. An excellent test is to record reading the document aloud and listen back. You'll use a different part of your brain and see it from a new perspective.
- ▶ You will conquer these common errors by giving yourself plenty of time to proof read your document (around a week!).
- ▶ Figures are always a common area for problems...

# Presentation

- ▶ Do not underestimate the importance of presentation (20–30%)! You cannot display evidence of critical reasoning (30% MEng only) or communicate the technical content (50–70%) without it.
- ▶ The key to presentation is

## CONSISTENCY.

- ▶ No sudden font changes, margin shifts etc. (like above).
- ▶ consistent capitalisation (not like this line). Double check your table of contents, Camel Caps Always Looks Bad!
- ▶ No spelling mistakes!
- ▶ Your spell checker will not notice poorly chosen words. An excellent test is to record reading the document aloud and listen back. You'll use a different part of your brain and see it from a new perspective.
- ▶ You will conquer these common errors by giving yourself plenty of time to proof read your document (around a week!).
- ▶ Figures are always a common area for problems...

# Presentation

- ▶ Do not underestimate the importance of presentation (20–30%)! You cannot display evidence of critical reasoning (30% MEng only) or communicate the technical content (50–70%) without it.

- ▶ The key to presentation is

## CONSISTENCY.

- ▶ No sudden font changes, margin shifts etc. (like above).
- ▶ consistent capitalisation (not like this line). Double check your table of contents, Camel Caps Always Looks Bad!
- ▶ No spelling mistakes!
- ▶ Your spell checker will not notice poorly chosen words. An excellent test is to record reading the document aloud and listen back. You'll use a different part of your brain and see it from a new perspective.
- ▶ You will conquer these common errors by giving yourself plenty of time to proof read your document (around a week!).
- ▶ Figures are always a common area for problems...

# Presentation

- ▶ Do not underestimate the importance of presentation (20–30%)! You cannot display evidence of critical reasoning (30% MEng only) or communicate the technical content (50–70%) without it.
- ▶ The key to presentation is

## CONSISTENCY.

- ▶ No sudden font changes, margin shifts etc. (like above).
- ▶ consistent capitalisation (not like this line). Double check your table of contents, Camel Caps Always Looks Bad!
- ▶ No spelling mistakes!
- ▶ Your spell checker will not notice poorly chosen words. An excellent test is to record reading the document aloud and listen back. You'll use a different part of your brain and see it from a new perspective.
- ▶ You will conquer these common errors by giving yourself plenty of time to proof read your document (around a week!).
- ▶ Figures are always a common area for problems. . .

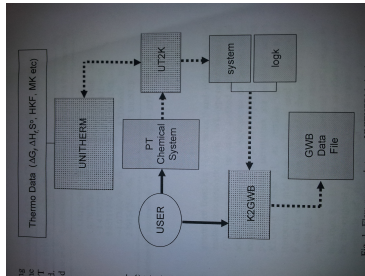


Figure: A flow chart[1].

The “rules” of figures:

- ▶ **Don't** use poor quality scans/**pictures** of documents, learn to draw on a computer!
- ▶ Simple diagrams should **always** be redrawn by yourself. Your diagram should be concise and only include relevant information.
- ▶ **Don't** skim on captions like above, go beyond just references.
- ▶ If you include a figure it must be discussed in the text somewhere.
- ▶ They should be wider than they are tall (to avoid wasting space).



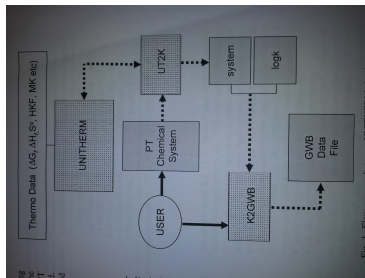


Figure: A flow chart[1].

The “rules” of figures:

- ▶ **Don't** use poor quality scans/**pictures** of documents, learn to draw on a computer!
- ▶ Simple diagrams should **always** be redrawn by yourself. Your diagram should be concise and only include relevant information.
- ▶ **Don't** skim on captions like above, go beyond just references.
- ▶ If you include a figure it must be discussed in the text somewhere.
- ▶ They should be wider than they are tall (to avoid wasting space).

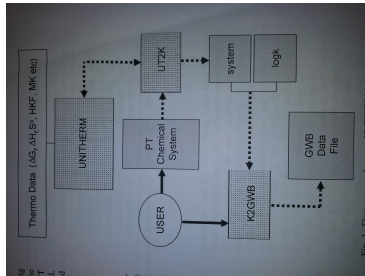


Figure: A flow chart[1].

The “rules” of figures:

- ▶ **Don't** use poor quality scans/**pictures** of documents, learn to draw on a computer!
- ▶ Simple diagrams should **always** be redrawn by yourself. Your diagram should be concise and only include relevant information.
- ▶ **Don't** skimp on captions like above, go beyond just references.
- ▶ If you include a figure it must be discussed in the text somewhere.
- ▶ They should be wider than they are tall (to avoid wasting space).

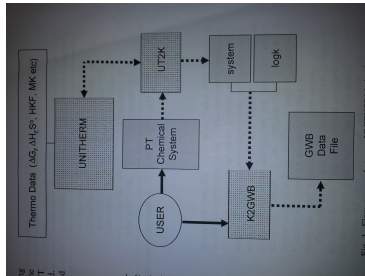


Figure: A flow chart[1].

The “rules” of figures:

- ▶ **Don't** use poor quality scans/**pictures** of documents, learn to draw on a computer!
- ▶ Simple diagrams should **always** be redrawn by yourself. Your diagram should be concise and only include relevant information.
- ▶ **Don't** skimp on captions like above, go beyond just references.
- ▶ If you include a figure it must be discussed in the text somewhere.
- ▶ They should be wider than they are tall (to avoid wasting space).

