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Open

Research Paper

The purpose of your research is to provide the reader with **background information** about your problem.

- This portion needs to be **typed with 12 point**, legible, font and should be double-spaced.
- You must have at least **three** different sources for your research. Only one source may be an encyclopedia. These sources will be **cited** in your bibliography.
- The title of this page is your problem statement/question

Paragraph 1. Introductory Paragraph

- The first paragraph should begin with an interesting fact, an intriguing statistic, or a relevant quote related to your topic.
- Explain why your problem is important
- Introduce what you plan to cover in your paper.

Body of research. (2 paragraphs)

- Should focus on the topics connected to your problem.
- Should provide the reader with the necessary information to fully understand the problem you plan to investigate

Final Paragraph. Conclusion

- Summarize the information you presented in the body.
- **Your hypothesis** should be introduced here. – A **hypothesis** is an educated guess about the possible solution to your problem. This is a single sentence beginning with the words "I think" and contain an "if-then" statement.
- End the concluding paragraph with a brief (1-2 sentences) description of the experiment you plan to conduct.

Before you Begin:

- You must gather pertinent information for your report. We will work in library a couple days.
- As you examine each source, make a separate note of each fact or quotation you might want to use in your paper. This must be done on index cards.
- Each index card must include the source of the information (author's name and page number and date of publication)
- Try to summarize the information in your own words (paraphrasing)
- Use quotation marks if you copy the information exactly. (even if you just copy a phrase)
- These sources will also be used for your Bibliography page.



n^2

01.03.2017

Statement letter

Three doctoral researcher networks from non-university research organisations in Germany – Helmholtz Association of German Research Centres (Helmholtz Juniors), Leibniz Association (Leibniz PhD Network), and Max Planck Society (Max Planck PhDnet) – intend to work closer together. Their aim is to establish a publicly visible platform that strengthens the communication between the different doctoral networks within Germany.

This platform creates a forum to promote the regular discussion of overarching topics like:

- Working conditions and equal opportunities for doctoral researchers in non-university organisations and beyond
- Career opportunities for doctoral researchers in Germany
- Science policy in Germany and Europe

The elected spokespersons want to collaborate with the alumni spokespersons of their respective networks in order to enable the transfer of knowledge as well as to ensure progress beyond the length of a doctoral degree. The elected spokespersons will be the official representatives of their networks with the alumni spokespersons serving as advisors.

The purpose of n^2 is not to govern the individual networks, but to represent the collective interests of doctoral researchers across all networks.

Current spokespersons

Konstantin Kuhne (Helmholtz Juniors)
Giulia Caglio (Helmholtz Juniors)
Leonard Borchert (Max Planck PhDnet)
Olga Naumov (Leibniz PhD Network)
Martin Schmidt (Leibniz PhD Network)

Alumni

Elias Eckert (Helmholtz Juniors)
Dagmara Rusiecka (Helmholtz Juniors)
Martin Grund (Max Planck PhDnet)
Camille Gaillard (Leibniz PhD Network)

DCN: 3046

Base Visit Report
Fort Eustis, VA 23604
25 May, 2005

Lead commissioner: Mr. Anthony J. Principi
Accompanying commissioner: GEN (Ret) Lloyd W. Newton
Commission staff: Dean Rhody (Lead - Army Team)
Gary Dinsick (Army Team Chief)
James Darso (Joint Issues Team)

List of Attendees:

1. Patrice Harris - Hampton Roads Staffer, Senator Allen's Office
2. Mayor Joe Frank City of Newport News
3. Dave Dixon Executive Director, VA Commission on Military Bases
4. George Foreman, Assistant to the Governor for Commonwealth Preparedness
5. Cord Sterling, Senator Warner's Office
6. Neil Morgan, Assistant City Manager of Newport News
7. MG Brian Geehan, Commanding General, Fort Eustis
8. COL Curt Zargon, CG's Chief of Staff
9. COL Ronnie Ellis, Garrison Commander, Fort Eustis
10. COL Mike Dooley, Assistant Commandant, Transportation School
11. COL Conway Eilers, Assistant Commandant, USAALS
12. Mignon S. Moore, Deputy to Garrison Commander, Fort Eustis
13. Melody Hicks, RMO US Army Garrison, Fort Eustis
14. Cindy Your, PAO, US Army Garrison, Fort Eustis
15. Ken Gross, BRAC Implementation Team Leader, US Army Garrison, Fort Eustis
16. Mark Jones, Deputy to Assistant Commandant, USAALS
17. John Race, TEA, SDDC
18. Keith Morrow, SDDC Ops
19. COL Mallette, Chief of Staff, HQ SDDC
20. Mose McWhorter, CASCOM Rep

