

## WRITING AND PRESENTING A PAPER

### METHODOLOGY in 7 documents

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Autumn Semester

**1 Research Question**

**2 Research Plan**

**3 State of the Art: Sources & Contextualization**

**4 Zotero**

Research plan submission

(1 p. plan and 1 p. bibliography)

Spring Semester

**5 Paper: abstract – contributions - acknowledgements – text – images – references – opt. appendix**

**6 Presentation** (10 mins + 10 mins feedback)

Presentation submission

### PRESENTATIONS

Sharing of your results!

**7 Academic Writing**

Paper submission

(4000 words max - 15 images max)

# WRITING AND PRESENTING A PAPER

## 1 RESEARCH QUESTION

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1 Dō – Bushidō / 2 Martial arts - Judo / 3 Spirituality - Zen / 4 Society / 5 Hiroshima - Fukushima / 6 Science - Robotics / 7 Manga -Cinema - Anime / 8 Arts – Architecture – Gardens

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**Writing advice:** take notes and write in your own language that is **more subtle**.

For final redaction do **translate** from your own language into English or French.

### Choose 1 main topic among 8:

Read all of them and take time to think deeply: what do I really want to investigate?

You have to feel a passion for your research subject!

### Work as a photographer:

- use a panoramic lens to identify this major topic **broad study field**
- use a macro lens to **focus** on a particular subject inside it (start with one work or one personality)

Then work using both lenses to check the information and reduce your question to a research you can achieve in time.

### Work as a systematic researcher:

- Read thoroughly at least **one major book** on the topic, to get a broad historical perspective, to get **depth** and **accuracy** that you cannot find only browsing on the web. Most sites related to Japan on the web share stereotypes or even wrong assumptions.
- Read **specialized articles** giving you clues on the focused subject.
- **Always take notes** of your readings: when you read an interesting sentence or paragraph, note the **exact page reference**, stick a post-it. For the final writing, you will use all these so as to reference clearly your sources. This enhances the quality of your work because it helps to demonstrate to the reader that your ideas are consistent with facts and expert judgment that are published.
- **NO PLAGIARISM** i.e presenting the ideas or words of other people as your own – because:
  - 1 **It is a serious ethical violation**
  - 2 **It provides no evidence that you understand the difference between facts and opinions**

The more you can confront other researcher points of view in your topic, the deeper you can go.

**Ideally, find other students to share the work's load and improve the research.**

# WRITING AND PRESENTING A PAPER

## 2 RESEARCH PLAN

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Reading the basic documents – at least one book – allows you in a second phase to define clearly **one specific question** (the particular issue addressed) where you can bring a contribution. Use your intuition and elaborate a **hypothesis**. Then you establish **steps** to accomplish the research and **keep the right target**.

- *I will study this key question in this historical period and in this context and my method is to analyse this and this, with these criteria.*

### Context

#### 1 Historical **and** 2: Political – Economical – Social – Artistic – Spiritual

You have to give clear **historical delimitations** of your subject and clear **fields delimitations**. For example, if you study one specific manga, you should explain when this type of manga appeared and what specificities it has, what issues it raises. If you study robotics, you should explain when Japanese started producing this type of robots, and in what category of robots they are. And so on.

### Analysis

You define **why** you choose 1, 2 or more examples, on what **criteria** you will then compare them. Organise your analysis on several sheets and do a thorough and systematic synthesis.

### Results

Sometimes, the research path does not lead you to the summit! You have then to imagine a **different path**. A research plan that does not succeed in proving the initial hypothesis may nevertheless succeeds to give information or will be able to use it in order to reach other conclusions. Other researchers will be grateful to know they won't need to take this path.

# WRITING AND PRESENTING A PAPER

## 3 STATE OF THE ART SOURCES AND CONTEXTUALISATION

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### State of the art

*State-of-the-art refers to the highest level of general development, as of a device, technique, or scientific field achieved at a particular time. However, in some contexts it can also refer to a level of development reached at any particular time as a result of the common methodologies employed at the time.* Wikipedia

The State of the art represents the sum of relevant information on your research topic when you start the final writing of your paper. There are historical sources and contemporary sources. The more complete it is, the more pertinent your own analysis can be. Do classify the articles, books, web sites that you find by order of pertinence. In your paper, you are expected to select at least 4 or 5 most relevant sources and to comment them in your State of the art paragraphs. These paragraphs come right after the introduction. Reliable sources for each of the 8 SHS topics will be at disposal in Zotero.

