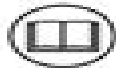


THESIS STATEMENTS



A thesis statement articulates a writer's main argument, point, or message in a piece of writing. Strong thesis statements will tell your audience what your **topic** is and what your **position** on that topic is. Also, they will often provide an overview of key **supporting arguments** that you will explore throughout your paper. A well-written thesis statement demonstrates that you have explored the topic thoroughly and can defend your claims.

For short, undergraduate-level papers, a thesis statement will usually be **one to three sentences** in length, often occurring at the end of the first paragraph. Its main function is to tie all of your ideas and arguments together. As you continue to present your evidence and argue your stance, your thesis will run throughout your essay like a thread.



e.g., Closing the border between Greece and Macedonia has led to unnecessary suffering among refugees by preventing humanitarian aid from getting to those camps that need it most ^①. Resolving this human rights problem will ultimately require cooperative effort from local, regional, and international agencies ^②.

- ① Statement of topic and main argument
- ② Further details about topic that give your reader a sense of how the paper will be structured



Building Effective Thesis Statements

A strong thesis statement should be clear, concise, focused, and supportable. Unless your essay is simply explanatory, it should also be **debatable** (i.e., if your position on a topic is one that almost nobody would dispute, it may not be the best choice for an argumentative paper). The following steps will help you throughout the process of developing your thesis statement:

- ① **Read** the assignment thoroughly. Make sure you are clear about the expectations.
- ② Do preliminary, **general research**: collect and organize information about your topic.
- ③ Form a **tentative thesis**. The following questions may help you focus your research into a tentative thesis:
 - ① What's **new** about this topic?
 - ② What **important** about this topic?
 - ③ What's **interesting** about this topic?
 - ④ What have others **missed** in their discussions about this topic?
 - ⑤ What about this topic is **worth** writing about?

Thesis Support Paper

Zachary Seech, Andrew Kania



Thesis Support Paper:

Guide to Writing Empirical Papers, Theses, and Dissertations G. David Garson, 2001-11-21 Describes the quantitative research process framing analytical questions developing a comprehensive outline providing a roadmap for the reader and accessing indispensable computer and program tools Supplies end of chapter checklists extensive examples and bibliographies , *Content Area Literacy for Diverse Learners* Virginia McCormack, 2008 contains useful information and concepts that teachers can apply in the classroom and other instructional settings There is also a detailed resource section listing children's literature and websites that can enhance your instructional practice This helpful and comprehensive resource can be used by preservice teachers by experienced teachers and administrators for development of staff at all levels and by individuals in Alternate Route Teacher Certification programs Page 4 of cover

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conclude our journey with tips for presenting your research with confidence whether it s through oral presentations or written reports Learn how to prepare effectively use visual aids strategically engage your audience and handle questions and discussions like a pro If you like this book write a review *The Supporting Role of Logistics during the Early Stage of Retail Internationalisation* Linnea Haag, 2019-03-08

Retail internationalisation refers to the establishment of retailers into foreign sales markets and is an important success factor for many retail chains Logistics has been acknowledged as an important prerequisite and key component of retail internationalisation enabling physical distribution to new foreign markets as well as ensuring customer satisfaction in terms of on time delivery and product availability Despite the recognition of logistics logistics managers struggle to adapt their logistics organisation and operations in order to efficiently and effectively support retail internationalisation due to the complexity of operating in multiple markets Previous research seldom mentions how logistics supports retail internationalisation especially when retail chains are at the beginning of their retail internationalisation journey By exploring the supporting role of logistics during the early stage of retail internationalisation retailers can better understand how logistics organisation and operations can be organised in order to successfully expand into foreign sales markets Therefore the purpose of this licentiate thesis is to Explore the supporting role of logistics during the early stage of retail internationalisation This licentiate thesis is based on an abductive multiple case study approach that combines empirical data with literature in an iterative process in order to explore the supporting role of logistics during the early stage of retail internationalisation The selected case companies were three large sized Swedish retail chains that have recently established themselves into nearby foreign sales markets The findings of this licentiate thesis suggest that logistics plays both a reactive and a proactive supporting role during the early stage of retail internationalisation The reactive supporting role refers to logistics that adapts to predetermined conditions set by the retail company s top management team As a reactive supporter the logistics organisation is typically involved at an operational level and scales up its logistics operations in order to supply multiple markets Beyond its reactive role logistics can also play a proactive supporting role This refers to its involvement at a strategic level within the retail company where it can influence the conditions of retail internationalisation When logistics is involved more proactively its operations can become better aligned with the other company operations involved in retail internationalisation Furthermore proactive logistics support enables more efficient and effective logistics that can better cope with increased complexity as well as more effectively keeping track of logistics costs In addition to these findings the importance of top management has been identified as a key aspect of proactive logistics support More specifically logistics competence within the top management team enables logistics to be prioritised at a strategic level and to be better integrated during retail internationalisation including during individual establishments into new markets The findings also suggest that the importance of logistics increases over time during retail internationalisation The more markets the retailer enters the more important efficient logistics becomes in order to deal with both complexity