Installation mission: The U.S. Army Transportation Center, Fort Eustis, is the Transportation Corps Training Center, providing training in road, rail, marine, amphibian operations and other modes of transportation.

Fort Story, a major sub-installation of Fort Eustis, is located at Cape Henry, at the juncture of the Chesapeake Bay and the Atlantic Ocean. It is the prime location and training environment for both Army amphibious operations and Joint Logistics-Over-the-Shore (LOTS) training events. Special Operations forces make extensive use of the installation for training purposes, also.

Fort Eustis is home to the 7th Transportation Group (Composite).



A SAMPLE NARRATIVE ESSAY

HOW I LEARNT SWIMMING

Learning something new can be a scary experience. One of the hardest things I've ever had to do was learn how to swim. I was always afraid of the water, but I decided that swimming was an important skill that I should learn. I also thought it would be good exercise and help me to become physically stronger. What I didn't realize was that learning to swim would also make me a more confident person.

New situations always make me a bit nervous, and my first swimming lesson was no exception. After I changed into my bathing suit in the locker room, I stood timidly by the side of the pool waiting for the teacher and other students to show up. After a couple of minutes the teacher came over. She smiled and introduced herself, and two more students joined us. Although they were both older than me, they didn't seem to be embarrassed about not knowing how to swim. I began to feel more at ease.

We got into the pool, and the teacher had us put on brightly colored water wings to help us stay afloat. One of the other students, May, had already taken the beginning class once before, so she took a kickboard and went splashing off by herself. The other student, Jerry, and I were told to hold on to the side of the pool and shown how to kick for the breaststroke. One by one, the teacher had us hold on to a kickboard while she pulled it through the water and we kicked. Pretty soon Jerry was off doing this by himself, traveling at a fast clip across the short end of the pool.

Things were not quite that easy for me, but the teacher was very patient. After a few more weeks, when I seemed to have caught on with my legs, she taught me the arm strokes. Now I had two things to concentrate on, my arms and my legs. I felt hopelessly uncoordinated. Sooner than I imagined, however, things began to feel "right" and I was able to swim! It was a wonderful free feeling - like flying, maybe - to be able to shoot across the water.

Learning to swim was not easy for me, but in the end my persistence paid off. Not only did I learn how to swim and to conquer my fear of the water, but I also learned something about learning. Now when I am faced with a new situation I am not so nervous. I may feel uncomfortable to begin with, but I know that as I practice being in that situation and as my skills get better, I will feel more and more comfortable. It is a wonderful, free feeling when you achieve a goal you have set for yourself.

What is appendices in research example. What is list of appendices in research paper. What is an appendix in a report example. How to write a report with appendices.

