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| Paper Title in English (12pt, bold, times new roman) |
| Author name1(), Author name2, Author name1,3, Author name4 |
| 1 Author 1 department, Faculty, University, and Country |
| 2 Author 2 departments, Faculty, University, and Country |
| 3 Author 3 departments, Faculty, University, and Country |
| 4 Author 4 departments, Faculty, University, and Country |
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| عنوان البحث باللغة العربية  |
| اسم الباحث الاول1()، اسم الباحث الثاني2، اسم الباحث الثالث31,، اسم الباحث الرابع4 |
| 1 قسم الباحث الاول، اسم الكلية، اسم الجامعة، الدولة |
| 2 قسم الباحث الثاني، اسم الكلية، اسم الجامعة، الدولة |
| 3 قسم الباحث الثالث، اسم الكلية، اسم الجامعة، الدولة |
| 4 قسم الباحث الرابع، اسم الكلية، اسم الجامعة، الدولة |
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Paper Title in English

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| **ABSTRACT** |
| An abstract is a brief summary of a research article, [thesis](https://en.wikipedia.org/wiki/Thesis), review, [conference](https://en.wikipedia.org/wiki/Academic_conference) [proceeding](https://en.wikipedia.org/wiki/Proceedings) or any in-depth analysis of a particular subject and is often used to help the reader quickly ascertain the paper's purpose. When used, an abstract always appears at the beginning of a manuscript or typescript, acting as the point-of-entry for any given academic paper or [patent application](https://en.wikipedia.org/wiki/Patent_application). Abstracting and indexing [services for various academic disciplines](https://en.wikipedia.org/wiki/List_of_academic_databases_and_search_engines) are aimed at compiling a body of literature for that particular subject. (12pt, times new roman)**Keywords**: Abstract, Title, Methodology, Results, Conclusion.  |
| **الملخص** |
| الملخص نبذة فيها خلاصة [مقال](https://ar.wikipedia.org/wiki/%D9%85%D9%82%D8%A7%D9%84) بحثي، أو [أطروحة](https://ar.wikipedia.org/wiki/%D8%A3%D8%B7%D8%B1%D9%88%D8%AD%D8%A9)، أو [رأي نقدي](https://ar.wikipedia.org/w/index.php?title=%D8%B1%D8%A3%D9%8A_%D9%86%D9%82%D8%AF%D9%8A&action=edit&redlink=1)، أو [محضر جلسة](https://ar.wikipedia.org/w/index.php?title=%D9%85%D8%AD%D8%B6%D8%B1_%D8%AC%D9%84%D8%B3%D8%A9&action=edit&redlink=1)، أو [مؤتمر](https://ar.wikipedia.org/wiki/%D9%85%D8%A4%D8%AA%D9%85%D8%B1) إلخ. وكثيرا ما يستخدم لمساعدة القارئ أن يتأكد بشكل سريع من غرض المقالة. عند الاستخدام، يظهر الموجز دائما في بداية المخطوطة، بوصفها نقطة دخول لأية مقالة علمية. خدمة التلخيص والفهرسة متاحة لعدد من التخصصات الأكاديمية التي تهدف إلى تجميع مجموعة من المؤلفات لموضوع بعينه. وقد يخلط البعض بين المخلص او الموجز وبين الخلاصة، فالمخلص يكون في بداية البحث بينما الخلاصة في نهايته .**الكلمات المفتاحية**: الملخص، العنوان، الطرق المستخدمة، النتائج، الخلاصة. |

## Introduction (12pt, bold, times new roman)

In an essay, article, or book, an introduction (also known as a prolegomenon) is a beginning section which states the purpose and goals of the following writing. This is generally followed by the body and conclusion. (12pt, times new roman)

The introduction typically describes the scope of the document and gives the brief explanation or summary of the document. It may also explain certain elements that are important to the essay if explanations are not part of the main text. The readers can have an idea about the following text before they actually start reading it.

In technical writing, the introduction typically includes one or more standard subsections: abstract or summary, and acknowledgments. Alternatively, the section labeled introduction itself may be a brief section found side-by-side with abstract, foreword, etc. (rather than containing them). In this case the set of sections that come before the body of the book are known as the front matter. When the book is divided into numbered chapters, by convention the introduction and any other front-matter sections are unnumbered.

Keeping the concept of the introduction the same, different documents have different styles to introduce the written text. For example, the introduction of a Functional Specification consists of information that the whole document is yet to explain. If a User guide is written, the introduction is about the product. In a report, the introduction gives a summary about the report contents.

## General Presentation

The presentation of your written work is important: first impressions do count, and poorly presented work might lead your tutor to think that the work has been rushed or that you do not really care about it.

