

From a blank page to defense: challenges in preparing an Undergraduate Final Paper

ARTICLE

Bruno Mello Souzaⁱ

Universidade Estadual do Piauí, Piauí, PI, Brasil

Lucianne Carvalho Correia Duqueⁱⁱ

Universidade Federal do Piauí, Piauí, PI, Brasil

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Abstract

The general purpose of this text is to offer additional intakes to assist undergraduate students in writing their Undergraduate thesis projects. From this general objective, we develop the following specific objectives: (1) to present assistance for the first steps into reflecting upon the interest for a theme; (2) to approach the basic elements for structuring a Final paper; (3) to list ideas and strategies to optimize the work's writing; (4) to present suggestions for the presentation of said paper in front of an examination board. This article is based on a review of academic literature that focuses on that theme and is justified by taking into consideration the practical experiences of the authors. This experience has led to the recognition of the lack of some important steps in undergraduate courses, which often appear as an obstacle not only to the proper development of Final papers written by students, but also to a potential continuation of those students in a post-graduate level.

Keywords: Academic writing. Research. Science. Human Sciences. Undergraduate thesis.

Da folha em branco à defesa: os desafios da elaboração do TCC na Graduação

Resumo

O objetivo geral deste texto é oferecer subsídios para auxiliar alunos de graduação na elaboração do trabalho de conclusão. Deste objetivo geral, são desdobrados os seguintes objetivos específicos: (1) apresentar subsídios para os primeiros passos para a reflexão acerca do interesse por um tema; (2) abordar os elementos básicos para a estruturação de uma monografia; (3) elencar ideias e estratégias para otimizar a escrita do trabalho; (4) apresentar sugestões para o momento da defesa em frente à banca. Este artigo baseia-se na revisão de literatura que aborda a temática e justifica-se a partir da experiência prática dos autores. Tal experiência levou à constatação da existência de carências formativas das graduações, que muitas vezes surgem como entrave tanto para o bom desenvolvimento da monografia final por parte dos estudantes quanto para a possível sequência destes no âmbito da pós-graduação.

Palavras-chave: Escrita Acadêmica. Pesquisa. Ciências Humanas. Trabalho de Conclusão de Curso.

1 Introduction

2 Academic writing is a fundamental requirement for good human resource development when it comes to an academic career, from undergraduate through postgraduate studies to everyday life as a researcher (Martin, 2018). This article focuses on undergraduate students, especially those in the Human Sciences, because it is at this stage of their education that they encounter the greatest uncertainties and insecurities about their productions, and are faced with the need, in most courses, to write a final monograph in order to obtain the longed-for diploma. It is also at this stage that some of the shortcomings concerning the students' own training stand out, in an environment that often discourages them from doing research and places them as mere reproducers of existing knowledge (Baquero, 2009).

The general objective of this text is to provide support to help undergraduate students prepare their final thesis. From this general objective, the following specific objectives are developed: (1) to provide support for the first steps in reflecting on the interest in a topic; (2) to address the basic elements for structuring a thesis; (3) to list ideas and strategies for optimizing the writing of the thesis; (4) to provide suggestions for the moment of the defence in front of the board.

This article is based on a review of the literature on the subject and is justified by our practical experience. This experience has led us to see, in our day-to-day academic life, especially in the research and Final Paper disciplines, the existence of training deficiencies in undergraduate courses. These deficiencies often act as an obstacle both to the successful development of the final monograph by the students and to their possible continuation in postgraduate studies. In the same vein, Eloísa Martin (2018) points out that Brazilian academia has severe problems in terms of specific training in writing, combined with a shortage of texts addressing this issue in Portuguese, a lack of time and too many students, creating a scenario that makes it difficult for teachers to develop pedagogical strategies that are more handcrafted in the classroom.

Initially, we have sought to present the reader with suggestions for finding inspiration that will lead to the choice of a topic and a research problem that interests the student. In the next section, we present what we consider to be the basic structure necessary for the final paper. This is followed by suggestions and strategies that can be useful when writing a paper. Finally, we address the moment of the defense before the board and present the final considerations.