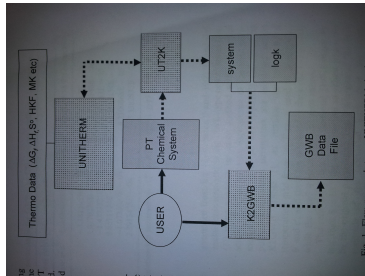
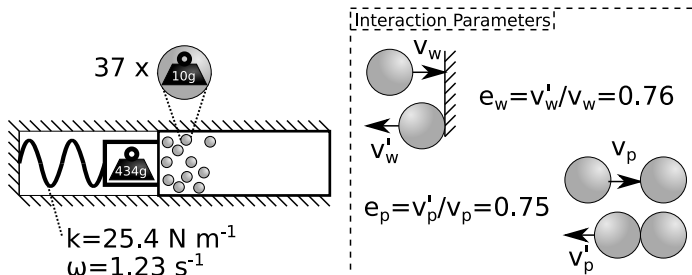


Figure: A flow chart[1].

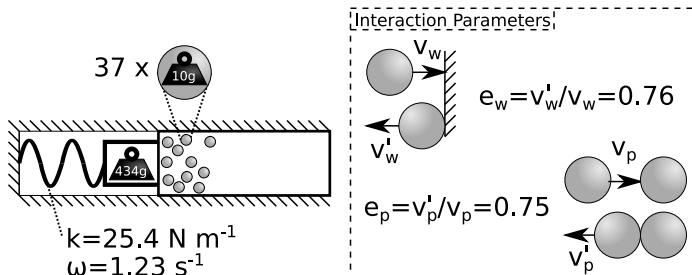
The “rules” of figures:

- ▶ **Don't** use poor quality scans/**pictures** of documents, learn to draw on a computer!
- ▶ Simple diagrams should **always** be redrawn by yourself. Your diagram should be concise and only include relevant information.
- ▶ **Don't** skim on captions like above, go beyond just references.
- ▶ If you include a figure it must be discussed in the text somewhere.
- ▶ They should be wider than they are tall (to avoid wasting space).



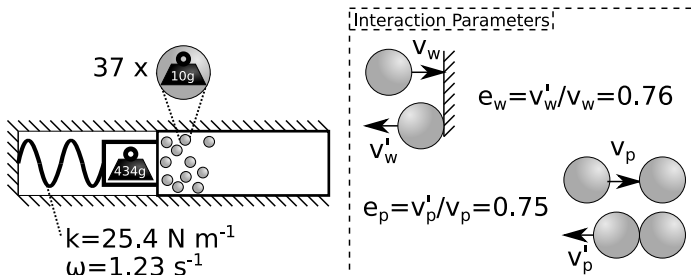
**Figure:** An illustration of the simulation model (left) and particle interaction parameters (right) used to represent a granular damper. The particles are free to move in all three directions, but the damper box is constrained to a one-dimensional oscillation.

- The figure above is a good example of a technical drawing, produced using Inkscape (a free package).
- It is discussed in the text of this slide, **has a descriptive caption**, uses a **white background**, and is clear.
- As I drew the figure, I don't have to cite anyone to use it. I can also make it as detailed/descriptive as I need. There is no "left-over" or redundant information in the diagram.



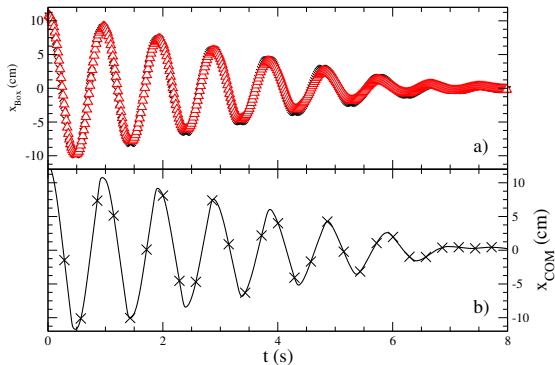
**Figure:** An illustration of the simulation model (left) and particle interaction parameters (right) used to represent a granular damper. The particles are free to move in all three directions, but the damper box is constrained to a one-dimensional oscillation.

- ▶ The figure above is a good example of a technical drawing, produced using Inkscape (a free package).
- ▶ It is discussed in the text of this slide, **has a descriptive caption**, uses a **white background**, and is clear.
- ▶ As I drew the figure, I don't have to cite anyone to use it. I can also make it as detailed/descriptive as I need. There is no "left-over" or redundant information in the diagram.



**Figure:** An illustration of the simulation model (left) and particle interaction parameters (right) used to represent a granular damper. The particles are free to move in all three directions, but the damper box is constrained to a one-dimensional oscillation.

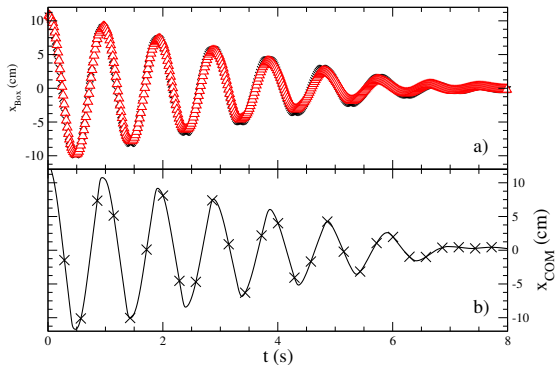
- ▶ The figure above is a good example of a technical drawing, produced using Inkscape (a free package).
- ▶ It is discussed in the text of this slide, **has a descriptive caption**, uses a **white background**, and is clear.
- ▶ As I drew the figure, I don't have to cite anyone to use it. I can also make it as detailed/descriptive as I need. There is no "left-over" or redundant information in the diagram.



