



Writing in the Sciences

Module 2.1: Use the active voice



Use active voice

"Subject verb object"

"Subject verb object"

"Subject verb object"

"Subject verb object"

or just...

"Subject verb"



What is the passive voice?

- Object-Verb-Subject or just Object-Verb
- Classic example: "Mistakes were made."
- Passive verb = a form of the verb "to be" + the past participle of the main verb
- The main verb must be a transitive verb (that is, take an object).



"to be" verbs

- Is
 - Are
 - Was
 - Were
 - Be
 - Been
 - Am
- could be
 - shall be
 - should be
 - will be
 - would be
 - may be
 - might be
 - must be
 - has been



The passive voice

How do you recognize the passive voice?

Object-Verb-Subject

OR just...

Object-Verb



Example: passive voice

My first visit to Boston will always be
remembered by me.

Object

Verb

Subject

Active:

I will always remember my first visit to Boston.



Example: passive voice

She is loved.

→ Which evokes the question, "Who's loving her?"

The direct object of the verb.
She's not the subject since she's not the one doing the loving.

Form of "to be"

Past participle of a transitive verb: to love (*direct object*).



Example: passive voice

"Cigarette ads were designed to appeal especially to children."

vs.

"We designed the cigarette ads to appeal especially to children."



Responsible party!



Passive vs. active voice

To turn the passive voice back to the active voice:

Ask: "Who does what to whom?"



Use active voice

Passive:

By applying a high resolution, 90 degree bending magnet downstream of the laser electron interaction region, the spectrum of the electron beams could be observed.



Active:

We could observe the spectrum of the electron beams by applying a high resolution, 90 degree bending magnet downstream of the laser electron interaction region.



Use active voice

Passive:

General dysfunction of the immune system has been suggested at the leukocyte level in both animal and human studies.



Active:

Both human and animal studies suggest that diabetics have general immune dysfunction at the leukocyte level.



Use active voice

Passive:

Increased promoter occupancy and transcriptional activation of p21 and other target genes were observed.



Active:

We observed increased promoter occupancy and transcriptional activation of p21 and other target genes.



Use active voice

Passive:

The activation of Ca^{++} channels is induced by the depletion of endoplasmic reticulum Ca^{++} stores.



Active:

Depleting Ca^{++} from the endoplasmic reticulum activates Ca^{++} channels.



Use active voice; be direct!

Additionally, it was found that pre-treatment with antibiotics increased the number of super-shedders, while immunosuppression did not.



Pre-treating the mice with antibiotics increased the number of super-shedders while immunosuppression did not.



Writing in the Sciences

Module 2.2. Is it really OK to use “We” and “I”?



Yes, it's OK!

- 1. The active voice is livelier and easier to read
- 2. It is a myth that avoiding first-person pronouns lends objectivity to the paper.
 - You (or your team) ran the experiments and interpreted the data. To imply otherwise is misleading.
 - The experiments and analysis did not materialize out of thin air! (e.g., “the data were interpreted to show”).
- 3. By agreeing to be an author on the paper, you are taking responsibility for its content. Thus, you should also claim responsibility for the assertions in the text by using “we” or “I.”



Journals want this!

- The style guidelines for many journals explicitly instruct authors to write in the active voice. For example, *Science* magazine advises:
- "Use active voice when suitable, particularly when necessary for correct syntax (e.g., "To address this possibility, we constructed a λZap library ...)."
- (<http://www.sciencemag.org/site/feature/contribinfo/prep/res/style.xhtml>)

Great authors use “we” and “I”!



Watson and Crick's celebrated 1953 paper in *Nature* begins:

“We wish to suggest a structure for the salt of deoxyribose nucleic acid (D.N.A.).”

- <http://www.exploratorium.edu/origins/coldspring/printit.html>



When is it OK to use the passive voice?

The methods section.

- What was done is more important than who did it!
- Readers tend to skim the methods section for key words rather than reading it as prose.
- May be more effort than it's worth to avoid using "we" and "I" in every sentence.



Writing in the Sciences

Module 2.3. Active voice practice



Practice: use the active voice

In a moment, I will ask you to pause the video and revise the following sentence:

A recommendation was made by the
DSMB committee that the study be halted.



In the active voice...

The DSMB committee recommended that the study be halted.



Practice: use the active voice

In a moment, I will ask you to pause the video and revise the following sentence:

Major differences in the reaction times of the two study subjects were found.



In the active voice...

We observed major differences in the reaction times of the two study subjects.



Practice: use the active voice

In a moment, I will ask you to pause the video and revise the following sentence:

It was concluded by the editors that the data had been falsified by the authors.



In the active voice...

The editors concluded that the authors falsified their data.



Practice: use the active voice

In a moment, I will ask you to pause the video and revise the following sentence:

The first visible-light snapshot of a planet circling another star has been taken by NASA's Hubble Space Telescope.



In the active voice...

NASA's Hubble Space Telescope has taken the first visible-light snapshot of a planet circling another star.



