1. What sources can do
   -> BEAM framework
   -> Reading task

2. Incorporating sources
   -> Writing task

3. Revision strategies for global coherence
   -> Revision tasks
Why do we use sources in a research paper?

➔ Write down your answer
What sources can do: BEAM*

- **Background**
- **Exhibit**
- **Argument**
- **Method**

*framework developed by Bizup, J. (2008)*
Background sources

→ any source that provides context or information taken as “fact”

Explanations of BEAM (Bizup 2008) from Bean (2011)
<table>
<thead>
<tr>
<th>B</th>
<th>Background sources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>→ any source that provides context or information taken as “fact”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E</th>
<th>Exhibit sources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>→ documents, data, field/lab observations, images, or artifacts/objects that the writer analyzes. Particulars from “exhibits” are often used as evidence within the writer’s argument.</td>
</tr>
</tbody>
</table>

| A | |

| M | |

Explanations of BEAM (Bizup 2008) from Bean (2011)
<table>
<thead>
<tr>
<th>B</th>
<th>Background sources</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>Argument sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>→ ongoing conversation of critical views and relevant scholarship surrounding the writer’s RQ or main claim.</td>
<td></td>
</tr>
</tbody>
</table>

Explanations of BEAM (Bizup 2008) from Bean (2011)
<table>
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<tr>
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<thead>
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<tr>
<th>A</th>
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<td></td>
<td>→ ongoing conversation of critical views and relevant scholarship surrounding the writer’s RQ or main claim.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M</th>
<th>Method or theory sources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>→ references to theories or methods the writer employs.</td>
</tr>
</tbody>
</table>

Explanations of BEAM (Bizup 2008) from Bean (2011)
“Writers rely on background sources, interpret or analyze exhibits, engage arguments, and follow methods” (Bizup, 2008, 76).
A. What is the purpose of the article?

B. What is the function of each source? Use these labels:
   - Background
   - Exhibit
   - Argument
   - Method

C. In pairs: compare your answers and motivate your choices
1. Introduction

Eutrophication of the Baltic Sea has been recognized as a major problem since the 1960s (Boesch et al., 2006; Gustafsson et al., 2012). Excessive nutrient loads are considered a major explanation. Internationally agreed upon nutrient reduction targets for the Baltic Sea were first defined in the Ministerial Declarations of 1988 and 1990. These declarations stipulated that by 1995, emissions of nitrogen and phosphorus to the Baltic Sea should be reduced by 50% of the emissions level 1985. These targets were not met, however (Lääne et al., 2002). The Baltic Sea Action Program (BSAP), launched in 2007, defined new load reduction targets (Backer et al., 2010; HELCOM, 2015) and required a decrease in nitrogen and phosphorus loads by 16 and 70%, respectively, compared to the reference period of 1997–2003. A subsequent follow-up suggests that substantial progress has been made towards the nitrogen target, where almost ¾ of the intended reduction was achieved, whereas for phosphorus, only ¼ of the targeted reduction was achieved (HELCOM, 2015). Most of the reductions made since the 1980s are due to abatement at municipal and industrial point sources, but it has proven to be much more difficult to curb emissions from agriculture, forestry and scattered settlements. Consequently, agriculture remains the main source of nutrient inputs into the Baltic Sea (HELCOM, 2015). It is argued that the failure to reach overall load reduction targets can be explained by inefficient policy instruments and insufficient enforcement (Eckerberg, 1997; European Commission, 2005) as well as rapidly increasing costs of abatement and political difficulties to distribute these costs among countries, sectors, and stakeholders (cf. Gren et al., 1997; Markowska and Zylicz, 1999; Gren, 2001; Elofsson, 2010, 2012; Hyttinen and Ahlvik, 2015; Iho et al., 2015). Together, this suggests that the reasons for not meeting targets can be found throughout the whole chain of policy choice, design, and enforcement.

The purpose of this study is to investigate the determinants of how nutrient abatement measures are implemented by countries in the agricultural sector in the Baltic Sea region. We investigate how goal setting, policy instrument choice, and the level of implementation of a measure are determined by characteristics of the abatement measure as well as the socio-economic characteristics of the country where it is implemented. To this end, we use cross-sectional data on 25 different measures in ten countries in the Baltic Sea catchment, compiled by Salomon and Sundberg (2012), in combination with data on institutional and economic conditions in the countries in question. The results suggest that income, institutional capacity, and economies of scope in abatement and enforcement are important determinants of policies developed and their implementation.

* Corresponding author.

