

# **Lecture 8**

## **Structure, paragraph, sentence, and flow**

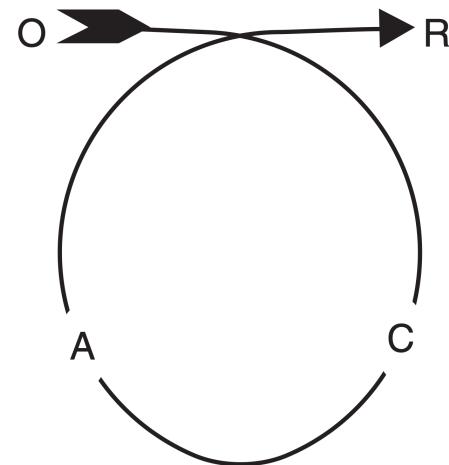
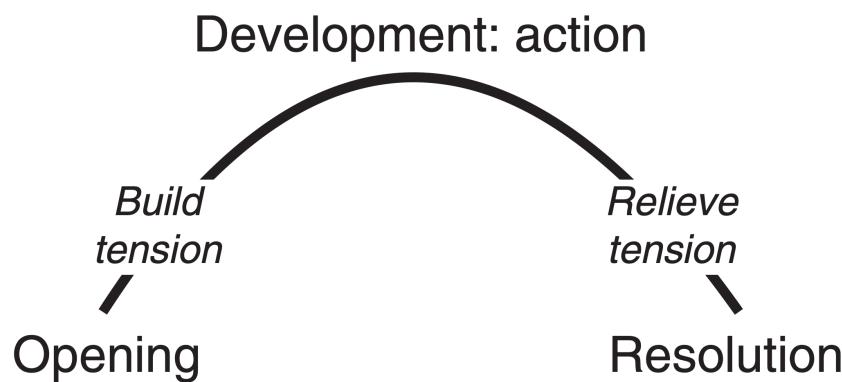
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# Paper structure

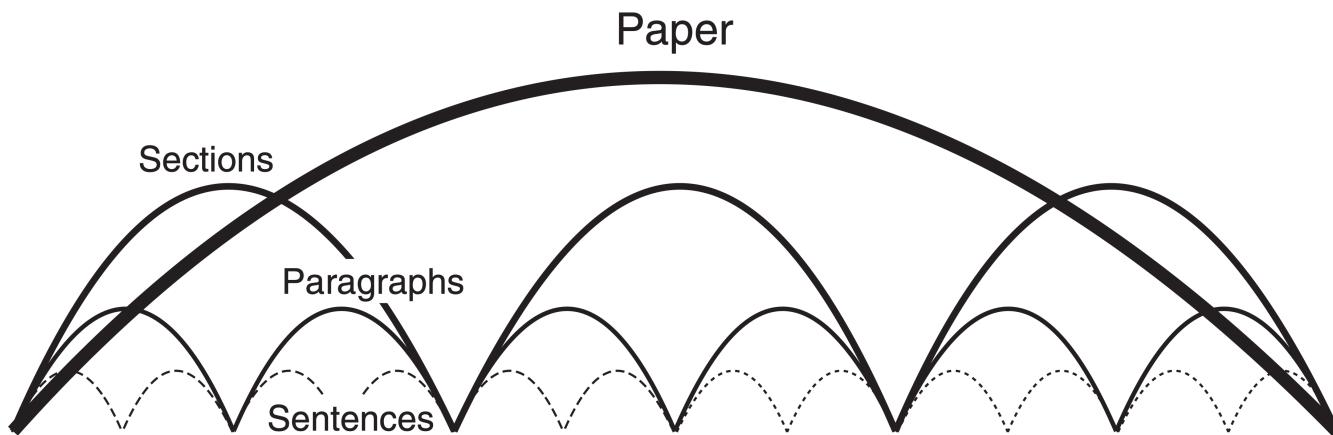
- Scientific writing is story telling. Effective scientific writing thus requires a clear story arc.