2 Finding inspiration for the research project

One of the most important moments for students entering the world of research is the construction of the research project. This stage is essential if, at the end of the process, the work is to have the characteristics of novelty, relevance and feasibility (Baquero, 2009). This construction also requires the careful choice of a topic to be investigated, clearly defining the object of research, its problematization, the hypotheses that will be examined, as well as theoretical and methodological appropriation of what is intended to be developed in the investigation (Severino, 2002). Especially in the early stages, when the student is an undergraduate, this choice can seem particularly complex, as there are many paths and possibilities.

First of all, it is essential to be aware that the basis of scientific knowledge is provided by curiosity and questioning. It is only possible to establish an answer when you have a question to answer. Doing research is primarily about defining questions, drawing up the appropriate strategies and trying to answer them. Asking questions scientifically requires clarity and efforts to eliminate possible ambiguities, in order to carry out optimal data collection capable of providing the desired answers (Tuckman, 1972).

From a scientific point of view, good questions require prior reading and appropriation of the knowledge produced about what you want to investigate. To do this, it is necessary to establish an appropriate direction. A first recommendation that we think is important to note is that beginner researchers, from the start of their studies, should pay attention to the topics that most interest them, that most arouse their curiosity. Few things

can be as unpleasant as writing a final paper in undergrad or spending years in graduate school working on something that doesn't arouse genuine interest and concern. That's why it's important for students to check which subjects most attract their attention, and within them, which thematic lines are most exciting. It is also essential at this point to always seek to broaden your range of knowledge, adding readings within your preferred subject. These readings should be focused on the topic to be researched and, from there, broken down into the main discussions in the literature and the key concepts to be developed. This review will later be transformed into the theoretical framework section, which is fundamental to underpinning the research project. It's impossible to write a good research project on a given topic without having grasped the "whole picture" of what has been written so far. We can only define the contribution we will make in an academic paper if we know what contributions have been made in previous papers. This is a mapping process. If this doesn't happen, we may well enter the field of repetition and trivialization.

Beyond academic life, it is possible to think about the research topics that interest us based on problems that we see in everyday life, in the real world in which we live and perceive on a daily basis (Baquero, 2009; Souza; Linhares, 2018). Reality offers a series of dilemmas that can be thought about and researched: inequalities, injustices, coexistence between groups, public opinion, excluded and discriminated groups, the environment and political institutions are just some of the options on a varied menu of topics that can be investigated in social research. In the family, with friends, in the problems of the community, the city, the country and the world, there are plenty of alternatives. It's up to the researcher to reflect on which ones instigate them most strongly.

Souza and Linhares (2018) also point out that a more common possibility lies in the opportunities that academic life offers through joining research groups. In such opportunities, the young researcher can take up the necessary readings within that research, receive recommendations from their supervisor and, from this, "identify" with certain themes. These authors give examples:

An undergraduate social scientist can join a research group on democracy. There,

they will be faced with a number of tasks inherent to the subject: they will study texts, debate concepts, deepen their knowledge of the different theoretical strands, problematize institutional, cultural, procedural and substantive aspects, find questions and gaps, and thus begin to have the chance to start forging their "researcher character" (Souza; Linhares, 2018, p. 16).

5 Once the researcher has appropriated a given piece of literature on a given topic, they need to position themselves, i.e. define what contribution they are going to make to this literature, establishing what they are going to add to what has already been written. With this, they will define their research problem, i.e. the question they will seek to answer with the investigation.

Once you have defined the question to be answered, the rest of the project can be developed more easily. Elements such as the hypothesis, the general and specific objectives, the justification and the methodology will derive from this question. In dialogue with the research problem, there will obviously also be a review of the relevant literature.

In addition to the elements mentioned above, a timetable is usually required in the project, with the appropriate time planning. This should include the tasks to be carried out during the research and the time that will be used for each one, usually counted in months. The table below summarizes the main elements that are usually required in a research project:

Table 1 - Main elements of a research project

Element	Characteristics
Research problem	<ul style="list-style-type: none">- Developed from the detection of something that the existing literature on the subject has not sufficiently answered;- What the proposed research seeks to answer;- It should be presented in the form of a question.
Hypothesis	<ul style="list-style-type: none">- It is nothing more than the "answer" to be tested to the question posed;- It must be based on a theoretical and empirical foundation provided by the literature on the subject of the research.

