

# Abstract

# 30th Annual Illinois Junior Science and Humanities Symposium

Southern Illinois University Carbondale • March 30-April 1, 2008

Paper Submission

Poster Submission

### IJSHS ABSTRACT FORM

Abstracts will be published in the Illinois JSHS Program and distributed to all symposium attendees. Carefully review and edit your abstract. Make sure the abstract is clearly and concisely written with no mistakes in punctuation, grammar, spelling, and typing.

An abstract is written to summarize the research paper. The abstract should accurately convey the essential nature of the research conducted and the most significant conclusions reached. A further purpose of the abstract is to attract the interest and curiosity of the non-specialist reader and thus encourage exchange, discussion, and elaboration between various authors and between authors and readers.

### HEADING

The Heading includes:  
1<sup>st</sup> line- Title of the research (in upper and lower case)  
2<sup>nd</sup> line- Author's name(s)  
3<sup>rd</sup> line- High school, high school city, state  
4<sup>th</sup> line- Name of teacher/sponsor and/or mentor, and his/her organization if different than your high school. Precede the individual's name with a subheading (i.e., teacher, mentor, sponsor).

**See the example on the reverse.**

### TYPING INSTRUCTIONS

- The abstract and heading are single-spaced, flush left, in upper and lower case.
- Abstracts must be adequate in length but not exceed 200 words.
- Include one line of space between heading and abstract body.
- Type genus and species, if applicable, in italics or underlined.

## Example of Abstract

### A Test of the Competitive Exclusion Theory in Two Related Species of Butterflies

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Teacher and/or Mentor: Mrs. Georgiana Spallanzi/Mr. Joseph Pascale

The food habits of larval butterflies of two related species *Papilio splendens* and *Papilio blanchii* in a zone of overlap near Oil City, Pennsylvania were examined. The theory of competitive exclusion predicts that food habits of closely related species should not overlap significantly where the species occur together. Transects in five different habitats were used to determine food and habitat preferences in wild populations. Captive caterpillars were offered various foods in the laboratory; weight changes of food and caterpillar were examined daily. Food habits in overlapping habitats were significantly different between the two species (ANOVA  $p=0.001$ ). Food habits in overlapping habitats were significantly different between the two species (ANOVA  $p=0.52$ ). There were no differences in food preferences (ANOVA  $p=0.76$ ) or growth rates (ANOVA  $p=0.88$ ) on different foods in the laboratory populations. These species are able to co-exist because they are not competing for the same and limiting food resources in the same area. These results support the theory of competitive exclusion because the two species did not use the same food resources in the same habitats.

## HOW TO WRITE AN ABSTRACT

A properly written abstract presents a summary of the research conducted and the most significant conclusions reached. Abstracts are the chief means by which scientists decide which research reports to read.

### ***The Title***

Make your title concise, but also descriptive.

### ***The Body of the Abstract***

The abstract is a very brief overview of your **ENTIRE** study. The abstract tells the reader **WHAT** you did, **WHY** you did it, **HOW** you did it, **WHAT** you found and **WHAT** it means. The sequence of sentences is ordered in a logical fashion, beginning with an introduction that includes your hypothesis and proceeding to your test (e.g. materials, methods and procedures used), results (data or findings), discussions and conclusions.

Think of the most important items that crystallize each part of your research study. Leave out unimportant details. As a first draft, write one or two sentences that summarize each section. For your final draft, make sure the abstract flows logically. Give it to a friend, teacher, parent, mentor, etc., to read. Ask them to tell you what they think you actually did and what you found. Revise as necessary.