**Figure:** A comparison of simulation predictions of damper performance versus experimental results[2].

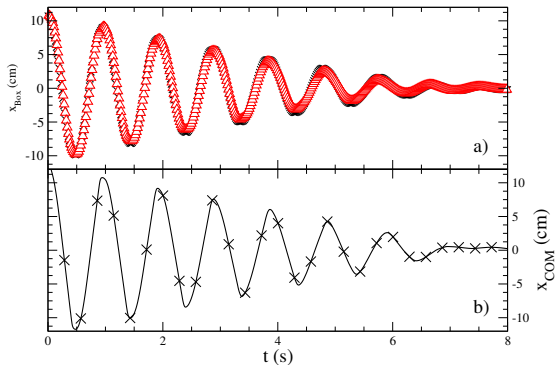
- ▶ Please make sure that the **text in the figure is the same size as the text in your document** (unlike the tick labels above).
- ▶ If you have lots of data like this you may plot a curve through it. If you have less, then plot data points (no curve) so we can see where your data is.
- ▶ **Never blindly fit a trendline!** Fitting a curve implies you know the functional form.





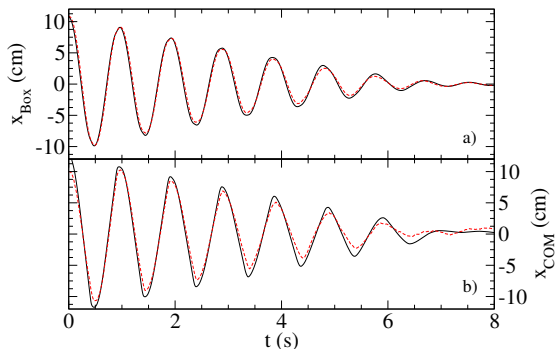
**Figure:** A comparison of simulation predictions of damper performance versus experimental results[2].

- ▶ Please make sure that the **text in the figure is the same size as the text in your document** (unlike the tick labels above).
- ▶ If you have lots of data like this you may plot a curve through it. If you have less, then plot data points (no curve) so we can see where your data is.
- ▶ **Never blindly fit a trendline!** Fitting a curve implies you know the functional form.



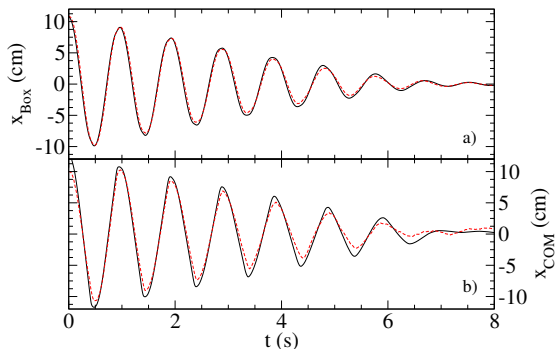
**Figure:** A comparison of simulation predictions of damper performance versus experimental results[2].

- ▶ Please make sure that the **text in the figure is the same size as the text in your document** (unlike the tick labels above).
- ▶ If you have lots of data like this you may plot a curve through it. If you have less, then plot data points (no curve) so we can see where your data is.
- ▶ **Never blindly fit a trendline!** Fitting a curve implies you know the functional form.



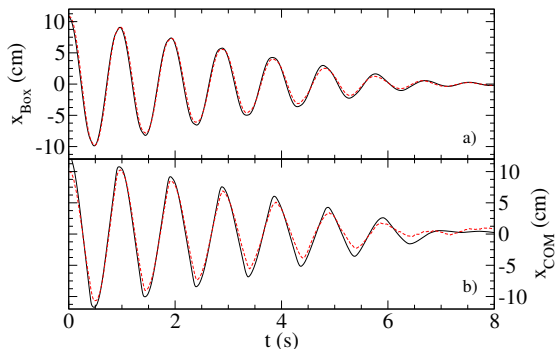
**Figure:** A comparison of simulation predictions of damper performance versus experimental results[2].

- ▶ The text is at a better size now, but the lines are too small.
- ▶ If you try to print this, they might not appear at all.
- ▶ We're also missing additional information on the plot.
  - ▶ What are the conditions it was run at?
  - ▶ What is the difference between a) and b)?



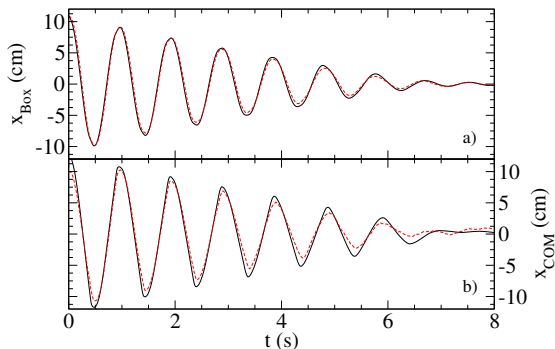
**Figure:** A comparison of simulation predictions of damper performance versus experimental results[2].

- ▶ The text is at a better size now, but the lines are too small.
- ▶ If you try to print this, they might not appear at all.
- ▶ We're also missing additional information on the plot.
  - ▶ What are the conditions it was run at?
  - ▶ What is the difference between a) and b)?



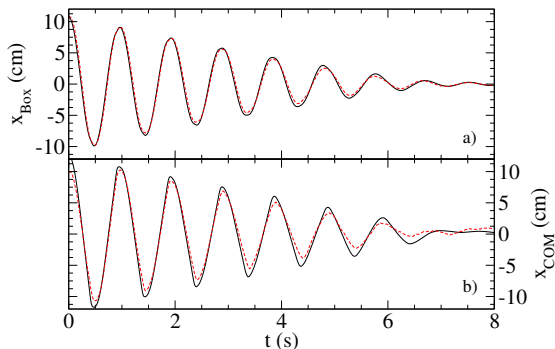
**Figure:** A comparison of simulation predictions of damper performance versus experimental results[2].

