

## 3 Write paragraphs

### 3.1 English paragraphing

It is important to bear in mind that the layout of the paragraph is different in English and Dutch. The purpose of a paragraph is to contain all you have to say about a single thought. When you come to a new thought, you need to start a new paragraph. Dutch writing makes use of what we may call 'subparagraphs' when a single paragraph contains a succession of related thoughts which, though distinct to a certain extent, still belong within the same overall idea. Each of the 'subthoughts' is then put in a subparagraph. Dutch, like English, uses indenting or a space between the lines to denote paragraph boundaries, and it uses a new line without indenting to denote subparagraphs; this last layout form is not found in academic English.

The paragraph structure conventions for English academic prose are quite simple, and it is advisable to stick to them closely. Every paragraph starts off with a **topic sentence**, a sentence containing the main idea of the paragraph. The direction set by this topic sentence is then developed in the body of the paragraph; that is, supporting sentences explain or prove the topic sentence by giving more information about it. There are several kinds of supporting details: examples, statistics and quotations. Finally, a paragraph could end with an optional **final statement** containing the point of the argument presented in the elaboration (e.g. "It follows that ..."). This conclusion may serve as the basis for the further argumentation in the next paragraph. In other words, this is what you do in a paragraph:

- say what the paragraph is about,
- develop what you have said in the topic sentence,
- state what the point of the argument presented in the elaboration is.

## Chapter 3 - Write paragraphs

### EXAMPLE

Health disparities in the United States have been the subject of extensive critical scrutiny and analysis. Multiple investigations have documented the consistent gap in all measures of mortality by race, particularly between black and white Americans. Researchers have also drawn attention to substantial disparities in mortality and functional health status nationally and within race groups in relation to income, social class, education, and community characteristics. Inequalities in insurance coverage, health-care access and utilization, and more recently in quality of care have also been investigated. The Department of Health and Human Services has launched its Initiative to Eliminate Racial and Ethnic Disparities in Health, with programs focused on a number of diseases including cardiovascular disease, HIV, and diabetes.

From: Murray CJL, Kulkarni SC, Michaud C, Tomijima N, Bulzacchelli MT, et al. (2006) Eight Americas: Investigating Mortality Disparities across Races, Counties, and Race-Counties in the United States. PLoS Med 3(9): e260

### WRITING TIPS

#### Note the following guidelines:

- Paragraphs never have only one sentence.
- The paragraph *at the beginning* of the text or the beginning of a new section is NOT indented in British English journals; it is in American English journals.
- There is a strong preference in English for indentation as a paragraph boundary marker rather than the American block paragraph system.

## 3.2 Write coherent paragraphs

An important element of a good paragraph is coherence. The Latin verb *cohere* means “hold together”. A paragraph is coherent if each sentence flows smoothly and logically into another.

### 3.2.1 Linking words and phrases

One way of achieving coherence is the use of linking words and phrases. These words and phrases clarify the relationship among sentences or sentence parts in a paragraph. They help the reader follow the ideas expressed in a paragraph. In the paragraph presented below, each linking word or phrase shows how the following sentence is related to the preceding one. To illustrate this, the linking word *For example* tells you that an example of the preceding idea will follow and *therefore* and *consequently* tell you that the second statement is a result of the first one.

#### **EXAMPLE**

One difference among the world's seas and oceans is that the salinity varies in different climate zones. **For example**, the Baltic Sea in northern Europe is only one-fourth as saline as the Red Sea in the Middle East. There are two reasons for this. **First of all**, in warm climate zones, water evaporates rapidly; **therefore**, the concentration of salt is greater. **Second**, the surrounding land is dry; **consequently**, it does not contribute much freshwater to dilute the salty seawater. In cold climate zones, **on the other hand**, water evaporates slowly. **Furthermore**, the runoff created by melting snow adds a considerable amount of freshwater to dilute the saline seawater.

From: Oshima A & Hogue A. Writing Academic English. New York: Pearson Longman, 2006 (p. 26)

As listed below, there are many different kinds of linking words and phrases. They have been divided into groups, according to the function they fulfil. (These words and phrases are also used to achieve coherence between paragraphs.)

#### **Linking words and phrases**

##### **Listing and signalling class membership**

Firstly, ... secondly, ... thirdly, ...

In the first place ..., in the second place ...

To begin with, ...

Then, ...

Finally ...

There are two kinds of ... The first is.. The second is...

## Chapter 3 - Write paragraphs

Included (in X) are...  
Among them/these are...  
The most common of which are...  
To this group belong...  
May/can be divided into X groups / types / categories / classes  
May/can be classified according to / on the basis of / as / into / by  
May/can be categorized according to / by / as  
... fall into X categories ...  
May/can be grouped by / into / under ...  
Consists of ...

### Signalling sequence or addition

Again  
Also  
And  
... as well as ...  
Besides  
Both ...and  
Further  
Furthermore, ...  
In addition, ...  
Last  
Moreover, ...  
Next  
... not only..., but also...  
Still  
too  
What is more, ...  
Another point that can be made is ...  
In this connection it should also be mentioned that...

## Chapter 3 - Write paragraphs

### Signalling time

After  
Afterwards  
As soon as  
At first  
At last  
At length  
At present  
At the end  
At the same time  
At the very moment  
Before  
By the time (that)  
During  
Earlier  
Eventually  
Finally  
Following  
Immediately  
In due course  
In the long run  
In the meantime  
Later  
Meanwhile  
Next  
Now  
Over the years  
Previously  
Prior to  
Soon  
Subsequently  
Then  
Throughout  
Until  
Up to the time (that)  
When  
Etc.

## Chapter 3 - Write paragraphs

### Giving examples

As  
For example  
For instance  
e.g. (exempli gratia) (not in running text)  
Like  
... such as ...  
An example (of this) is ...  
As a first example, consider X  
As may be illustrated by  
By way of illustration  
To illustrate this point...  
To use/take another example ...  
Yet another X is ...

