

**PUBLIC HEALTH THESIS GUIDELINES (THE HARVARD
REFERENCING SYSTEM)**

[UPPERCASE, CENTERED, BOLD, SIZE 16]

by

Suzane Osta

[Sentence Case, Centered, Bold, Size 14]

Academic Year

2022-2023 / 1443-1444

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THE HARVARD REFERENCING SYSTEM
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Student ID:

A thesis submitted to the Graduate Program in Health Education
in partial fulfillment of the requirements for the degree of
Master of Public Health
[Sentence Case, Centered, Size 14]

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I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Public Health.

Ghazi Tadmouri, Ph.D., FRCP Edin
Dean, Faculty of Public Health

This is to certify that I have read this thesis and that in my opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Public Health.

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Supervisor

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Assist. Prof. Reviewer 2

Date: _____

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**THE HARVARD REFERENCING SYSTEM [UPPERCASE, CENTERED, BOLD,
14]**

Suzane Osta

M.PH. Thesis - Health Education

September 2022

Supervisor: Assoc Prof. Ghazi Omar Tadmouri [Sentence Case, Centered, Size 12]

ABSTRACT [UPPERCASE, CENTERED, BOLD, 14]

The Harvard style is a system that students, writers and researchers can use to incorporate other people's quotes, findings and ideas into their work in order to support and validate their conclusions without breaching any intellectual property laws. The author-date system is attributed to eminent zoologist Edward Laurens Mark (1847-1946). Due to its simplicity and ease of use, the format has become one of the most widely adopted citation styles in the world. Academic writing values original thought that analyses and builds upon the ideas of other scholars. For this reason, we aimed in this study to prepare students of the masters program at the Faculty of Public Health, Jinan University for any reading and writing task they will face or set themselves, to turn them into life-long, confident readers and writers who display agency and independence in their future endeavors. As a result, we simply did it. [Sentence Case, Justified, Size 12; Set the line spacing at 1 1/2 space, use a double horizontal space - two empty spaces - after the concluding punctuation of a sentence]

Keywords: Bibliography, Plagiarism, Authenticity, Health, Education

نظام هارفارد للاقتباس [محاذاة إلى الوسط، عريض، حجم الخط 14]

سوزان أسطة

رسالة ماجستير في الصحة العامة - التثقيف الصحي

أيلول 2022

المشرف: أ.م.د. غازي عمر تدمري [محاذاة إلى الوسط، حجم الخط 12]

ملخص [محاذاة إلى الوسط، عريض، حجم الخط 14]

يستخدم الطلاب والكتاب والباحثون نظام هارفارد للاقتباس ونقل النتائج والأفكار الخاصة بالعلماء السابقين وتضمينها في أعمالهم البحثية من أجل الدعم والتحقق من صحة استنتاجاتهم دون خرق أي من قوانين الملكية الفكرية. ويُعزى هذا النظام إلى عالم الحيوان البارز إدوارد لورنس مارك (1847-1946). أدت بساطة وسهولة استخدام نظام هارفارد ليصبح واحداً من أكثر أساليب الاقتباس المعتمدة على نطاق واسع في العالم. الكتابة الأكاديمية تقدّر الفكر الأصلي الذي يحلل ويبني على أفكار الغير من علماء وباحثين. لهذا السبب، هدفت هذه الدراسة إلى إعداد الطلاب في برنامج الماجستير في كلية الصحة العامة، جامعة الجنان، لأية مهمة قراءة أو كتابة سيواجهونها، وتحويلهم إلى قراء وكتبة متسلحين بثقة عالية مدى الحياة. وقد أتت نتائج الدراسة ناجحةً بشكلٍ مدهل. [السطور متوازنة الطول "ضبط النص"، حجم الخط 12، التباعد بين الأسطر بمقدار 1 2/1، برجاء المباعرة بفراغين قبل البدء بجملته جديدة]

كلمات البحث: قائمة المراجع، الانتحال العلمي، أصالة، الصحة، التعليم

To my parents,
my sister, and brother.

[Sentence Case, Centered, Size 12]

ACKNOWLEDGEMENTS [UPPERCASE, CENTERED, BOLD, 14]

I would like to thank my thesis supervisor for introducing me to a new field of science which is gaining so much importance around the world. I also thank him for his invaluable help, guide, and encouragement during my study.

My thanks are also extended to Dr. X1 and Prof. X2 for evaluating the study and accepting to join the examining committee.

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I would like to express my deep gratitude to my friend for his invaluable help which accelerated the study to be completed on time. I also thank someone for his all kinds of lasting support. I would like to particularly express my thanks to my family for their permanent encouragements and love all lifelong.

[Sentence Case, Justified, Size 12; Set the line spacing at 1 1/2 space, use a double horizontal space - two empty spaces - after the concluding punctuation of a sentence]

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LIST OF SYMBOLS AND ABBREVIATIONS

SYMBOL/ABBREVIATION

:(Sad face
:)	Happy face
APA	American Psychological Association
DD	Day
Ebook	Electronic book
YYYY	Year

I. INTRODUCTION [ROMAN NUM., UPPERCASE, CENTERED, BOLD, 14]

1. A Primer [Arabic Numerals, Capitalize Each Word, Left, Bold, 12]

The life of a researcher is incomplete without undergoing the trauma of writing scientific documents (*Sukkariyeh, 2016*). The Harvard style is a system that students, writers and researchers can use to incorporate other people's quotes, findings and ideas into their work in order to support and validate their conclusions without breaching any intellectual property laws (*Dwyer, 1995*). The American Psychological Association (APA) referencing is a variant of the Harvard Referencing System. The key difference between APA and the Harvard style is that APA referencing style is mainly used to cite academic work in the domains of education, social, and behavioral sciences whereas the Harvard Referencing System is mainly used for academic scientific writing especially in the domains of biomedical sciences (*Soufi, 2016*). It is a parenthetical referencing system that is made up of two main components:

1. In-text references including the author's surname and the year of publication should be shown in brackets wherever another source has contributed to your work.
2. A reference list outlining all of the sources directly cited in your work.