As shown in the following example, the numbers Superinds must follow all the score except scripts and paralytisis. For example, a table entitled «Table B1» would be the first table of Application B. For your convenience, a student's work example is below: Note that the document is filled with text Marker text from Lorem Ipsum and references to footnotes and appliances are highlighted. Applications of text Applicants should be formatted in the traditional style of paragraph and can incorporate text, figures, tables, equations or footnotes. If there are several applicants, each one should be labeled with a letter mayhow and refer to the text with its specific title (for example, à € œAVE APPENDIX BÀ © Å"). This support text can be used in any type of APA document to support the body's mates. The APA style offers writers at the foot of the page and appliances as spaces where additional information relevant within a document can be shared; This resource offers a rapid general vision of the format and content problems of these segments of a document. If only there is an application in the document, the images should be labeled with the letter A and a number to differentiate them from those listed in the document itself (for example, à € "Figure A3" is the third figure of the APE © Singular index, which does not bring a letter in the heading). Applications of paintings or figures When an application only contains a frame or figure, the title of the figure or table should be replaced by the title of the apartment Index Formatting Applications An application must be created on its own individual page labeled as «Application» and followed by a title in the following line that describes the subject of apply. The footnotes must detail a specific topic; Long-most sections of the text are more suitable for the trimming of the For example, if the C Index contains two tables and a figure, these images are labeled Å"TableÅ" Å"TableÅ" «Table C2Å» and Å «Figure C1», respectively. If an application does not contain text but includes numerous figures or tables, the apply must have the format of a text application. When formatting a copyright accreditation, use the following format: determine if the content was reprinted or adapted using a language as «DEÅ» for material copied directly or Å «adapted» for modified material include the content of the content, the author, the Publication year and the source cite the copyright holder and the copyright year or indicate that the source is if express permission is required to reprint the material, include a statement indicating that the applying permission has been purchased. Enter supplementary content that may not fit into the body of an article, an application can be included to help readers better understand the material without distracting the text in SÅ. Application would receive a name and a label, and each figure or table would receive a corresponding letter and number. The page's foot notes should be placed at the bottom of the page where reference is made to the corresponding call. Format the information about copyright to give crust by images, tables or figures extracted from an external source, include the accreditation declaration at the end of the image note. Although the content page foot notes can be useful to provide additional context, it is harmful to include tangential or complicated information. Funishingly functioning a textual appointment, an attachment of copyright rights gives credit to the original source and should also be included in a list of references. Paper SampleÅ, Media File: APA 7 à € "Student Sample Paper (footnotes and footnotes) Formatting at foot Each footnote and its corresponding text call should be formatted in no-rich order of appearance using superscript. Grades Additional also Footnotes are additional details printed at the bottom of the page that belong to the content of an article or copyright information. As with footnotes, appendices may require copyright recognition and, if data is cited, adherence to privacy policies that protect the identities of participants. These titles should be centered and bolded at the top of the page and written in the case of the title. Copyright Recognition When citing long quotations, images, tables, data or questionnaires commercially published in the text, it is important to give credit to copyright information in a footnote. When you format the footnotes this way, center and bold the label Å€ IÅ IÅ IÅ and then record each footnote as a double-spaced and indented paragraph. All appendices should be followed by references, footnotes and tables or figures included at the end of the document. A copyright citation is required for both direct reprint and adaptations of the content, and this may require the express permission of the copyright owner. In the event that further clarification is required, it is always recommended that authors contact the person supervising their work (i.e. the instructor, the editor, etc.). For example, if Appendix B includes only one digit, the digit should be labeled as "Appendix B" instead of "Figure B1", as it would be called if several digits were included. Footnotes can also direct readers to an alternate source for more details on a topic. Alternatively, a footnote page could be created following the reference page. Place the corresponding superscript number in front of each footnote and separate the d of the following text with a single space. In an application, all the figures, tables and others visual elements should be labeled with the letter of the corresponding apply, followed by a number indicating the order in which they appear. When a one is reintroduced that has been previously called, refrain from repeating the call or footnote itself; Instead, format the reference as Å"see note 4Å", for example. Copyright recognitions for long quotes or questionnaires should simply be placed on a footnote. For example: Since the investigation ³ Golden State Killer, which unfolded over four days, law enforcement has employed consumer-driven gene testing data to solve other high-profile cases. This ³ information has contributed to several convictions and the closure of unresolved cases (including the identification ³ the murder victim Marcia King and the capture of William Earl Talbott.3) Footnote calls should not be placed in headers and do not require a space between the call and the super number. Appendices, which are mainly used to introduce research materials, ³ details of a study or demographic data of participants, are usually concise and only ³ incorporate relevant content. Content-based footnotes Using footnotes to provide additional detail can enrich the body of the text and reinforce the main argument of the article. paper.

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