

# **COMP 516**

## **Research Methods in Computer Science**

**Dominik Wojtczak**

**Department of Computer Science  
University of Liverpool**

**COMP 516**  
**Research Methods in Computer Science**  
**Lecture 16: Essay Review**

**Dominik Wojtczak**

**Department of Computer Science**  
**University of Liverpool**

# What can a BSc student do?

Typically, holders of an Honours degree will be able to:

- apply the methods and techniques that they have learned to review, consolidate, **extend and apply their knowledge and understanding**, and to initiate and carry out projects;
- **critically evaluate arguments, assumptions, abstract concepts and data** (that may be incomplete), to **make judgements**, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem;
- **communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences.**

(FHEQ qualification descriptors)

# What can a BSc student do?

Typically, holders of an Honours degree will be able to:

- apply the methods and techniques that they have learned to review, consolidate, **extend and apply their knowledge and understanding**, and to initiate and carry out projects;
- **critically evaluate arguments, assumptions, abstract concepts and data** (that may be incomplete), to **make judgements**, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem;
- communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences.

(FHEQ qualification descriptors)

# What can a BSc student do?

Typically, holders of an Honours degree will be able to:

- apply the methods and techniques that they have learned to review, consolidate, **extend and apply their knowledge and understanding**, and to initiate and carry out projects;
- **critically evaluate arguments, assumptions, abstract concepts and data** (that may be incomplete), to **make judgements**, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem;
- **communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences.**

(FHEQ qualification descriptors)

# What can a BSc student do?

Typically, holders of an Honours degree will be able to:

- apply the methods and techniques that they have learned to review, consolidate, **extend and apply their knowledge and understanding**, and to initiate and carry out projects;
- **critically evaluate arguments, assumptions, abstract concepts and data** (that may be incomplete), to **make judgements**, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem;
- **communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences.**

(FHEQ qualification descriptors)

# What can an MSc student do?

In addition, holders of a Masters degree will be able to:

- deal with complex issues both systematically and creatively, make **sound judgements in the absence of complete data**, and communicate their conclusions **clearly** to specialist and non-specialist audiences;
- demonstrate self-direction and originality in tackling and solving problems, and **act autonomously in planning and implementing tasks at a professional or equivalent level**;
- continue to **advance their knowledge and understanding**, and to develop new skills to a high level.

(FHEQ qualification descriptors)

# What can an MSc student do?

In addition, holders of a Masters degree will be able to:

- deal with complex issues both systematically and creatively, make **sound judgements in the absence of complete data**, and communicate their conclusions **clearly** to specialist and non-specialist audiences;
- demonstrate self-direction and originality in tackling and solving problems, and **act autonomously in planning and implementing tasks at a professional or equivalent level**;
- continue to **advance their knowledge and understanding**, and to develop new skills to a high level.

(FHEQ qualification descriptors)



# What can an MSc student do?

In addition, holders of a Masters degree will be able to:

- deal with complex issues both systematically and creatively, make **sound judgements in the absence of complete data**, and communicate their conclusions **clearly** to specialist and non-specialist audiences;
- demonstrate self-direction and originality in tackling and solving problems, and **act autonomously in planning and implementing tasks at a professional or equivalent level**;
- continue to **advance their knowledge and understanding**, and to develop new skills to a high level.

(FHEQ qualification descriptors)

# What can an MSc student do?

In addition, holders of a Masters degree will be able to:

- deal with complex issues both systematically and creatively, make **sound judgements in the absence of complete data**, and communicate their conclusions **clearly** to specialist and non-specialist audiences;
- demonstrate self-direction and originality in tackling and solving problems, and **act autonomously in planning and implementing tasks at a professional or equivalent level**;
- continue to **advance their knowledge and understanding**, and to develop new skills to a high level.

(FHEQ qualification descriptors)

# A Good Essay Should ...

... get the **basics** right

For example: **References**

- A reference should be as close as possible to the statement that it supports (but do not repeat the same reference over and over after each statement)
- Ordinal-number style and author-date style cannot be mixed
- A reference never comes after a full stop (exception: block quotes)
- In author-date style only surnames are used
- In author-date style the year is never separated from the authors
- In ordinal-number style a list of references is a comma-separated list of numbers enclosed in one pair of square brackets
- In ordinal-number style a reference never starts a sentence

# A Good Essay Should ...

... get the **basics** right

For example: **References**

- A reference should be as close as possible to the statement that it supports (but do not repeat the same reference over and over after each statement)
- **Ordinal-number style** and **author-date style** cannot be mixed
- A reference never comes after a full stop (exception: **block quotes**)
- In **author-date style** only surnames are used
- In **author-date style** the year is never separated from the authors
- In **ordinal-number style** a list of references is a comma-separated list of numbers enclosed in one pair of square brackets
- In **ordinal-number style** a reference never starts a sentence

# A Good Essay Should ...

... get the **basics** right

For example: **References**

- A reference should be as close as possible to the statement that it supports (but do not repeat the same reference over and over after each statement)
- **Ordinal-number style** and **author-date style** cannot be mixed
- A reference never comes after a full stop (exception: **block quotes**)
- In **author-date style** only surnames are used
- In **author-date style** the year is never separated from the authors
- In **ordinal-number style** a list of references is a comma-separated list of numbers enclosed in one pair of square brackets
- In **ordinal-number style** a reference never starts a sentence