Whilst in-text references are used in the Harvard referencing system to briefly indicate where you have directly quoted or paraphrased a source, your reference list is an alphabetized list of complete references that enables your reader to locate each source with ease. Each entry should be keyed to a corresponding parenthetical reference in the main body of your work, so that a reader can take an in-text citation and quickly retrieve the source from your reference list.

2. A Brief History of the Harvard Style

The author-date system is attributed to eminent zoologist Edward Laurens Mark (1847-1946), Hersey professor of anatomy and director of Harvard's zoological laboratory (Figure I.1). It is widely agreed that the first evidences of the citation style can be traced back to Mark's landmark cytological paper (*Chernin, 1988*). The paper breaks away from previous uses of inconsistent and makeshift footnotes through its use of a parenthetical author-date citation accompanied by an explanatory footnote.



Figure I.1. Edward Laurens Mark (*Chernin, 1988*).

A tribute dedicated to Mark in 1903 by 140 students credits Mark's paper with having 'introduced into zoology a proper fullness and accuracy of citation and a convenient and uniform method of referring from text to bibliography' (*Parker, 1903*). Today Harvard referencing is widely considered one of the most accessible styles and is used across most subjects.

3. The Evolution of the Harvard Referencing Style

Due to its simplicity and ease of use, the format has become one of the most widely adopted citation styles in the world (Figure I.2). However, many universities offer their own unique style guide, and each has its own nuances when it comes to punctuation, order of information and formatting rules.



Figure I.2. The world map (Guerra et al., 2006).

4. Benefits of the Harvard Referencing System

Harvard referencing is an umbrella term for any referencing style that uses the author name and year of publication within the text to indicate where you have inserted a source. This author-date system appeals to both authors and readers of academic work. Scholars find the format an economical way of writing, and it is generally more accessible to the reader as there are no footnotes crowding the page. Only the name of the author and the publication date of the source are included in the parenthetical references, for example: (Tadmouri and Gulen, 2003).

5. Brief Notes on Plagiarism

Whenever another source contributes to your work you must give the original author the appropriate credit in order to avoid plagiarism, even when you have completely reworded the information (*Kim et al., 2016*). The only exception to this rule is common knowledge - e.g. London is the capital city of England. Whilst plagiarism is not always intentional, it is easy to accidentally plagiarize your work when you are under pressure from imminent deadlines, you have managed your time ineffectively, or if you lack confidence when putting ideas into your own words. The consequences can be severe; deduction of marks at best, expulsion from university or legal action from the original author at worst (*Posner, 2009*).

A supervisor can frequently request additional info or even rewrite certain segments. A good author understands that supervisors are often busy and will not have the opportunity to read each sentence in the thesis. As a result, you should have the ability to make the necessary changes to accommodate the needs of your supervisor.

Many students do not think they can write a text of 500 words or less rapidly. The fact is that everyone can write an impressive text, if they follow the basics, such as using descriptive words when possible, and avoiding unnecessary punctuation and grammar.

There are many students who feel uneasy with the idea of plagiarizing. A student needs to educate themselves regarding plagiarism and to find ways to avoid it while still writing their custom composition. To avoid plagiarism:

1. Formulate a detailed plan: carefully outline both the relevant content you need to include, as well as how you plan on structuring your work.
2. Manage your time effectively: make use of time plans and targets, and give yourself enough time to read, write and proofread.
3. Keep track of your sources: record all of the relevant publication information as you go (e.g., If you are referencing a book you should note the author or editor's

name(s), title, edition number, name of publisher, city of publication, country of publication, year of publication).

4. When you are paraphrasing information, make sure that you use only your own words and a sentence structure that differs from the original text.
5. Save all of your research and references in a safe place.

II. AIMS OF THE STUDY

Academic writing values original thought that analyses and builds upon the ideas of other scholars. It is therefore important to use the Harvard referencing system to accurately signpost where you have used someone else's ideas. This will show your reader that you have delved deeply into your chosen topic and supported your thesis with expert opinions (*Sztabnik, 2016*).

For this reason, we aim in this study to prepare students of the masters program at the Faculty of Public Health, Jinan University for any reading and writing task they will face or set themselves, to turn them into life-long, confident readers and writers who display agency and independence in their future endeavors. That is, our aims reach beyond state testing and fulfillment of tasks for universities. We aim to strengthen a generation of readers and writers.

III. MATERIALS AND METHODS

1. Text Formatting

When first establishing the document the page is formatted in the Page Layout in the Word processor to A4 paper size using margins of 3.5cm at the inside, to make enough space for binding, and 2.5cm on all other sides. The usage of the fonts Times New Roman, Arial and Calibri in 12-size setting is suggested. All references have to be in the same font setting as the main text of the thesis. Line spacing is set at 1 1/2 space for the entirety of the thesis.

a. Main Chapter Headings: The main chapter headings should start at the center top of a new page. They have to be preceded by Roman numeral (e.g., I, II, III, IV, etc..) and they have to be written in UPPER CASE using **bold** 14-size font.

b. Main Paragraph Headings: Start the main headings within each chapter with the Arabic numerals (e.g., 1, 2, 3, etc..). Main headings have to be written in **bold** Capital Letters using a 12-size font. Leave two empty lines above the heading and one empty line below.

c. Paragraph: For each new paragraph, start without makings indentations. Leave one empty line above and one empty line below. Adjust the text to a "justified" setting and use a double horizontal space - two empty spaces - after the concluding punctuation of a sentence.

d. Figures: Figures should be of high resolution and must be preceded by two empty lines above and two empty lines below. The title of the figure should be aligned to the center of the page and should be inserted below the figure (Figure I.1; Figure I.2).

e. Tables: Tables should not be cluttered and must be preceded by two empty lines above and two empty lines below. The title of the table should be aligned to the left of the page and should be inserted above the table (Table III.1; Table V.1).