### Comparing

Also  
As / As ... as  
Both X and Y  
By the same token  
By way of comparison  
Compare to / with  
Comparable to  
Identical / Identical to  
In comparison  
In the same way  
Just as [plus clause], so [plus clause]  
Like  
Likewise  
Similar / Similarly  
Similar to  
There is a similarity between ...  
The same ... as  
The same holds for ... / applies to ... / is true for ...  
Too  
X is (great)er than Y

## Chapter 3 - Write paragraphs

### Contrasting

Although  
As opposed to ...  
But  
By way of contrast, ...  
Contrary to  
Despite  
Differ from  
Difference (e.g. 'another difference involves X')  
Different (from)  
Dissimilar  
Even though  
-er/more/less...than  
However  
In contrast (to)  
In fact  
Instead (of)  
Nevertheless  
Nonetheless  
Not as ... as  
On the contrary  
On the one hand ..., on the other hand, ...  
Still  
Unlike  
Where(as) ...  
While  
Yet  
X rather than Y  
X instead of Y  
X as opposed to Y, ...  
Some people ...; conversely, others ...

## Chapter 3 - Write paragraphs

### **Signalling alternatives**

Alternatively

An alternative (solution to the problem) would be ...

The alternative is / would be ...

Or

Either ... or

### **Signalling condition**

As long as

Either .. or

(Even) if

In case (of)

In the [X] event that ...

In the event of ...

... or (else)

Otherwise

Providing

Provided (that)

Regardless of

Should

Unless

Whether ... or not

### **Signalling concessions and insufficient reasoning**

Although

Admittedly

After all

But ... still

Certainly

Despite

(Even) though

However

In spite of

Naturally

Nonetheless

## Chapter 3 - Write paragraphs

Nevertheless  
Of Course  
Regardless of  
Still  
Yet

### **Signalling narrowing of focus / reformulation**

After all  
i.e. (id est)  
Indeed  
In fact  
In other words  
In particular  
More specifically, ...  
Or rather  
Seen in terms of X, ....  
Specifically  
To put it simply / differently, ....  
That is  
That is to say, ...

### **Expressing cause and effect**

Accordingly  
Arise from  
As  
As a result (of)  
As a consequence (of)  
Accordingly  
Because  
Because of  
Consequently  
Due to  
For  
For this reason  
For the reason of X

### Chapter 3 - Write paragraphs

In view of  
On account of  
Owing to  
Since  
So ...  
Therefore  
Then  
... was due to ...  
... was caused by ...  
... gave rise to / generated  
... stems from ...  
..., which is why ...  
The cause of X is ...  
The reason of X is ...  
This is why...  
This results from / in X  
To cause / to lead to / to result in / to result from  
To affect  
To have an effect on  
Several factors cause X / account for X / contribute to X  
Another major cause of X is Y  
Many of the causes can be traced to X  
One of the major effects of X is Y  
This becomes apparent from...  
X can be ascribed to / attributed to Y  
It can be inferred from X that Y

### Concluding and summarising

In conclusion  
In other words  
In short  
In brief  
Overall  
To conclude  
Therefore  
Thus

To summarize  
In summary  
This leads us to the conclusion that  
This may indicate/suggest that

## Repetition of key words and phrases

Paragraph coherence can also be achieved by **repeating key words and phrases**. This reminds the readers of the subject of a paragraph. In the following paragraph, the key word is obviously “comprehension”. Throughout the paragraph, this word is repeated or echoed.

### **EXAMPLE**

Comprehension is a fuzzy term. We can talk about comprehending a word, a phrase, a sentence, or a discourse. We can talk about comprehending systems, like the economy. At the same time, people can have various levels of comprehension. A student can understand the mathematical operations that go into an equation, but not understand why the t statistic given by the equation is meaningful; another can understand why t is meaningful, but not understand why it is not meaningful when the assumptions of the test are violated; and the instructor can understand all of the above, and not understand what degrees of freedom are all about. How is that we can comprehend in these ways? How is it that we can be so certain that we understand at one level (why t is meaningful) when surely that understanding is deficient if we do not understand a fundamental component (degrees of freedom)? Is there anything that these forms of comprehension have in common? How can we, at times, be so wrong about what we comprehend (Glenberg, Sanocki, Epstein, & Morris, 1987)?

From: A.M. Glenberg, P. Kruley, W.E. Langston, “Analogical Processes in Comprehension: Simulation of a Mental Model.” Handbook of Psycholinguistics, 1994 (p. 609)

Keep in mind that a well-written paragraph has variety, and so you should not just repeat words and phrases monotonously. Instead, you should try to balance the need for variety against your audience’s need to understand what you have written.

## Chapter 3 - Write paragraphs

Like linking words and phrases, key words can also be used to reinforce the connections among several paragraph. This is illustrated in the following paragraph cluster:

### **EXAMPLE**

**Mental models** have several characteristics (fc. Johnson-Laird, 1983). First, they consist of representations of entities (usually persons or objects). Because there is no action at a distance, the entities are potentially in contact with one another. That is, spatial relations among the entities are an important component of the **mental model**. Entities that are in contact can have a mutual influence. **Mental models** are labile. As entities contact one another, they alter their relations. Finally, **mental models are limited**. This is not a natural **constraint on mental models**; it is a characteristic of the human cognitive system. In brief, a **mental model** is a representation of the current understanding of a situation, whether that situation is described by the perceptual apparatus or whether that situation is described by a text.

**Limitations forced on models** by the cognitive system have several implications. First, models cannot be exact analogs of real situations. Instead, the entities in the model are more akin to pointers to collections of information in long-term strore (LTS), as suggested by Sanford and Garrod (1981).. Thus, when thinking about, say, an airplane, the **model** consists of an entity representing an airplane and depending on the context, some salient features such as wings. This entity points to or activates information about airplanes in LTS so that information is available to control manipulation of the entity (how the airplane moves) in the **model** and reasoning about the entity.

**Limitations on models** also help us come to grips with the fuzzy nature of comprehension. We can (legitimately) state that we comprehend an event (or description of the event) whenever we can construct a **model** incorporating representations of some of the event's entities and relations among the entities. [...]

**Limitations on models** also help us to understand how we can so easily hold contradictory beliefs. I wouldn't be surprised to find out that my inchoate representation of an airplane's engine is incompatible with my notions of how lift is generated. Because these **models** and sub **models** are separately constructed and do not themselves interact, I never "notice" (Glenberg & Langston, 1992) the contradiction.