Objectives	<ul style="list-style-type: none"> - They should be used to answer the research problem; - They are presented at two levels: general objective and specific objectives; - The general objective is broader; - The specific objectives are more detailed and are "smaller" steps that must be taken to achieve the general objective; - They begin with infinitive verbs, such as "to examine", "to analyze" and "to verify".
Justification	<ul style="list-style-type: none"> - It should explain the importance of the research, emphasizing what it adds to the existing discussion in the literature on the subject; - It is recommended that, in addition to the "academic" justification, a "practical" justification is presented, i.e. how the research can contribute to having a positive impact on reality.
Methodology	<ul style="list-style-type: none"> - It explains the steps and procedures intended to be carried out in order to achieve the objectives and answer the research question; - It should contain as much detail and transparency as possible, offering a clear vision of what is intended to be developed in the research, as well as justifying the choices made.
Literature review	<ul style="list-style-type: none"> - It presents the fundamental concepts and discussions used in the research; - Explains and justifies the way in which these concepts and discussions will be applied to the research, establishing a permanent dialog between the literature and the research proposal.

Source: elaborated by the authors based on Deslandes (1993); Baquero (2009); Souza and Linhares (2018) and Deprá and Balen (2018).

We reiterate that the project is an extremely important part of carrying out good research. A well-structured project is capable of avoiding many headaches when carrying out research, as it establishes a kind of "compass" capable of guiding the researcher, avoiding chaotic work.

3 Structuring the Final Paper

In this section, we aim to present some important elements for writing the final product covered in this article, i.e. the Final Paper. First and foremost, the preparation of this type of work requires a certain standardization of writing. In this sense, the writing of the Final Paper must comply with the cultured norms of the Portuguese language. It is advisable to use impersonal language and aim for objective writing, with clear, short sentences and precise vocabulary (Laville; Dionne, 1999; Eco, 2007). Another point that is often overlooked, but needs to be observed, is to always back up the statements made in the text with data, sources and bibliographical references. We only possess certain knowledge because someone has previously studied or written about it. It is therefore necessary to present, whenever possible, the basis of the information, findings or assumptions we are working with.

As far as the structure of the Final Paper itself is concerned, despite possible variations (which can be established in agreement with the supervisor), the work obeys the following basic skeleton, in addition to the pre- and post-textual elements: introduction, theoretical foundation, analysis/discussions and conclusions/final considerations. It is precisely this basic structure that we will focus on in this section. It should be noted that some authors work with the introduction-development-conclusion model, or the presentation of the problem-body of the report-conclusion model (Laville; Dionne, 1999). However, we believe that breaking down the development into theoretical foundations and analysis/discussions helps to better orient the view, especially for novice researchers who may have doubts about the content of what is called development. On this basis, we present in general terms what is usually worked on in these different parts of the academic text.

3.1 Structuring the introduction

The introduction of a paper is a crucial element. It is often from here that the reader decides whether to stay with the text or abandon it and go on to another reading. In

addition, the introduction presents and guides everything that will be seen throughout the Final Paper. Triviños (2013) states that, in general, this part of the text aims to present the research problem in all its essential dimensions. In this sense, the aim is to situate the problem by indicating the gap in the knowledge that has been built up previously and which the aim is to remedy (Alves-Mazzotti; Gewansznajder, 1999). In this way, an unstructured introduction inescapably results in an unstructured piece of work. For these reasons, it is essential that the introduction is very informative and provides all the bases for understanding what the research aims to demonstrate.

The introduction, in general terms, should contain the following elements:

- *Background* on the topic being researched;
- *Problem/research question* to be answered;
- *Justification*, explaining why the work is important and what contribution it makes to the existing discussion on the subject;
- *General objective and specific objectives* of the research;
- *Methodology*, explaining how the work was carried out, its sources and the criteria used to operationalize the research. Some researchers choose to write a specific chapter or section on the methodology: this happens when there is a lot of detail about the procedures, which must be presented to the reader. Even if this is the case, it is advisable to include the methodology, even in more general terms, in the introduction;
- Paragraph giving a *brief description of the chapters/sections* of the work and their respective discussions.