2. In-Text Referencing

When adopting Harvard style referencing in your work, if you are inserting a quote, statement, statistic or any other kind of source information into the main body of your essay you should:

- i. Provide the author's surname and date of publication in italic format in brackets right after the taken information or at the end of the sentence. Example: "Genetic disorders are not equally distributed over the geography of the Arab region (*Tadmouri et al., 2014*)."
- ii. If you have already mentioned the author in the sentence, you should enter only the year of publication in brackets directly after where the author's surname is mentioned. Example: "Gambade and colleagues (*2016*) reported that LL-37 induces migration of three cancer cell lines by activating the TRPV2 calcium-permeable channel."

Note that if the source has four or more authors, you do not need to write out all of their surnames. Simply use the first author's surname followed by the abbreviation '*et al.*' (meaning 'and others') in italics.

3. The Reference List

The brief in-text Harvard references in your work should directly link to your reference list. Utilizing and building on a wide range of relevant sources is a guaranteed way of impressing your reader, and a comprehensive list of the source material you have used is the perfect platform to exhibit your research efforts.

Follow these Harvard referencing guidelines when compiling your reference list:

- i. Start your reference list at the end of your document.
- ii. Arrange the list in alphabetical order by the author's last name.
- iii. General formatting should be in keeping with the rest of your work.
- iv. Italicize titles of books, reports, conference proceedings etc. For journal articles, the title of the journal should be printed in italics.
- v. Capitalize the first letter of the publication title, the first letters of all main words in the title of a journal, and all first letters of a place name and publisher.

4. Popular Reference Sources

As a general rule, a Harvard reference list includes every source that you have cited in your work. Primary sources are original scientific articles published in peer-reviewed journals. Secondary sources are books, conference papers, theses, online articles, and other types of publications that relate to primary sources.

a. Citing a Book: To perform referencing for a printed book, please check (*Posner, 2009*) in the Reference list. To cite an E-book for which all information resembles a book, use the template for a book reference. If a page number is unavailable, use chapter number. URL links are not necessary, but can be useful. When including a URL, include the date the book was downloaded at the end of the reference: Available at: URL (Downloaded: DD Month YYYY).

b. Citing a Scientific Article: To cite a peer-reviewed article with three or more authors, please check (*Tadmouri et al., 2014; Gambade et al., 2016*) in the Reference list. Note that unlike within in-text references, multiple authors must never be reduced to 'et al.' in the reference list.

c. Citing a Conference Paper: To cite a conference abstract or proceeding, please check (*Tadmouri, 2006; Obeid et al., 2011*) in the Reference list. Provide the name of the conference in italic format. It should be followed by the city and country where the meeting has taken place and the days when the meeting was held (Table 4.1).

d. Citing a Thesis or Dissertation: To cite a master's thesis or a Ph.D. dissertation, please check (*Sukkariyeh, 2016*) and (*Soufi, 2016*) in the Reference list. Provide the name of the thesis or dissertation in italic format. It should be followed by the university name, city and country where the study has taken place and the year of publication (Table 4.1).

Table III.1. The Harvard Referencing Checklist.

Article Type	Author	Title of Article	Title of Publication	Edition	Publisher	Place	Year	Page Numbers	URL	Date Accessed
B o o k	√		√	√	√	√	√			
E - B o o k	√		√	√	√	√	√		√	√
Journal Article	√	√	√				√	√		
E-Journal Article	√	√	√				√	√	√	√
Internet Article	√	√					√		√	√
Thesis or Dissertation	√		√			√	√			

IV. RESULTS

1. Stages of the Thesis

a. **Developing an Effective Outline:** Before embarking on the large task of writing your thesis, it is always a wise step to fragment this mission into a number of smaller assignments. This could be achieved through the preparation of an outline that organizes the various topics and arguments to be included in the thesis in logical form by ordering the topics you will identify with your supervisor into a number of major headings, sub-headings, and paragraphs. At this stage you could develop a central message of the manuscript, define the materials and methods, summarize the question(s) and problem(s), define the principal findings and results, describe the conclusions and implications, organize and group related ideas together, and identify the references that pertain to each key point.

b. **Developing an Effective First Draft:** At this point you will need to convert your notes and outline into narrative form. Consolidate all the information and ensure you have everything you need to write efficiently; i.e., all data, references, and drafts of tables and figures. When writing the first draft, the goal is to put something down on paper, so it does not matter if sentences are incomplete and the grammar incorrect, provided that the main points and ideas have been captured. Write when your energy is high, not when you are tired. Try to find a time and place where you can think and write without distractions. Write quickly and don't worry about words, spelling or punctuation at all at this stage, just ideas. Keep going. Leave gaps if necessary. Try to write quickly, to keep the flow going. Use abbreviations and leave space for words that do not come to mind immediately. Write in your own voice and express yourself. It will be easier for your readers if they can "hear" your voice. Write without editing and don't try to get it right the first time. Resist the temptation to edit as you go. Otherwise, you will tend to get stuck and waste time. If you try to write and edit at the same time, you will do neither well. Keep to the plan of your outline and use the headings from your outline to focus what you want to say. If you find yourself wandering from the point,

stop and move on to the next topic in the outline. Write the paper in parts. Don't attempt to write the whole manuscript at once, instead, treat each section as a mini essay. Look at your notes, think about the goal of each section and what do you want to accomplish and say. Put aside your first draft for at least one day. The idea of waiting a day or more is to allow you to "be" another person. It is difficult to proofread and edit your own work; a day or more between creation and critique helps. Revise it and be prepared to do this several times until you feel it is not possible to improve it further. Does each sentence make sense? In your longer sentences, can you keep track of the subject at hand? Do your longer paragraphs follow a single idea, or can they be broken into smaller paragraphs? These are some of the questions you should ask yourself. Revise sentences and paragraphs with special attention to clearness. For maximum readability, most sentences should be about 15-20 words. For a scientific article, paragraphs of about 150 words in length are considered optimal. Avoid using unnecessary words and be consistent.