(Schimel 2012, Writing Science: How to Write Papers  
That Get Cited and Proposals That Get Funded)

# Internal structure

- Scientific writing is story telling. Effective writing thus requires a clear story arc.
- Scientific papers are consisted of various section. Each section tells its own story. A story does not have a single arc, but a hierarchical structure with small arcs nested within larger ones.



(Schimel 2012, Writing Science: How to Write Papers  
That Get Cited and Proposals That Get Funded)

# Scientific writing needs story arc

- When scientific writing lacks clear story arcs, it becomes an incoherent mass with no obvious direction, no internal structure, and no points of emphasis.

California supports rich fisheries off its coast. The high productivity of fish is supported by high rates of algal production. Algal growth in the ocean is typically limited by nitrogen supply, but this is high off California because N-rich deep water wells up to the surface along the coast. This upwelling is driven by winds that push the south-flowing surface water away from the shore, allowing deep water to rise to the surface. These off-shore winds are driven by regional climate patterns, including El Nino, that are being intensified by the greenhouse effect, which results from increased CO<sub>2</sub> in the atmosphere. Increased CO<sub>2</sub> in the atmosphere also increases the amount of CO<sub>2</sub> dissolved in the ocean, which reacts with water to form carbonic acid (H<sub>2</sub>CO<sub>3</sub>), reducing the ocean's pH. This reduced pH makes it hard for shell-forming organisms to make calcium carbonate shells, and so may reduce the productivity of important marine species such as abalone, oysters, and even sea urchins. Thus, increasing atmospheric CO<sub>2</sub> is going to have many important effects on marine ecosystems.

# Scientific writing needs story arc

- How should we revise this paragraph? We first identify the two stories here: one about ocean circulation effects and another about acidification. We then break them into two paragraph, each focusing on one story.

California supports rich fisheries off its coast. The high productivity of fish is supported by high rates of algal production. Algal growth in the ocean is typically limited by nitrogen supply, and is high off the California coast because N-rich deep water wells up to the surface along the coast. This upwelling is driven by winds that push the south-flowing surface water away from the shore, allowing deep water to rise to the surface. These winds are driven by regional climate patterns, including El Nino, that are being intensified by the greenhouse effect. Thus, the productivity of California fisheries will likely change as a result of climate warming, and the changes may result via complex and unexpected mechanisms such as changes in ocean circulation patterns.

In addition, increasing CO<sub>2</sub> is causing the pH of the ocean to decline, and this may have separate but important effects on California fisheries. As CO<sub>2</sub> increases in the atmosphere, more dissolves into the ocean as carbonic acid (H<sub>2</sub>CO<sub>3</sub>) . . .

# **Checklist for effective story arc**

- Does each unit make a single, clear point?
- When several paragraphs together form a section, are the linkages among them clear?
- Has every extraneous thought that breaks the serial arc structure been removed?
- When you introduce a topic, do you resolve that discussion before introducing a new topic?
- Is every major unit of the work defined by either a subhead or clear opening text?

# Paragraph

- Paragraph is a unit of composition. It tells a complete short story with a coherent structure, a story that fits into and contributes to the larger work.
- A well-constructed and well-written paragraph should
  - Have a clear structure that allows the topic to be seen easily
  - Be thematically coherent such that it tells a story

# Point–first paragraphs

- Point–first paragraph, as its name suggests, puts the topic of the paragraph at the beginning. You may read the first sentence, skip the rest and still get the essence of the paragraph.
- The LD structure is an example of point–first paragraph. It is particularly effective for writing methods and results.

We conclude that the increase of the diurnal temperature range (DTR) over the United States during the three-day grounding period of 11–14 September 2001 cannot be attributed to the absence of contrails. While missing contrails may have affected the DTR, their impact is probably too small to detect with a statistical significance. The variations in high cloud cover, including contrails and contrail-induced cirrus clouds, contribute weakly to the changes in the diurnal temperature range, which is governed primarily by lower altitude clouds, winds, and humidity.