From: A.M. Glenberg, P. Kruley, W.E. Langston, "Analogical Processes in Comprehension: Simulation of a Mental Model." *Handbook of Psycholinguistics*, 1994: 610-611

The four paragraphs above form a tightly knit unit. One of the characteristics of mental models, it is stated in the first paragraph of this cluster, is that "mental models are limited". In the succeeding paragraphs, each topic sentence starts with a variation of the word group "mental models are limited", repeating or echoing the key words "limited" and "mental models". In the remainder of the paragraphs, some form of the key word "mental models" occurs, further reinforcing the connections among and within the paragraphs.

### Grammatical parallelism

Another strategy you can use to establish coherence within paragraphs is the use of grammatically parallel constructions. In the paragraph presented below, coherence has not only been achieved through the repetition or echoing of the key word 'comprehension', but also through the **repeated use of similar grammatical patterns**. Note how the basic sentence structure ("We can talk about ..."), the structure "X can understand Y, but not understand Z" and the questions ("How is that...?", "is there anything that...?", "How can we...?") are used repeatedly. This use of grammatically parallel constructions adds emphasis, reinforces the relationships among ideas and, consequently, helps the reader comprehend what is being said. **Grammatical parallelism**, then, is yet another important means of increasing coherence.

#### **EXAMPLE**

---

Comprehension is a fuzzy term. **We can talk about** comprehending a word, a phrase, a sentence, or a discourse. **We can talk about** comprehending systems, like the economy. At the same time, people can have various levels of comprehension. **A student can understand** the mathematical operations that go into an equation, **but not understand** why the *t* statistic given by the equation is meaningful; **another can understand** why *t* is meaningful, **but not understand** why it is not meaningful when the assumptions of the test are violated; and **the instructor can understand** all of the above, **and not understand** what degrees of freedom are all about. How is that we can comprehend in these ways? **How is it that** we can be so certain that we understand at one level (why *t* is meaningful) when surely that understanding is deficient if we do not understand a fundamental component (degrees of freedom)? **Is there anything that** these forms of comprehension have in common? **How can we**, at times, be so wrong about what we comprehend (Glenberg, Sanocki, Epstein, & Morris, 1987)?

## Chapter 3 - Write paragraphs

From: A.M. Glenberg, P. Kruley, W.E. Langston, "Analogical Processes in Comprehension: Simulation of a Mental Model." Handbook of Psycholinguistics, 1994 (p. 609).

### Ways of organizing your ideas

Finally, when you try to write a coherent paragraph, you should also think about the way in which you are going to present the information. You could, for instance, organize your ideas from general to specific, from accepted to controversial, from cause to effect or in chronological order. Do not forget to use transitional words and phrases to help clarify connections between sentences. In a cause and effect paragraph, which explores why events occur and what happens as a result of them, you could for instance use words such as "one cause, another cause, because, as a result, consequently". (For more information on organizing and presenting your ideas in a coherent paragraph, see section 3.5, "Present your arguments".)

### 3.3 Expressing tentativeness and possibility - Hedging

In the previous section it was explained that paragraphs should be well structured and coherent. This section addresses the importance of expressing tentativeness and possibility in topic, elaborating and concluding sentences, whenever necessary.

The expression of tentativeness and possibility is often referred to as hedging. Hedging is perhaps the most important linguistic device in English academic writing. The Merriam-Webster online dictionary defines the verb to hedge as: "to evade the risk of commitment especially by leaving open a way of retreat". The purpose of hedging in academic writing is to express tentativeness and possibility in the claims you make and it is a means of anticipating the possibility of opposition to your statements. Hedging makes your text more diplomatic and your reader will feel it projects the "honesty, modesty and proper caution" (Swales 1990, p. 175) which may be expected in academic prose. Adverbs, adjectives and (modal) verbs (on which you will find more information in the next section) can all be used as hedges.

### Chapter 3 - Write paragraphs

We also recently said that RIT is effective against chronically infected cells, including those with viral infections.

The above sentence, without hedging, can perhaps better be replaced by:

We also recently suggested that RIT may be effective against chronically infected cells, including those with viral infections.

<b>Frequency hedges</b>	frequently often generally in general usually ordinarily occasionally on occasion sometimes at times from time to time every so often most of the time almost never rarely seldom hardly ever almost always nearly always invariably
<b>Possibility hedges</b>	probable probably possible possibly perhaps certain certainly

Chapter 3 - Write paragraphs

<b>Quantifying hedges</b>	many much most some a few a little a number of a great deal of
<b>Introductory verb hedges</b>	seem tend look like appear think believe doubt be sure indicate suggest assume
<b>That-clause hedges</b>	It could be the case that... It might be suggested that... There is every hope that...
<b>Formal adjective and adverb hedges</b>	about according to actually apparent(-ly) approximate(-ly) broad(-ly) clear(-ly) comparative(-ly) essential(-ly) fairly likely merely most (+adjective) nearly normal(-ly)

### Chapter 3 - Write paragraphs

	partially partly potential(-ly) presumably relative(-ly) relative to slightly somehow somewhat sufficiently theoretically unlikely
<b>Modal verb hedges</b>	can may might could be able to must have to should ought need to to be to to be supposed to will would

From: Hinkel, Eli. *Teaching Academic ESL Writing: Practical Techniques in Vocabulary and Grammar*. Mahwah: Lawrence Erlbaum Associates, 2004 (p.313-324).

Hedging is essential in expressing personal positions or points of view in your paper. It is important to have a good command of the modal verbs and to be able to use them as hedges when expressing your opinion. Two points are particularly worth making here. To start with, there are two ways of translating Dutch *moet* in a sentence like 1), namely 1a) and 1b):

- |     |  |
|-----|--|
| 1)  | In dit verband moet benadrukt worden dat ...           |
| 1a) | In this connection it <i>must</i> be stressed that ... |

### Chapter 3 - Write paragraphs

1b) In this connection it *should* be stressed that ...

The *should* form is slightly less direct, and hence a little more polite, than the must form. Many authors feel that must looks too much like a command, and may in general be replaced by the recommendation *should* – unless one needs to state that a given course of action is absolutely necessary or obligatory. The same difference in interpretation holds between *seem/appear* and *would seem/would appear* in concluding statements like 2a) and 2b). Here the *would* form adds an extra layer of tentativeness to the judgment that the author is making.

- 2a) Knowledge about why things happen *seems to be* a prerequisite to...  
2b) Knowledge about why things happen *would seem to be* a prerequisite to....