It is important to note, however, that no matter how professionally your assignment is presented, it will not hide mediocre content. A poorly presented assignment with excellent content is always preferable to excellent presentation with poor content, although you should of course always aim for a combination of the two.

Particular faculties or courses may have their own guidelines for different aspects of presentation, so always check your own course documentation or with course tutors. What follows is general advice on the presentation of courses assignments which is usually, but not always, appropriate.



Figure : Organization of papers

## Materials and Methodologies

The Materials and Methods section is a vital component of any formal lab report. This section of the report gives a detailed account of the procedure that was followed in completing the experiment(s) discussed in the report. Such an account is very important, not only so that the reader has a clear understanding of the experiment, but a well written Materials and Methods section also serves as a set of instructions for anyone desiring to replicate the study in the future. Considering the importance of "reproducible results" in science, it is quite obvious why this second application is so vital as shown in Figure 1.

There are several common mistakes that are often found in the Materials and Methods section of a lab report. One major concern is deciding upon the correct level of detail. (M., 2003). It is often very easy for a writer to get carried away and include every bit of information about the procedure, including extraneous information like the number of times he\she washed their hands during the experiment. A good guideline is to include only what is necessary for one recreating the experiment to know. Keeping this in mind will lead to a Materials and Methods section that is thoroughly written, but without the kind of unnecessary detail that breaks the flow of the writing. Another common mistake is listing all of the materials needed for the experiment at the beginning of the section. Instead, the materials and equipment utilized during the experiment should be mentioned throughout the procedure as they are used. Enough detail should be included in the description of the materials so that the experiment can be reproduced. Finally, it is generally recommended that the Materials and Methods section be written in past tense, in either active or passive voice. Many are written in third-person perspective but check with the professor to be certain what verb tense and perspective the report should use. This is demonstrated throughout the example of a well written Materials and Methods section.

## Mathematical definitions

***Definition (9):***

If f ∈ Lp,α(T\*), we define:

f(x)e−αx= 

***Lemma (1):***



if f ∈ Lp,α(T\*),

***Proof:***

Since:

f(x)e−αx = 

= 

## Results and Discussion

The results section is where you tell the reader the basic descriptive information about the scales you used (report the mean and standard deviation for each scale). If you have more than 3 or 4 variables in your paper, you might want to put this descriptive information in a table to keep the text from being too choppy and bogged down (see the APA manual for ideas on creating good tables).In the results section, you also tell the reader what statistics you conducted to test your hypothesis (-ses) and what the results indicated. In this paper, you conducted bivariate correlation(s) to test your hypothesis.

(a)

(b)

Figure 2: Categories of selected results.

### Include in Results (include the following in this order in your results section):

Give the descriptive statistics for the relevant variables (mean, standard deviation). Provide a brief rephrasing of your hypothesis(es) (avoid exact restatement). Then tell the reader what statistical test you used to test your hypothesis and what you found.

Explain which correlations were in the predicted direction, and which were not (if any). Were differences statistically significant (i.e., p < .05 or below)? Don't merely give the statistics without any explanation. Whenever you make a claim that there is (or is not) a significant correlation between X and Y, the reader has to be able to verify it by looking at the appropriate test statistic. For example do not report. The correlation between private self-consciousness and college adjustment was r = - .26, p < .01. In general, you should not use numbers as part of a sentence in this way. Instead, interpret important data for the reader and use words throughout your sentences: The negative correlation between private self-consciousness and college adjustment indicated that the more participants felt self-conscious, the worse their adjustment to college, r = - .26, p < .01. However, don't try to interpret why you got the results you did. Leave that to the Discussion.

Note: Be sure to underline all abbreviations of test statistics (e.g., M for mean and SD for standard deviation). See pages 112-118 of the APA manual for more on reporting statistics in text.

### Some specifics:

For each correlation, you need to report the following information either in the text of your paper or in a table: correlation coefficient, significance level (p value).

If you are reporting a *single* correlation for the whole results section, report it in the text of the paper as follows: r =.26, p < .01 *or* r = -.11, ns.

*Note:*

Use ns. if not significant; or use whichever of the following is most accurate:

If your correlation was non-significant, but p < .10 you can still talk about it. You might put the following text in your paper: While the correlation was not significant relative to the standard alpha level of .05, the p-value was less than .10. Then provide a rationale for why you should still be able to discuss this non-significant correlation (see your hypothesis testing lecture notes). You may then cautiously interpret such a correlation. Do not make grand conclusions or use strong language based on the existence of a marginally significant finding. Also, you should indicate that a marginal correlation is *non*-significant in a table; only refer to the correlation as approaching significance in the text of the paper.