Practice: use the active voice

In a moment, I will ask you to pause the video and revise the following sentence:

Therefore, the hypothesis that the overall kinetics of a double transtibial amputee athlete and an able-bodied sprinter at the same level of performance are not different was rejected.



In the active voice...

Therefore, we rejected the hypothesis that the overall kinetics of a double transtibial amputee athlete and an able-bodied sprinter at the same level of performance are comparable.



Writing in the Sciences

Module 2.4: Write with verbs



Write with verbs

- use strong verbs
- avoid turning verbs into nouns
- don't bury the main verb



Use strong verbs

Verbs make sentences go!

Compare:

"Loud music came from speakers embedded in the walls, and the entire arena moved as the hungry crowd got to its feet."

With:

"Loud music exploded from speakers embedded in the walls, and the entire arena shook as the hungry crowd leaped to its feet."



Use strong verbs

Verbs make sentences go!

Compare:

"Loud music came from speakers embedded in the walls, and the entire arena moved as the hungry crowd got to its feet."

With:

"Loud music **exploded** from speakers embedded in the walls, and the entire arena **shook** as the hungry crowd **leaped** to its feet."



Use strong verbs

Pick the right verb!

The WHO reports that approximately two-thirds of the world's diabetics are found in developing countries, and estimates that the number of diabetics in these countries will double in the next 25 year.



The WHO estimates that two-thirds of the world's diabetics are found in developing countries, and projects that the number of diabetics in these countries will double in the next 25 years.



Use strong verbs

Use "to be" verbs purposefully and sparingly.

Is are was were be been am...



Don't turn verbs into nouns

Don't kill verbs by turning them into nouns.



Don't turn verbs into nouns

Example:

During DNA damage, recognition of H3K4me3 by ING2 results in recruitment of Sin3/HDAC and repression of cell proliferation genes.



Don't turn verbs into nouns

Example:

During DNA damage, recognition of H3K4me3 by ING2 results in recruitment of Sin3/HDAC and repression of cell proliferation genes.



During DNA damage, H3K4me3 recruits ING2 and Sin3/HDAC, which together repress cell proliferation genes.

Say exactly who does what to whom!

Don't turn verbs into nouns

Weak verbs

Obtain estimates of

estimate

Has seen an expansion in

has expanded

Provides a methodologic emphasis

emphasizes methodology

Take an assessment of

assess

Formerly
spunky verbs
transformed
into boring
nouns



Don't turn verbs into nouns

Provide a review of review

Offer confirmation of confirm

Make a decision decide

Shows a peak peaks

Provide a description of describe



Don't bury the main verb

Keep the subject and main verb
(predicate) close together at the start of
the sentence...

- Readers are waiting for the verb!



Don't bury the main verb

The case of the buried predicate...

subject

One study of 930 adults with multiple sclerosis (MS) receiving care in one of two managed care settings or in a fee-for-service setting found that only two-thirds of those needing to contact a neurologist for an MS-related problem in the prior 6 months had done so (Vickrey et al 1999).

predicate



Don't bury the main verb

The case of the buried predicate...

One study found that, of 930 adults with multiple sclerosis (MS) who were receiving care in one of two managed care settings or in a fee-for-service setting, only two-thirds of those needing to contact a neurologist for an MS-related problem in the prior six months had done so (Vickrey et al 1999).



Writing in the Sciences

Module 2.5: Practice examples



Practice Exercises

Really long
subject!

“The fear expressed by some teachers that students would not learn statistics well if they were permitted to use canned computer programs has not been realized in our experience. A careful monitoring of achievement levels before and after the introduction of computers in the teaching of our course revealed no appreciable change in students’ performances.”

negatives

wordy

Passive
verb



Practice Exercises

“The fear expressed by some teachers that students would not learn statistics well if they were permitted to use canned computer programs has not been realized in our experience. A careful monitoring of achievement levels before and after the introduction of computers in the teaching of our course revealed no appreciable change in students’ performances.”

“hedge” word

Buried pred
+ boring ver

Really long
subject!



Practice Exercises



Many teachers feared that the use of canned computer programs would prevent students from learning statistics. We monitored student achievement levels before and after the introduction of computers in our course and found no detriments in performance.



Practice Exercises

**When's
the verb
coming?**

"Review of each center's progress in
recruitment is important to ensure that the
cost involved in maintaining each center's
participation is worthwhile."

**Watch vague
descriptors such as
"important" and
"worthwhile"**

Clunky phrase

**"to be" is a
weak verb**



Practice Exercises

We should review each center's recruitment progress to make sure its continued participation is cost-effective.



Practice Exercises

“It should be emphasized that these proportions generally are not the result of significant increases in moderate and severe injuries, but in many instances reflect mildly injured persons not being seen at a hospital.”



Practice Exercises

**Dead
weight!!**

- It should be emphasized that these proportions generally are not the result of significant increases in moderate and severe injuries, but in many instances reflect mildly injured persons not being seen at a hospital.

Can we use a more informative adjective than a pronoun? What's important about "these" proportions?

More dead weight.

Ask yourself, what does the sentence lose without this qualifier?