Research has shown that academic texts written by non-native speakers tend to contain considerably fewer cases of hedging than papers written by native speakers. Non-native writers, on the other hand, frequently use informal hedges, exaggerations and overstatements that are not appropriate in academic English:

#### Informal hedges: AVOID in academic writing

actually	like
anyway	more or less
in a way	pretty
kind of	something like
maybe	sort of

From: Hinkel, Eli. *Teaching Academic ESL Writing: Practical Techniques in Vocabulary and Grammar*. Mahwah: Lawrence Erlbaum Associates, 2004 (p.324).

**Exaggeratives and Emphatics frequent in non-native academic writing: AVOID**

absolute(-ly)	definite(-ly)	no way
a lot (+ noun/ adj.)	enormous(-ly)	perfect(-ly)
always	ever	pure(-ly)
amazing(-ly)	extreme(-ly)	so (+ adj./ verb)
awful(-ly)	far (+ comparative adj.)	sure(-ly)
bad(-ly)	forever	terrible(-ly)
by all means	for sure	total(-ly)
clear(-ly)	huge(-ly)	unbelievable(-ly)
complete(-ly)	in all/ every way(s)	very
deep(-ly)	never	very much

Adapted from: Hinkel, Eli. *Teaching Academic ESL Writing: Practical Techniques in Vocabulary and Grammar*. Mahwah: Lawrence Erlbaum Associates, 2004 (p.327).

### 3.3.1 Thinking about Modality [Will/Shall, May/Might, Can/Could]

One category of hedges are modal verbs. Modal verbs (which give additional information about the mood of the main verb that follows them) are very important for clear, unambiguous formulation. They can be a powerful tool for the expression of the precise nuance of your meaning. Non-native speakers of English generally fail to take full advantage of the set of verbs presented below, which express shades of meaning, because they do not know how to use them. As a result, their sentences tend to contain lots of perhaps or maybe instead of may or might.

MODAL VERB	EXPRESSES	EXAMPLES
can	possibility ability permission request	This approach can be profitable. She can write very well. Can we start now? Can somebody give me a hand?
could	tentative possibility (general) ability polite request	It could be true. I could never work that hard. Could you give me a hand, please?

### Chapter 3 - Write paragraphs

MODAL VERB	EXPRESSES	EXAMPLES
would	offer/ invitation request general: tentativeness	Would you like something to eat? I'd (would) like to take a break, please. It would seem that X is the answer. I would suggest Y is the trigger.
could have	(hypothetical) possibility	You could have adopted a different approach.
(be) able to	(specific) ability	We were able to find the necessary funds.
may	possibility (formal) permission polite request	The experiment may prove to be inconclusive. You may sit down. May I use your data?
might	tentative possibility polite instructions very polite request	It might be the case. You might want to consider a different option. Might I ask you a favour?
must	(personal) obligation strong advice absolute necessity	You must proceed with caution. You must take measures to avoid plagiarism This must be done immediately.
must (have)	logical conclusion	You must have known this. This must be the answer.
have to	(external) obligation	He has to take the test again.
had better	advisability	You had better (you'd better) beware.
needn't	not necessary	You needn't (need not) bother. You don't need (do not need to) bother.

MODAL VERB	EXPRESSES	EXAMPLES
<b>should/ought to</b>	advice/moral obligation	We should/ought to include this. You should/ought to mention your sources.
<b>should have</b>	advice/obligation not realized	You should have acknowledged your sources. (But you did not.)

### 3.4 Avoid wordiness

Non-native speakers of English often tend to use more words than necessary to say something, using words or phrases that can easily be replaced by shorter, more elegant formulation. You should try to simplify your language by replacing long-winded turns of phrase by shorter ones. Simplification can add 'crispness' to your prose. Here are some examples:

SIMPLIFY!	
Replace	With
a considerable amount of	many, much
absolutely essential	essential
almost unique	rare, uncommon
an order of magnitude more than	ten times
as to whether	whether
at the present time, at this point in time	now
completely full	full
considered as	considered
considering the fact that	although, because
decline	decrease
different than	different from, unlike
due to the fact that	because
each and every	each
end result	result
equally as	equally
exact same	identical
	tend

### Chapter 3 - Write paragraphs

<b>SIMPLIFY!</b>	
<b>Replace</b>	<b>With</b>
exhibit a tendency	outcome
final outcome	first
firstly	first
first of all	expected
foregone conclusion	future
foreseeable future	tend
have a tendency	be able to
have the ability to	higher than
higher in comparison to	if, when
if and when	near
in close proximity	although
in spite of the fact that	if
in the event that	finally
in the final analysis	possible
in the realm of possibility	including
including but not limited to	inside
inside of	suggest, indicate
intimate	regardless
irregardless	rare, uncommon
nearly unique	prevent
obviate	orient
orientate	because
on account of the fact that	preventive
preventative	prove
prove conclusively	called
referred to as	regarded as
regarded as being	because
seeing that	happen
transpire	try to
try and	undecided
up in the air	unique
very unique	

Adapted from: Katz, Michael J. *From Research to Manuscript: A Guide to Scientific Writing*. Dordrecht: Springer, 2006 (p.141).

## 3.5 Present your arguments

Knowing how to present arguments – how to persuade and convince – is a key feature of scientific writing. Throughout your paper, you must use logic and evidence to convince your readers of the truth of your assertions. Four important patterns of argumentation widely used in academic prose and discussed below are exemplification, comparison and contrast, cause and effect, and chronological development. The vocabulary used to express these patterns of argumentation is dealt with. Part of this section is also devoted to spotting and recognising logical fallacies, i.e. flawed arguments that seriously weaken your credibility. Finally, since convincing argumentation builds on the effective use of evidence, attention also will be paid to how you can refer to important research sources that you have consulted.

### 3.5.1 How to present your arguments by example

You can give specific examples as evidence to support your arguments. The most straightforward ways of giving examples are to list the points concerned (*firstly, secondly, use of colon etc.*) and to state explicitly that something is an example (*an example of this is X, as is exemplified by X etc.*).

Other ways of exemplifying are making a point, and stating that items belong to a certain class. You can make a point by writing *moreover, furthermore* and *in this connection it should (also) be mentioned that*. Class membership can be expressed by *included are X, among them are X, the most common of which are and as is illustrated by X*.