- ▶ The text is at a better size now, but the lines are too small.
- ▶ If you try to print this, they might not appear at all.
- ▶ We're also missing additional information on the plot.
  - ▶ What are the conditions it was run at?
  - ▶ What is the difference between a) and b)?



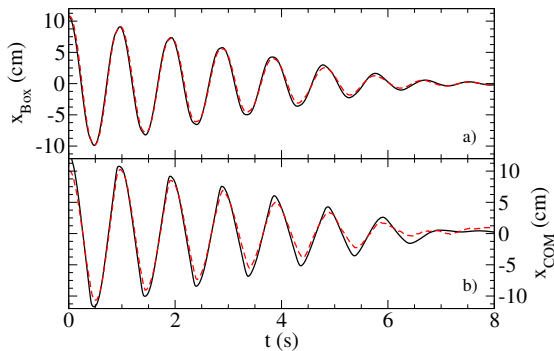
**Figure:** A comparison of simulation predictions of damper performance versus experimental results[2].

- ▶ The text is at a better size now, but the lines are too small.
- ▶ If you try to print this, they might not appear at all.
- ▶ We're also missing additional information on the plot.
  - ▶ What are the conditions it was run at?
  - ▶ What is the difference between a) and b)?



**Figure:** A comparison of simulation predictions of damper performance versus experimental results[2].

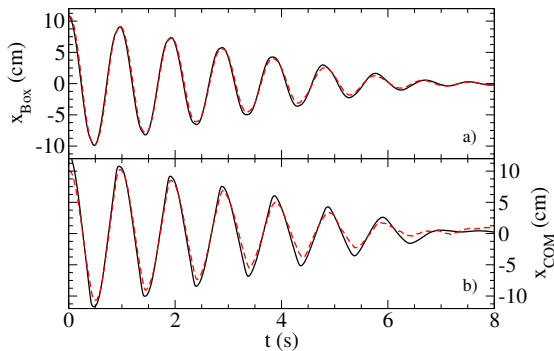
- ▶ The text is at a better size now, but the lines are too small.
- ▶ If you try to print this, they might not appear at all.
- ▶ We're also missing additional information on the plot.
  - ▶ What are the conditions it was run at?
  - ▶ What is the difference between a) and b)?



**Figure:** A comparison of simulation predictions for the a) damper box and b) damper mass position against experimental results[2]. This data was obtained from a  $L = 40$  mm damper, with an initial amplitude of  $\Delta = 130$  mm.

- Hopefully you'll agree that this is a better plot, it also makes it much easier to understand the technical content.
- Note, captions can be long! You must use a short caption in the table of figures, but not in the main text.





**Figure:** A comparison of simulation predictions for the a) damper box and b) damper mass position against experimental results[2]. This data was obtained from a  $L = 40$  mm damper, with an initial amplitude of  $\Delta = 130$  mm.

- Hopefully you'll agree that this is a better plot, it also makes it much easier to understand the technical content.
- Note, captions can be long! You must use a short caption in the table of figures, but not in the main text.

# Referencing guidelines

- ▶ Cite references to support a statement, **don't just cite at the end of a paragraph**. Examples of good referencing style is:
  - ▶ There has been significant research into granular dampers in the past [2]. Research continues into this field...
  - ▶ Bannerman et al[2] has studied granular dampers using simulation and experiment.
  - ▶ Data on granular damper performance is available in Ref.[2].
- ▶ References are your evidence, they must be solid if you want to build a convincing case.
- ▶ Don't cite websites! They change over time, so their evidence is inadmissible (one of many exceptions are equipment data sheets).
- ▶ Only cite peer reviewed sources (books, papers, journals), as these have validated/reviewed scientific results within them.
- ▶ Make sure your reference section is consistent (page numbers on all journal papers, abbreviated journal titles, **consistent** capitalisation).

# Referencing guidelines

- ▶ Cite references to support a statement, **don't just cite at the end of a paragraph**. Examples of good referencing style is:
  - ▶ There has been significant research into granular dampers in the past [2]. Research continues into this field...
  - ▶ Bannerman et al[2] has studied granular dampers using simulation and experiment.
  - ▶ Data on granular damper performance is available in Ref.[2].
- ▶ References are your evidence, they must be solid if you want to build a convincing case.
- ▶ Don't cite websites! They change over time, so their evidence is inadmissible (one of many exceptions are equipment data sheets).
- ▶ Only cite peer reviewed sources (books, papers, journals), as these have validated/reviewed scientific results within them.
- ▶ Make sure your reference section is consistent (page numbers on all journal papers, abbreviated journal titles, **consistent** capitalisation).

# Referencing guidelines

- ▶ Cite references to support a statement, **don't just cite at the end of a paragraph**. Examples of good referencing style is:
  - ▶ There has been significant research into granular dampers in the past [2]. Research continues into this field...
  - ▶ Bannerman et al[2] has studied granular dampers using simulation and experiment.
  - ▶ Data on granular damper performance is available in Ref.[2].
- ▶ References are your evidence, they must be solid if you want to build a convincing case.
- ▶ Don't cite websites! They change over time, so their evidence is inadmissible (one of many exceptions are equipment data sheets).
- ▶ Only cite peer reviewed sources (books, papers, journals), as these have validated/reviewed scientific results within them.
- ▶ Make sure your reference section is consistent (page numbers on all journal papers, abbreviated journal titles, **consistent** capitalisation).

# Referencing guidelines

- ▶ Cite references to support a statement, **don't just cite at the end of a paragraph**. Examples of good referencing style is:
  - ▶ There has been significant research into granular dampers in the past [2]. Research continues into this field...
  - ▶ Bannerman et al[2] has studied granular dampers using simulation and experiment.
  - ▶ Data on granular damper performance is available in Ref.[2].
- ▶ References are your evidence, they must be solid if you want to build a convincing case.
- ▶ Don't cite websites! They change over time, so their evidence is inadmissible (one of many exceptions are equipment data sheets).
- ▶ Only cite peer reviewed sources (books, papers, journals), as these have validated/reviewed scientific results within them.
- ▶ Make sure your reference section is consistent (page numbers on all journal papers, abbreviated journal titles, **consistent** capitalisation).