It should be noted that there must be harmony between what is proposed in the introduction and the other sections of the text. In other words, the development of the work should focus on answering the research problem/question, achieving the proposed objectives and applying the planned methodology. In addition, academic papers should not contain any "surprises" in their structure, i.e. what is presented during the course of the paper should be duly aligned with what was "promised" in the introduction. In short, everything that is proposed in the introduction must be in the paper, and everything that is

in the paper must have been foreseen in the introduction section.

3.2 Structuring the theoretical framework

The theoretical background chapter/section is designed to give the reader an overview of the main discussions and concepts that exist in relation to the topic chosen for development. Generally, the topics we are researching are part of a "conversation in progress" (Grauerholz, 1999 apud Martin, 2018), so we should work with ideas from authors who have already addressed the topic (Fernandes; Moreira; Fortes, 2017). In this part of the work, it is important to try to connect the literature worked on with the objectives and debates outlined in the light of the research proposal.

Especially in the Human Sciences, it is common to work with polysemic concepts, i.e. concepts that have a multiplicity of definitions, sometimes even conflicting with each other. Similarly, there are many theoretical discussions on which there is no consensus. In these cases, it is important for the researcher to position themselves as such, making their theoretical and conceptual choices explicit. Thus, the entire discussion on the concept or theory being analyzed can be presented, and then the researcher's options explained among the existing paths. To do this, it is necessary to argue about these choices, explaining the reasons why the author decided to adopt them, whether from an ontological, epistemological or methodological¹ point of view, and always considering what the research is intended to achieve.

3.3 Structuring the analysis/discussions

The analysis/discussion section is intended to present the empirical data collected or, in the case of literature review Final Papers, to systematize the bibliography in order to establish the necessary connections for the reflections and approaches proposed by the research. Analyses and discussions should be carried out in the light of the objectives set

¹ For a better understanding of the distinction between ontology, epistemology and methodology, see Baquero (2009).

and the literature examined. In other words, the analyses should not be presented in a loose manner and disconnected from what has been structured since the introduction; they should follow the purpose of achieving the objectives and evaluating the significance of the findings in comparison with what the theoretical basis presents. Some questions that the author can ask himself when carrying out the analysis are the following: does this result fully confirm, partially confirm or refute what has been written so far on the subject? When there are a variety of answers in the literature, which ones does the result align with and which ones does it not?

3.4 Structuring the conclusions or final considerations

The final considerations or conclusions are the end of the work. In them, you should try to retrieve and summarize the content that has been presented throughout the text, in addition to reflecting on its results and what requires further research, in-depth study and analysis (Laville; Dionne, 1999). In this part of the final paper, we also welcome reflections that relate the results obtained to their possible impact on concrete reality. On this basis, the conclusions are intended to serve a number of purposes:

- *Give a general overview of what the work proposed;*
- *Summarize and reflect on the main findings of the research, in the light of the objectives set, in response to the research problem, and also on their potential repercussions on reality;*
- *Provide brief indications of what future work could be done on the subject, taking into account the points reached with the research and what still needs to be explored further after it has been carried out.*

4 Good practices for writing the Final Paper

Writing is often a difficult practice for undergraduate and postgraduate researchers. If it is often difficult for those who already have the habit and practice, this intensifies when the researcher is a beginner. Thus, all of us researchers have

experienced difficulties at some level in the process of writing our work.

According to Eloísa Martín (2018, p. 942), writing is a skill that can be developed more easily by some people, while others may find it more difficult. Thus:

If writing is a complex activity for any researcher, for beginner researchers it becomes unapproachable. There seems to be an insurmountable ocean until the first article is published, because they don't know how to take the first step to get there. And for those brave enough to embark on the adventure without knowing exactly what to do, the result is usually to die on the beach of rejection. Added to this is the (false) idea that writing is a purely individual process, idiosyncratic and the intimate meditation of the writer. On the contrary, even though it requires moments of isolation and individual reflection, writing and publishing need to be understood as a non-linear, systematic, collective and, in some sense, polyphonic process.

