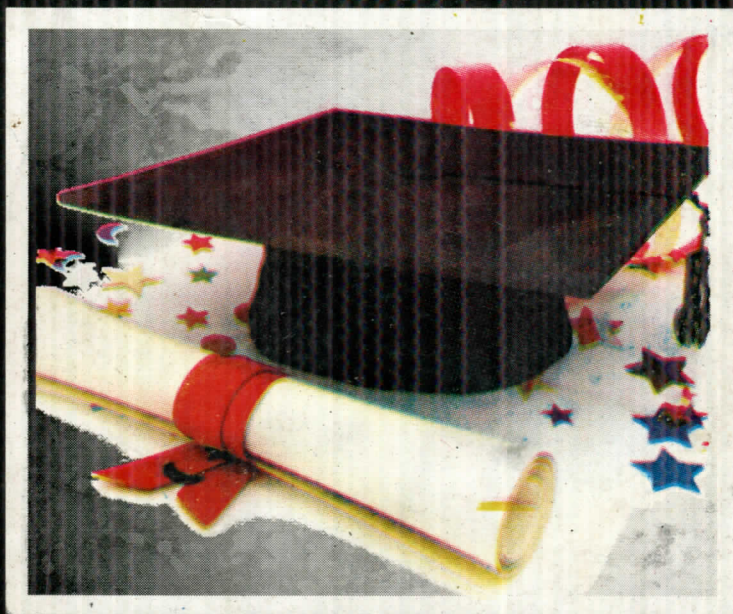




DEPARTMENT OF LANGUAGES
FEDERAL UNIVERSITY, KASHERE



GUIDELINES ON THE FINAL YEAR PROJECT



FEDRAL UNIVERSITY KASHERE
DEPARTMENT OF LANGUAGES



GUIDELINES ON THE FINAL YEAR PROJECT

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DEPARTMENT OF LANGUAGES FEDERAL UNIVERSITY KASHERE

GUIDELINES ON THE FINAL YEAR PROJECT

The experiences at recent external examinations and oral defence of final year project have revealed that there are palpable challenges which our students are likely to face in carrying out this task. As a first step to improve on students' performances, the Languages Departmental Board through her Committee on graduating project has approved the compilation of this manual on the subject. It is prepared in line with globally acceptable research standards and in strict compliance with the requirements of the University Academic Brief to suit the research needs of final year students of the Department of Languages, Federal University Kashere. It is of use to both the research student and the supervisor.

1.0 Philosophy of the Graduating Project

A candidate who is admitted into the first degree programme in the University of Kashere is required to submit a graduating project as part of the requirements for the award of the B.A degree. The project usually exceeds the length of the usual written assignments and encompasses the candidate's original and referred information on a chosen topic. The student's written project and oral defence are viewed as his/her ability to report researched and technical knowledge in the discipline from which he/she is earning the degree. The project therefore represents the student's contribution to scholarship written under a lecturer's supervision and in conformity with approved guidelines. Adherence to the guidelines sets the students on the path of global academic and research culture and tradition.

2.0 The Process: Choice of Topic

The final year project is a course in itself coded ENG 4610. Its writing follows the usual three-stage process of pre-writing, writing and post-writing. At the pre-writing stage, the student combs the corpus of issues in the disciplines (English, Arabic and Hausa), observes extensively and settles down in any issue that attracts his/her attention.

He/she proceeds to read widely on the area and finally encapsulates the precise matter of interest about which he/she has found reasonable quality of information. In Literature, most topics demand knowledge of creative texts (dated and current) and students must have read such texts prior to deciding to write on them. In both Language and Literature, students are strongly advised to steer off over-rehearsed topics and the temptation of stealing ready-made works from the libraries/sister universities and colleges.

The student is expected to formulate three topics and to provisionally discuss the topics with a lecturer known to be a specialist in the subject for guidance before presenting the list to the project coordinators for approval and documentation of the best of the three topics.

It is also at that point that a supervisor will be assigned to guide the student. The work of the supervisor does not include writing the essay for the student. The supervisor ensures that the student complies with the approved rules and guidelines.

The Research (Library-Based/Field Work)

Library Research

The library plays a very important role in research investigations because every research is based on what earlier researchers have done on the area of study. Since the library stocks the reports of these investigations, it becomes necessary to read these relevant topics appropriately. There is a belief that no research problem is completely new, someone, somewhere is likely to have carried out a related study to every research problem. It becomes the responsibility of the researcher to find out such disseminated research reports, read them and find out how such reports could guide him/her in his/her own investigation.