# Referencing guidelines

- ▶ Cite references to support a statement, **don't just cite at the end of a paragraph**. Examples of good referencing style is:
  - ▶ There has been significant research into granular dampers in the past [2]. Research continues into this field...
  - ▶ Bannerman et al[2] has studied granular dampers using simulation and experiment.
  - ▶ Data on granular damper performance is available in Ref.[2].
- ▶ References are your evidence, they must be solid if you want to build a convincing case.
- ▶ Don't cite websites! They change over time, so their evidence is inadmissible (one of many exceptions are equipment data sheets).
- ▶ Only cite peer reviewed sources (books, papers, journals), as these have validated/reviewed scientific results within them.
- ▶ Make sure your reference section is consistent (page numbers on all journal papers, abbreviated journal titles, **consistent** capitalisation).

# Referencing guidelines

- ▶ Cite references to support a statement, **don't just cite at the end of a paragraph**. Examples of good referencing style is:
  - ▶ There has been significant research into granular dampers in the past [2]. Research continues into this field...
  - ▶ Bannerman et al[2] has studied granular dampers using simulation and experiment.
  - ▶ Data on granular damper performance is available in Ref.[2].
- ▶ References are your evidence, they must be solid if you want to build a convincing case.
- ▶ Don't cite websites! They change over time, so their evidence is inadmissible (one of many exceptions are equipment data sheets).
- ▶ Only cite peer reviewed sources (books, papers, journals), as these have validated/reviewed scientific results within them.
- ▶ Make sure your reference section is consistent (page numbers on all journal papers, abbreviated journal titles, **consistent** capitalisation).

# Referencing guidelines

- ▶ Cite references to support a statement, **don't just cite at the end of a paragraph**. Examples of good referencing style is:
  - ▶ There has been significant research into granular dampers in the past [2]. Research continues into this field...
  - ▶ Bannerman et al[2] has studied granular dampers using simulation and experiment.
  - ▶ Data on granular damper performance is available in Ref.[2].
- ▶ References are your evidence, they must be solid if you want to build a convincing case.
- ▶ Don't cite websites! They change over time, so their evidence is inadmissible (one of many exceptions are equipment data sheets).
- ▶ Only cite peer reviewed sources (books, papers, journals), as these have validated/reviewed scientific results within them.
- ▶ Make sure your reference section is consistent (page numbers on all journal papers, abbreviated journal titles, **consistent** capitalisation).



# Referencing guidelines

- ▶ Cite references to support a statement, **don't just cite at the end of a paragraph**. Examples of good referencing style is:
  - ▶ There has been significant research into granular dampers in the past [2]. Research continues into this field...
  - ▶ Bannerman et al[2] has studied granular dampers using simulation and experiment.
  - ▶ Data on granular damper performance is available in Ref.[2].
- ▶ References are your evidence, they must be solid if you want to build a convincing case.
- ▶ Don't cite websites! They change over time, so their evidence is inadmissible (one of many exceptions are equipment data sheets).
- ▶ Only cite peer reviewed sources (books, papers, journals), as these have validated/reviewed scientific results within them.
- ▶ Make sure your reference section is consistent (page numbers on all journal papers, abbreviated journal titles, **consistent** capitalisation).

# Example Bibliography I



B. J. Alder and T. E. Wainwright. “Studies in molecular dynamics. 1. General method”. In: *J. Chem. Phys.* 31.2 (1959), pp. 459–466. DOI: 10.1063/1.1730376.



M. N. Bannerman et al. “Movers and shakers: Granular damping in micro-gravity”. In: *Phys. Rev. E* 84 (2011), p. 011301. DOI: 10.1103/PhysRevE.84.011301.



Rebecca Ford. *Earthquake: Twitter Users Learned of Tremors Seconds Before Feeling Them*. Aug. 2011. URL: <http://www.hollywoodreporter.com/news/earthquake-twitter-users-learned-tremors-226481>.



M. N. Bannerman and L. Lue. “Exact event-rate formulae for square-well and square-shoulder systems”. In: *J. Chem. Phys.* 133 (2010), p. 124506. DOI: 10.1063/1.3486567.



S. Chapman and T. G. Cowling. *The Mathematical Theory of Non-uniform Gases*. 3rd. Cambridge Mathematical Library, 1991.

# Example Bibliography II



J. M. Haile. *Molecular Dynamics Simulation - Elementary Methods*. New York: Wiley-Interscience, 1997.

# Writing style

- ▶ Use impersonal present tense and make sure each sentence is a justified statement:
  - × I chose to use an experimental approach as I felt it was justified given that simulation is too difficult.
  - ✓ Experiments are required as current models cannot capture the complexity of these systems.
  - × The experiments were conducted over the second half session and a techtron 9000 was used to take measurements.
  - ✓ A techtron 9000 is used to determine arsenic levels in each sample.
- ▶ This forces you to keep opinion or inconsequential information out of the text. You need to be concise!

# Writing style

- ▶ Use impersonal present tense and make sure each sentence is a justified statement:
  - × I chose to use an experimental approach as I felt it was justified given that simulation is too difficult.
  - ✓ Experiments are required as current models cannot capture the complexity of these systems.
  - × The experiments were conducted over the second half session and a techtron 9000 was used to take measurements.
  - ✓ A techtron 9000 is used to determine arsenic levels in each sample.
- ▶ This forces you to keep opinion or inconsequential information out of the text. You need to be concise!

