



Öz Hazırlama

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Öz (Abstract)



- Öz bir makalenin ana temasının bir cümlelik özetiyle başlar ve makalenin incelediği araştırma sorusunu tanıtır. Özellikle araştırma makaleleri için özün ilk bir-iki cümlesi araştırmanın konusunu, kapsamını ve araştırma sorusunu tanımlar. Bir-iki cümlede bir araştırmanın ana temasını anlatmak kolay değildir.
- Özlerle ilgili daha ayrıntılı bilgi ve örnekler için bkz.

<http://writing.colostate.edu/guides/documents/abstract/pop2i.cfm>

Kaynak: <http://writing.colostate.edu/guides/documents/abstract/list3.cfm>

Örnek 1



In this example, note that the writer uses the names of key researchers to set the context and then focuses on what researchers don't yet know. After setting up the problem he's addressing in the research, the writer then announces the scope and focus of the paper in the second sentence:

“Research reported by Daly, Miller, and their colleagues suggests that writing apprehension is related to a number of factors we do not yet fully understand. This study suggests that included among those factors should be the belief that writing ability is a gift. . . .”



In this example, the writer announces the subject and scope of the research although he doesn't set context or suggest the problem that prompted the research. Depending on your ultimate goals for the abstract, you may be more successful with this approach that states the main point of your research paper even without setting context:

- “This report examines the changes in photosynthesis with an energy-producing carnivorous plants, specifically the Venus Fly Trap.” (From a botany research report which involved original lab research.)

Örnek 3



When abstracting a paper that doesn't have headings and sub-headings, you must depend on your sense of major "chunks" in the text. As you'll see in the following example, this writer followed his concise statement of the main point with two sentences that focus on the two main arguments presented in the paper.

Note: *The numbers in this abstract are for illustration purposes only. Number 1 designates a concise statement of the main point. Number 2 designates a summary statement of the first major argument and its support (five pages in the original article). Number 3 corresponds to a summary of the second major argument (two pages in the original), and Number 4 corresponds to the second argument's support (two pages).*

(1) This paper argues that the "saving democracy" rhetoric surrounding the Gulf War was merely a mask for the U.S.'s interest in keeping oil prices down. **(2)** Such an argument is made by first describing the ways in which OPEC controlled oil prices by limiting sales, pointing specifically to how Kuwait was producing more oil than allowed by current OPEC agreements. **(3)** Second, the paper examines why the U.S. was invested in keeping good relations with the only two OPEC nations--Kuwait and Saudi Arabia--which frequently made trade agreements that benefited the U.S. **(4)** Finally, the paper does a close reading of the newspaper coverage of the Gulf War, examining how an early recognition of the monetary incentive changed to a democratic one when Bush ordered troops to Saudi Arabia. Kaynak: <http://writing.colostate.edu/guides/documents/abstract/list6a.cfm>

Öz (Abstract) Türleri



- Tanımlayıcı Öz
- Bilgilendirici Öz
- Yapısal Öz

- Yönetici Özeti



- Bir yazıdaki ana konuları listeleyerek okuyucunun tüm makaleyi okuyup okumamasına karar vermesinde yardımcı olur.
- İçindekiler sayfasının paragraf biçimine sokulmuş şeklidir.
- Giderek daha az kullanılıyor.

Örnek tanımlayıcı öz



- "Bonanza Creek LTER [Long Term Ecological Research] 1997 Annual Progress Report"
<http://www.lter.alaska.edu/pubs/1997pr.html>

We continue to document all major climatic variables in the uplands and floodplains at Bonanza Creek. In addition, we have documented the successional changes in microclimate in 9 successional upland and floodplain stands at Bonanza Creek (BNZ) and in four elevational locations at Caribou-Poker Creek (CPCRW). A sun photometer is operated cooperatively with NASA to estimate high-latitude atmospheric extinction coefficients for remote-sensing images. Electronic data are collected monthly and loaded into a database which produces monthly summaries. The data are checked for errors, documented, and placed on-line on the BNZ Web page. Climate data for the entire state have been summarized for the period of station records and krieged to produce maps of climate zones for Alaska based on growing-season and annual temperature and precipitation. (accessed January 26, 1998)