Two major exercises involved in library research are Scholarship Search and Scholarship Review.

Scholarship Search

This involves searching for sources of information for identifying the relevant documents to be used in the research study. All kinds of sources emanate from the library for research purpose through the following library tools:

- The library catalogue: this provides a comprehensive list of all the book and non-book materials housed by a library or group of libraries. Most libraries provide public access to two types of library catalogue, namely the Author/Title catalogue and the Subject catalogue.
- Indexing and Abstracting Services: These are guides to all documents relevant to a particular subject or discipline. They provide lists of *i n d e x e s* and abstracts which help researchers to trace materials that are relevant to their topics.
- Current Awareness Information Tools: These include journals, magazines, newspapers, bulletins, etc which provide current information on topics. It is important that the scholarship reviewed for any research investigation should be up-to-date and these current awareness information tools provide such up-datedness.
- Bibliographies: A Bibliography is systematic list of materials known to have been published in a subject area or to have been written by an author. Such a list usually portrays different types of works such as books serials, pictures, maps, manuscripts and any other media of communication.
- Books, Monographs, etc: these are arranged on the shelves in libraries according to the rules of the particular classification scheme which a library uses. They could be located and retrieved through the libraries' catalogue by author, title, co-author, etc.
- Projects and Long Essays: these are already completed projects and long essays which constitute a distinct collection in the libraries' resources. They are very vital research tools that give information on "what others have done" in the different areas of study.
- Reference Sources: These reference materials contain facts which have been assembled from many different sources and organized for easy and quick references. They usually consulted for specific information. These include dictionaries, encyclopedias, directories, handbooks, etc.

Practical Approach to Scholarship Search:

Once your topic is accepted and established by supervisor, the first thing is to give it a clear meaning of the topics. The general and subject dictionaries will be most useful here. The next thing is to have a good background knowledge of the topic, identifying its different aspects and its scope in general and subject encyclopaedia will also be useful here. The essence of this reading around is to provide yourself with a focus on which you will concentrate throughout the research study.

The next thing is to begin to compile your working bibliography from your scholarship search using note-cards, or even slips of paper measuring "5" by "8". For every book or material you find relevant to your research you must enter its call number for easy retrieval. Do not forget to enter the page of the book where you intend to retrieve the relevant information. Use a note-card for each relevant material.

The first place to search is the indexes and Abstract Unit, to see whether any of the resources has relevance to your topic. If any has, copy its bibliographic information down on your note-card including information on how you will access to the original document if the need arises.

Next, go to the subject bibliography and check the list. If you find any relevant material, copy it down. The subject bibliography may constitute a rich area of search for you. Do not miss it.

Then, turn to tables of contents of Books and Monographs. These give clues to researchers as to what is contained in the books. If you find relevant materials, include them on your list. Indexes of such books and monographs can reveal whether a book is relevant or not. Such relevant materials and the pages where such items are discussed in the books should be entered in the note-card.

Meanwhile, you are still building up your list of references. You have not started reading or writing. Remember to use one card for one relevant document. **DO NOT** write information about two books on the same note-card. The reason is obvious. You will need this list for your final bibliography (works cited/References).

Cross-Checking List Against Entries in Author/Title Catalogue

At this point, the researcher must have accumulated a large number of titles which he/she would want to ascertain whether they are available in the library or not, and so, he/she cross-checks his/her list against the entries in the Author/Title catalogue. The result of this empowers him/her the more and prepares him/her for reading and note-making. However, if there is a core material for the research which is not available in the library, the researcher should consult the librarian immediately for possible inter-library loan or urgent purchase of the needed material.

It is necessary at this point to remind the Long Essay researcher that apart from the University and Departmental Libraries, and the ICT unit which provide resources for the teaching and learning processes of the academic work in the University, there are the State and National libraries in Gombe which any researcher can use.

It is only when the researcher's working Bibliography has swelled up satisfactorily that he/she sits down to fish out all the materials on his/her list one by one to read and to make notes. This takes us to the second part of the library research which is the review of scholarship

Review of Scholarship

Having identified the relevant materials through a scholarship search, the next step is to review the scholarship one after the other. This involves reading the document and making notes of relevant aspects of the scholarship as they are related to the research. The review should be from broad to specific with sub-heading identifying the different sub-section of the subject under study. Such study must be reviewed and not reproduced. It must be critically evaluated in relation to the study at hand.

Note-Making: In making note from your review of relevant scholarship, you produce note-slips on which you write important points identified from your sources.