### Evaluating Information Sources: CRAAP test

This test helps you to check the reliability of each source. You have to do this for your paper.

The CRAAP test provides a series of criteria that have to be fulfilled. You may only use reliable sources in your research.<sup>1</sup> The quality of your work strongly relies on the quality of sources.

For example, most governments boost their own economy by presenting a selection of positive, and often cultural, assets to the external world. By doing this, they may not disclose more embarrassing facts. You have to be very critical towards lobbies and influencers (in our field, *Nihonjiron* publications<sup>2</sup>) and avoid building your knowledge on biased information. In case of doubt, double-check.

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<sup>1</sup> Information on CRAAP received from Mathilde Panès EPFL BIB.

<sup>2</sup> The *Nihonjiron* researchers are supported by the Japanese government to present an idealized view of Japanese culture. See info on moodle,

# Evaluating Information Sources

## THE CRAAP TEST

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**C****Currency:** The timeliness of the information

- When was the information published or posted?
- Is the information current enough for your topic, or is it out-of-date?
- Are the links functional?
- When was the information last reviewed / revised?

**R****Relevance:** The importance of the information for your needs

- Is the information at an appropriate level (i.e. not too elementary or too advanced for your needs)?
- How comprehensive or in-depth is the discussion of the topic?
- Has Canadian perspective or content been provided?

**A****Authority:** The source of the information

- Have the author's credentials or organizational affiliations been identified?
- Who is the owner / sponsor of the Website? What are their credentials?
- Is there contact information provided, such as an email address or mailing address?
- What are the author's qualifications to write on the topic?
- Does the URL reveal anything about the author or source? examples: .com, .edu, .org, .net, .ca, .gc.ca, .gov.ab.ca

**A****Accuracy:** The reliability, truthfulness, and correctness of the informational content

- Have the author's sources been clearly cited so that you can easily find (and check) them?
- Is the information available in other resources (e.g. encyclopaedias, scholarly journals, etc.), so it can be double-checked?
- Does the language or tone seem unbiased and free of emotion?
- Are there spelling, grammar, or other typographical errors?

**P****Purpose:** The reason the information exists

- What is the purpose of the information? to inform? teach? sell? entertain? persuade?
- Do the authors/sponsors make their intentions or purpose clear?
- Is advertising content clearly labelled?
- Does the point of view appear objective, unbiased and impartial?

Adapted from: The University of the Fraser Valley (2009). *Evaluating information: The CRAAP test*. Retrieved from <http://www.ufv.ca/library/tutorials/craaptest.htm>

## WRITING AND PRESENTING A PAPER

### 4 Zotero

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#### How to install Zotero

1. Go on <https://www.zotero.org/download/>
2. Download Zotero 5.0
3. Run the installation file

You also need to install the Zotero connector for your browser.

1. Go on <https://www.zotero.org/download/>
2. Click on the "Install Zotero Connector" button
3. Autorize installation

#### How to check if the installation worked?

Zotero should now be installed on your computer. To fully enjoy Zotero, the software should be plugged in your browser and your word processor (Microsoft Word, OpenOffice Writer, LibreOffice Writer).

1. Check if Zotero is installed by opening the application on your computer
2. Open your browser and check that Zotero appears on the top bar, next to the search bar
3. Open your word processor and check if the Zotero plugin is installed. This plugin is also called "Word processor". Usually, after installing Zotero, a new tab will appear in your word processor. Depending on your software, Zotero might alternatively be shown with other "complements".

If the installation of the Word Processor did not work, you can reinstall it from Zotero itself.

1. Open Zotero
2. Go to *Edit> Preferences* (or *Zotero >Preferences* on Mac OS)
3. Click on the *Cite* tab
4. Click on the second tab Word Processor
5. At this stage, you can choose to install or reinstall one word processor or more, according to the number you have on your computer.