# Writing style

- ▶ Use impersonal present tense and make sure each sentence is a justified statement:
  - × I chose to use an experimental approach as I felt it was justified given that simulation is too difficult.
  - ✓ Experiments are required as current models cannot capture the complexity of these systems.
  - × The experiments were conducted over the second half session and a techtron 9000 was used to take measurements.
  - ✓ A techtron 9000 is used to determine arsenic levels in each sample.
- ▶ This forces you to keep opinion or inconsequential information out of the text. You need to be concise!

# Plagiarism

- ▶ Plagiarism is **misrepresenting someone else's work as your own.**
- ▶ Consequences are dramatic. Plagiarism can lead to failing grades, and if you fail your project you cannot graduate on an honours program (BEng/MEng).
- ▶ Citations should be used to state the source of specific facts, tables or figures. They do not "allow" you to copy sentences or paragraphs from a text.
- ▶ **DO NOT COPY/PASTE TEXT, EVER.** You should only write what you understand, and if you understand it, there is no need to copy.
- ▶ Even if you somehow manage to sufficiently reference a copied/quoted work and make it clear that you did not do it, it will be identified and marked with the knowledge that you didn't write it (i.e., you will gain little or no benefit to its presence).
- ▶ All assessments are you presenting evidence of the work you have done. Not someone else's.

# Plagiarism

- ▶ Plagiarism is **misrepresenting someone else's work as your own**.
- ▶ Consequences are dramatic. Plagiarism can lead to failing grades, and if you fail your project you cannot graduate on an honours program (BEng/MEng).
- ▶ Citations should be used to state the source of specific facts, tables or figures is. They do not "allow" you to copy sentences or paragraphs from a text.
- ▶ **DO NOT COPY/PASTE TEXT, EVER.** You should only write what you understand, and if you understand it, there is no need to copy.
- ▶ Even if you somehow manage to sufficiently reference a copied/quoted work and make it clear that you did not do it, it will be identified and marked with the knowledge that you didn't write it (i.e., you will gain little or no benefit to its presence).
- ▶ All assessments are you presenting evidence of the work you have done. Not someone else's.



# Plagiarism

- ▶ Plagiarism is **misrepresenting someone else's work as your own**.
- ▶ Consequences are dramatic. Plagiarism can lead to failing grades, and if you fail your project you cannot graduate on an honours program (BEng/MEng).
- ▶ Citations should be used to state the source of specific facts, tables or figures. They do not “allow” you to copy sentences or paragraphs from a text.
- ▶ **DO NOT COPY/PASTE TEXT, EVER.** You should only write what you understand, and if you understand it, there is no need to copy.
- ▶ Even if you somehow manage to sufficiently reference a copied/quoted work and make it clear that you did not do it, it will be identified and marked with the knowledge that you didn't write it (i.e., you will gain little or no benefit to its presence).
- ▶ All assessments are you presenting evidence of the work you have done. Not someone else's.

# Plagiarism

- ▶ Plagiarism is **misrepresenting someone else's work as your own**.
- ▶ Consequences are dramatic. Plagiarism can lead to failing grades, and if you fail your project you cannot graduate on an honours program (BEng/MEng).
- ▶ Citations should be used to state the source of specific facts, tables or figures. They do not “allow” you to copy sentences or paragraphs from a text.
- ▶ **DO NOT COPY/PASTE TEXT, EVER.** You should only write what you understand, and if you understand it, there is no need to copy.
- ▶ Even if you somehow manage to sufficiently reference a copied/quoted work and make it clear that you did not do it, it will be identified and marked with the knowledge that you didn't write it (i.e., you will gain little or no benefit to its presence).
- ▶ All assessments are you presenting evidence of the work you have done. Not someone else's.

# Plagiarism

- ▶ Plagiarism is **misrepresenting someone else's work as your own**.
- ▶ Consequences are dramatic. Plagiarism can lead to failing grades, and if you fail your project you cannot graduate on an honours program (BEng/MEng).
- ▶ Citations should be used to state the source of specific facts, tables or figures. They do not “allow” you to copy sentences or paragraphs from a text.
- ▶ **DO NOT COPY/PASTE TEXT, EVER.** You should only write what you understand, and if you understand it, there is no need to copy.
- ▶ Even if you somehow manage to sufficiently reference a copied/quoted work and make it clear that you did not do it, it will be identified and marked with the knowledge that you didn't write it (i.e., you will gain little or no benefit to its presence).
- ▶ All assessments are you presenting evidence of the work you have done. Not someone else's.

# Plagiarism

- ▶ Plagiarism is **misrepresenting someone else's work as your own**.
- ▶ Consequences are dramatic. Plagiarism can lead to failing grades, and if you fail your project you cannot graduate on an honours program (BEng/MEng).
- ▶ Citations should be used to state the source of specific facts, tables or figures. They do not “allow” you to copy sentences or paragraphs from a text.
- ▶ **DO NOT COPY/PASTE TEXT, EVER.** You should only write what you understand, and if you understand it, there is no need to copy.
- ▶ Even if you somehow manage to sufficiently reference a copied/quoted work and make it clear that you did not do it, it will be identified and marked with the knowledge that you didn't write it (i.e., you will gain little or no benefit to its presence).
- ▶ All assessments are you presenting evidence of the work you have done. Not someone else's.