If you computed two or more correlations (thus involving at least three variables) provide a *table* at the end of the paper (ordinarily tables would only be used for even more complex findings, but I'd like you to practice since you have a few correlations to work with). Create a correlation matrix like the example (see Table 1). If you include a correlation matrix table, you should, in the text of the result section, refer readers to your table *instead of*  typing out the r and the p value for each correlation. If you are using Word as your word processor, create the table, then you can adjust the "borders and shading" for each cell/row/column to get the table formatted properly. I can show you how if you have trouble. Other word processors should have similar functions.

Table : This Table is an Example of a Correlation Matrix among Three Variables for an Imaginary Sample of College Students (n = 129).

|  |  |  |  |
| --- | --- | --- | --- |
| Variable | 1 | 2 | 3 |
| 1. name of variable | --- | .56\*\* | -.29\* |
| 2. name of next var. |   | --- | .44\* |
| 3. name of 3rd var. |   |   | -- |

\* p < .05; \*\*p < .01

You need to report the statistics in some way in your result section, but regardless of whether you use a table or type the statistics in the text, you should also *interpret* the correlation for the reader say exactly what that means:

1. E.g. As expected, college adjustment was positively correlated with the amount of contact with friends and family members (see Table 1).
2. E.g. No significant relationship was found between the importance of one's social life and social adjustment to college, r = -.11, ns.
3. E.g. As shown in Table 1, some of my predictions were supported. There was a significant correlation between extroversion and life satisfaction. However, life satisfaction was not significantly related to college adjustment.
4. See your text, APA manual, and Sample Paper (The Title of the Paper) for more information and suggestions. In general, I would suggest writing the words of the results section first, and then going back to insert the numbers and statistical information.
5. In your discussion section, relate the results back to your initial hypotheses. Do they support or disconfirm them? Remember: Results do not *prove* hypotheses right or wrong, they *support* them or fail to provide support for them.

### I suggest the following information in the following order:

* Provide a very brief summary of the most important parts of the *introduction* and then the *results* sections. In doing so, you should relate the results to the theories you introduced in the Introduction. Your findings are just one piece among many -- resist the tendency to make your results the final story about the phenomenon or theory of interest. Integrate the results and try to make sense of the pattern of the findings.
* In the case of a correlational project, be careful to not use causal language to discuss your results unless you did an experiment you cannot infer causality. However, it would be impossible to fully discuss the implications of your results without making reference to causality. That is fine. Just don't claim that your results themselves are demonstrating causality.
* If your findings did not support your hypotheses, speculate why that might be so. You might reconsider the logic of your hypotheses. Or, reconsider whether the variables are adequately measuring the relationship. For example, if you hypothesized a relationship between anger toward the stigmatized and narcissism and did not find it consider whether anger is really the right variable... perhaps "disgust" would better capture the relationship. Alternatively, you might also consider whether the relationship you hypothesized might only show up in certain populations of people or under certain conditions (e.g., self-threat). Where possible, support your speculation with references.
* Talk about any qualifications important to your findings (all studies have weaknesses/qualifications). This includes alternative explanations for the results. For example, you might speculate about an unexamined third variable that was not present in you study. However, BE SPECIFIC and back up any assertions you make. For example, if you claim that 3rd variables might affect your correlations, tell me what they are and how they would affect your correlations.

Speculate about future directions that research could take to further investigate your question. This might relate back to any weaknesses you have mentioned above (or reasons why the results did not turn out as expected). Future directions may also include interesting next steps in the research.

### Discussion section:

A discussion section is about what we have learned so far; and where we should go next; your final conclusion should talk briefly about the broader significance of your findings. What do they imply about human nature or some aspect of it? (Don't *wildly* speculate, however!) Leave the reader feeling like this is an important topic... you will likely refer back to your opening paragraph of the introduction here and have partial answers or more specific responses to the questions you posed.

## Conclusion

Talk about any qualifications important to your findings (all studies have weaknesses/qualifications). This includes alternative explanations for the results. For example, you might speculate about an unexamined third variable that was not present in you study. However, BE SPECIFIC and back up any assertions you make. For example, if you claim that 3rd variables might affect your correlations, tell me what they are and how they would affect your correlations.

Speculate about future directions that research could take to further investigate your question. This might relate back to any weaknesses you have mentioned above (or reasons why the results did not turn out as expected). Future directions may also include interesting next steps in the research.

## Acknowledgment

This work has been implemented in super computer facilities of the University of Mustansiriyh. Special thanks to all members in the department of the journal of science.

## References

1. M., P. (2003). *How to write Results.* NY: Wiesly company.