# WRITING AND PRESENTING A PAPER

## 5 PAPER

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Grade for Paper is given following 4 criteria:

- Clarity of the writing, analysis and overall presentation
- Quality of sources (selection – use – interpretation)
- Completeness
- Respect of required elements, length, correct orthography and grammar

**Do plan well your timing** and ask someone to read your paper and correct the spelling and grammar.

**Do use the template** where **explanations in green** are given for each required element.

**Do indicate the reference** whenever you discuss or present something from someone else. EPFL checks papers against plagiarism. (Plagiarism has serious consequences such as a zero grade and, in repeated cases, expulsion from EPFL)

### **Title**

### **Abstract** (max 250 words)

### *Contributions*

### *Acknowledgments*

### **Text** (max 4000 words)

#### *Introduction*

#### *State of the Art*

#### *Analysis and results*

#### *Conclusion*

#### *References – Bibliography*

### **Images** (max 15)

### Appendix (optional)

## **Guideline for Contemporary Japan paper**

### **Title**

As short as possible, often finalized at the end of the research: results bring new words.

### **Abstract** (max 250 words)

Explain the key question, your methodology and results.

### **Contributions** (only for groups)

Student's initials indicate if he/she: conceived the research / gathered sources / analysed the data / wrote the paper (see Mathilde Panes document on *Authorship issues* → last pages of this document).

### **Acknowledgments**

### **Text** (max 4000 words)

#### *Introduction*

You tell the reader why this key question is interesting.

#### *State of the Art*

You comment the existing researches on this topic giving reasons why you proceeded this way in your work. This states the basis for your work and highlights your specific contribution to the reader.

#### *Analysis and results*

Explain the criteria and steps. Bring your critical view by discussing the results of your investigation.

#### *Conclusion*

Give a results' synthesis and discuss the remaining open questions.

#### *References – Bibliography*

Put citations in quotation marks. If you present or discuss inputs from someone else, you have to indicate the reference as if you were citing him! Any reference mentions: name, surname, year of publication, title, editor's place of publication. **Wikipedia (no author!), internet blogs, personal web pages, Power Point presentation etc. are not relevant sources for the final paper.** Interviews of personalities studied are relevant. When importing the *information* on a film, anime and interview reference into Zotero, beware of the type of document (book, film, interview and so on) and which version of the film or anime it is, so that the reference does correspond to the one you are referring to.

### **Images** (max 15)

Appendix (optional) For extra information that do not fit into the paper's length.

## Guidelines for scientists

When **writing** a scientific paper, think about how you **read** a scientific paper.<sup>1</sup>

1. **Title:** most important element; include standard, searchable terms (keywords) to call attention to your work.  
Articles with short titles describing the results are cited more often
2. **Abstract:** functions as an outline of the paper; include standard, searchable terms (keywords).
  - i. What is the **problem domain** (system under investigation)?
  - ii. What is the specific **research question**?
  - iii. What were the **methods and results**?
  - iv. What are the **conclusions**?

**Example:** Nunez JK, Bai L, Harrington LB, Hinder TL, Doudna JA. 2016. CRISPR immunological memory requires a host factor for specificity. *Molecular Cell* 62: 824-833.

### Abstract:

**[Problem domain]** Bacteria and archaea employ adaptive immunity against foreign genetic elements using CRISPR-Cas systems. To generate immunological memory, the Cas1-Cas2 protein complex captures 30-40 base pair segments of foreign DNA and catalyzes their integration into the host genome as unique spacer sequences. **[Research question]** Although spacers are inserted strictly at the A-T-rich leader end of CRISPR loci *in vivo*, the molecular mechanism of leader-specific spacer integration remains poorly understood. **[Methods and results]** Here we show that the *E. coli* integration host factor (IHF) protein is required for spacer acquisition *in vivo* and for integration into linear DNA *in vitro*. IHF binds to the leader sequence and induces a sharp DNA bend, allowing the Cas1-Cas2 integrase to catalyze the first integration reaction at the leader-repeat border. **[Conclusions]** Together, these results reveal that Cas1-Cas2-mediated spacer integration requires IHF-induced target DNA bending and explain the elusive role of CRISPR leader sequences during spacer acquisition.