E-mail addresses: katarina.elofsson@slu.se (K. Elofsson), claudia.von.bromssen@slu.se (C. von bromssen).
Following the approach Salomon and Sundberg (2012), we therefore treat goal adoption as a binary variable, where 1 indicates that the country has a goal for the measure in question and 0 that it does not.

From “The revealed preferences of Baltic Sea governments: Goals, policy instruments, and implementation of nutrient abatement measures” (Elofsson & Brömssen, 2017)
Goal: readers can easily follow the conversation and see who is speaking when

• Good writers make decisions to cite sources according to the function (BEAM) of those sources in the text.

• Good writers have strategies for ethically and elegantly incorporating a source into their own texts.

1. Summarize
2. Paraphrase
3. Quote
4. Synthesize

Reference(s)

Acknowledgment of source use both in-text and in a reference list. Harvard, MLA, APA, Chicago, Vancouver...
Today:

1. What sources can do
   → BEAM framework
   → Reading task

2. Incorporating sources
   → Writing task

3. Revision strategies for global coherence
   → Revision tasks
How can I integrate sources?

1. Summary
   Retelling of the main idea(s) in a whole or section of text

2. Paraphrase
   Rewording of an idea from one or two sentences

3. Quote
   Exact words and punctuation in quotation marks

4. Synthesis
   Combining of ideas from several sources into one coherent statement; points out connections among sources
How can I integrate sources?

1. Summary

*Overview of the main idea(s) in a whole or section of text*

*Much shorter than the original; all your own words*

Questions to ask:

- How will this summary relate to my text?
  - Not an EXHIBIT

- How much information from the source is necessary for my readers to understand it and how it relates to my text?
  - Not for communicating the *details* of a source’s argument
How can I integrate sources?

2. **Paraphrase**
   
   *Your rewording of an idea from one or two sentences*  
   *About the same length as the original*

**Questions to ask:**
- How does this idea relate to my text (BEAM)?
- Is there any reason to quote the idea?
- How will I accurately represent this idea in my own words?

*Poor paraphrasing is a type of plagiarism!"
### Table 5.2 Sample From Source Text and Student Paper

<table>
<thead>
<tr>
<th>Student text (page 6 of paper)</th>
<th>Source text (page 2 of source)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of a jump in interest can be seen in a jump from <strong>258 journal articles</strong> that were <strong>published in 1996</strong> on the subject of <strong>cannabis</strong>, to <strong>over 2,100 studies</strong> that were published in <strong>scientific journals in 2008</strong> (Recent Research on Medicinal Marijuana).</td>
<td>A keyword search using the terms “cannabis, 1996” (the year California voters became the first of 14 states to allow for the drug’s medical use under state law) reveals just <strong>258 scientific journal articles published</strong> on the subject during that year. Perform this same search for the year <strong>2008</strong>, and one will find <strong>over 2,100 published scientific studies</strong>.</td>
</tr>
<tr>
<td>Most importantly, investigators are now <strong>studying the anti-cancer properties of cannabinoids</strong>. There is an increasing amount of <strong>preclinical and clinical data</strong> that conclude <strong>that cannabinoids stop the spreading of specific cancer cells through programmed cell death and the prevention of the forming of new blood vessels</strong> (Recent Research on Medicinal Marijuana).</td>
<td>Investigators are also <strong>studying the anti-cancer activities of cannabis</strong>, as a growing body of <strong>preclinical and clinical data</strong> concludes that <strong>cannabinoids can reduce the spread of specific cancer cells</strong> via apoptosis (<strong>programmed cell death</strong>) and by the <strong>inhibition of angiogenesis</strong> (the formation of new blood vessels).</td>
</tr>
</tbody>
</table>

**STUDENT CITATION:**  
A proper paraphrase uses less than 20% of source’s language. More than 20% and you approach **patchwriting** territory.

**Patchwriting** is a form of plagiarism, even if the info is cited.
1. Read so that you understand the text: what is the important information or points and how are they related?
   • Cause and effect
   • Abstraction and example
   • Two sides of a debate
   • Reason(s) for a claim
   • Evidence of a reason
   • ...