Get into the document through its table of content and index pages to avoid unnecessary waste of time.

Summarize the relevant information in its most important points.

Distinguish the major points from the supporting details.

Use intelligible abbreviation and symbols instead of writing everything in full.

Use elliptical dots to indicate omissions.

As much possible, paraphrase and do not reproduce verbatim.

The Internet as a Research Tool

It must be mentioned here that scholarship search and scholarship review can be extended to the internet which provides a lot of information electronically on all subjects in different fields of learning. However, not all the information obtained from the Internet are valid. Some may be dubious while some others may be outdated. The research should identify reputable website which update their information regularly and use these.

Conclusion

Library-based research is the major and basic approach to research that is open to English and Literary Studies students and this must be done with a high level of integrity. Such students must be prepared to go through the rigours of scholarship search and scholarship review in order to know and re-examine what others have done in their field of study as well as conduct their own investigation within the same field, filling up gaps, and opening up further areas of research.

FIELD WORK IN LANGUAGE RESEARCH

Student researchers can elicit data from the speakers of English/native language and use them to develop analyses of the phonology, morphology, syntax and semantics of the language. Some of the fieldwork methodologies in the area include:

- Reliance on conversational data recorded with a tape without formularized setting
- Standard elicitation and text collection
- Prepared written texts from literate speakers for subsequent analysis
- Historical approach of comparing current data with other recordings.

FIELD WORK IN ORAL LITERATURE RESEARCH

Research in oral literature is community, culture and context based carried out by the people. In this case, the researcher needs to work with the following tools:

- A still camera
- A tape recorder
- A video recorded
- Writing material to take notes
- An interpreter (in some cases)

To gain access to the community setting, a researcher must be non-threatening, non-commanding, displaying appropriate behavior and body language and dressing appropriately.

A researcher must be aware of some sensitive cultural, ethical and moral issues in the investigation and be appropriately guided

Field notes may be recorded about practical details, specific name/labels, movements/gesture, costumes/attires, etc.

4.0 Writing and Expression

The project must be written in formal clear English with grammatically acceptable, concise and logically connected sentences/paragraphs. Correct spelling and consistency in brand of English (British is preferred); punctuation and abbreviations must never be compromised

The following is an in-exhaustive checklist of grammatical and mechanical issues to attend to in the essay:

Linguistic patterns: Collocations, clause and sentences
Number of nominal's and verbal's: singular/plural
Degree of adverbials and adjectival; positive, comparative and superlative
Intra and inter-sentential connections: Coordination, subordination paragraph-linkage.
Tenses of verb: past and non-past
Voice of verb: passive and active
Subject-verb agreement/ concord
Pronoun-antecedent agreement
Person of the pronouns: first, second, third
Use of punctuation marks: initial, medial and terminal.
Use of mechanics; spelling, capitalization, indentation and syllabication
Inflection of words in the same class
Derivation of words in different classes based on morphological rules
Handling of modifiers
Handling of sentence functional type: declarative, imperative, exclamatory and interrogative
Handling of structural types (simple, compound, complex, and compound complex.)
Case: subjective (I, HE, She, It, they), objective (them, us, me).
Count and non-count nouns
Definite and indefinite articles (the, a, an,).
Prepositional patterns
Irregular verbs
Consistent use of single or double quotation marks.
Use of upper and lower case letters (including initial capital only).
Special cases with collective nouns
Sentence/Lexical ambiguities
Homophones and frequently misspelt words.

5.0 The Format and other Requirements

The approved organizational sequence for pages is as follows;

- (i) Cover Page (see sample)
- (ii) Fly Leaf (usually blank)
- (iii) Title Page (see sample)
- (iv) Certification (see sample)
- (v) Dedication (if any)
- (vi) Acknowledgments (2 pages maximum)
- (vii) Abstract
- (viii) Table of contents
- (ix) List of Table and Figures
- (x) Introductory chapter
- (xi) Main Chapters
- (xii) Summary and Conclusion (Recommendation)
- (xiii) Works Cited or References (as applicable)
- (xiv) Appendices (Where necessary)

Acknowledgments

The acknowledgments page contains a brief note of appreciation for assistance received in the course of undertaking the programme and writing long essay in particular. Extravagant and sentimental statements are discouraged.

Abstract

An abstract of a paragraph is not exceeding a page recommended. It states a briefly the focus of the study. The theoretical frame work adopted, the procedure followed main sources of data, summary of findings and a conclusion. It must be typed double-spaced and must not be indented.