- Makale hakkında ayrıntılı bilgi sağlar. Çünkü bazen okuyucular sadece bu öze dayanarak makalenin tamamını okuyup okumamaya karar verir. Şu format izlenir.
- Bilgiyi belirleme (bibliyografik künye ya da diğer bilgiler)
- Ana konunun temel sorun ve arkaplan bilgiyi de içerecek şekilde kısaca açıklanması
- Yöntem (deneysel araştırmalar için) ve temel bulgular
- Sonuçlar
- Bilgilendirici özler Dissertation Abstracts International vb. gibi dizinlerde yayımlanır.

Bilgilendirici Öz Örneği II



- Palmquist, M., & Young, R. (1992). The Notion of Giftedness and Student Expectations About Writing. *Written Communication*, 9(1), 137-168.

Research reported by Daly, Miller, and their colleagues suggests that writing apprehension is related to a number of factors we do not yet fully understand. This study suggests that included among those factors should be the belief that writing ability is a gift. Giftedness, as it is referred to in the study, is roughly equivalent to the Romantic notion of original genius. Results from a survey of 247 postsecondary students enrolled in introductory writing courses at two institutions indicate that higher levels of belief in giftedness are correlated with higher levels of writing apprehension, lower self-assessments of writing ability, lower levels of confidence in achieving proficiency in certain writing activities and genres, and lower self-assessments of prior experience with writing instructors. Significant differences in levels of belief in giftedness were also found among students who differed in their perceptions of the most important purpose for writing, with students who identified "to express your own feelings about something" as the most important purpose for writing having the highest mean level of belief in giftedness. Although the validity of the notion that writing ability is a special gift is not directly addressed, the results suggest that belief in giftedness may have deleterious effects on student writers.



Reference: Mosteller, F., Nave, B. & Miech, E.J. (2004). Why we need a structured abstract in education research. Educational Researcher, 33 (1), pp. 29-34.

STRUCTURED ABSTRACT

Background: Over 1100 education journals collectively publish more than 20,000 articles of education research each year. Under current practice, no systematic way exists to move the research findings from these studies into the hands of the millions of education practitioners and policymakers in the United States who might use them.

Purpose: To help disseminate education research findings, we propose that education journals consider adopting a *structured abstract*, a structural innovation that focuses on the format of the article itself. The structured abstract would replace the paragraph-style narrative summary – typically either an APA-style abstract or “editor’s introduction” – now present at the beginning of many articles.

Intervention: A structured abstract is a formal and compact summary of an article’s main features and findings. Like a table or figure, it has a predictable structure that compresses information into a small space and can be read independent of the main body of the article. The structured abstract is longer and more detailed than the standard paragraph-style narrative summary. On the printed page, the structured abstract appears between the title and the main body of the article. It includes basic items applying to all articles (i.e., background, purpose, research design, and conclusions) and several additional items that apply to some articles but not to others (i.e., setting, population, intervention, data collection and analysis, and findings).

Research Design: Analytic Essay

Conclusions: The structured abstract is a viable and useful innovation to help practitioners and policymakers systematically access, assess, and communicate education studies and research findings. Compared to current practice, the structured abstract provides a more robust vehicle for disseminating research through traditional routes as well as through new channels made possible by emerging technologies.



- Özlerden farklıdır.
- Özler akademik bir dille yazılır, oysa yönetici özeti yöneticilerin anlayacağı dilde yazılır.
- Yönetici özetinde öneriler ağırlıklıdır.
- Yönetici özeti daha uzundur; birkaç sayfa olabilir
- Yönetici özetinde cümleler/paragraflar metinden aynen alınabilir. (Özde bazen buna izin verilmeyebilir)



Postprint Repository Services: Context and Feasibility at the University of California

Final Draft (3/31/05)

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Executive Summary and Recommendations For Action

The University of California's Office of Scholarly Communication (OSC) promotes and encourages Universitywide planning and action as necessary to develop scholarly communication systems that are economically sustainable and that leverage Internet technologies to support innovation in all forms of scholarship.