3. **Introduction:** describes the general problem domain (system under investigation) and then focuses on the specific research question.
4. **Methods and materials:** provide enough detail to enable experiment to be reproduced by another researcher in your field. Standard experimental methods and apparatus do not need to be described at length.
5. **Results:** describes experimental outcomes, including figures and tables.
  - i. **Figures:** clear and compelling; each figure should tell a single story: [Data Visualization Guide](#) (UC Berkeley Library)
6. **Discussion:** explains meaning and significance of results (how do they advance the field?) and how they relate to the research question; describes limitations and further work suggested by study.

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<sup>1</sup> <https://guides.lib.berkeley.edu/publish>

7. **Acknowledgements:** Unless there are separate sections for this information, name **funding sources**, declare any potential **competing interests**, and **thank contributors** who are not co-authors. For human- and animal-subject research, an **ethics statement** may be required identifying the review committee that approved the study and the relevant guidelines and regulations that governed the research.
8. **References:** A list of **sources** cited in your paper. Citations (both in-text and in the reference list) must be accurate and formatted in the journal's required style. Use a [citation manager](#).
9. **Supplementary information:** supporting technical information (figures, protocols, methods, tables, additional data) too long or detailed to fit into the body of the paper.

#### General tips:

- You may want to write the sections of the paper in a different order than they will appear in the published work:
  - first focus on the **results, discussion** and **methods** (communicating the experimental procedures, outcomes and significance)
  - then work on the **introduction, abstract** and **title** (increasingly concise summaries of the work).
- Use **simple, concrete, active language** ("We determined..." not "It was determined that...")
- Start paragraphs with a **topic sentence**
- Consider your audience: narrowly **specialized** or **interdisciplinary**?

Your paper should be understandable by people who have not been part of your supervision meetings.

- Be as **clear** and **concise** as possible

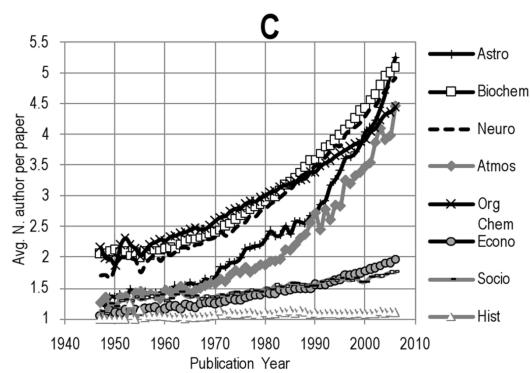
BIBLIOTHEQUE   
ÉCOLE POLYTECHNIQUE  
FÉDÉRALE DE LAUSANNE

## Authorship and Ghostwriting



1

## Increasing number of authors



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 WALLACE, Matthew L., LARIVIÈRE, Vincent and GINGRAS, Yves, 2012, A Small World of Citations? The Influence of Collaboration Networks on Citation Practices. *PLoS ONE*. 7 March 2012. Vol. 7, no. 3, p. e33339. DOI 10.1371/journal.pone.0033339.

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# Authorship issues

## WHO DESERVES TO BE AUTHOR OF A PAPER?



ESSENTIAL  
CONTRIBUTION  
TO THE RESEARCH

+



PARTICIPATION  
IN THE WRITING OF  
THE MANUSCRIPT



APPROVING  
THE MANUSCRIPT  
FINAL VERSION

3

# Authorship issues

## THE AUTHOR LIST: GIVING CREDIT WHERE CREDIT IS DUE

**The first author**  
Senior grad student on the project. Made the figures.

**The third author**  
First year student who actually did the experiments, performed the analysis and wrote the whole paper. Thinks being third author is "fair".

**The second-to-last author**  
Ambitious assistant professor or post-doc who instigated the paper.

Michaels, C., Lee, E. F., Sap, P. S., Nichols, S. T., Oliveira, L., Smith, B. S.