## Chapter 3 - Write paragraphs

### IMPORTANT

#### Abbreviating for example / for instance: an important warning

The abbreviation of *for example / for instance* in English is *e.g.* [Latin: *exempli gratia*]. Note that *f.e.* or *f.i.* simply do not exist in English. The abbreviation *e.g.* should not be used in running text, but should be kept for examples (of references) given between brackets or in footnotes.

The following expressions can be used for purposes of exemplification.

#### Exemplification

for example/ instance  
an example (of this) is  
to use another example  
as may be illustrated by  
yet another X is  
as a first example, consider X  
as the following examples illustrate  
like / as / such as

Here is a short list of expressions used to present additional argumentation.

#### Additional argumentation

moreover  
in addition (to)  
as well as  
furthermore  
further  
besides  
finally

The following snippets contain standard phrases for making a point.

- (1) In this connection it is worth noting the comments of Edelsky (1979: 28)
- (2) It should be recognized from the outset that our approach differs somewhat from that taken in much of the recent literature.

### Chapter 3 - Write paragraphs

- (3) To return to an earlier point, **it should be noted that** none of these cases can be explained as constituting 'special adaptions to speech'.
- (4) For the physician interested in chronic diseases, **it is clear that** disordered immune processes form at least part of the etiologic and pathogenetic spectrum in many disorders.
- (5) Silent myocardial infarctions were missed, **but it seems unlikely that** the proportion of silent infarctions would have changed significantly over time and biased our results.
- (6) Once the site contest was announced, it acquired a political dimension. **After all,** a \$ 264 million project of whatever sort is a significant public investment.
- (7) **It should be stressed at this point that ...**
- (8) **What is striking in the data presented in Table 3 is ...**
- (9) The problem is probably not due simply to a lack of information [...] **far more likely is the possibility that** the patterns shown by our study persist because of factors associated with the social structure of the delivery system.
- (10) **I would like to emphasize that** the present study is characterized by a cognitive, i.e. psychological approach.

#### 3.5.2 How to compare and contrast

Another effective argumentation pattern is the use of words and phrases such as those listed below to express comparison and contrast.

Chapter 3 - Write paragraphs

COMPARISON	CONTRAST
similarly likewise also/too as (just) as / like similar (to) the same as both X and Y X as well as Y not only X but also Y compare to/ with comparable to	on the one / other hand in contrast however by / in comparison although even though whereas while but yet different (from) unlike to differ (from) nevertheless still of course despite regardless of in spite of some people...; conversely, others ...

- (1) It might be objected that Hong Kong is a special case, not relevant to **other** developing countries. **Certainly** there is no reason why the export supply parameters for Hong Kong should necessarily resemble those of other countries. **However**, the parameters of demand for Hong Kong's exports should be **similar** to those faced by **other** countries exploring **similar** products. The price elasticity of demand for Hong Kong's exports may indeed be **lower than** for most other countries since Hong Kong's share in world markets is **much greater than** those of most other developing countries. Therefore, if it can be shown that Hong Kong's exports face a high price elasticity of demand, and that changes in the level of income in export markets have a relatively weak effect on export performance, then perhaps **the same holds for other LDC exporters of similar kinds of** manufactures whose shares in world markets are **even smaller than**

### Chapter 3 - Write paragraphs

Hong Kong's. One major qualification, **however**, is that Hong Kong's ability to circumvent trade barriers may **exceed** that of other countries. **However**, this question is beyond the scope of the present paper.

[From: Riedel, J. (1988). The demand for LDC exports of manufactures: estimates from Hong Kong. *The Economic Journal* 98, 138-148.]

- (2) We find that the old paradigm of symbol as a reflection of something essentially social -- cultural inversion, as some authors would have it, or vaguely and vulgarly determined as others put it -- is rather suspect. The paradigm either excuses culture by rendering it as some sort of existential auxiliary mechanism responsible for perpetuating the social structure, **on the one hand**, or absolves culture by treating it as an essentially material manifestation of some transcendental psychological duality, **on the other hand**.
- (3) Our main assumption in this work is that, **while** symbols are chosen in a not altogether arbitrary fashion from the viewpoint of social structure, their use appears to the social actor to be contingent on immediate circumstances.
- (4) In the U.S., the fashionable focus for drug company and health campaigner alike is cholesterol in the blood. Clinics across the US now sport posters urging people to 'Remember to ask for your cholesterol number'. The campaign is the federal government's last attack on heart disease, which still kills more Americans every year than anything else, and reflects a remarkable scientific consensus -- **the more cholesterol in your blood, the higher** the risk that you will die of a heart attack.

[From: *New Scientist*, 25 February 1989, 44]

- (5) American chauvinism puts in an appearance. As the next step in infrared astronomy, Kowal describes the American Space Infrared Telescope Facility with no mention of the European Infrared Space Observatory, now actually being built for launch in 1993. **Similarly**, there is no mention of Soviet plans to explore Mars's moon Phobos.  
[From: *New Scientist*]
- (6) Bleijenberg and Kuipers et al.10 found EMG biofeedback treatment of paradoxical puborectalis contraction (PPC) to be far superior **when compared with** balloon training for patients with constipation.

### Chapter 3 - Write paragraphs

[From: Poster presentation at the meeting of The American society of Colon and Rectal Surgeons, San Antonio, Texas, May, 1998]

- (7) The Russian launch system is the 'Energia' booster: a four-rocket core helped along by four extra strapped-on rockets. It, **too**, is re-usable, at least to some degree.

[From: *The Economist*, November 5 1988, 97]

- (8) Schumpeter does not go much beyond Marx. Differences lie in emphasis, which partially reflect the altered circumstances under which Schumpeter lived. Capitalism today is substantially different from its form during Schumpeter's time. **Nevertheless**, his influence on the literature continues to be great.

- (9) Plant scientists have created artificial seeds that grow into genetically identical plants. **Unlike** natural seeds, which are the product of sexual reproduction, the artificial seeds are the result of a fiddling with individual cells taken from the plant so that the cells develop as fertilised eggs.

[From: *New Scientist*]

- (10) There is now widespread agreement that junior doctor's hours should be cut; a bill now before the House of Lords would limit them to 72 a week by 1992. But would that work? **Unlike** any other trade, where those who work long hours get a premium for doing so, doctor's overtime is paid at only one-third of the basic rate. So cash-conscious health authorities have a perverse interest in extracting as much cheap overtime as possible.

