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- A hypothesis is a proposition, set forth as an explanation for the occurrence of a phenomenon, that can be tested. - The basis for scientific investigation is the collection of information to formulate and test hypotheses. - Experimental methods measure the effect of manipulations caused by the investigator; observational methods collect information about naturally occurring events. - There are three sub-types of experimental techniques that differ in the way subjects are chosen for inclusion in the study, in the amount of control that the investigator has over variables, and in the method used to assess changes in other variables. - Descriptive observational studies dominate the early phase of most investigations and involve the description of disease-related events in the population. Associations among factors may be observed but the strength of the associations is not measured. - Analytical observational techniques are of three basic types: prevalence surveys, case:control studies, and incidence or cohort studies. All attempt to explain the nature of relationships among various factors and to measure the strength of associations. - Prevalence surveys and case:control studies deal with disease existing at the time of the study; incidence studies are concerned with the development of disease over time. - Observational studies may be retrospective, using existing data, or prospective with collection of new information. Seminar paper from the year 2006 in the subject English Language and Literature Studies - Linguistics, grade: 1,3, University of Dusseldorf "Heinrich Heine" (Department of English Language and Linguistics), course: Seminar: English Functional Syntax, 9 entries in the bibliography, language: English, abstract: As a learner of languages in general and of English in particular, sooner or later one comes across transitive and intransitive verbs. For most of the learners this only means that there are these verbs, which take a direct object (transitive) and those, which do not (intransitive). (1) Susan left. (2) He is writing something. When comparing example (1) and (2), the average student of EFL 1 would claim the second one to be transitive, while the first one would be described as intransitive. For learners at school this explanation might be sufficient, but as a linguist the notion of Transitivity goes far beyond the simple declaration of verbs to be object-taking or not. In this paper special interest will focus on the notion of Transitivity. The observations are based on a study made by Paul J. Hopper and Sandra A. Thompson 2 published in 1980, which focuses on the importance of Transitivity in grammar and discourse 3 . The first part of the paper presented here will explain the notion of Transitivity according to the results of the study by Hopper/Thompson. The second part will draw attention to the universality of Transitivity. The question arises in how far Transitivity is essential to language. Why does the speaker of a language use Transitivity within a speech and how does he do so? Therefore, the main focus of the third part will lie on the pragmatic function of Transitivity, which means the importance of it as a discourse determiner. Especially the role of Transitivity in Foregrounding in discourse will be looked at. The writer of this paper tries to find own examples, if possible, but when it comes to universality and the corpus investigation, only examples of the original study can guarantee the verification of the theory. [...] Describes how facts are proved at trial, examining the principal categories of rational and psychological evidence, which is the basis of trial "stories." How, at trial, does each party tell a story bolstering its own legal position and detracting from that of its adversary? What attributes of stories tend to make them persuasive? From these attributes, the authors derive a set of investigatory objectives that generally apply, regardless of the nature of the case. With objectives in place, turns to the thought processes that lawyers employ to analyze and develop evidence. Elaborate apparatus plays an important part in the science of to-day, but I sometimes wonder if we are not inclined to forget that the most important instrument in research must always be the mind of man. It is true that much time and effort is devoted to training and equipping the scientist's mind, but little attention is paid to the technicalities of making the best use of it. There is no satisfactory book which systematises the knowledge available on the practice and mental skills—the art—of scientific investigation. This lack has prompted me to write a book to serve as an introduction to research. My small contribution to the literature of a complex and difficult topic is meant in the first place for the student about to engage in research, but I hope that it may also interest a wider audience. Since my own experience of research has been acquired in the study of infectious diseases, I have written primarily for the student of that field. But nearly all the book is equally applicable to any other branch of experimental biology and much of it to any branch of science. – (Cambridge, 1957. W.I.B. Beveridge) Connect students with science using Scientific Method Investigation: A Step-by-Step Guide for Middle-School Students. This 80-page book promotes scientific literacy by teaching the scientific method and enables students to become problem solvers in everyday life. This helpful classroom supplement includes laboratory investigations in physical, life, earth, and space science. It also includes a section on creating, exhibiting, and presenting a science fair project. The book allows for differentiated instruction and supports National Science Education Standards and NCTM standards. >

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