c. **Developing an Effective Title:** The title defines the contents of your thesis in as few words as possible. An effective title "sells" your thesis to the reviewer immediately and influences how they will rate it. Write the title early in the writing process and critique it the same as any other section of the thesis. A title should be the fewest possible words that accurately describe the content of the thesis. The golden rule is to express only one idea or subject in your title. Be concise and omit all waste words such as "A study of ...", "Investigations of ...", "Observations on ...". Eliminate redundant words such as verbs and articles so the title functions as a label rather than a sentence. Use simple word orders and common word combinations. Be as descriptive as possible and use specific rather than general terms: for instance, include the specific drug name rather than just the class of drug. Write scientific names in full, for instance *Escherichia coli* rather than *E. coli*. Avoid using abbreviations and acronyms; they could have different meanings: for instance, "Ca" for calcium could be mistaken for "CA", which means cancer. Do not use words such as "significant", which are considered too strong, state your conclusion too boldly, and trivialize your manuscript by reducing it to a one-liner.

d. Abstract: An abstract is a condensed version of the manuscript, which highlights the major points covered, concisely describes its content and scope, and reviews its material in abbreviated form. It is usually the last section you would be writing, but it would be the first section that a reviewer would read to determine the tone of the thesis. It must be concise with a length of no more than 200-300 words. It should be easy to read and must cover the important points of your study. Writing an abstract involves summarizing a whole manuscript and providing as much new information as possible. That is why write the abstract at a later phase. To write an effective abstract identify the major objectives and conclusions, identify phrases with keywords in the methods section, identify the major results from the discussion or results section, and assemble all this information into a single paragraph. State your hypothesis or method used in the first sentence. Omit background information, literature review, and detailed description of methods, and do not include any references. Remove extra words and phrases. Revise the paragraph so that the abstract conveys only the essential information. Give the abstract to a colleague (preferably one who is not familiar with your work) and ask them whether it makes sense.

e. Introduction: The purpose of the Introduction is to stimulate the reader's interest and to provide pertinent background information necessary to understand the rest of the thesis. If you fail to build tension in this section of your thesis then chances are you will lose the interest of any reader before you have even written a single paragraph. Before beginning on the introduction, read through the notes you have made so far in your outline. Read them through and see whether there is a coherent and cohesive story and a unifying theme that runs through the outline. The Introduction needs to be well structured and inclusive of all the information needed to follow the development of your findings. In the introduction, you must provide a background account to the topic, present a brief review of current knowledge and introduce the reader to the pertinent literature, summarize the problem to be addressed, provide a concise discussion of the results and findings of previous studies so the reader understands the big picture, indicate the gap in knowledge, and explain exactly what your study will address, why, and how. While writing the introduction, make sure to move from general to specific; from the problem in the real world, to the literature, and to your research.

f. Aims of the Study: Composing this section is another crucial element of the writing procedure of your thesis. Asking the right questions when you begin your research can be the difference between failure and success. State the aim(s) of your research and how it(they) fits into the knowledge gap. If you are aiming at several goals, list them instead of describing them in a complicated paragraph. This will ensure the clarity of your aims and help you and the reader to understand which aims have been achieved in the study.

g. Materials and Methods: Often the easiest part of the thesis to write. Outlines which method you chose and why; what, when, where, how and why you did what you did to get your results. You must describe exactly what you did: what and how experiments were run, what, how much, how often, where, when, and why equipment and materials were used. The main consideration is to ensure that enough detail is provided to (1) enable readers to evaluate the work performed and (2) permit others to replicate your study. Order your procedures chronologically or by type of procedure and then chronologically within type of procedure using sub-headings, where appropriate, to clarify what you did. Use the past tense and the third person to describe what you did. For example: "The sample was incubated at 37°C for 3 days." - NOT: "I incubate the sample at 37°C for 3 days." Explain why each procedure was done. Reference may be made to a published paper as an alternative to describing a lengthy procedure. Identify the source of any specific type of equipment, a specific enzyme, organism, or a culture from a particular supplier, which is critical to the success of the experiment. Describe in detail any modifications to equipment or equipment constructed specifically for the study and, if pertinent, provide illustrations of the modifications. Describe the dates and the site where your field study was conducted. Identify treatments using the variable or treatment name, rather than an ambiguous, generic name or number (e.g., use "healthy donors" rather than "group 1"). Assign the number of patients and the extension date of collection of blood samples from patients (e.g., we collected the blood samples from healthy and unhealthy patients from year 2019 until 2021). Mention the approval for the study by the relevant ethics committee(s) and the informed consent of the subjects. Describe statistical tests and the comparisons made; ordinary statistical

methods should be used without comment; advanced or unusual methods may require a literature citation. Do not mix results with procedures. Omit all explanatory information and background and save it for the discussion.

h. Results: The purpose of a Results section is to present the key results of your research without interpreting their meaning. The results should be presented in an orderly sequence in either a chronological order according to the Methods or in order of most to least important. Use an outline as a guide for writing and following the sequence of the Methods section upon which the results are based. For every result there must be a method in the Methods section. Determine which results to present by deciding which are relevant to the question(s) presented in the Introduction irrespective of whether or not the results support the hypothesis(es). The Results section does not need to include every result you obtained or observed. Provide a clear description of the magnitude of a response or difference. If appropriate, use percentage of change rather than exact data. Summarize the statistical analysis and report actual P values for all primary analyses. Use the past tense when you refer to your results.