[From: *The Economist*, 7 January 1989, 32]

- (11) Meteorites are pieces of asteroid that have been dislodged from the main belt, to fall onto our planet. The spectra of various types of meteorite match closely the spectra of many asteroids. This allows astronomers to make an educated guess about the composition of these 'minor planets.' Some, such as Psyche, are composed of metal. **Others, on the other hand**, are stoney or show signs of carbon compounds.

[From: *New Scientist*]

### 3.5.3 How to present your argument by means of cause and effect

You can also develop your argumentation by exploring causes and predicting or describing effects. To establish clear causal relationships, use words and phrases such as *therefore, thus, consequently*.

#### Cause and effect

as a result / consequence of  
due to  
on account of  
for this reason  
this results from / in X  
several factors cause X / account for X / contribute to X  
another major cause of X is Y  
many of the causes can be traced to X  
one of the biggest effects of X is Y

### 3.5.4 How to present your argument by chronological development

Use of chronology (expressions of time) in a scientific paper is another straightforward, widely used way of presenting work done and establishing its value. Note how this is done in the following passage.

## Chapter 3 - Write paragraphs

### **EXAMPLE**

Tuberculosis had, for many years, been identified as a major public health problem in East Timor. From 1996, two TB programs operated in parallel: one run by the Indonesian Ministry of Health and one run by an externally funded church-based organisation (Caritas East Timor). Following the referendum and associated violence, many health staff left East Timor or were unable to continue working, and TB services were severely disrupted. The magnitude of the TB epidemic in East Timor is believed to have increased in 1999. Within a few months of the September events, people from many different organisations contributed to the establishment of a National Tuberculosis Control Program that conformed to WHO's DOTS strategy. In its first 5 years, the TB program diagnosed and commenced treatment for 17,210 patients. In 2001, the notification rate was 446 cases per 100,000 population for all forms of TB, and 154 per 100,000 population for new smear-positive pulmonary cases. These are the highest rates in the Southeast Asian and Western Pacific Regions. This reflects both the high burden of disease and the effective case-finding system that has been developed and sustained in East Timor since 1999. There has been gradual progress in DOTS expansion, with the TB program functioning in all 13 districts and accessible to 79% of the population of East Timor. Treatment results have improved, and the treatment success rate is now consistently over 80%.

From: Martins N, Kelly PM, Grace JA, Zwi AB (2006) Reconstructing Tuberculosis Services after Major Conflict: Experiences and Lessons Learned in East Timor. PLoS Med 3(10): e383

### **3.5.5 Recognize and avoid flawed arguments**

As an academic, you should evaluate what you have read, think critically about it and identify faulty argumentation in your own or others' work. The following list derives (but has been adapted) from Kirschner and Mandell, *The Wadsworth Handbook*, 8th edn. 2007, chapter 9. The list details some of the typical errors in reasoning that will undermine the logic of your own or someone else's argument. Accordingly, if you recognize such errors, i.e. flawed arguments or logical fallacies, in others' work then that can form part of the basis of a critique. If you discover them in your own work, then see to it that you get rid of them.

## Chapter 3 - Write paragraphs

**Hasty generalization.** A hasty generalization occurs when a conclusion is drawn on the basis of too little evidence.

It's only the first day, but I can already tell this is going to be a boring course.

**Sweeping generalization.** A sweeping generalization is a statement that cannot be supported, no matter how much evidence is supplied

All dogs should be muzzled.

Everyone should exercise.

**Equivocation.** Equivocation occurs when a key word or phrase is used in different senses at different stages of an argument; that is, the meaning of this word or phrase is shifted during an argument.

Critical thinking depends on the critic.

It is not in the public interest for the public to lose interest in politics.

**Non sequitur (Does not follow).** This fallacy occurs when a conclusion does not logically follow from what comes before.

He made a fortune in business, therefore he'll be a good professor.

**Either/or fallacy.** The either/or fallacy occurs in a situation in which only two alternatives are considered when in reality there are more options.

Either we 'stop using cars, or we destroy the earth.'

The university's new enrolment programme will either make things easier for students or result in total chaos.'

**Post hoc argumentation (false cause).** The post hoc fallacy occurs when an unjustified link between cause and effect is established; that is, when it is mistakenly inferred that because an event followed another event in time, the first event caused the second.

A butterfly flapped its wings in Peru. The world's climate changed.

### Chapter 3 - Write paragraphs

**Begging the question (circular reasoning).** This fallacy occurs when a debatable premise is stated as if it were true.

Euthanasia should never be legalised because it's an inherently evil process.' [Note: the premise is that euthanasia is evil – but no evidence has been given to support that view]. We know that television causes children to be more violent. So what can we use to control television? The V-chip, television ratings, and more governmental control of television content will help reduce violence.

**False analogy.** A false analogy assumes that because concepts or issues are similar in some ways, they are also similar in other ways.

People commit crimes because they are weak and selfish. They are like pregnant women who know they shouldn't smoke but do anyway.

**Red herring.** The red herring fallacy occurs when a writer changes the subject to distract the audience from the issue.

Our company may charge high prices, but it gives a great deal of money to charity each year.

**Bandwagon.** The bandwagon fallacy occurs when a writer tries to establish that something is true because everyone believes it is true.

It's just common sense that if you borrow loan-words from English into Dutch then the Dutch stock of native words will diminish.

**Argument to the person (ad hominem).** Arguments to the person attack the person rather than the issue at stake.

My opponent says that he wants to be mayor. He has been divorced twice. Obviously, he should get his own life in order before he even thinks of running for public office. Of course the congressman supports drilling for oil in the Arctic wildlife preserve. He worked for an oil company before he was elected to Congress.

**Argument to the people (ad populum) / appeal to prejudice.** This fallacy occurs when a writer appeals to people's prejudices.

Parts of the Netherlands are infested by immigrants, therefore immigration should be stopped.

**Argument to ignorance (argumentum ad ignorantiam).** This fallacy occurs when a writer states that something is true because it cannot be proved false, or that something is false because it cannot be proved true.

How can you tell me to send my child to a school where there is a child who has AIDS? After all, doctors can't say for sure that my child won't catch AIDS, can they?