**The second author**  
Grad student in the lab that has nothing to do with this project, but was included because he/she hung around the group meetings (usually for the food).

**The middle authors**  
Author names nobody really reads. Reserved for undergrads and technical staff.

**The last author**  
The head honcho. Hasn't even read the paper but, hey, he/she got the funding, and their famous name will get the paper accepted.

JORGE CHAM © 2005

"Piled Higher and Deeper" by Jorge Cham / [www.phdcomics.com](http://www.phdcomics.com)

Originally published on March 13, 2005 at <http://www.phdcomics.com/comics.php?f=562> [retrieved on Oct 31, 2016]

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# Authorship issues

## AUTHORSHIP NOT COMPATIBLE WITH SCIENTIFIC ETHICS



GUEST



ANONYMOUS



HONORARY



GHOST

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# Authors' list

OPEN ACCESS Freely available online

PLOS ONE

## Assessing The Spatial Dependence of Adaptive Loci in 43 European and Western Asian Goat Breeds Using AFLP Markers

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### Abstract

**Background:** During the past decades, neutral DNA markers have been extensively employed to study demography, population genetics and structure in livestock, but less interest has been devoted to the evaluation of livestock adaptive potential through the identification of genomic regions likely to be under natural selection.

**Methodology/Principal findings:** Landscape genomics can greatly benefit the entire livestock system through the identification of genotypes better adapted to specific or extreme environmental conditions. Therefore we analyzed 101 AFLP markers in 43 European and Western Asian goat breeds both with MATSAM software, based on a correlative approach (SAM), and with MoTeTA and BAYESCAN, two  $F_{ST}$  based software able to detect markers carrying signatures of natural selection. MATSAM identified four loci possibly under natural selection – also confirmed by  $F_{ST}$ -outlier methods – and significantly associated with environmental variables such as diurnal temperature range, frequency of precipitation, relative humidity and solar radiation.

**Conclusions/Significance:** These results show that landscape genomics can provide useful information on the environmental factors affecting the adaptive potential of livestock living in specific climatic conditions. Besides adding conservation value to livestock genetic resources, this knowledge may lead to the development of novel molecular tools useful to preserve the adaptive potential of local breeds during genetic improvement programs, and to increase the adaptability of industrial breeds to changing environments.

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# Authors' contributions

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## Author Contributions

Conceived and designed the experiments: LC SJ RN LN PC PAM. Performed the experiments: LC RN. Analyzed the data: LC SJ RN LN PC. Contributed reagents/materials/analysis tools: SJ PC PAM. Wrote the paper: LC SJ RN LN PC PAM.

## References

- Avise JC (2004) Molecular Markers, Natural History and Evolution. Sunderland Massachusetts: 2nd edn. Sinauer Associates. 684 p.
- Cabán J, García D, García-Anane MA, Obexer-Ruf G, Lenstra JA, et al. (2006) Geographical partitioning of goat diversity in Europe and the Middle East. *Anim Genet* 37: 327–334.

## WRITING AND PRESENTING A PAPER

### 6 PRESENTATION

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Grade for your 10 mins presentation is given following these criteria:

- Ability to analyse the key question with a critical point of view
- Clarity of the oral expression and graphic presentation.
- Completeness
- Respect of timing - Good answers to the feedback questions gives a bonus

#### **Free format 10 mins max**

You can present with 5 slides or without slides, using the blackboard, using a video.

Keep it simple: keep only the important information. Speak calmly – no rush - so that everyone can take an interest in your subject.

***Less is more!***

#### **Feedback 10 mins max** from other students, friends, colleagues, guests and supervisor.

Thank you for your active participation: knowledge in Contemporary Japan issues is evolving thanks to your new cultural and generational points of views!

#### **Presentation content**

*Context and key question*

*Analysis*

*Results*

If your research still shows unanswered points, do mention them.