i. Tables and Figures: In the Results section, determine whether the data are best presented in the form of text, figures, graphs, or tables. The purpose of tables and figures is to report data too numerous or complicated to be described adequately in the text and/or to reveal trends or patterns in the data. It is important to carefully plan and organize the tables and figures in such an order that they tell a story. If reviewers go beyond the abstract, they are likely to examine the tables and figures next. By preparing the tables and figures, their titles and legends, and appropriate statistical analyses, you will be certain of your results before you need to interpret them. Summarize your findings and point the reader to the relevant data in the text, figures and/or tables. Design each table and figure to be understandable on its own, without reference to the text. The text should complement the figures or tables, not repeat the same information. Be sure all figures and tables are referenced in the text of the article. Make sure there is no page break in the middle of a table or figure. Number figures and tables consecutively in the same sequence they are first mentioned in the text. Provide a heading for each figure and table using sentences with the past tense. Table titles and

figure legends should be located above the table or below the figure. Write with accuracy, brevity and clarity.

Tables are used to make an article more readable by removing numeric data from the text. Tables can also be used to synthesize existing literature, to explain variables, or to present the wording of survey questions. Use column headings and table notes accurately to simplify and clarify the table. In most cases, the meaning of each column should be apparent without reference to the text.

Figures provide visual impact and therefore they are often the best way to communicate the primary finding. Figures are traditionally used to display trends and group results but can also be used effectively to communicate processes or to display detailed data simply. Label each axis including units of measurement and clearly identify the data you are displaying (e.g. label each line in a graph). Figures should be of high image quality, with minimal pixelization.

j. Effective Use of Numbers and Statistics: English grammar and syntax are important in the writing of scientific texts, but the use and presentation of numbers and statistics are just as important. The misuse of numbers and statistics can jeopardize the acceptance of your thesis. Numbers and data are the core of most scientific research. Statistics should be used to substantiate your findings and help you to state objectively your significant results. Statistics in text should include sufficient information, be reported accurately, and permit the reader to corroborate the analysis. It is always wise to have a Statistician check your work before submitting your study. Preferably use Arabic rather than Roman numerals. Use the symbol \sim to mean: approximately equal to. When beginning a sentence with a number, spell out the number. It is usually better to rewrite a sentence so you don't start it with numbers greater than ninety-nine. When several numbers appear in the same sentence or paragraph, express them all in the same way. Use numbers and words to express large numbers: a budget of \$1.2 million; 2 million kilometers. Use hyphenation to reduce confusion when there is more than one modifier: fifteen 2-week-old mice. Use Arabic numbers for units such as weights, percentages, and time

k. Discussion: The purpose of the Discussion is to state your interpretations and opinions, explain the implications of your findings, interpret the results in a wider context, indicate which results were expected or unexpected, provide explanations for unexpected results, and make suggestions for future research. Its main function is to answer the questions posed in the Introduction, explain how the results support the answers and, how the answers fit in with existing knowledge on the topic. The Discussion is considered the heart of the thesis and usually requires *several* writing attempts.

The organization of the Discussion is important. Before beginning you should try to develop an outline to organize your thoughts in a logical form. To make your message clear, the discussion should be clearly and fully stating, supporting, explaining, and defending your answers and discussing other important and directly relevant issues. Care must be taken to provide a commentary and not a reiteration of the results. Side issues should not be included, as these tend to obscure the message. Emphasize that your research aims/objectives have been achieved. Identify potential limitations and weaknesses and comment on the relative importance of these to your interpretation of the results and how they may affect the validity of the findings. Avoid using an apologetic tone when identifying limitations and weaknesses.

Organize the Discussion from the specific to the general: your findings to the literature, to theory, to practice. Use the same key terms, the same verb tense (present tense), and the same point of view that you used when posing the questions in the Introduction. Begin by re-stating the hypothesis you were testing and answering the questions posed in the introduction. Support the answers with the results. Explain how your results relate to expectations and to the literature, clearly stating why they are acceptable and how they are consistent or fit in with previously published knowledge on the topic. Address all the results relating to the questions, regardless of whether or not the findings were statistically significant. Describe the patterns, principles, and relationships shown by each major finding/result and put them in perspective. The sequencing of providing this information is important; first state the answer, then the relevant results,

and then cite the work of others. If necessary, point the reader to a figure or table to enhance the “story”. Defend your answers, if necessary, by explaining both why your answer is satisfactory and why others are not. Only by giving both sides to the argument can you make your explanation convincing. Discuss and evaluate conflicting explanations of the results. This is the sign of a good discussion. Discuss any unexpected findings. When discussing an unexpected finding, begin the paragraph with the finding and then describe it. Summarize concisely the principal implications of the findings, regardless of statistical significance. Provide recommendations for further research. Do not offer suggestions which could have been easily addressed within the study, as this shows there has been inadequate examination and interpretation of your data.

I. Conclusions: The Discussion may also include separate sections for Conclusions (or Conclusive Remarks) and Future Research. Check with your supervisor whether they require this section to be part of the Discussion or a separate entity by itself.

Conclusions are often the most difficult part to write, and many students feel they have nothing left to say after having written all sections of the thesis. However, you need to keep in mind that most reviewers read the abstract and conclusion first. A conclusion is where you summarize the findings of your study and generalize their importance, discuss ambiguous data, and recommend further research. Begin with a clear statement of the principal findings. Open with a statement that conveys enough information to cause the reviewer to carry on reading. State your conclusions clearly and concisely. Be brief and stick to the point. Explain why your study is important to the reviewers and instill in them a sense of relevance. Prove to the reviewer, and other readers, that your findings are worthy of note. Do not rewrite the abstract. Do not introduce new arguments, evidence, new ideas, or information unrelated to the topic. Do not apologize for doing a poor job of presenting the material. Do not include evidence (quotations, statistics, etc.) that should be in the body of your thesis. An effective conclusion should provide closure for a thesis, leaving the reviewer feeling satisfied that the concepts have been fully explained.

