

## What is a Thesis Statement?

- ✓ The central argument or claim in an academic essay. This claim either breaks new ground and disagrees with previous research, or the claim simply expands on existing knowledge.
- ✓ It is usually 1 sentence that is presented in the introduction of the essay. The claim is then proven/ defended throughout the rest of the essay, i.e. all your body paragraphs should support/ feed into this central argument.
- ✓ It must convince the reader about something (think of a lawyer in a courtroom).
- ✓ It gives the essay a sense of direction and purpose.
- ✓ It must be quite narrow in focus. You cannot convince everyone of everything all the time, but you *can* convince your reader of just one thing in this essay.
- ✓ It must take a clear and original angle on a topic, i.e. identify a pattern, and explain what is happening, how, and why.
- ✓ It should be based exclusively on evidence and never on personal opinions.

## Example 1

The present study focuses on the short-term effects of electronic entertainment media on memory and learning processes. It compares the effects of violent versus non violent computer game content in a condition of playing and in another condition of watching the same game. The participants consisted of 83 female and 94 male adolescents with a mean age of 17.6 years. The dependent variables are memory for previously learnt verbal and visual material, memory for media-related content and physiological measures of stress (heart rate, Cortisol, salivary alpha-amylase). Besides the group comparisons, potential mediation effects and gender differences were examined. The results show that violent content leads to a poorer memory performance for verbal material and to an increased heart rate. The heart rate, however, does not mediate the effect on memory performance. Genders differ regarding their abilities to memorise verbal and visual material, with females showing a better performance (independent of the experimental condition), and for memorising media-contents, where the males outperform females (also independent of experimental condition). The study supports the assumption that **violent and arousing media content has a negative short-term effect on simultaneous information processing and learning and that there are gender-specific media effects.**

- Asja Maass et al., "Effects of violent and non-violent computer game content on memory performance in adolescents", *European Journal of Psychology of Education*, Vol. 26, No. 3, 2011, pp.339-353.

## Example 2

**To a degree comparable only to that in which the chase is peculiar to the slapstick film, the burlesque boxing match uniquely emblematises the distinctively nineteenth-century character of knockabout comedy.** It is, indeed, that style's most frequently reiterated trope. That it remained a staple of the repertoires of physical comedians long after the decline of knockabout and into the closing years of the slapstick cinema is a sign that in the emergence of the burlesque boxing match during the 1850s we may well be seeing modern body comedy's originary moment. By examining its history, and, so far as possible, attempting to reconstruct it from those documents that survive, I would like in this article to consider the burlesque boxing bout as a specifically comic intervention in the welter of discourses surrounding violence that characterised the period when knockabout comedy emerged; and, incidentally, to gauge the extent to which the 'bad' theatrical texts in which it appears univocally reflect an equally 'bad' hegemonic Victorian masculinity.

- Michael Babiak, "'The Manly Art': The Burlesque Boxing Match in Nineteenth-Century Knockabout Comedy", *Nineteenth Century Theatre and Film*, Vol. 43, No. 1, 2016, pp.21-42.

## Example 3

The purpose of this study was to describe Masters entry nursing students' attitudes about psychiatric mental health clinical experiences; preparedness to care for persons with mental illness; students' perceived stigmas and stereotypes; and plans to choose mental health nursing as a career. A 31-item survey was administered to pre-licensure graduate nursing students who were recruited from a Masters entry nursing program from a university in a large city in the Midwestern US. Results indicated that clinical experiences provide valuable experiences for nursing practice, however, fewer students think that these experiences prepare them to work as a psychiatric mental health nurse and none plan to pursue careers as psychiatric mental health nurses. The findings support conclusions from other studies that **increasing the amount of time in the clinical setting and adding specific content to the curriculum, particularly content related to the importance of psychiatric mental health nursing and the effects of stigma, may assist the profession's efforts to recruit and retain psychiatric mental health nurses.** Further research is needed to determine the effectiveness of these strategies and to identify the best ways to implement them.

- Lauren Hunter et al., "Nursing Students' Attitudes about Psychiatric Mental Health Nursing", *Issues in Mental Health Nursing*, Vol. 72, 2019, pp.29-34.