# Thesis Guidelines Summary

- ▶ The page limit a maximum of 50 pages (including everything but risk assessment/ethical review). Do not try to make your thesis seem larger or smaller through poor figure placement, font size changes, tiny margins etc. (you will lose the “easy” presentation marks).
- ▶ The shortest story is six words long!
- ▶ **You will not lose marks for having too few pages**, but you will for poor formatting, or exceeding the page count, or not communicating enough content/depth, or for being boring/irrelevantx.
- ▶ Your thesis is not marked by your supervisor but by two other academics, so ensure you introduce all basic concepts and your background information is clear and sufficient.
- ▶ **Know the guidelines!**
- ▶ Research academic writing!  
(search on-line for “How to write a paper” by Prof. Mike Ashby)

# Thesis Guidelines Summary

- ▶ The page limit a maximum of 50 pages (including everything but risk assessment/ethical review). Do not try to make your thesis seem larger or smaller through poor figure placement, font size changes, tiny margins etc. (you will lose the “easy” presentation marks).
- ▶ The shortest story is six words long!
- ▶ **You will not lose marks for having too few pages**, but you will for poor formatting, or exceeding the page count, or not communicating enough content/depth, or for being boring/irrelevantx.
- ▶ Your thesis is not marked by your supervisor but by two other academics, so ensure you introduce all basic concepts and your background information is clear and sufficient.
- ▶ **Know the guidelines!**
- ▶ Research academic writing!  
(search on-line for “How to write a paper” by Prof. Mike Ashby)

# Thesis Guidelines Summary

- ▶ The page limit a maximum of 50 pages (including everything but risk assessment/ethical review). Do not try to make your thesis seem larger or smaller through poor figure placement, font size changes, tiny margins etc. (you will lose the “easy” presentation marks).
- ▶ The shortest story is six words long!
- ▶ **You will not lose marks for having too few pages**, but you will for poor formatting, or exceeding the page count, or not communicating enough content/depth, or for being boring/irrelevantx.
- ▶ Your thesis is not marked by your supervisor but by two other academics, so ensure you introduce all basic concepts and your background information is clear and sufficient.
- ▶ **Know the guidelines!**
- ▶ Research academic writing!  
(search on-line for “How to write a paper” by Prof. Mike Ashby)

# Thesis Guidelines Summary

- ▶ The page limit a maximum of 50 pages (including everything but risk assessment/ethical review). Do not try to make your thesis seem larger or smaller through poor figure placement, font size changes, tiny margins etc. (you will lose the “easy” presentation marks).
- ▶ The shortest story is six words long!
- ▶ **You will not lose marks for having too few pages**, but you will for poor formatting, or exceeding the page count, or not communicating enough content/depth, or for being boring/irrelevantx.
- ▶ Your thesis is not marked by your supervisor but by two other academics, so ensure you introduce all basic concepts and your background information is clear and sufficient.
- ▶ Know the guidelines!
- ▶ Research academic writing!  
(search on-line for “How to write a paper” by Prof. Mike Ashby)



# Thesis Guidelines Summary

- ▶ The page limit a maximum of 50 pages (including everything but risk assessment/ethical review). Do not try to make your thesis seem larger or smaller through poor figure placement, font size changes, tiny margins etc. (you will lose the “easy” presentation marks).
- ▶ The shortest story is six words long!
- ▶ **You will not lose marks for having too few pages**, but you will for poor formatting, or exceeding the page count, or not communicating enough content/depth, or for being boring/irrelevantx.
- ▶ Your thesis is not marked by your supervisor but by two other academics, so ensure you introduce all basic concepts and your background information is clear and sufficient.
- ▶ **Know the guidelines!**
- ▶ Research academic writing!  
(search on-line for “How to write a paper” by Prof. Mike Ashby)

# Thesis Guidelines Summary

- ▶ The page limit a maximum of 50 pages (including everything but risk assessment/ethical review). Do not try to make your thesis seem larger or smaller through poor figure placement, font size changes, tiny margins etc. (you will lose the “easy” presentation marks).
- ▶ The shortest story is six words long!
- ▶ **You will not lose marks for having too few pages**, but you will for poor formatting, or exceeding the page count, or not communicating enough content/depth, or for being boring/irrelevantx.
- ▶ Your thesis is not marked by your supervisor but by two other academics, so ensure you introduce all basic concepts and your background information is clear and sufficient.
- ▶ **Know the guidelines!**
- ▶ Research academic writing!  
(search on-line for “How to write a paper” by Prof. Mike Ashby)

# Section Outline

Disclaimer

Deadlines

Assessment Components

Thesis Guidelines

- Structure

- Organisation

- Mark distribution

- Presentation

- References

- Writing style

- Plagiarism

- Summary

Presentation Guidelines

# Presentation Guidelines (MEng)

- ▶ When you give the presentation, enjoy it! This is work that you should know well, have spent a long time on, and which you are proud of.
- ▶ **You** are the presentation, the slides are there as an aid to reinforce the points you make.
- ▶ This set of slides has far too much text, it is a set of notes, your presentation is not!
- ▶ Don't read from the slides or from cards! It looks like you don't know what you're talking about and stops you actually talking to your audience.
- ▶ One minute per slide is a good rule of thumb (10 min + 5 min for questions).
- ▶ Explain every figure on the slide, the axis, the symbols etc., most of the audience will have never seen your graphs before.
- ▶ Talk loudly and clearly.
- ▶ Do not overrun your time! You will be cut off and penalised for this.
- ▶ Your presentation is typically **not assessed by your supervisor**, making sure you explain the background/motivation and basic ideas is essential!

# Presentation Guidelines (MEng)

- ▶ When you give the presentation, enjoy it! This is work that you should know well, have spent a long time on, and which you are proud of.
- ▶ **You** are the presentation, the slides are there as an aid to reinforce the points you make.
- ▶ This set of slides has far too much text, it is a set of notes, your presentation is not!
- ▶ Don't read from the slides or from cards! It looks like you don't know what you're talking about and stops you actually talking to your audience.
- ▶ One minute per slide is a good rule of thumb (10 min + 5 min for questions).
- ▶ Explain every figure on the slide, the axis, the symbols etc., most of the audience will have never seen your graphs before.
- ▶ Talk loudly and clearly.
- ▶ Do not overrun your time! You will be cut off and penalised for this.
- ▶ Your presentation is typically **not assessed by your supervisor**, making sure you explain the background/motivation and basic ideas is essential!