2. Enhanced Readability

Accurate referencing does not only protect your work from plagiarism, presenting your source material in a consistent and clear way also enhances the readability of your work (Table V.1.). Closely follow the Harvard referencing system's formatting rules on font type, font size, text-alignment and line spacing to ensure that your work is easily legible. Before submitting your work check that you have formatted your whole paper, including your reference list, according to the style's formatting guidelines. It is also important to note that a badly written thesis with poor use of English, even with good science, has less chance of being accepted and may easily be undervalued.

Table V.1. Students' achievement before and after the study.

Student	Before	After
Grades	0	10
Mood	:-(:-)

V. DISCUSSION

Due to increased stiff competition among potential employees and the global economic crisis, job searching has become an uphill task for many people during recent years. Studies have shown that people are tirelessly equipping themselves with the necessary skills to get them a lucrative job and keep them there. In the past, having a bachelor's degree was enough. However, there has been an increase in demand for master's graduates. This has dampened the hope of many undergraduates and even some degree holders of finding a good job (*Coveney et al., 2016*).

Weigel and colleagues (*2016*) revealed that there has been a tremendous increase in the number of master's courses being taught. Their findings also showed that employers are adding more value to postgraduates, hence discerning between just good employees and exceptional ones.

Before embarking upon a graduate program, students should know whether they will have to write a thesis to get a Master's degree. This long paper typically sums up the work and experience that students did in their graduate program and shows that they have completed all requirements and are ready for the culmination of the degree. Though some universities do offer a non-thesis degree option, students enrolled in that program typically take more courses. Most universities, including Jinan University, require that students complete a thesis or a project before graduating from their masters program (*Hollmann et al., 2015*).

Writing a thesis is an important part of the graduate program. This gives students the chance to use the research and writing skills that they have learned in the program. A student's thesis serves as proof that the student gained knowledge in a particular field; the thesis should demonstrate the student's awareness of authoritative voices on the thesis topic, and should show original and meaningful thinking. The thesis defense, a rigorous experience in which the student fields questions from professors and peers, should show the student's mastery of the chosen topic, as well as her/his speaking and

thinking skills. Many students later publish their thesis papers as a way to gain a foothold in the field.

Clarity breeds precision, and vice versa. It is impossible to summarize a finding precisely if it is not well understood. A vague sentence that rambles on into the woods without a solid point will only confuse the readers and indicate a lack of understanding on the author's part. Research the references and data thoroughly to avoid this. Preparation is an essential ingredient when writing clear and precise sentences. In fact, writing well means presenting your argument and evidence in a clear, logical, and creative way. Clear writing takes effort. Besides requiring knowledge of basic grammar and syntax, it requires a good ear, a sense of proportion, and an ability to critique oneself. Clear writing takes effort. Besides requiring knowledge of basic grammar and syntax, it requires a good ear, a sense of proportion, and an ability to critique oneself. By critiquing your papers with the following ideas in mind, you'll definitely sharpen your writing:

1. **Determine what you're trying to say before writing it.** Figure out precisely what you want to say. This may sound obvious, but many do not bother to do it. Knowing what you want to say beforehand maximizes the odds of producing an organized, persuasive thesis.
2. **Write direct sentences.** Have only one idea or point per sentence. Keep sentences simple and short. Use two sentences rather than joining them with "and".
3. **Be brief.** Conciseness is important. Learn to look for long phrases that can be shortened.
4. **Organize your thoughts.** Be sure that every paragraph has a clear topic sentence and that the paragraph content supports the topic. Remember, the goal is to report your findings and conclusions clearly, with as few words as necessary.
5. **Be sparing with adjectives and adverbs.** Try to remove unspecific modifiers such as "very," "extremely," and "highly". When you do use modifiers, make them as specific as possible. For example, try changing "a very good response" to "the expected response".

6. **Be as precise as possible.** Avoid phrases such as "a number of" and "a quantity of". If you can, replace these with a word such as "many," "few," or "some," or, even better, the actual number.
7. **Avoid unnecessary constructions and prepositions.** Phrases such as "It is clear that" and "The fact is that" are empty verbiage. Assuming you believe what you are about to say, just say it. The same is true for prepositional phrases such as "In order to" or "In an attempt to." "In order to understand this reactions, we" is better said as "To understand this reaction, we. . . ."
8. **Look for omissions.** Did you forget an essential sentence or two in your conclusion that explains your thought processes to someone who doesn't think about these issues every day?
9. **Look for repetitions.** When you see the same word used repeatedly, consider using synonyms. Although repeating a word or phrase is sometimes effective rhetorically, it can also make your sentence structure clumsy.
10. **Write as you speak.** Wherever possible, use words you ordinarily speak and hear. If you can't hear yourself saying it, then don't see yourself writing it.
11. **Leave it alone for a while.** Of course, there's not always time, but do this whenever you can. You will be surprised how many flaws will appear in your text when you put it aside for a while.
12. **Edit, edit, edit.**

Although the majority of students climb successfully the challenges faced during the procedures to author a thesis, some students may face the dramatic moment of the rejection of their thesis by their supervisor or any of the reviewers. A thesis may be rejected for a number of different reasons, most of which are avoidable.

The main duty of the reviewers for a thesis is to assess the scientific merits and validity of the research submitted. However, reviewers can become critical of manuscripts containing numerous language errors, which are difficult to eliminate without careful editing. Scientific writing demands both good science and a well written text. Following are the principal reasons why a thesis may be rejected.