The landscape of scholarly communication and publishing includes significant recent attention to technologies, policies, and business models that allow or encourage open access to research results. A key set of questions appear at the intersection between publisher policies on transfer of copyrights and the knowledge and behavior of authors with regard to their intellectual property. At the center of the intersection is the publicly accessible "postprint" and its standing as a viable additional copy of research results that retains quality control (peer-review) of the published record while overcoming significant barriers to access and impact.

In August 2004 the OSC set out with the generous support of The Andrew W. Mellon Foundation to better understand the context for, and to assess the cost, viability, and potential use of a repository for open-access distribution of UC faculty article publications. In particular, it pursued six research objectives that collectively would provide baseline data about: the number and proportion of UC faculty articles that can be made available for simultaneous distribution in an open-access postprint repository; that is, articles that appear in journals whose publishers do not prohibit open-access postprint distribution;

faculty attitudes toward managing copyright in their work as a means of enabling its open-access distribution.

Findings are detailed in the Results section of this report. The research demonstrates that UC faculty contribute heavily to the published scholarly journal literature. UC faculty published 3.8% (26,000) of the 680,000 articles in a sample of 4,300 scholarly journals indexed by Thomson Inc.'s ISI services in 2003. 76% of those publications are in journals that do not preclude simultaneous open-access distribution of some form of the research results, for example, via an open-access postprint repository. UC faculty contribute in similar proportions to open-access venues as they do to subscription-based journals publications.

Yönetici Özeti Örneği (devamla)



UC faculty also make substantial current use of collections of publications on personal and departmental websites, with 18% and 11% of those sites hosting postprints respectively.

The study presents three cost scenarios and ten high-level cost elements for postprint repository services. Using these elements it estimates fourfold and sevenfold increased costs for services at particular higher levels of assistance to depositing authors.

Crucially, the study also shows that UC faculty are concerned about copyright and the implications that copyright ownership has on the economics of and ultimately on their access to published research. Faculty mastery of the nuances and the details of copyright, publishing, and open access issues is varied, but it is translated into action by a sizeable proportion and there is a tangible desire to know more by an even greater majority.

Summary Recommendations for Action

Recommendation 1. The University of California should develop and encourage widespread faculty adoption of a postprint repository that leverages the existing infrastructure of and is managed by the University's eScholarship program.

Recommendation 2. The evolution of the core information management environment of the University, including a framework for managing copyright, should be explicitly assessed and articulated because it is directly relevant to the cost, adoption rate, and impact of a postprint repository service and similar publishing innovations.

Recommendation 3. The Office of Scholarly Communication should analyze the potential demand for repository services within the core information management environment described above and develop cost scenarios that acknowledge their interdependence. Further, it should develop and practically assess marketing opportunities to ensure widespread adoption and use of the repository by UC faculty.

Recommendation 4. Critical business, technical, and impact issues should be evaluated formally by the OSC as the repository is developed. Evaluation of these issues will inform the repository's continuation and sustainability planning and the more general community-wide discussion of open-access approaches to scholarly publishing.

Recommendation 5. Widespread faculty acceptance and use of the repository will require the coordinated actions of diverse university constituencies. The Office of Scholarly Communication should be advised by a group able to inform and monitor repository progress, and to mobilize action or influence thinking in those constituencies.

Recommendation 6. The repository's success will depend on how well it integrates with repositories at other institutions and supports the development by scholarly publishers, academic societies, and universities of new scholarly information policies and resources.

Recommendation 7. The Office of Scholarly Communication should formally document and evaluate the repository's development to provide a route-map for others interested in hosting similar initiatives.



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