### 3.5.6 How to refer and quote

Convincing argumentation builds on the effective use of evidence. Much of this supporting information comes from other studies or other parts of your own text. Therefore, referring and quoting are useful means of establishing credibility, demonstrating your knowledge and refuting opposing arguments.

Let us consider the difference between direct and indirect quoting. Direct quotations are another person's exact written or spoken words. These words should be placed between quotation marks. Do not use quotations marks with indirect quotations, which are rephrasings or summaries of another person's words (not someone else's exact words). Another difference that you should be aware of is between indirect quoting and referring to other authors. An indirect quote is any statement that had the structure **X + verb of saying + that + Y**, where X stands for the author in question. With referring, on the other hand, we understand a statement made by the author of the text himself to the effect that a certain argument can (also) be found somewhere else.

It was pointed out by Edmonds that 'nongerund clauses will appear only in extraposition and in topicalized NP positions' (1997: 127). (**direct quote**)

Kendell (1995:41) observes that few studies of predictive validity have been mounted in psychiatry. (**indirect quote**)

The same point has been argued for elsewhere, notably in Jesperson (1983). (**reference to another author**)

## Chapter 3 - Write paragraphs

### How to refer to other studies

- (1) These characteristics are in line with the findings reported in Hogan, 1998b; 1996.
- (2) Research indicates that the group brainstorming process may be suspect in its effectiveness as an idea-generating procedure (Bouchard, 1969; Bouchard and Haire, 1970; Bouchard et al., 1974).
- (3) A complete description of the survey is found in Featherman and Hauser (1978).
- (4) For a review of early treatments the reader is referred to James (1994).
- (5) A more extensive discussion of each study is available in Shadish (1998).
- (6) This is essentially the argument advanced by Marshall (1999).
- (7) Models of stress and coping such as those presented by Perlin (1987) and Hull (1987) suggest that these measures must be taken into account to fully understand experiences of emotional distress.
- (8) Some of the assumptions of the modernity school can be seen in the work of Cohen and Till (1977) and Armer and Schnaiberg (1972; 1975; 1977).
- (9) Liebermann (1978), pursuing some suggestions made by Bolinger (1967), hypothesized that the different pitch patterns for questions and statements were due to the former being a syntactically 'marked' sentence form.
- (10) It has long been recognized that human BP can change dramatically as a function of the affective content of communication (Wolff et al., 1955; Wolff, 1953).
- (11) This conclusion has been widely quoted and paraphrased in textbooks and other publications. However, the data reported by Glenn et al., (1974) (and in the other publications cited above) do not adequately support that conclusion.
- (12) This finding is consistent with that of Hofstetter et al. (1987), who found no difference in the basal metabolic rate of smokers.

Chapter 3 - Write paragraphs

- (13) **As Schneiberg (1976a; 1976b) and Armer (1977) noted** recently, the resulting scales cannot be expected to be either valid or invalid. (idem)
- (14) **Kendell also notes** (1995: 39-41) that reliability is just a means to an end.
- (15) **It has been noted in the literature that** the same holds for the other variables (Schneiberg 1976; Edelsky 1981).
- (16) **Recent accounts of X include** Peterson (2001).
- (17) **A clearly different position is taken by** Simpson (1988).
- (18) **There has been a considerable amount of work done on...** (Reference)
- (19) **As I have demonstrated elsewhere** (Tieken 1987: 206), Elphinston's linguistic observations with regard to the auxiliary do are not always accurate.
- (20) **The same point has been argued for elsewhere, notably in** Jesperson (1983).
- (21) **The methodology of the survey has been described in detail elsewhere** (Australian Bureau of Statistics, 1979; Braithwaite and Biles, in press).
- (22) In this connection it is worth noting the comments of Edelsky (1979, 28).
- (23) **Further references that deserve citing** in this connection are Farb (1973), who claims that the 'effeminate voice' in English has a wider pitch range than the male norm.

Here are some references to studies without 'announcements' using expressions such as **see**, **cf**, **e.g.**, **as developed by**, etc . [cf. is an abbreviation of the Latin *confer* (the imperative of *confero*), meaning 'compare' or 'consult']:

- (24) For an interesting experiment in establishing native speaker reactions to specific pronunciation errors in the English of Dutch learners, **see** Koet (1976).

### Chapter 3 - Write paragraphs

- (25) One of the primary objectives of both investigations is to determine whether modernity scales meet the convergent/discriminant validation test (see Campbell and Fiske, 1959).
- (26) The main difference between his analysis and Koster's will then be the requirement that topics be NPs - but see Bernsan and Grimshaw (1978, fn. 4) for data that any analysis must take into account.
- (27) Sociologists (e.g. Labov, 1972b; Hymes, 1971; Ervin-Tripp, 1972) have shown that communication systems are heterogeneous and multilayered.
- (28) It has become apparent from research on life stress that the relation of life events to symptoms and health status is not strong (e.g. Rabkin and Struening, 1976; Rahe and Arthur, 1978).
- (29) Also cf. Seward's comments (1978, 11) that 'Japanese men emphasize the masculinity of their speech by adopting a deep-voiced, guttural mode of speaking'.

### How to refer to other parts of the text

- (1) As noted above, the four hypotheses were supported for closed groups.
- (2) As we noted in the previous section, empirical research by the new structuralists generally examines whether supraindividual units of analysis influence this process.
- (3) In the above section, the possible differences in the way the two language communities process pitch correlates of politeness have been sketched out.
- (4) This is the essence of the methodology formulated by Sankoff and Thibault (1977) which I have briefly discussed above.
- (5) It was stated in Section 1 above that .....
- (6) As was said earlier, the prosodic hierarchy provides the durational structure of speech.
- (7) As has already been mentioned, the development of deciduous dentition is quite independent of morphological processes.