1. **The researcher failed to present an appropriate ethical approval.** Be aware: don't waste your time. Seek the approval of the Ethical Review Board at your faculty to obtain the appropriate ethical approval for your study as well as for informed consent documents.
2. **Poor experimental design and/or inadequate investigation.** An inadequate sample size, a biased sample, a non-unique concept, and scientific flaws in the study are common faults.
3. **Poor English grammar, style, and syntax.** Though poor writing may not result in outright rejection of the thesis, it may well influence the reviewer's overall impression of the manuscript.
4. **Insufficient problem statement.** It is important to clearly define and appropriately frame the study's aim(s).
5. **Methods not described in detail.** Details are insufficient to repeat the results. The study design, apparatus used, and procedures followed must be made clear. In some cases it might be better to put too much information into the methods section rather than to put too little.
6. **Overinterpretation of results.** Identify possible biases and confounding variables, both during the design phase of the study and the interpretation of the results. Describe experimental results concisely.
7. **Inappropriate or incomplete statistics.** Using inappropriate statistical methods and overstating the implications of the results is a common error. Use an appropriate test and do not make the statistics too complicated. Quantify and present findings with appropriate indicators of measurement error or uncertainty (such as confidence intervals).
8. **Unsatisfactory or confusing presentation of data in tables or figures.** The tables or figures do not conform in style and quantity to the required guidelines and are cluttered with numbers. Make tables and graphs easy to read.
9. **Conclusions not supported by data.** Make sure your conclusions are not overstated, are supported, and answer the study's questions and aims. Be sure to provide alternative explanations and do not simply restate the results.
10. **Incomplete, inaccurate, or outdated review of the literature.** Be sure to conduct a complete literature search and only list references relevant to the

study. The reviewers of your thesis will be experts in the field and will be aware of all the pertinent research conducted.

11. **Author unwilling to revise the thesis to address reviewer's suggestions.** Taking the reviewers' suggestions into account when revising your thesis will nearly always result in a better text.

An effective writing method is to actively think about the content, write an entire paragraph or two—or three, or four—and then edit for perfection. This approach ensures a logical flow of sentences, as an author follows his or her own train of thought at a decent pace (*Prabhune, 2016*).

In terms of style, a healthy mix of short and long sentences is the key to a good thesis text. Short sentences read well. Long sentences with multiple conjunctions, punctuations, parts, pieces, bits, bobs, tenses, disclaimers, derivatives and definitions, although grammatically sound, are exhausting, and they also require extra attention on the reader's part—that is, if the reader has not given up already. Point proven?

As a future perspective, it will be possible to apply the experience gained during the masters program to embark into a self-directed research Ph.D. project that makes a unique contribution to the field of study. This next level requires motivation, persistence, and a strong interest in the research area. The joy of conducting independent research at the Masters level is incomparable to the longer enjoy of the more in-depth research period of a Ph.D.

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APPENDIX 1. COVER PAGE DESIGN [UPPERCASE, CENTERED, BOLD, 14]



**Jinan University
Tripoli - Lebanon
Faculty of Public Health
Department of
Graduate Studies Program**

**THESIS TITLE (UPPERCASE, CENTERED, BOLD,
SIZE 22)**

A thesis submitted to the Graduate Program in Health Education/Control
of Infectious Diseases/Public Health Genetics
in partial fulfillment of the requirements for the degree of
Master of Public Health (Sentence Case, Centered, Size 14)

by (lower case, Centered, Normal, Size 14)

FIRST MAIDEN LAST NAME (UPPERCASE Case, Centered, Bold, Size 16)

Supervisor (Sentence Case, Centered, Normal, Size 14)

**Dr. FIRST MAIDEN LAST NAME (UPPERCASE Case, Centered, Bold, Size
16)**

Academic Year

2022-2023 / 1443-1444
(Sentence Case, Centered, Bold, Size 14)

APPENDIX 2. نصائح وإرشادات عامّة

إن إخراج البحث - شكلاً ومضموناً - يتطلب من الباحث كفاءة علمية، وجهداً تنظيمياً، وتفكيراً موضوعياً، ودقة لغوية، في مختلف مراحل عمله البحثي. وتختلف الأبحاث العلمية الجامعية من حيث مناهجها وغاياتها وأحجامها تبعاً للتخصص والمستوى العلمي، فمنها على سبيل المثال:

- **رسالة الماجستير:** وهو بحث يقدمه الطالب كجزء متمم لمتطلبات درجة الماجستير، الغاية منه تدريب الطالب على إتقان مفردات وآليات ومناهج البحث العلمي. (من 80 - 140 صفحة)، عدا التمهيد، الإهداء، الفهارس والملاحق.
- **أطروحة الدكتوراة:** يقدم الباحث من خلالها إضافة علمية في مجاله. (من 200 - 350 صفحة) ، عدا التمهيد، الإهداء، الفهارس والملاحق..

على الباحث أن يتحرى خلال بحثه أصالة وجِدّة المشكلة أو الموضوع البحثي؛ بحيث يشكّل عمله إضافة علمية ترفد البناء المعرفي الإنساني؛ وأن يظهره بحلّة تليق بجلال العلم، ومكانة طالبه، ودوره المجتمعي.

تنقسم عملية إعداد البحث العلمي إلى ستّ مراحل رئيسة هي:

أ. **اختيار الموضوع:** يبدأ الطالب بتحديد إشكالية البحث، وقد أطلق عليها اسم إشكالية لأن الباحث يعالج في عمله (يحلّ) مشكلة ما، فيطرح الباحث تساؤلاً ويجتهد في أن يجيب عنه. يجب أن تكون الإشكالية دقيقة جداً، وواضحة وموضوعة في إطار زمني ومكاني محددين، فكّما ضاقت المشكلة، كلما كانت النتائج أدقّ. ولا تقتصر الإشكالية على طرح سؤال معين، بل تصاغ على شكل نص توليفي يتفرع منه أسئلة البحث الأساسية. ومن التساؤلات والنقاط التي ينبغي أخذها بعين الاعتبار عند اختيار الموضوع: ما مدى قابلية الموضوع للبحث؟ ما فائدته وأهميته؟ هل هو جديد؟ هل هو تطبيقي: لحلّ مشكلة معاشة؟ أم هو إنساني يُسهم في إثراء البناء المعرفي للمجال؟ هل توجد إمكانية لإتمام الباحث دراسته؟ ما مدى توافر المصادر والمراجع، والأدوات، وسهولة الحصول على الأدوات أو إعدادها وتطبيقها في جمع البيانات اللازمة للتحقق من صحة الفروض، أو للإجابة عن أسئلة البحث؟ وبعد وضوح الصورة وتكامل الفكرة والاتجاه البحثي يُصار إلى وضع العنوان ويجب أن يكون: واضحاً، مختصراً، معبراً، وغير قابل للتأويل. أما الفرضيات فهي الجواب الافتراضي المبدئي والمؤقت لتفسير واقعة ما. وهي تحتاج إلى الاختبار لإثباتها، وهذا ما يقوم عليه الباحث خلال دراسته وبحثه، وقد يثبت الفرضية وقد لا يتمكن من إثباتها. وهذا الأمر لا يؤثر على القيمة العلمية للبحث.

ب. **وضع الخطة:** لا بدّ لكل بحث علمي من خطة محكمة يعدّها الطالب تحت إشراف أستاذ متخصص، وعند إعداد الخطة يراعى ما يأتي: (1) استجابتها للأهداف التي وضعها الباحث لبحثه. (2) معالجتها بدقة لإشكالية البحث. (3) ترابط أصولها ومباحثها وتسلسلها بشكل منطقي. (4) مراعاتها لطبيعة البحث من الناحية الأكاديمية.

كما يجب أن تتضمن الخطة المنهجية المتبعة و خلاصة الدراسات السابقة ذات الصلة مع نقدها و بيان مدى تقاطع مفرداتها مع بحث الطالب.

ت. جمع المادة العلمية: بعد موافقة إدارة الجامعة أو الجهة المختصة فيها على موضوع البحث وخطته، يبدأ الباحث بجمع المادة العلمية على بطاقات (ورقية أو ضوئية) وتكون عملية الجمع وفق خطة منهجية تعتمد على قراءة متأنية لمصادر متخصصة ويفضل البدء بالكتب ثم المقالات العلمية المحكمة المنشورة في المواقع المتخصصة. ويفضل أن يراعي الباحث التسلسل الزمني لمصادر البحث بدءاً بالأقدم فالأحدث، يبدأ بقراءة الكتب أو المجلات أو المقالات باحثاً عن المادة العلمية المطلوبة، وكلما وجد مادة علمية في أحد المصادر التي قرأها استخراجها وكتبتها على بطاقة خاصة بها مدوناً على أسفل البطاقة اسم المؤلف وعنوان الكتاب وتاريخ نشره ورقم الصفحة... إلخ ومن ثم يعرض المادة العلمية التي جمعها على بطاقات - كل معلومة على بطاقة - على مشرفه ليطمئن أن ما جمعه أصبح كافياً للبدء بتحرير البحث؛ فإذا أذن له المشرف بالبدء بالتحرير، انتقل إلى مرحلة تحرير المادة العلمية، أي مرحلة كتابة البحث.

ث. تحرير البحث: يُستحسن عند تحرير البحث اختيار أسلوب بسيط وواضح، وتجنب الغموض، والتركيز على الأفكار الأساسية بكل دقة، دون اللجوء إلى المؤثرات البلاغية؛ بالإضافة إلى احترام سلامة قواعد اللغة، والتميز سلاسة التعبير وانسياب الأسلوب وصحة الفقرة (الجمل الرئيسية، الجمل المساندة، الربط بين الجمل، ترابط الفقرات)، كما يجب تحزي الدقة في استعمال الأزمنة وعلامات الترقيم، فهي تساعد على حسن قراءة وفهم مضمون البحث. ويراعى عدم الإكثار من الاقتباس والتركيز على الجهد الشخصي للباحث (جمع المعلومات ونقدها وتحليلها وإبداء الرأي فيها)، إذ إن الشخصية العلمية للباحث هي أهم ما يسترعي لجنة المناقشة والحكم.

ج. خدمة النص: على الباحث أن يقدم نصاً واضحاً مكتوباً بلغة علمية سليمة يراعي فيه الدقة المتناهية والعبارات السليمة المعبرة، مبتعداً عن الحشو والتكرار. وإذا كان الباحث يشك في قدرته اللغوية، فمن الضروري أن يعرض بحثه على متمكن من اللغة ليساعده في تدقيقه لغوياً، كما يفضل أن يستعين الباحث بمن يقرأ له البحث بعد طباعته مرة أو مرتين ليتأكد من خلوه من الأخطاء الطباعية.

ح. المرحلة النهائية: تشمل المرحلة النهائية وضع ملخص للبحث - باللغتين: العربية والإنجليزية أو الفرنسية - في بداية الرسالة، كتابة الشكر والإهداء، إعداد الفهارس، التدقيق اللغوي والطباعي، ثم التجليد. يُشترط في الملخص أن لا يزيد عن الصفحة الواحدة (350 كلمة) وأن يتضمن أهداف الدراسة ومنهجيتها ويلخص نتائجها وتوصياتها الرئيسية من دون ذكر أيّ مراجع أو استخدام أشكال أو جداول.

إنّ إخراج البحث طباعياً بشكل لائق يساهم كثيراً في الاستفادة منه، ويسهل على الباحث وعلى القراء تناول مادته بيسر واستيعاب أكثر، وعلى الباحث أن يتقيد بتعليمات الطباعة والتنسيق التي تشترطها الجهة التي سيقدّم إليها

البحث. لذلك لا بد من أن يحظى الإخراج الطباعي بعناية كبيرة من حيث اختيار نوع الخط وحجم الحرف والمسافة بين السطور والفقرات.