Introductory Chapter

This chapter presents the focus of the work. It is usually broadly titled INTRODUCTION. It highlights the following issues:

- Background to the Subject (Background to the study)
- Statement and clarification of the problem (Statement of the problem)
- Aim(s)/Objectives of the Study
- Significance/Scope of Purpose of the Study
- Scope of the Study (Limitation of Scope)
- Theoretical Framework (Literature), Research Design and Methodology (language)
- Bio-data of Authors if Applicable

Literature Review/Review of Scholarship

This section may be included in the introductory chapter depending on the volume of materials. If it is beyond 5 pages, it is advisable to make it a separate chapter. In writing this, the candidate is expected to review existing literature/scholarship based on current information within the context of the work. This section is also a building block for the work. Reports or sources that are more than 20 years old should not constitute the bulk of the works reviewed in this section.

Main Chapters

This section should constitute a maximum of three chapters depending on the volume of discussions on the subject and analysis of findings. These chapters convey the subdivisions of the main for detailed discussion via:

- Analysis
- Illustration
- Explanation
- Description
- Documentation
- Use and effect

Narration

Commentary

Criticism

Exposition, etc.

Explication of text with focus of topic in mind (literature)

Summary, Conclusion and Recommendation

This is the final section of the main work. It presents the highlights of finding from the study. The conclusion is made as inferences from the findings and does not need to be encumbered with further discussion. Recommendation were available shall be a subsection of this chapter and shall present proposals or suggestions in furtherance of the study. Where all these subsections do not constitute a reasonable length (say 5 pages) to form a chapter, it may be present as part of the preceding chapter.

Other Format Guides

- Documentation styles
 - Literary Research - MLA
 - Language Research - APA
- Colour of soft cover - Light Blue
- Colour of hard cover - Black
- Size of pages - A4
- Font size - 12 points
- Font type - Arial
- Spacing
 - Normal - Double-line
 - Indented quotations - Double-line
- Headings - Not bold, not underlined and Not italicized.

CHAPTER ONE (CENTRALIZE)

INTRODUCTION (CENTRALIZE)

Background to the Study (left Margin) initial caps only

Pagination - Top Right Corner

All Titles of Publications cited must be italicized

Foreign words and phrases should be italicized except those which have become standard expressions in English. Latin abbreviations which have become anglicized such as i.e. etc. are not underlined,

Large unutilized spaces are not allowed except where there are tables (a page for a table), figures or diagrams on such pages.

Margins of 1/2 inch must be created and maintained consistently in all paragraphs.

One sentence paragraphs and very lengthy paragraphs are discouraged.

Lettering on the cover page should be done in gold colour.

Deletions which result in blank spaces are not acceptable. The entire corrected page must be retyped. Filling the spaces with ink is not acceptable.

Documentation

The American Psychological Association (APA)

In reporting an author's contributions in the text using the APA style: the author's name, date of publication, and possibly, page number of the statement being referred to are stated. The following are examples of APA style;

Some factors cited as causes of Nigeria's relatively low rate of labour turnover are status enhancement variables (Abdul and Auwai, 2000).

- (b). Shehu (2005:17) stressed "a deeper level of commitment to determination" and stated that "the worker, whether labourer or manager, despite potential economic advantages, is bound to remain in the company's employment".
- (c). American researchers stress the distinctively Japanese factor of life-time commitment norms and values while others, such as Kasimo (1999, 2000), Gombe (2006) and Altine and Tabang (2007, 2008, 2009, 2011), give more weight to status enhancement and other more universal factors as the strength of Japanese organizations.
- (d). Many determinants are again negatively related to turnover and positively related to commitment to any organization (Saleh, 2008; Ahmed, 2009; Hawa and Fatima, 2012; Dahiru and Danjuma, 2013; Abubakar, 2014.).

These four examples illustrate the APA style of referencing. In each case both the author and date of the publication, or the author, date of the publication and page number of the statement(s) being referred to, are cited and authors' names are arranged according to years of the publications. Example (a) is a single-author referencing. Examples (b) and (c) illustrate multiple-author referencing used directly in the statement about the texts being referred to. Example (d) illustrates end of statement referencing. All are various styles of APA reporting, and have three main advantages:

- (i) They enable the reader to see immediately not only the author of the statement being referred to but also the date and page number of the publication from which the statement was drawn.
- (ii) This method helps the writer to alphabetically arrange the author's name at the end of the chapter.

