



**WRITING
ABSTRACTS
UNDERGRADUATE
RESEARCH
CONFERENCE**

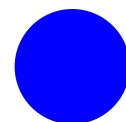
Melissa Bender

Writing Across the Curriculum

The University Writing Program

WHAT IS AN ABSTRACT?

- A **summary** of a research study that highlights its major points while concisely describing its scope.
- Usually **150-200 words**.
- Linguistic features may vary according to **field** and **purpose**.



WHY WRITE AN ABSTRACT?

- What is the **purpose** of an abstract?
- **Who** reads them?
- How are they **used**?



THE PURPOSES OF ABSTRACTS

- **Summaries**--mini texts.
- **Screening devices** for readers & conference attendees.
- **Previews** for readers--tells readers what to expect when they read the article/attend the presentation.
- **Indexing** help for editors/online databases



ABSTRACT FOR THE URC

- 150-200 word limit.
- Lay audience—educated but uninformed on your topic.
- Promissory abstracts are acceptable.
- Only one abstract submission per person




TIPS FOR URC ABSTRACT

- Work with your professor while drafting abstract.
- Avoid technical jargon.
- Always provide the full term prior to referring to it by an acronym, for example, Ultra Low-Sulfur Diesel (ULSD).
- Cut excess words.
- See more tips on the URC website:

<https://urc.ucdavis.edu/conference/write.html>



Rhetorical Purpose	Implied Questions
1. Background/Introduction/ Situation	What do we know about the topic? Why is the topic important?
2. Present Research/Purpose	What is the study about?
3. Methods/Materials/Subjects/ Procedures	How was the study done?
4. Results/Findings	What was discovered?
5. Discussion/Conclusion/ Implications/Recommendati ons	What do the findings mean?



ANOTHER WAY TO FRAME THE QUESTIONS:

- WHAT did you do?
- WHY did you do it?
- HOW did you do it?
- WHAT have you learned?
- WHAT does it mean?



SAMPLE 1

[1] Significant knowledge gaps exist in [2] In order to fill these gaps, a combination of experiments has been developed in a Multimedia Risk Assessment of Biodiesel for the State of California. [3] Currently, in the Tier II experimental phase of this assessment, I am investigating [4] Thus far, initial findings..... [5] In contrast, ...



QUESTIONS TO CONSIDER

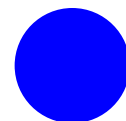
1. Which verb tense(s) are used? Are the verbs descriptive?
2. Are there citations or references to previous research?
3. Does the abstract use “I” or “we”?
4. Are acronyms or abbreviations used and defined?
5. Does the writer avoid jargon?



COMMON OPENING STRATEGIES

Strategy A: Starting with a real world phenomenon or with standard practice (known information).

- Corporate taxation rates *vary around the world.*
- Economists *have long been interested in the relationship* between corporate taxation and corporate strategy



STRATEGY B: STARTING WITH PURPOSE OR OBJECTIVE

- *The aim of this study is to examine the effects of the recent change in corporate taxation.*



STRATEGY C: STARTING WITH PRESENT RESEARCHER ACTION

- *We analyze* corporate taxation returns before and after the introduction of the new tax rules.



STRATEGY D: STARTING WITH A PROBLEM OR AN UNCERTAINTY

- The relationship between corporate taxation and corporate strategy *remains unclear.*



ESSENTIAL ABSTRACT COMPONENTS:

- WHAT did you do?
- WHY did you do it?
- HOW did you do it?
- WHAT have you learned?
- WHAT does it mean?



FOR MORE TIPS, SEE

How to Write an Abstract for the
Undergraduate Research,
Scholarship, and Creative Activities
Conference.