Practice Exercises

- It should be emphasized that these proportions generally are not the result of significant increases in moderate and severe injuries, but in many instances reflect mildly injured persons not being seen at a hospital.

**Watch out for awkward
uses of “to be”**

**“The result of” → Use
“In many instances” positives.**



Practice Exercises

- Shifting proportions in injury severity may reflect stricter hospital admission criteria rather than true increases in moderate and severe injuries.



Practice Exercises

Important studies to examine the descriptive epidemiology of autism, including the prevalence and changes in the characteristics of the population over time, have begun.

Identify the problems...

- where's the verb?
- watch fluff words like "important"
- can changes occur without being "over time"?
- "of the population" is vague



Practice Exercises

Important studies to examine the descriptive epidemiology of autism, including the prevalence and changes in the characteristics of the population over time, have begun.



Studies have begun to describe the epidemiology of autism, including recent changes in the disorder's prevalence and characteristics.



Practice Exercises

There are multiple other mechanisms that are important, but most of them are suspected to only have a small impact or are only important because of impact on one of the three primary mechanisms.



Multiple other mechanisms play only a small role or work by impacting one of the three primary mechanisms.



Practice Exercises

After rejecting paths with poor signal-to-noise ratios, we were left with 678 velocity measurements of waves with 7.5 seconds period and 891 measurements of 15 second waves.



Rejecting paths with poor signal-to-noise ratios left 678 velocity measurements of 7.5-second waves and 891 of 15-second waves.⁵⁸



Practice Exercises

It is suspected that the importance of temperature has more to do with impacting rates of other reactions than being a mechanism of disinfection itself since ponds are rarely hot enough for temperature alone to cause disinfection.



Ponds are rarely hot enough for temperature alone to cause disinfection; thus, the effect of temperature is likely mediated through its impact on the rates of other reactions.



Practice Exercises

It was assumed that due to reduced work at the joints of the lower limbs and less energy loss in the prosthetic leg, running with the dedicated prostheses allows for maximum sprinting at lower metabolic costs than in the healthy ankle joint complex.



The prosthetic leg reduces work and energy loss compared with a healthy ankle joint, which may lead to lower metabolic costs during maximum sprinting.



Writing in the Sciences

Module 2.6: A few grammar tips



1. “Data are” not “Data is”...

The word “data” is plural.

- ex: *These data show an unusual trend.*
The data support the conclusion.
The data are critical.
(v. *datum*, singular form)



2. Affect vs. effect

- Affect is the verb “to influence”
 - *The class affected her.*
 - As a noun, affect denotes feeling or emotion shown by facial expression or body language, as in “The soldiers seen on television had been carefully chosen for blandness of affect” (Norman Mailer).
- Effect is the noun form of this influence
 - *The class had an effect on her.*
 - As a verb, effect means to bring about or to cause, as in “*to effect a change*”



Affect vs. Effect

**Headline: Terrorist Plots ~~Effect~~ the
Beauty Industry**

Correct:

**Terrorist Plots Affect the Beauty
Industry**



3. Compared to vs. compared with

- Compare to = to point out *similarities* between different things
- Compare with** (used more often in science) = to point out *differences* between similar things

ex: “*Shall I compare thee to a summer’s day?*”

ex: *Brain tumors are relatively rare compared with more common cancers, such as those of the lung, breast, and prostate.*



4. That vs. which

“That” is the restrictive (defining) pronoun

“Which” is the nonrestrictive (non-defining) pronoun

What’s the difference between these two?→

The vial that contained her RNA was lost.

The vial, which contained her RNA, was lost.



That/which

that

Example: *Other disorders ~~which~~ have been found to co-occur with diabetes include heart disease and foot problems.*



That/which

- Key question: Is your clause essential or non-essential?
 - THAT: The essential clause cannot be eliminated without changing the meaning of the sentence.
 - WHICH: The non-essential clause can be eliminated without altering the basic meaning of the sentence (and must be set off by commas).



That/which

- *The bike that is broken is in the garage.*
(Identifies which bike of many.)
- *The bike, which is broken, is in the garage.*
(Adds a fact about the only bike in question).



That/which

- "Careful writers, watchful for small conveniences, go *which*-hunting, remove the defining *whiches*, and by doing so improve their work." –*Strunk and White*



That/which

From physicist Richard Feynman:

- “When we say we are a pile of atoms, we do not mean we are *merely* a pile of atoms because a pile of atoms ~~that~~ which is not repeated from one to the other ~~that~~ might well have the possibilities ~~which~~ you see before you in the mirror.”



That/which

Another example:

- Stroke incidence data are obtained from sources, which use the ICD (International Code of Diseases) classification systems.



That/which

- *Stroke incidence data are obtained from sources...?*
- Is the clause essential? Is it defining the subject?
- Yes!
- ∴ use “that”



That/which

- Stroke incidence data are obtained from sources ~~that~~ which use the ICD (International Code of Diseases) classification systems.



5. Singular antecedents...

Do not use “they” or “their” when the subject is singular. To avoid gender choice, turn to a plural!

Each student worries about ~~their~~ grade.

Each student worries about her grade.

Better: All students worry about their grades.