# A Good Essay Should ...

... get the **basics** right

For example: **References**

- A reference should be as close as possible to the statement that it supports (but do not repeat the same reference over and over after each statement)
- **Ordinal-number style** and **author-date style** cannot be mixed
- A reference never comes after a full stop (exception: **block quotes**)
- In **author-date style** only surnames are used
- In **author-date style** the year is never separated from the authors
- In **ordinal-number style** a list of references is a comma-separated list of numbers enclosed in one pair of square brackets
- In **ordinal-number style** a reference never starts a sentence

# A Good Essay Should . . .

. . . get the **basics** right

For example: **References**

- A reference should be as close as possible to the statement that it supports (but do not repeat the same reference over and over after each statement)
- **Ordinal-number style** and **author-date style** cannot be mixed
- A reference never comes after a full stop (exception: **block quotes**)
- In **author-date style** only surnames are used
- In **author-date style** the year is never separated from the authors
- In **ordinal-number style** a list of references is a comma-separated list of numbers enclosed in one pair of square brackets
- In **ordinal-number style** a reference never starts a sentence

# A Good Essay Should ...

... get the **basics** right

For example: **References**

- A reference should be as close as possible to the statement that it supports (but do not repeat the same reference over and over after each statement)
- **Ordinal-number style** and **author-date style** cannot be mixed
- A reference never comes after a full stop (exception: **block quotes**)
- In **author-date style** only surnames are used
- In **author-date style** the year is never separated from the authors
- In **ordinal-number style** a list of references is a comma-separated list of numbers enclosed in one pair of square brackets
- In **ordinal-number style** a reference never starts a sentence



# A Good Essay Should ...

... get the **basics** right

For example: **References**

- A reference should be as close as possible to the statement that it supports (but do not repeat the same reference over and over after each statement)
- **Ordinal-number style** and **author-date style** cannot be mixed
- A reference never comes after a full stop (exception: **block quotes**)
- In **author-date style** only surnames are used
- In **author-date style** the year is never separated from the authors
- In **ordinal-number style** a list of references is a comma-separated list of numbers enclosed in one pair of square brackets
- In **ordinal-number style** a reference never starts a sentence

# A Good Essay Should ...

... get the **basics** right

For example: **References**

- A reference should be as close as possible to the statement that it supports (but do not repeat the same reference over and over after each statement)
- **Ordinal-number style** and **author-date style** cannot be mixed
- A reference never comes after a full stop (exception: **block quotes**)
- In **author-date style** only surnames are used
- In **author-date style** the year is never separated from the authors
- In **ordinal-number style** a list of references is a comma-separated list of numbers enclosed in one pair of square brackets
- In **ordinal-number style** a reference never starts a sentence

# A Good Essay Should ...

... get the **basics** right

For example: **List of references**

- Sources are always listed in alphabetical order (surnames take precedence)
- For each source it must be clear how it can be accessed
- Depending on the type of a source **specific information** needs to be included (see lecture notes)
- If no specific style is requested, then the information about each of the sources must be given in a **consistent way**

# A Good Essay Should ...

... get the **basics** right

For example: **List of references**

- Sources are always listed in alphabetical order (surnames take precedence)
- For each source it must be clear how it can be accessed
- Depending on the type of a source **specific information** needs to be included (see lecture notes)
- If no specific style is requested, then the information about each of the sources must be given in a **consistent way**

# A Good Essay Should ...

... get the **basics** right

For example: **List of references**

- Sources are always listed in alphabetical order (surnames take precedence)
- For each source it must be clear how it can be accessed
- Depending on the type of a source **specific information** needs to be included (see lecture notes)
- If no specific style is requested, then the information about each of the sources must be given in a **consistent way**

# A Good Essay Should ...

... get the **basics** right

For example: **List of references**

- Sources are always listed in alphabetical order (surnames take precedence)
- For each source it must be clear how it can be accessed
- Depending on the type of a source **specific information** needs to be included (see lecture notes)
- If no specific style is requested, then the information about each of the sources must be given in a **consistent way**

# A Good Essay Should ...

... have a **structure**

- There should be sections structuring the text
- If sections get longer than two pages, think about introducing subsections
- There should be paragraphs within each section (or each subsection)
- A longer text needs an overview

# A Good Essay Should ...

... have a **structure**

- There should be **sections** structuring the text
- If sections get longer than two pages, think about introducing **subsections**
- There should be **paragraphs** within each section (or each subsection)
- A longer text needs an **overview**



# A Good Essay Should ...

... have a **structure**

- There should be **sections** structuring the text
- If sections get longer than two pages, think about introducing **subsections**
- There should be **paragraphs** within each section (or each subsection)
- A longer text needs an **overview**

# A Good Essay Should ...

... have a **structure**

- There should be **sections** structuring the text
- If sections get longer than two pages, think about introducing **subsections**
- There should be **paragraphs** within each section (or each subsection)
- A longer text needs an **overview**

# A Good Essay Should ...

... have a **structure**

- There should be **sections** structuring the text
- If sections get longer than two pages, think about introducing **subsections**
- There should be **paragraphs** within each section (or each subsection)
- A longer text needs an **overview**

# A Good Essay Should ...

... make every word count

- Do **not** ask: How do I come up with enough material for X words?
- Do ask:      How do I fit all the material I have into just X words?

... **support its claims** and only state **considered opinions**

# A Good Essay Should ...

... make every word count

- Do **not** ask: How do I come up with enough material for X words?
- Do ask:      How do I fit all the material I have into just X words?

... support its claims and only state considered opinions

# A Good Essay Should ...

... make every word count

- Do **not** ask: How do I come up with enough material for X words?
- Do ask:      How do I fit all the material I have into just X words?

... **support its claims** and only state **considered opinions**