(Hong et al. 2008, Geophysical Research Letters)

# Point–last paragraphs

- While point–first paragraph is common, sometimes, you need to assemble an argument, pulling threads together to weave them into a conclusions. A point–last paragraph is useful here.
- Point–last paragraph is particularly useful for long paragraph.
- You can use LDR (Lead, Development, Resolution) or OCAR structure for a point last paragraph.

If the Great Plains mammoths routinely undertook long-distance migrations, then mammoths at all of the Clovis sites in this study should display similar  $^{87}\text{Sr}/^{86}\text{Sr}$  ratios. However, the Dent mammoths display  $^{87}\text{Sr}/^{86}\text{Sr}$  ratios that are distinct from those of mammoths at Blackwater Draw and Miami, demonstrating that the Dent mammoths belonged to a distinct population. Thus, we conclude that Great Plains mammoths did not routinely migrate between northern Colorado and the southern High Plains, which are separated by about 600 km.

(Hoppe et al. 2004, *Paleobiology*)

# Sentences

- A sentence tells a story, just the shortest possible.
- Reader usually interpret what you put at the beginning of a sentence as the **topic**. It tells the reader who or what the sentence is about;
- Endings are usually power positions. Last words carry the greatest weight. Thus, the ending of a sentence is often viewed as the **stress**.

# The role of topic and stress

- Shifting information between the topic and stress changes how readers interpret the sentence. Consider the following three sentences.
  - A. Viruses were not studied in the sea until 1989 yet are its most abundant biological entities.
  - B. The most abundant biological entities in the sea are viruses, yet they were not studied until 1989.
  - C. The most abundant biological entities in the sea were not studied until 1989: viruses.
- They contain the same fact but tell different stories. A emphasizes that virus are the most abundant. B emphasizes when they were first studied. C emphasizes virus itself.

# The role of topic and stress

- Recognizing how readers respond to information in different parts of the sentence offers a tool for tailoring the writing for your intended audience and purpose.
- Consider the following examples, shifting the order allows you to change what the subject is and what the emphasis is so that you can fit your writing to your audience.

Net mineralization represents the nitrogen available to plants because it reflects the difference between microbial nitrogen release and uptake in soil.

The amount of nitrogen available for plants is controlled by net mineralization—the difference between microbial nitrogen release and uptake in soil.

The amount of nitrogen available for plants is controlled by the balance between microbial nitrogen uptake and release in soil; we define this balance as net N mineralization.

# Subject–verb connection

- Sentences are highly condensed stories; there is no time for a long, gentle opening. The **verb should immediately follow the sentence's subject** in most cases.
- Consider the following example, connecting the subject and the verb makes the sentence much more clear and easier to read.

The pooled effect sizes, both with and without adjustment for environmental risk factors, were larger for DNA-based than RNA-based viruses.

The pooled effect sizes were larger for DNA-based than RNA-based viruses, regardless of whether environmental risk factors were adjusted for.

# Pick the right topic

- When we add words or clauses to the beginning of a sentence, we bury the topic and risk that it will be missed or misconstrued.
- In most cases, we should move the real topic of the sentence closer to the beginning. Compare the following two sentences:

In this study, taking advantage of a well-annotated genome map and effective targeted-mutagenesis techniques, we analyzed the role of Bac17 in pathogenesis by *Candida albicans*

We analyzed the role of Bac17 in pathogenesis by *Candida albicans* by taking advantage of a well annotated genome map and effective targeted-mutagenesis techniques

# Unbury the stress

- Words dangling at the end of the sentences bury the real stress. We need to either delete those extra words or move them into the middle of the sentence, thereby shifting the important words to the stress position.

Plants can increase their resistance to bacterial pathogens by increasing leaf alkaloid concentrations and by synthesizing tannins to bind to bacterial enzymes within plant tissues.

Plants can increase their resistance to bacterial pathogens by increasing leaf alkaloid concentrations and by synthesizing tannins to bind to bacterial enzymes.