In this sense, it is crucial to note that writing, especially for beginners, should not be practiced exclusively individually. On the contrary, it is a collective development, where ideas and knowledge are shared. When we write an academic paper, we don't write alone: we are always anchored in a series of texts produced by other researchers, adopting this background to support and situate our research. The process of writing a Final Paper would therefore not be so complex for some researchers who began their writing during their undergraduate studies by writing articles, presenting papers, etc.

Added to these arguments are the main phases for good research writing. These are important layers in sequential order for a better view of how to start the research process. They are: (1) define the problem question; (2) understand the categories present in the problem; (3) search for the basic bibliography to understand these categories.

It is important to bear in mind that it is necessary to search for the most appropriate texts for the research, those that deal in depth with what you are trying to research. For this reason, the first step towards good writing is to define the problem question that will guide the search for bibliography. Augusto Triviños (2013) explains that defining the research problem can sometimes be complicated, especially for beginners, but that this can be overcome by defining the problem in two different ways. The first way allows the researcher to define the problem alone, according to their own conceptions and opinions, with virtually no regard for external factors. The second way emphasizes external factors

beyond the researcher's personal ideas and opinions, such as consulting other people or groups of people, listening to everyone's opinion in order to reach a definitive conclusion on the subject.

When it comes to searching for relevant literature, technology has opened up a wide range of possibilities for finding books and articles. This world of possibilities, however, requires care and caution. Just as in everyday life, the internet provides a huge amount of misinformation in the midst of correct information, the search for literature on the subject can include good works and others of questionable quality. In this sense, it is essential to outline the search for better quality texts. This includes, for example, prioritizing productions in reputable journals. It's not enough to use Google and download everything that appears from the keywords entered in the search box. You need to check the reliability of the text you are examining. In addition to an initial screening, checking the basis of the article being searched for and the methodological rigor adopted in its production, there are repositories that can help in this work of filtering for good publications, such as Scielo, JSTOR and the Portal de Periódicos da Capes.

The process of writing a good thesis also requires careful reading of the texts that will be used in the research. A good paper requires discipline on the part of the researcher and this can be seen in reading the texts in advance. This practice contributes to better time management and, consequently, greater affinity and mastery of the research topic. In addition, the attention paid to reading must be maintained in the writing and revision process, especially with regard to carefully observing the ethical standards concerning the citation of authors whose ideas were used throughout the text, whether through direct or indirect quotations (Laville; Dionne, 1999; Eco, 2007). Failure to respect this ethical standard of proper referencing can result in embarrassing and unpleasant situations, such as accusations of plagiarism.

Finally, it is essential to be aware that writing is a process of multiple rewrites. Writing is rewriting, because the first version we write of a piece of work will never be the final version (Martin, 2018). In this sense, dialog with your supervisor becomes very important: using him or her as a resource for multiple readings and necessary corrections

is a highly recommended strategy.

5 The time to present your work

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For many students, the monograph defense is a "seven-headed bug". In addition to the apprehension and nervousness when that long-awaited moment arrives, there is also a strong feeling when remembering the whole process of writing the thesis, which often includes situations such as tiredness from staying up late, the fear of wasting time by not being able to write, doubts about the topic, etc. However, these setbacks end after 20 or 30 minutes of presenting the work, when you feel the relief of having done your job.

When it comes to defending your thesis, it's important to keep a few things in mind so that everything goes as smoothly as possible for both the researcher and the examining board. A good dialogue with the supervisor throughout the research process is extremely important so that there are no problems that make the presentation impossible or to avoid the need to finish the work in a short period of time. A good partnership with the supervisor creates a bond of trust when it comes to interacting about the fears of defending the final paper, so that the researcher isn't afraid or embarrassed to rehearse the presentation with their supervisor and talk openly about not being able to write, for example.