2. Note any terminology you need to keep, then put away the text.
## Table 6.1 Transition words, phrases, and sentences

<table>
<thead>
<tr>
<th>USE</th>
<th>TRANSITION WORDS</th>
<th>TRANSITION PHRASE</th>
<th>TRANSITION SENTENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addition</td>
<td>again, also, further,</td>
<td>In addition to X, we...</td>
<td>Further experiments showed that...</td>
</tr>
<tr>
<td></td>
<td>furthermore, in addition,</td>
<td>besides X,...</td>
<td></td>
</tr>
<tr>
<td>Conversion</td>
<td>clearly, evidently,</td>
<td>As seen in...</td>
<td>Granted that X is...</td>
</tr>
<tr>
<td></td>
<td>obviously, undeniable</td>
<td>in the same way</td>
<td></td>
</tr>
<tr>
<td>Comparison</td>
<td>also, likewise, similarly,</td>
<td>In contrast to A...</td>
<td>When A is compared with B...</td>
</tr>
<tr>
<td></td>
<td>etc.</td>
<td>on one hand; or the</td>
<td>As reported by...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>other hand;...</td>
<td>When compared to...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>despite X,...</td>
<td>One difference is that...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>unlike X,...</td>
<td>Although X differed...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>on the contrary...</td>
<td></td>
</tr>
<tr>
<td>Example</td>
<td>for example, specifically</td>
<td>To illustrate X...</td>
<td>An example of X is that...</td>
</tr>
<tr>
<td>Explanation</td>
<td>here, therefore, in short</td>
<td>Because of X...</td>
<td>That is,...</td>
</tr>
<tr>
<td>Purpose</td>
<td>for this purpose,</td>
<td>In this experiment...</td>
<td>One reason is that...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>For the purpose of...</td>
<td>Because X is...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To this end,...</td>
<td>The purpose of X was to...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To determine XYZ, we...</td>
<td></td>
</tr>
<tr>
<td>Result</td>
<td>consequently, generally,</td>
<td>As a result of...</td>
<td>Evidence for XYZ was that...</td>
</tr>
<tr>
<td></td>
<td>hence, therefore, thus</td>
<td></td>
<td>Analysis of ABC showed that...</td>
</tr>
<tr>
<td>Sequence/</td>
<td>after, finally, first,</td>
<td>After careful analysis</td>
<td>After X was completed,...</td>
</tr>
<tr>
<td>time</td>
<td>later, last, meanwhile,</td>
<td>of X...</td>
<td></td>
</tr>
<tr>
<td></td>
<td>next</td>
<td>During centrifugation...</td>
<td>When we determined X...</td>
</tr>
<tr>
<td>Summary</td>
<td>in brief, in conclusion,</td>
<td>To summarize your</td>
<td>As a summary of our results shows...</td>
</tr>
<tr>
<td></td>
<td>in fact, in short, in</td>
<td>results,...</td>
<td></td>
</tr>
<tr>
<td></td>
<td>summary</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Hofmann's *Scientific Writing and Communication* (p. 110)
3. Use a combination of strategies to rework the text:
   1. Use synonyms
   2. Use different parts of speech
   3. Change the order of ideas
   4. Break long sentences into shorter ones or combine shorter sentences into longer ones
   5. Make abstract ideas concrete

4. Get out the original to check how you’ve done

The more strategies you use simultaneously, the better!
Paraphrasing Strategies

1. Use synonyms
   - think about → mull over
   - huge impacts → great effects
   - standard process → usual steps

Challenge with this strategy: not all synonyms are equal!

If you’re in doubt, look up the synonym in an English dictionary and find examples of it used in other sentences. You can use SKELL for this: search for the target word and find lots of examples of it in use. Use phraseup* to search for potential words to fill in a blank in your phrase or sentence.
Paraphrasing Strategies

1. Use synonyms

2. Use different parts of speech

• Marx’s ideas → Marxist ideas (noun → adjective)
• had an impact → impacted (noun → verb)
• X conducted a study → __________ (noun → verb)
Paraphrasing Strategies

1. Use synonyms
2. Use different parts of speech
3. Change the order of ideas
   • Effects of climate change include ______ and ______
   → Climate change has caused ______ and ______
   → _____ and ____ are results of climate change.

Remember: just this change will not yield a successful paraphrase, but it’s one of several to use at the same time!
1. Use synonyms
2. Use different parts of speech
3. Change the order of ideas
4. Break long sentences into shorter ones or combine shorter sentences into longer ones
4. Break long sentences into shorter ones or combine shorter sentences into longer ones

- “This article proposes a feminist reinterpretation of just war theory as the revitalization that just war theory needs. It explains this feminist just war theory based on relational autonomy, political marginality, empathy, and care. It introduces some feminist ‘standards’ for considering the morality of war.” (Sjoberg abstract)

- Sjoberg (2008) revises just war theory through a feminist lens, using “relational autonomy, political marginality, empathy, and care” to propose moral guidelines of war. (quote + paraphrase)
Paraphrasing Strategies

1. Use synonyms
2. Use different parts of speech
3. Change the order of ideas
4. Break long sentences into shorter ones or combine shorter sentences into longer ones
5. Make abstract ideas concrete
   • The data are inconclusive on the superiority of either mode of measurement.
   → Neither method A nor method B measured ______ better than the other.
How can I integrate sources?