# Manage long sentences

- Most writing textbook recommend short sentences. However, there is nothing wrong with long sentence. Good clear sentence can be short or long;
- We often use a **LD like structure** to write long sentences: make the key point in a short initial main clause and then add others that add depth and nuance.
- Contrast the following two long sentences:

During the early part of the second millennium AD, from 1050–1250 AD, a period corresponding to the timing of the Medieval Warm Period in many locales, albeit with a later onset than in some, lake level at Lake Tanganyika fell and remained relatively low.

At the beginning of the second millennium AD, lake level at Lake Tanganyika fell and remained relatively low during the period from 1050–1250 AD, which corresponds to the timing of the Medieval Warm Period in many locales, albeit with a later onset than in some areas

# **Strategies for effective sentences**

- The topic should be short, clear and close to the beginning;
- The main verb should follow the topic immediately;
- The key message should come at the stress, usually towards the end of the sentence.

# Flow

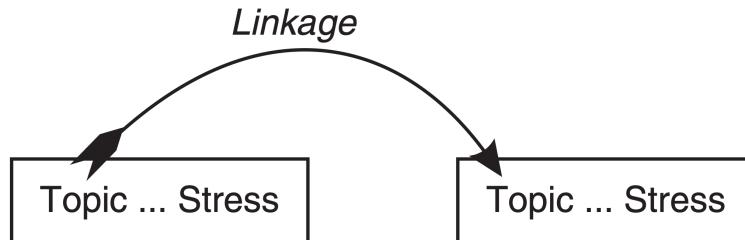
- In addition to thematic coherence, the writing should help readers follow through your argument and avoid derailing at transitions: the writing should **flow**.
- Sentences need to link seamlessly to each other;
- The critical element in building this chain is managing the topic of each sentence so that they connect.

# Flow

- The example below is thematically coherent. All sentences are about the same subjects, but they do not connect.

Molecules are comprised of covalently bonded atoms. Molecules' reactions are controlled by the strength of the bonds. Molecules, however, sometimes react slower than bond strength would predict.

- This occurs because the passage forms a topic-to-topic link. That creates a list of statements that does not flow well.

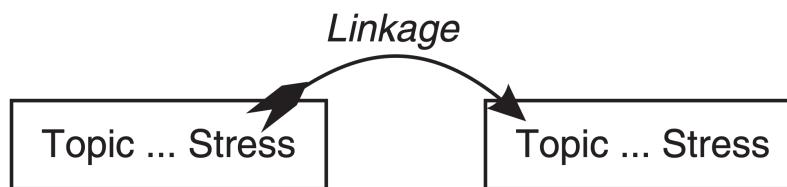


# Flow

- We can improve the writing of this passage by connecting the sentences. Start each sentence with something familiar from the previous one.

Molecules are comprised of covalently bonded atoms. Bond strength controls a molecule's reactions. Sometimes however, those reactions are slower than bond strength would predict.

- This way of writing creates a stress-to-topic link that makes the writing flow.



# Creating flow

- In this example, the writing mostly flows. But there is a break between the 2<sup>nd</sup> and 3<sup>rd</sup> sentences.

Salvage logging is an increasingly common way of harvesting forests that have been attacked by insect pests. In salvage logging, trees that have been attacked are selectively harvested. Cavities in standing dead trees serve as nesting sites for birds. The population biology of cavity-nesting birds is therefore likely affected by salvage logging.

- A simple solution is to creating a **stress-to-topic link** between the 2<sup>nd</sup> and 3<sup>rd</sup> sentence.

Salvage logging is an increasingly common way of harvesting forests that have been attacked by insect pests. In salvage logging, trees that have been attacked are selectively harvested. The dead trees that are harvested, however, can provide cavities that are nesting sites for birds. The population biology of cavity-nesting birds is therefore likely affected by salvage logging

# Creating flow

- This example passage is choppy because 1) the sentences are disconnected and 2) lack variety.