and logistics costs By involving proactive logistics from the start of retail internationalisation retail chains can more efficiently and effectively establish into and operate within foreign sales markets which in turn supports a sustainable retail internationalisation One of the main academic contributions of this licentiate thesis has been to study logistics in the specific context of retail internationalisation which has previously not been researched in any great detail In addition logistics has often been studied as a static aspect but in this thesis it is studied from a dynamic perspective in order to understand how its supporting role changes over time during the early stage of retail internationalisation Another important contribution is that the role of logistics has been studied from both a strategic and an operational level as previous research has mostly focused on the strategic level of logistics related to retail internationalisation In terms of practical contributions this licentiate thesis clarifies the logistics characteristics and supply chain capabilities that support the early stage of retail internationalisation This licentiate thesis can also help practitioners to better prepare their logistics organisation and logistics operations for a future retail internationalisation as well as helping them to avoid making logistical mistakes during the early stage of retail internationalisation

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Warrant Officers and Title 10 Warrant Officer WO is an appointed rank vice a commissioned one Chief Warrant Officers Marine Gunners and Recruiting Officers are commissioned All Chief Warrant Officers and Warrant Officers must successfully complete the WOBC in order to retain their appointment or commission Title 10 U S C Section 1165 states THE SECRETARY OF THE NAVY HAS THE AUTHORITY TO TERMINATE THE REGULAR APPOINTMENT OF ANY PERMANENT REGULAR WO AT ANY TIME WITHIN THREE YEARS AFTER THE DATE WHEN THE OFFICER ACCEPTED HIS ORIGINAL PERMANENT APPOINTMENT A MARINE WHOSE APPOINTMENT IS TERMINATED MAY UPON HIS REQUEST AND AT THE DISCRETION OF THE SECRETARY OF THE NAVY BE ENLISTED IN A GRADE NOT LOWER THAN THAT HELD IMMEDIATELY PRIOR TO APPOINTMENT THEREFORE THE FIRST THREE YEARS AS A WO IS A PROBATIONARY PERIOD AND THE APPOINTMENT TO WO WILL BE TERMINATED IF A MARINE DOES NOT COMPLETE THE REQUIREMENTS OF THE WOBC

WOBC MISSION STATEMENT Train and educate newly appointed warrant officers in the high standards of professional knowledge esprit de corps and leadership required to transition from enlisted Marine to officer with particular emphasis on the duties responsibilities and warfighting skills required of a provisional rifle platoon commander

The Warrant Officer Basic Course The WOBC is an eighteen week course that focuses on the transition from enlisted Marine to Marine officer TBS and the WOBC focus on five horizontal themes that define expectations of all Marine Officers

- 1 a man woman of exemplary character
- 2 devoted to leading Marines
- 24 7 3 able to decide communicate and act in the fog of war
- 4 a

Warfighter who embraces the Corps warrior ethos and is mentally strong and physically tough. The universal concept that Marine Officers must be able to assess situations, weigh the pros and cons of various decisions, make a decision, develop a plan, communicate that plan effectively, and supervise its execution is stressed and exercised throughout the course. The course will teach the science and art required for service of Marine Officers with an emphasis on decision making throughout. Provisional infantry and planning subjects are together used as the means or vehicle to teach and evaluate this process. Since all students are evaluated on leadership as Marine Officers, physical, mental, and emotional stress are incorporated throughout the course in order to evaluate the ability to lead in chaotic and stressful environments. Some individuals will be pushed close to their failing point, but the WOBC is designed to give students an opportunity to display positive leadership qualities in the face of adversity. The WOBC is not a check in the block. It is a course designed to provide students with the learning experiences necessary to effectively transition to service as a Marine Officer. Students who do not successfully complete the course face a variety of administrative actions, including repetition of the course, recycle to a six-month lieutenant Basic Officer Course, revocation of appointment, or separation from the service. The WOBC curriculum is an academically rigorous, provisional infantry and staff planning-based program of instruction (POI) which consists of approximately 935 hours of formal instruction. The POI includes classroom instruction, field exercises, sand table exercises, and discussion groups. Classroom instruction is designed around the flipped classroom model.