Another important point to note is the need for a filter between the guidance and what the student wants to address. In some cases, the supervisor doesn't have the sensitivity to listen to what the student wants to research, often taking the lead in the work. Umberto Eco (2007) has already drawn attention to situations in which the teacher is very involved in their subject, forcing the researcher they are supervising to immerse themselves in their research, when in fact the student has no interest in the subject. In this case, it is important to choose a supervisor in advance, so that there is a better understanding of how they guide, and the logic and dynamics of this process, since there is a fine line between guidance and excessive interference. Students have different strategies for maximizing their productivity and, likewise, supervising professors also adopt different working dynamics.

Guidance is a two-way street, which requires (1) the student to report and send their work so that the supervisor can monitor it. In turn, (2) the advisor, based on what has been presented by the student, presents their comments and observations on the work, alerting them to possible misunderstandings and difficulties regarding the internal logic of the research, as well as addressing the suitability of its elements and the course of the research. For guidance to be as productive as possible, dialog is the best way.

Another important aspect is the careful reading of the text that the student has prepared for the Final Paper, as this is a fundamental stage in the preparation for the defense. This phase is when the researcher reviews the most relevant aspects of the research in order to mention the most important parts in the presentation to the evaluation board. This careful reading of the research will enable the student to calculate the presentation time according to the main parts of the introduction, justification, methodology, theoretical framework, data analysis and conclusion.

Once you have read and covered the fundamental parts of the Final Paper, you need to start producing your slides. First of all, we recommend producing slides without too many "embellishments", such as cascading effects, which can take away from the flow of the presentation. They should only contain what is necessary for the defense. It is also essential that the slides have a font size large enough for those watching the presentation to understand the content clearly. We recommend a size between 22 and 30 for the text and between 34 and 48 for the titles. Likewise, to ensure the best possible readability, it is important to choose a color scheme that favors the contrast between the letters of the text and the background of the slide. For light slides, preferably close to white, the best choice is dark letters, preferably close to black. On the other hand, for dark slides, preferably close to black, the best alternative is to use light letters, preferably close to white (Brida *et al*, 2018).

As for the procedures when the defense actually takes place, the presentation should begin, along with the greeting to the board, by showing the first slide containing the title of the work, the name of the student and the advisor. It is then recommended that the second slide contains the outline of what will be presented in relation to the research (Brida

et al, 2018). The following slides are intended to summarize the content of what was developed in the research, covering the topic, justification, research problem, objectives, methodology, theoretical part, data analysis and final considerations. After the presentation, it is also essential to include a final slide with the bibliographical references of all the authors cited in the presentation.

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It's true that nervousness is present before or during the presentation of research. In this context, nervousness can sometimes become a "villain" at the moment of the presentation, hindering the success of a good oral presentation. This is a fact, and to deny it would be counterproductive. However, recognizing the inevitability of tension and nervousness doesn't mean that these inconveniences can't be circumvented or alleviated.

Tension can be minimized both in the long term, by following the previous recommendations on discipline with the reading of texts and conversations with the supervisor, and in the short term, by ensuring a good night's sleep and, the night before, not consuming food or drink that could make the student anxious or even sick at the time of the defense, etc.

Knowing your limits is a good step towards staying calm when it comes to presenting your thesis. Another important strategy for minimizing nervousness at the time of the defense is to work on your speaking skills until the day of the defense, after putting together the presentation slides. Rehearsals of the presentation with the supervisor or with other people are fundamental for a good presentation of the work, as well as reducing the feeling of nervousness, as they increase the researcher's mastery of what they are going to talk about in front of the examiners. In addition, practicing the presentation is fundamental for the researcher to be able to construct their speech in accordance with the time allotted for the defense. Excessive delays and non-compliance with the agreed time show that the presenter has not taken the necessary care and organization in their defense.

Another important aspect to consider is the attitude towards the exam board. You have to bear in mind that different professors will eventually have different ways of expressing their comments: some have a more constructive attitude, alternating praise

and necessary criticism, while others adopt a more acid behavior, focusing on the weaknesses of the work presented.