Mount St. Helens erupted on May 18, 1980. A cloud of hot rock and gas surged northward from its collapsing slope. The cloud devastated more than 500 square kilometers of forests and lakes. The effects of Mount St. Helens were well documented with geophysical instruments. The origin of the eruption is not well understood.

- Begin each sentence with a subject that connects with the one before. Connecting the ideas also help improve sentence variety.

Mount St. Helens erupted on May 18, 1980. Its slopes collapsing, the mountain emitted a cloud of hot rocks and gas. Within minutes, the cloud devastated more than 500 square kilometers of forests and lakes. Although the effects of the eruption were well documented, the origin is not well understood.

# Creating flow

- Sometimes, a bad flow results from sentences that do not fit into the story arc of the paragraph.

Groundwater level is an important control of the fate of contaminants within the groundwater: are they taken up by plants and microorganisms in the surface soil? Industrial landscapes are frequently disturbed, and the effects of this disturbance on the system's ability to process contaminants has not often been studied. Low water tables could reduce an ecosystem's ability to process groundwater contaminants by moving these contaminants out of the reach of plant roots and microorganisms in the surface soil.

- Removing the disrupting sentence is an easy solution. If that sentence is truly useful, put it where it fits.

Groundwater level is an important control of the fate of contaminants within the groundwater: are they taken up by plants or microorganisms in the surface soil? Low water tables could reduce an ecosystems ability to process groundwater contaminants by moving these contaminants out of the reach of plant roots and microorganisms in the surface soil.

# Creating flow

- Another strategy is to use **linking words and phrases** to create flow. These works often help you 1) continue the idea, 2) pause to examine the idea in more detail, or 3) contrast the idea.

Continuing	Pausing	Contrasting
Also	In other words	However
In addition	Put another way	On the other hand
Moreover	In essence	In contrast
Furthermore	In effect	Conversely
Therefore	For example	Still
As a result	For instance	Nonetheless
For that reason	Likewise	Otherwise
Consequently	Similarly	Alternatively

# Connecting paragraphs

- A paragraph break indicates that you are shifting ideas and moving into a new story arc. But readers expect the new paragraph to build off the previous one, developing a larger story.
- To make them connect, we can use the same stress-to-topic link we discussed for connecting sentences.

# Connecting paragraphs

- In this example, the link between the two paragraph is not clear, hindering a smooth flow between paragraphs.

Any trait that increases a bacterium's ability to survive an environmental stress, such as heavy metals or antibiotics, can be considered a stress-adaptation mechanism. Traditionally, however, studies have focused on internal mechanisms of adaptation: either a bacterium's ability to either repair cell damage (e.g., DNA repair) following stress or on mechanisms that make the cell more able to resist the damage in the first place (e.g., producing chaperones and transporters). However bacteria also have mechanisms that work outside the cell to reduce the intensity of stresses in the first place.

*E. coli* provides an excellent model system for studying how the relative physiological costs of different stress-adaptation mechanisms vary between heavy metal and antibiotic stressors. We understand *E. coli*'s metabolic pathways well enough to assess the full energetic costs of internal adaptation mechanisms such as DNA repair and exporting toxic agents from the cell vs. external mechanisms such as producing chelating agents to bind heavy metals and extra-cellular oxidase enzymes to break down antibiotics before they enter the cell.

# Connecting paragraphs

- We may revise the topic sentence of the 2<sup>nd</sup> paragraph so that it starts with a subject just discussed in the last paragraph.

...However bacteria, such as *E. coli*, also have mechanisms that work outside the cell to reduce the intensity of environmental stressor in the first place.

An excellent model system for studying the relative costs of different stress-adaptation responses to heavy metals and antibiotics is *E. coli*...

- Alternative, we can revise the last sentence of the 1<sup>st</sup> paragraph so that it introduces the subject of the next paragraph.

...However bacteria, such as *E. coli*, also have mechanisms that work outside the cell to reduce the intensity of environmental stressor in the first place.

*E. coli* is an excellent system for studying the relative costs of these external mechanisms relative to internal mechanisms in response to heavy metal and antibiotic stressors...