3. Quote (note: rarely used in the sciences)

*Exact words and punctuation marks in quotation marks; sometimes a phrase, sometimes a sentence, sometimes a block*

Questions to ask:

- How does this idea relate to my text?
- Do I really have a good reason to quote?
  - I will analyze the text itself (i.e., the words are an EXHIBIT)
  - I will discuss the idea AND the exact wording of it (ARGUMENT & EXHIBIT)
  - I seriously risk losing the core of the author’s idea if I translate to my words *Note! English isn’t my first language is not usually a good reason*
  - I need to appeal to the author’s authority, and using his/her own words will help do that
- How can I smoothly introduce and explain the quote?
4. Synthesis

*Combination of ideas from several sources into a coherent statement; points out connections among sources; often used for a literature review or to otherwise connect to previous research*

**Questions to ask:**
- What does this group of sources have to say about this topic? (ARGUMENT sources)
- What patterns can I find among these sources?
- Do they in general agree or disagree? How?
- Do they use similar methods to reach similar or different conclusions? Different methods?
- ...
Choose your reporting verbs with care.

See this handout:

<table>
<thead>
<tr>
<th></th>
<th>weaker position</th>
<th>neutral position</th>
<th>stronger position</th>
</tr>
</thead>
<tbody>
<tr>
<td>addition</td>
<td></td>
<td>adds</td>
<td></td>
</tr>
<tr>
<td>advice</td>
<td></td>
<td>advises</td>
<td></td>
</tr>
<tr>
<td>agreement</td>
<td>admits, concedes</td>
<td>accepts, acknowledges, agrees, concurs, confirms, recognises</td>
<td>applauds, congratulates, extols, praises, supports</td>
</tr>
<tr>
<td>argument/persuasion</td>
<td>apologises</td>
<td>assures, encourages, interprets, justifies, reasons</td>
<td>alerts, argues, boasts, contends, convinces, emphasises, exhorts, forbids, insists, proves, promises, persuades, threatens, warns</td>
</tr>
<tr>
<td>believing</td>
<td>guesses, hopes, imagines</td>
<td>believes, claims, declares, expresses, feels, holds, knows, maintains, professes, subscribes to, thinks</td>
<td>asserts, guarantees, insists, upholds</td>
</tr>
<tr>
<td>conclusion</td>
<td></td>
<td>concludes, discovers, finds, infers, realises</td>
<td></td>
</tr>
</tbody>
</table>
Writing task:

Find a sentence in your thesis where you paraphrase someone else’s text

1

A. Find the original.
B. Underline all words that are the same.
C. Is your text written in your own words, or are you too close to
   the original? If too close, move on to task 2. If not, find another
   sentence and start again.

2

A. Read the original.
B. What are the important idea chunks here?
C. How are these ideas related to each other?
D. Are there any terms that you need to keep as they are?
E. Put away the original & write your paraphrase using some of the
   strategies we’ve talked about.
Today:

1. What sources can do
   → BEAM framework
   → Reading task

2. Incorporating sources
   → Writing task

3. Revision strategies for global coherence
   → Revision tasks
Coherence: the text makes sense

“...is an experience we create for ourselves as we make our own sense of what we read” (Williams 2007).

Reader’s have:

- **Genre expectations** (e.g., IMRaD, referencing system)
- **Field & department expectations** (e.g., assignment description)
- **Explicit expectations the text sets up** (e.g., aim to be achieved)
- **Implicit expectations about how texts work** (e.g., how information placement shapes what readers expect from the text)
“...is an experience we create for ourselves as we make our own sense of what we read” (Williams 2007).