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Laurie G. Kirsznar,1993-09-23 Includes the fiction section from Literature Reading Reacting Writing 2 e with three student papers and works by women minority non Western and contemporary authors **How requirements development could**

support design of effective and resource-efficient offerings Sara Nilsson,2017-11-15 What a company offers its customers has to fulfil several different needs desires constraints which can originate from multiple different sources that affect the offering throughout its life cycle All these criteria have to come together and be translated into statements that can support the designer s understanding of the offering s purpose This translation is done through a requirements development process to provide a controlled process to define statements that describe what the offering is supposed to fulfil This research provides insights on key challenges and success factors in requirements development to support the design of effective and resource efficient offerings Namely it identifies crucial sources and aspects to be considered and a requirements development process demonstrating how to overcome identified challenges By getting the requirements right from the beginning sub optimisation and unnecessary time and risks can be avoided The consideration of accurate sources and aspects is considered to be one of the most important factors for the successful design of offerings It is also in the earliest phases of design that is to say requirements development where one has the greatest possibility to affect the environmental impact of the offering What is missing however is sufficient and appropriate support in industry on how to do so The gap between the three areas of effectiveness and resource efficiency design of integrated offerings and requirements development has been investigated Results are based on findings in the literature and in industry identified primarily by qualitative studies In the research 15 different companies have been included through a number of interviews and discussions Key sources and aspects to consider in the requirements development process are identified along with challenges and success factors that can be utilised to overcome the identified challenges This research s final results include an adapted requirements development process that considers the earlier mentioned sources and aspect challenges and success factors Such a requirements development process should support the design of effective and resource efficient offerings **History Class Revisited**

Jody Passanisi,2016-04-28 Learn new approaches to teaching history in middle school so students are more engaged in the big ideas and eager to examine the world around them Co published by Routledge and MiddleWeb this practical guide will help you consider the unique needs of middle schoolers who are in the midst of many social and emotional changes and need to see why the study of history matters to their own lives Author Jody Passanisi

shares helpful strategies and activities to make your social studies class a place where students can relate to the material connect past history to present events collaborate with others think critically about important issues and take ownership of their learning Topics include Reading and analyzing primary and secondary sources for deeper comprehension of historical issues Developing a written argument and defending it with supporting details and cited sources Examining the social context of a historical event and tracing the historical underpinnings of present day issues Using field trips games and Project Based Learning to make learning history a fun and interactive experience Assessing your students progress using self reflection projects essays and presentations The appendices offer resources for each of the topics covered in the book as well as reproducible Blackline Masters of the charts and diagrams which can be photocopied or downloaded from our website <http://www.routledge.com/products/9781138639713> for classroom use

Writing Philosophy Papers Zachary Seech,Andrew Kania,2024-08-28 This sixth edition of Writing Philosophy Papers updates and expands one of the most popular guides to philosophical writing assignments for undergraduate students Written in a clear straightforward style the book covers everything from time management to the difference between i e and e g The heart of the book is devoted to how to write a thesis defense paper with chapters on the structure of a strong paper the process of writing and revising matters of style and usage and scholarly citation This advice is illustrated with concrete examples throughout including a complete thesis defense paper written and formatted according to the book s recommendations The book also covers how to take good notes from various kinds of philosophical sources how to write other commonly assigned kinds of papers and how to study for and take a philosophy exam A chapter on doing philosophical research contains practical advice on how to discover and access the most helpful sources for a philosophical research paper or annotated bibliography Because virtually every philosophy assignment requires a basic grasp of arguments the book ends with a chapter introducing some basic concepts and skills for reasoning well The heart of the sixth edition has been revised and restructured to lead students even more clearly through the process of drafting revising and formatting a thesis defense paper This new edition also includes an updated completely revised and expanded chapter on citing sources giving equal consideration to print and online sources an updated completely revised and expanded chapter on doing philosophical research focused on how to find the most helpful sources for completing a philosophical research paper or annotated bibliography updated revised and greatly expanded advice on writing style and usage a completely revised and expanded treatment of good reasoning with a new discussion of inductive and abductive reasoning and new advice on how to take good notes and how to study for and take philosophy exams

Research Like a Librarian Lauren Pressley, Kevin Gilbertson, Craig Fansler, Rebecca Petersen, Kaeley D. McMahan, Audra Eagle Yun, Mary G. Scanlon, Ellen Daugman, Molly Keener, Mary Beth Lock, Ellen Makaravage, 2013 Information literacy textbook

Engaging Ideas John C. Bean, Dan Melzer, 2021-06-09 Use your course s big ideas to accelerate students growth as writers and critical thinkers The newly revised third edition of Engaging Ideas delivers a step by step guide for designing writing assignments

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How to Write a Master's Thesis Yvonne N. Bui, 2009-04-22 How to Write a Masters Thesis is a comprehensive manual on how to conceptualize and write a five chapter masters thesis including the introduction literature review methodology results and discussionnclusion Very often a theory practice gap exists for students who have taken the prerequisite methods and statistics courses in their masters program but who have yet to understand how to apply and translate what they ve learned about the research process with their first major project Yvonna Bui demystifies this process by integrating the language learned in these prerequisite courses into a step by step guide for developing one s own thesis project

Handbook of Research on Promoting Peace Through Practice, Academia, and the Arts Lutfy, Mohamed Walid, Toffolo, Cris, 2018-09-07 Academic disciplines perceive tranquility and a sense of contentment differently among themselves and therefore contribute to peace building initiatives differently Peace is not merely a function of education or a tool that produces amicable systems but rather a concept that educational contributions can help societies progress to a more peaceful existence The Handbook of Research on Promoting Peace

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