Whatever the case, it is essential to maintain a respectful attitude and, when the time comes, to present your academic arguments to justify the choices made during the preparation of the work, as well as the reasons that may have led to any difficulties. Above all, it is necessary to be aware that academic criticism is not personal criticism, and that such criticism and pondering is part of the permanent process of improving research and the researcher himself.

Even on occasions when more forceful comments occur, with which we may even disagree, we need to maintain our composure and respond in a calm manner, making a point when necessary, but without descending into hostility, which can be very damaging for the researcher who is defending their work.

Thus, a good presentation generally requires organization, planning, rehearsal and preparation, both in terms of the academic content of the presentation and from a physical, mental and psychological point of view. The defense of the Final Paper is a special moment in the academic career of any researcher, so it should be treated in a special way, not as a seven-headed beast ready to swallow us up, but as an important occasion that demands care and dedication.

6 Conclusions

The aim of this article was to present a contribution aimed specifically at undergraduate students who are going through the phase of writing their final course work. In this sense, we have tried to present indications that go from the stage of looking for inspiration to structuring the final work, as well as suggestions for writing and presenting the production.

We know that writing the project and the final paper is extremely challenging. These challenges are technical, psychological and emotional. But it is possible to overcome them, as long as you are aware of the size of the challenge and that, with a

good dose of discipline and perseverance, it is possible to reach the end of the course with a consistent and well-crafted piece of research.

Academic life demands dedication. Especially in the Human Sciences, this dedication includes two fundamental vectors: (1) reading; (2) writing. Reading is a basic requirement for carrying out research, because only by appropriating what has already been produced can we think of something new and relevant. Knowing what has been written is an important step in defining what we are going to write. Furthermore, writing is an absolutely important aspect. Knowing how to communicate research in a logical, articulate and understandable way is an indispensable skill. After all, what would be the point of a paper that doesn't allow itself to be understood, based on the principle that knowledge is a collective construction, based on the sharing of knowledge? In this sense, practice and training are important requirements for perfecting writing.

In addition to these arguments, it's important to start the academic writing process before starting to write the Final Paper, because it's less complicated when it comes to writing the thesis. Producing scientific articles, writing abstracts and presenting papers at conferences are all ways of improving your writing skills, thus reducing the difficulty of producing the thesis.

Good writing preparation also helps to increase confidence in the researcher's monograph and, consequently, reduce nervousness at the time of the defense. There is no denying that there are constant difficulties in the process of writing a thesis. However, when the researcher pays attention to the timing of the investigation, he or she can produce the research with mastery. Knowing what you want to research from an early stage will help your monograph in many ways, as well as providing more elaborate and in-depth research.

Analyzing the challenges of the thesis writing process through this lens, it is clear that there is great importance in discussions about how to overcome or reduce these challenges with research focused strictly on this problem. All of us researchers have experienced some degree of difficulty in writing a piece of scientific research and there is often a shortage of material arguing about the main topics to be addressed structurally in

a piece of research, and especially material that reflects on the mishaps encountered in the process of writing a thesis. In this way, there needs to be a growing effort to produce texts that help to elucidate the motivations of the Human Sciences, as well as contributing to the methodological improvement of research in the area.

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ⁱ **Bruno Mello Souza**, ORCID: <https://orcid.org/0000-0003-1611-0581>

Universidade Estadual do Piauí

Professor do Departamento de Ciências Sociais da Universidade Estadual do Piauí, e do Programa de Pós-Graduação em Ciência Política da Universidade Federal do Piauí.

Authorship contribution: Writing - first draft.

Lattes: <http://lattes.cnpq.br/9713543161421821>.

E-mail: brunosouza@cchl.uespi.br

ⁱⁱ **Lucianne Carvalho Correia Duque**, ORCID: <https://orcid.org/0000-0001-6898-6185>

Universidade Federal do Piauí

Graduada em Ciências Sociais pela universidade estadual do Piauí. Especialista em Ciência Política pela faculdade Focus. Mestrado em andamento pela Universidade Federal do Piauí.

Authorship contribution: Writing - first draft.

Lattes: <http://lattes.cnpq.br/3174968844897802>.

E-mail: carvalholucianne7@gmail.com

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