- (iii) It is an easy and elegant way of referencing. APA documentation style recommends the use of in-text parenthetical citations, as does MLA, to provide concise documentation when and where a source is used. Each source included in your parenthetical citations should appear in the list of references at the end of your paper.

The following guidelines for in-text parenthetical citations are recommended:

- Use a title in a parenthetical citation only if the author is unknown.
 - Give the year of publication in addition to the author's last name and or line numbers for quotations.
 - Separate items in parentheses the author's name publication date, and page numbers with commas. Signal page numbers with "P" or "PP". This notation is required for direct quotation.
 - (vi) For works with more than one and fewer than six authors, list the names of all the authors in the first textual reference. For subsequent references, if the work has two authors, give only the surname of the first author followed by "et al." Et al. is italicized and punctuated with a full-stop, but no comma.
- Consult the APA publication Manual for situations not covered here. If you have a computer programme that offers APA style formatting, using it will allow you to save time when formatting your list of references. According to APA style your references page should be formatted as follows:
- Start the list on a new page following the text of the paper. Number each page on the list in the upper right corner two spaces beneath the running head.
 - Centralize the title "References" two spaces beneath the page number. Do not underline the title.

- (iii) Double space between the title and the first entry, than double space the entire list within entries and between entries.
- (iv) List the works alphabetically by author's surname, or by title for works by unknown authors. (Disregard a, an and the in alphabetizing titles). Works by the same author should be listed chronically from the earliest to the most recent publication.
- (v) Begin each entry at the left margin; if an entry is longer than one line, indent the second and subsequent line three spaces.
- (vi) Be sure to include both format of documentation: in paper (parenthetical documentation and end of paper (references)).

Guidelines for model entries in APA style are as follows:

- (i) Include only those sources you have used in report.
- (ii) Always include the names of all authors, the complete title, and the complete publication data for each entry in your list.
- (iii) Separate these three items (or any additional information) with periods followed by two spaces.
- (iv) Give the author's last name first, followed by his or her initials. Followed this format for each author of the work if there is more than one author.
- (v) Capitalize first letters of proper nouns, and for the first letter of the first word of title and subtitle of books and articles. Use lower case for the other parts of the titles of periodicals use customary capitalization.
- (vi) For more than one work by an author, repeat the author's name for each entry and arrange the works by publication date, the earliest first.
- (vii) List all names of multiple authors Et al is not used in the list of references.
- (viii) Place all publication dates in parentheses directly after the final author's name, with a period after the end parenthesis. In dates for periodical articles, give the year first, then the month and day. Do not abbreviate the month.

- (xi) Do not enclose the titles of articles from periodicals in quotation marks.
- (x) Precede page numbers by "p" in referring to articles or chapters in an edited book or to articles in popular magazines or newspapers, but not in reference to journal articles.

The Modern Language Association (MLA)

The Modern Language Association (MLA) style of documentation is used largely in the humanities and is set forth in the MLA Handbook for Writers of Research Report. The MLA Handbook explains how to format the list of works cited and recommends the use of in-text parenthetical citations. Consult the MLA Handbook for situation not covered in this section. If you have a computer program that offers MLA style formatting using it will allow you to save time when formatting your list of references.

According to the MLA Handbook your works cited page should be formatted as follows.

- i) Start the list on a new page following the text of the paper. Number each page of the list in the upper right corner, continuing the page number of the text. (for instance, if the text ended on page 10, the first page of the list would be page 11).
- ii) Centralize the title "Works cited" one inch from the top of the page. Do not underline it.
- iii) Double space between the title and the first entry, and then double space entire list, within entries and between entries.
- iv) List the sources alphabetically by author or by the title for works by unknown authors. (disregard -A, AN, and AND in the alphabetization of titles).
- v) Begin each entry at the left margin; if an entry is longer than one line, indent the subsequent lines five spaces.
- vi) Always include the authors full name (when give and as listed on the title page), the complete title, and the complete publication information.

- (vii) Separate these three items (and any addition information) with period followed by two spaces.
- (viii) Gives the authors last name first name of second and third authors, or the name of an editor after the author, should not be reversed. For more than three authors, list only the first author and others.
- (ix) Indicate an editor or compiler by the abbreviation "ed". Or "comp". or "eds./comps" if there is more than one.
- (x) In the publication information for books, you may use the shortened form of publishers' names as listed in the MLA Handbook or other standard postal abbreviation for states.
- (xi) In publication dates for periodicals, abbreviate the names of months expect May, June and July. Place the dates I parentheses for periodical with continues pagination.
- (xii) Include page numbers for a periodical article, for a work that is part of an anthology or collection, or for an introduction, preface, foreword, or afterword. Do not use p. pp. in work cited entries.
- (xiii) Double space all entries.