### Chapter 3 - Write paragraphs

- (8) **Mention has been made of** the role of prosodic disambiguating features.
- (9) **As already indicated**, the two most consistent phonetic features associated with well are articulatory precision and timing.
- (10) **To return to an earlier point**, it should be noted that none of these cases can be explained as constituting 'special adaptations to speech'.
- (11) **Before we turn to X**, we remind the reader that .....
- (12) **Recall that X**
- (13) **X, it will be recalled**, .....
- (14) **Below** we examine how various accounts of work and inequality differ.
- (15) These problems of cross-national noncomparability are compounded by other decisions Robinson and Kelly make, **as we show later**.
- (16) **cf. Section 2.**
- (17) **This issue is pursued below.**
- (18) **I will return to this point below.**
- (19) ..... **as we shall see in greater detail later.**
- (20) **This will be discussed in greater detail in Section 2.**

### How to refer to yourself

- (1) It should be recognized from the outset that **our approach differs somewhat from** that taken in much of the recent literature.
- (2) **In this paper, as in Sankoff and Thibault's paper**, the necessity of recording the usual heuristic procedure is explicitly stated.
- (3) Lavendara is sensitive, **as I am**, to the tendentious nature of what she so aptly terms the 'dangerous' hypotheses.
- (4) **This issue is not pursued in the present paper but is at the heart of a study in which I am at present engaged** (Dines, 1999).

### Chapter 3 - Write paragraphs

- (5) Their approach has tended to focus on socio-cultural determinants. In **contrast**, the interpretive scheme we employ focuses on the mental health-system and, in particular, on the orientations of service providers.
- (6) **Contrary to** Black (1979, 4) - and now Braithwaite and Biles (1980, 335) - we define, measure and use the concept 'seriousness' apart from the dependent variable.
- (7) **I find myself in agreement with** Lavandera, who does not argue in principle against the extension of the model.
- (8) **Following the suggestion of** Stack and others, my measure of income inequality focuses on both ends of the income distribution.
- (9) Hence, we may speak, **following** Paul Ricoeur and others, of a 'depth hermeneutics: a process of interpretation which is mediated by 'objectifying techniques' (Ricoeur, 1981).
- (10) The top row of Table 1 reports a set of estimates **similar to those reported by** Stack (1999, Table 1).

### How to quote directly and indirectly

Here is a list of reporting verbs used to introduce a direct or indirect quotation:

say
report
state
mention
Maintain
conclude
observe
declare
put
believe
insist
continue: (plus direct quote)
according to X,
as X states, / reports, / points out, ...

### Quoting directly

- (1) As O'Connor and Arnold (1973, 5) **state**, '.... every utterance we make contains in its intonation, some indication of ..... [an] attitude ....'
- (2) It was **pointed out** by Edmonds that 'nongerund clauses will appear only in extraposition and in topicalized NP positions' (1997, 127).
- (3) Anthropologists such as White and Geertz have linked the study of culture to the analysis of symbols and symbolic action (White, 1949; Geertz, 1973). 'Culture', **comments** Geertz, is an 'acted document', an interwoven system of construable signs [Geertz 1973, 10, 14].
- (4) Recently Holzner has **continued the discussion by suggesting** the development of a 'sociology of knowledge application', in effect a sociology of knowledge 'turned upside down' (Holzner, 1978:8).  
[From: **American sociological review**, 302]
- (5) Robinson and Kelley (1979:39) initially define the Marxian class of capitalists as those who own the means of production and who purchase the labor-power of others. **They add**:

...we will show that capitalists have high incomes not only because they own the means of production but also because they exercise authority. The true effects of owning the means of production can only be discerned by controlling (in the usual statistical sense) for authority by making ownership one variable and authority a second variable and using standard multivariate techniques for separating their effects. (Robinson and Kelley, 1979:41)

[From: **American Social Review**. Vol.45 No.2. 1980, 325-326]

- (6) One of Chomsky's more recent statements about the nature of linguistics is the following:  
I would like to think of linguistics as that part of psychology that focuses its attention on one specific cognitive domain and one faculty of mind, the language faculty (1980:4).
- (7) House and Kasper (1999), for example, define what they term '**hedges**' - phrases such as **kind of**, **sort of**, **what have you**, **more or less** - as 'adverbials (...) by means of which [the speaker] avoids a precise propositional specification' (167).

Chapter 3 - Write paragraphs

### Quoting indirectly

- (1) Kendell (1995:41) **observes that** few studies of predictive validity have been mounted in psychiatry.
- (2) In this regard, Kendell (1975:41) **remarks that** two of the traditional prognoses are too well-established.
- (3) Chiswick (1974:69-71) **suggests that** the greater mobility of people with more education means that they participate in a national labour market.
- (4) To re-establish 'the dimension of society 'without history' at the very heart of historical society': that, **argues** Claude Lefort, is one of the key characteristics of ideology in modern societies (Lefort 1986:201).
- (5) Recently Gove (1997) has **claimed that** the debate continues because sociologists have ignored the work of psychiatrists.
- (6) Gove (1979) **maintains that**, although psychiatric explanations of mental disorders are rather imprecise, they are probably at least as cogent as the better sociological explanations.
- (7) Hackney (1962) and Reed (1972) **posit that** high rates of interpersonal violence in the South are indicative of a southern subculture.
- (8) Wolfgang (2006) **states that** high homicide rates are intrinsically related to culture.
- (9) Hymes (personal communication) **notes that** a general term may be inexplicit.

### WRITING TIPS

- Make sure that you separate long quotations from the running text and indent them, if you wish to the left and the right. Note further that in the case of long, separated quotations no quotation marks are needed.
- If you want to alter a quote by adding italics to a word or phrase then you should include the phrase **my italics**, followed by your initials without full stops in between square brackets.
- If there is a mistake in the quote (of grammar, for example) then stick to the original and add the word **sic** between square brackets.
- If you leave out part of a direct quotation use (...) or ... in its place. Also, additions which are yours need to be put in square brackets.

### WRITING TIP

There are no hard-and-fast rules on how often you can quote in a research paper, but you should not quote extensively. After all, you do not want your readers to think that your paper is merely a collection of quotes from several authors, perhaps leaving them the impression that your article is predominantly a collection of other people's ideas. The question then is: when should you quote? Kirschner and Mandell, *The Concise Wadsworth Handbook*, 8th edn. 2005, chapter 44 (pp. 383-384) provide you with a very useful checklist:

- Quote when a source's wording is so distinctive that a summary or paraphrase would diminish its impact.
- Quote when a source's words lend authority to your presentation. (If a writer is a recognized expert on the subject.)
- Quote when a writer's words are so concise that paraphrase would create long, clumsy, or incoherent passages or would change the meaning of the original.
- Quote when you are going to disagree with a source. Using a source's exact words assures the reader you are being fair.