# WRITING AND PRESENTING A PAPER

## 7 ACADEMIC WRITING

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Improving your writing is useful for your future professional life. Please look carefully at this website complementary topics:

<https://slc.berkeley.edu/writing-worksheets-and-other-writing-resources/nine-basic-ways-improve-your-style-academic-writing>

### Nine Basic Ways to Improve Your Style

#### 1. Use ACTIVE VOICE

Don't say: "The stepmother's house was cleaned by Cinderella." (Passive.)

Say instead: "Cinderella cleaned the stepmother's house." (Active voice.)

Passive voice construction ("was cleaned") is reserved for those occasions where the "do-er" of the action is unknown.

Example: "Prince Charming saw the glass slipper that was left behind."

#### 2. Mix it up in terms of PUNCTUATION

Here are a few commonly misused punctuation marks that a lot of people aren't sure about:

The semi-colon (;) separates two complete sentences that are complementary.

Example: "She was always covered in cinders from cleaning the fireplace; they called her Cinderella."

The colon (:) is used...

a. preceding a list.

Example: "Before her stepmother awoke, Cinderella had three chores to complete: feeding the chickens, cooking breakfast, and doing the wash."

b. as a sort of "drum roll," preceding some big revelation.

Example: "One thing fueled the wicked stepmother's hatred for Cinderella: jealousy."

The dash (--) is made by typing two hyphens (-). No spaces go in between the dash and the text. It is used...

a. to bracket off some explanatory information.

Example: "Even Cinderella's stepsisters—who were not nearly as lovely or virtuous as Cinderella--were allowed to go to the ball."

b. in the "drum roll" sense of the colon.

Example: "Prince Charming would find this mystery lady--even if he had to put the slipper on every other girl in the kingdom."

### **3. Vary your SENTENCE STRUCTURE**

Don't say: "Cinderella saw her fairy godmother appear. She was dressed in blue. She held a wand. The wand had a star on it. She was covered in sparkles. Cinderella was amazed. She asked who the woman was. The woman said, 'I am your fairy godmother.' She said she would get Cinderella a dress and a coach. She said she would help Cinderella go to the ball."

Instead say: (there are multiple correct ways to rewrite this, but here's one) "Amazed, Cinderella watched as her fairy godmother appeared. The woman dressed in blue was covered in sparkles and carried a star-shaped wand. Cinderella asked the woman who she was, to which the woman replied, 'I am your fairy godmother.' The fairy godmother would get Cinderella a dress and a coach; she would help Cinderella get to the ball."

### **4. Closely related to this, avoid CHOPPINESS**

Don't say: "She scrubbed the floors. They were dirty. She used a mop. She sighed sadly. It was as if she were a servant."

Instead say: (again, there are multiple ways to do this) "She scrubbed the dirty floors using a mop, as if she were a servant. She sighed sadly."

### **5. Avoid REPETITION.**

Don't say: "The stepsisters were jealous and envious."

Instead say: "The stepsisters were jealous." (...or envious. Pick one.)

### **6. Be CONCISE**

Don't say: "The mystery lady was one who every eligible man at the ball admired."

Instead say: "Every eligible man at the ball admired the mystery lady."

### **7. Use the VOCABULARY that you know**

Don't always feel you have to use big words. It is always better to be clear and use simple language rather than showing off flashy words you aren't sure about and potentially misusing them. This is not to say, however, that you should settle for very weak vocabulary choices (like "bad" or "big" or "mad").

### **8. But also work on expanding your VOCABULARY**

When reading, look up words you don't know. See how they're used. Start a list. Incorporate them into your writing as you feel comfortable and as they are appropriate.

### **9. Keep language FORMAL and avoid language of everyday speech**

Don't say: "Cinderella was mellow and good. She never let her stepmother get to her."

Say instead: "Cinderella was mild-mannered and kind. She never let her stepmother affect her high spirits."

So, essentially, when it comes to working on style, there are three things to remember:

Empower yourself with knowledge.

Learn to punctuate correctly, enhance your vocabulary, etc. Give yourself all the tools there are so that you are free to...

...Mix it up!

Avoid repetition of words and sentence structure. Variance promotes good "flow" and is more interesting for your reader.

"Write to EXPRESS, not to IMPRESS."

Above all, write actively, clearly, and concisely.