The MLA Handbook recommends the use of in-text parenthetical citations to provide concise documentation directly where a source is quoted, paraphrased, or summarized. In-text parenthetical citations replace an outdated system of documentation requiring footnotes at the bottom of the page or at the end of the paper. A parenthetical citation must appear in the paper each time you use material from a source. You will credit your source by citing the author's last name and identifying the location of the borrowed information with its page number, -line, act, scene, or chapter as appropriate. These parenthetical acknowledgments refer the reader to the full source of information contained in the list of works cited at the end of the paper.

In MLA style, you can use explanatory notes to present supplemental reference information such as relevant references that do not appear in your list of works cited or additional text or commentary that might disrupt the flow of the paper.

These notes appear at either the bottom of the page as footnotes or at the end of the paper as endnotes. Check with your superior to determine which approach to use. Format endnotes as you would footnotes, but place them on a separate page at the paper. Place the title "Notes" one inch from the top of the page. Identify your explanatory notes with consecutive numbers typed as raised Arabic number in the text of your report. This raised number will then correspond to the numbered footnote or endnote. Set footnotes four lines from the last line of text. Indent five spaces to begin, and allow one space after the raised after the raised number at the bottom of the page. Note that footnotes are single-spaced.

7.0 Revision (Editing and proof-Reading)

This is the most important excise in the delivery of the graduating essay. About 99% of student with avoidable mistakes in their works pit the blame on the typists or computer operators. Some create the impression that the supervisor should share in the blemishes. These are totally unacceptable. Therefore, students are strongly advised to obtain several computer print-outs and engaged themselves and their component friends in through editing and proof-reading.

A lot of issues demand editing attention: spellings, grammar, punctuation marks, figures, data, indentation, references, citations, etc.

8.0 The Oral defense (Internal/ External)

This vital stage of the course comes in two parts leading to the production of the clean copy. The first part of it is the internal defense, which is usually done before the department Board comprising experts in various areas. The second part is the external defense with a chosen specialist from another University.

In both settings, the aims are to verify the authorship of the work, reconcile grey areas and make the work fit for future references. The oral defense also provides the opportunity for the panel to audit the candidate's oral performance in terms of acceptable pronunciation, intonation patterns and out-of-text articulation of knowledge. Two important tests which every student must pass during oral defense are confidence and competence. These manifest in composure and audibility. It should be noted that a student who scored high in the written work may lose marks in poor oral defense.

9.0 THE CLEAN COPY

The clean copy of the work refers to the hard bound, defended, corrected and certified copy. It is the product of the five major stages of the study: the choice and approval of topic, research/ field work, writing and supervision, editing/proof reading/soft binding and internal defense, and the external defense. It comes in hard green cover with gold inscription. A4 SIZED PAPER, BETWEEN 35 TO 50 pages long, 12 point font, double line spacing, signed by the student, supervisor, head of department and External examiner. It must be presentable and produced in certified 5 copies whereby the student keeps a copy, gives others to the supervisor who distributes further. A copy is kept in the departmental library to the author and for further references.

SAMPLE COVER PAGE

A SOCIO-SEMIOTIC READING OF FESTUS IYAYI' NOVELS

BY

AMATIGA, RUTH AFIOMI
REG.NO:04/11000

DEPARTMENT OF LANGUGES
FEDERAL UNIVERSITY, KASHERE
NOVEMBER, 2014.

SAMPLE TITLE PAGE

A SOCIO-SEMIOTIC READING OF FESTUS 'YAWS NOVELS

BY

REG. NO.: FUK/ENG/11000

SUBMITTED TO
THE DEPARTMENT OF LANGUAGES
FEDERAL UNUNERSITY KASHERE

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE AWARD OF BACHELOR OF ARTS (B.A. HONS.) DEGREE
IN ENGLISH

October, 2014

CERTIFICATION

This is to certify that this research work entitled, "A socio-semiotic reading of Festus Iyayi's novels" was written by USUF AHMED (FUK/ENG/11000) of Languages, Federal University Kashere under the supervision of Dr Abubakar Gombe.

Student's name

.....
Signature

Dr Abubakar Gombe
(Supervisor)

.....
Signature

.....
Date

Dr. Tabang Bisong
Head of Department

.....
Signature

.....
Date

(External Examiner)

.....
Signature

.....
Date

Note: For literature, all keywords in the title are capitalized