# Presentation Guidelines (MEng)

- ▶ When you give the presentation, enjoy it! This is work that you should know well, have spent a long time on, and which you are proud of.
- ▶ **You** are the presentation, the slides are there as an aid to reinforce the points you make.
- ▶ This set of slides has far too much text, it is a set of notes, your presentation is not!
- ▶ Don't read from the slides or from cards! It looks like you don't know what you're talking about and stops you actually talking to your audience.
- ▶ One minute per slide is a good rule of thumb (10 min + 5 min for questions).
- ▶ Explain every figure on the slide, the axis, the symbols etc., most of the audience will have never seen your graphs before.
- ▶ Talk loudly and clearly.
- ▶ Do not overrun your time! You will be cut off and penalised for this.
- ▶ Your presentation is typically **not assessed by your supervisor**, making sure you explain the background/motivation and basic ideas is essential!

# Presentation Guidelines (MEng)

- ▶ When you give the presentation, enjoy it! This is work that you should know well, have spent a long time on, and which you are proud of.
- ▶ **You** are the presentation, the slides are there as an aid to reinforce the points you make.
- ▶ This set of slides has far too much text, it is a set of notes, your presentation is not!
- ▶ Don't read from the slides or from cards! It looks like you don't know what you're talking about and stops you actually talking to your audience.
- ▶ One minute per slide is a good rule of thumb (10 min + 5 min for questions).
- ▶ Explain every figure on the slide, the axis, the symbols etc., most of the audience will have never seen your graphs before.
- ▶ Talk loudly and clearly.
- ▶ Do not overrun your time! You will be cut off and penalised for this.
- ▶ Your presentation is typically **not assessed by your supervisor**, making sure you explain the background/motivation and basic ideas is essential!

# Presentation Guidelines (MEng)

- ▶ When you give the presentation, enjoy it! This is work that you should know well, have spent a long time on, and which you are proud of.
- ▶ **You** are the presentation, the slides are there as an aid to reinforce the points you make.
- ▶ This set of slides has far too much text, it is a set of notes, your presentation is not!
- ▶ Don't read from the slides or from cards! It looks like you don't know what you're talking about and stops you actually talking to your audience.
- ▶ One minute per slide is a good rule of thumb (10 min + 5 min for questions).
- ▶ Explain every figure on the slide, the axis, the symbols etc., most of the audience will have never seen your graphs before.
- ▶ Talk loudly and clearly.
- ▶ Do not overrun your time! You will be cut off and penalised for this.
- ▶ Your presentation is typically **not assessed by your supervisor**, making sure you explain the background/motivation and basic ideas is essential!



# Presentation Guidelines (MEng)

- ▶ When you give the presentation, enjoy it! This is work that you should know well, have spent a long time on, and which you are proud of.
- ▶ **You** are the presentation, the slides are there as an aid to reinforce the points you make.
- ▶ This set of slides has far too much text, it is a set of notes, your presentation is not!
- ▶ Don't read from the slides or from cards! It looks like you don't know what you're talking about and stops you actually talking to your audience.
- ▶ One minute per slide is a good rule of thumb (10 min + 5 min for questions).
- ▶ Explain every figure on the slide, the axis, the symbols etc., most of the audience will have never seen your graphs before.
- ▶ Talk loudly and clearly.
- ▶ Do not overrun your time! You will be cut off and penalised for this.
- ▶ Your presentation is typically **not assessed by your supervisor**, making sure you explain the background/motivation and basic ideas is essential!

# Presentation Guidelines (MEng)

- ▶ When you give the presentation, enjoy it! This is work that you should know well, have spent a long time on, and which you are proud of.
- ▶ **You** are the presentation, the slides are there as an aid to reinforce the points you make.
- ▶ This set of slides has far too much text, it is a set of notes, your presentation is not!
- ▶ Don't read from the slides or from cards! It looks like you don't know what you're talking about and stops you actually talking to your audience.
- ▶ One minute per slide is a good rule of thumb (10 min + 5 min for questions).
- ▶ Explain every figure on the slide, the axis, the symbols etc., most of the audience will have never seen your graphs before.
- ▶ Talk loudly and clearly.
- ▶ Do not overrun your time! You will be cut off and penalised for this.
- ▶ Your presentation is typically **not assessed by your supervisor**, making sure you explain the background/motivation and basic ideas is essential!

# Presentation Guidelines (MEng)

- ▶ When you give the presentation, enjoy it! This is work that you should know well, have spent a long time on, and which you are proud of.
- ▶ **You** are the presentation, the slides are there as an aid to reinforce the points you make.
- ▶ This set of slides has far too much text, it is a set of notes, your presentation is not!
- ▶ Don't read from the slides or from cards! It looks like you don't know what you're talking about and stops you actually talking to your audience.
- ▶ One minute per slide is a good rule of thumb (10 min + 5 min for questions).
- ▶ Explain every figure on the slide, the axis, the symbols etc., most of the audience will have never seen your graphs before.
- ▶ Talk loudly and clearly.
- ▶ Do not overrun your time! You will be cut off and penalised for this.
- ▶ Your presentation is typically **not assessed by your supervisor**, making sure you explain the background/motivation and basic ideas is essential!

# Presentation Guidelines (MEng)

- ▶ When you give the presentation, enjoy it! This is work that you should know well, have spent a long time on, and which you are proud of.
- ▶ **You** are the presentation, the slides are there as an aid to reinforce the points you make.
- ▶ This set of slides has far too much text, it is a set of notes, your presentation is not!
- ▶ Don't read from the slides or from cards! It looks like you don't know what you're talking about and stops you actually talking to your audience.
- ▶ One minute per slide is a good rule of thumb (10 min + 5 min for questions).
- ▶ Explain every figure on the slide, the axis, the symbols etc., most of the audience will have never seen your graphs before.
- ▶ Talk loudly and clearly.
- ▶ Do not overrun your time! You will be cut off and penalised for this.
- ▶ Your presentation is typically **not assessed by your supervisor**, making sure you explain the background/motivation and basic ideas is essential!