**Global level:** “a sense of the whole;” understanding of what all sentences/paragraphs/sections add up to.

**Local level:** a clear sense of what an individual paragraph or an individual sentence communicates.
Degree to which errors bother readers

- Word choice
- Word location
- Sentence structure
- Sentence location
- Paragraph structure
- Paragraph location
- Section structure
- Section location

Bothers little

Bothers a lot

Modified from Scientific Writing and Communication (Hofmann)
Global Coherence

1. There’s a point
2. Everything is relevant
3. There’s an order

See Style: Lessons in Clarity and Grace (Williams 2007)
Global Coherence

1. There’s a point
   A. Short introductory segment for sections, sub-sections, and paragraphs
   B. The end of the intro segment is *the point/topic*
   C. The end of the point sentence contains words/concepts that you develop in that section

2. Everything is relevant

3. There’s an order
INTRODUCTION

- Context
- Problem
- Why we should care
- What other people have said about the problem
- **Point of this text**
  (formulated as an aim & RQ or a main claim)

First body section

Introduction segment to the section including appropriate context and the “point” of the section

For middle paragraphs, most readers look for the “point” in the 1st or 2nd sentence.
V. NATURAL LIGHT AND STUDENTS’ ACADEMIC PERFORMANCE

The main purpose in the architectural design of schools is to promote learning as well as optimize physical and emotional health. It should be noted that schools are among the most crowded buildings and host young people. Applying adequate daylighting techniques into the architecture of a school contributes the occupants’ physical and emotional health [28].

Students and teachers can benefit from integrating and managing daylight properly. Saving energy, high student attendance, good health and strong academic performance, and a less stress for students are only a few benefits of adequate daylighting in educational environments [19]. Studies show that teachers are happier when they have the ability to control their environment. Healthy and happy teachers save schools money and perform better in teaching [29]. In contrast, a school with inadequate lighting design might demote students’ ability of learning. Poor light spectral quality in the classroom can create a strain on students’ eyes, lead to a decrease in information processing and in learning ability and may cause higher stress levels in students [30].

Kuller and Lindsten studied children’s health and behavior in classrooms with and without windows for an entire academic year. They concluded that work in classrooms without windows affected the basic pattern of the hormone cortisol, which is related to stress, and could, therefore, have a negative effect on children’s health and concentration. However, no direct relationship was found between cortisol levels and student performance and health [5], [28], [31]. Another study in Sweden showed that observed behavior and circadian hormone levels of elementary students in classrooms with natural light stayed closer to expected norms in comparison with students in classrooms with only fluorescent lighting [32].

Heschong and Mahone studied the impact of natural light and students and found that the addition of natural light improves student test scores by up to 20% [32]. Taylor states that students in classrooms with the most daylighting progress 20% and 26% faster in one year in math and reading tests respectively, compared to their counterparts in classrooms with little or no daylight [33].
Thirty sixth-grade students wrote essays that were analyzed to determine the effectiveness of eight weeks of training to distinguish fact from opinion. That ability is an important aspect of making sound arguments of any kind. In an essay written before instruction began, the writers failed almost completely to distinguish fact from opinion. In an essay written after four weeks of instruction, the students visibly attempted to distinguish fact from opinion, but did so inconsistently. In three more essays, they distinguished fact from opinion more consistently, but never achieved the predicted level of performance. In a final essay written six months after instruction ended, they did no better than they did in their pre-instruction essay. Their training had some effect on their writing during the instruction period, but it was inconsistent, and six months after instruction it had no measurable effect.

Example from Style: Lessons in Clarity and Grace (Williams & Bizup 2017)
Thirty sixth-grade students wrote essays that were analyzed to determine the effectiveness of eight weeks of training to distinguish fact from opinion. That ability is an important aspect of making sound arguments of any kind. In an essay written before instruction began, the writers failed almost completely to distinguish fact from opinion. In an essay written after four weeks of instruction, the students visibly attempted to distinguish fact from opinion, but did so inconsistently. In three more essays, they distinguished fact from opinion more consistently, but never achieved the predicted level of performance. In a final essay written six months after instruction ended, they did no better than they did in their pre-instruction essay. Their training had some effect on their writing during the instruction period, but it was inconsistent, and six months after instruction it had no measurable effect.
In this study, thirty sixth-grade students were taught to distinguish fact from opinion. **They did so successfully during the instruction period, but the effect was inconsistent and less than predicted, and six months after instruction ended, the instruction had no measurable effect.** In an essay written before instruction began, the writers failed almost completely to distinguish fact from opinion. In an essay written after four weeks of instruction, the students visibly attempted to distinguish fact from opinion, but did so inconsistently. In three more essays, they distinguished fact from opinion more consistently, but never achieved the predicted level of performance. In a final essay written six months after instruction ended, they did no better than they did in their pre-instruction essay. These results suggest that short-term training to distinguish fact from opinion has no consistent or long-term effect.

Slightly modified from *Style: Lessons in Clarity and Grace* (Williams & Bizup 2017)
Neotropical species are much more affected than, for example, those in the Afrotropical and Indomalayan Realms. Species from the Australasian-Oceanic Realm show average numbers of “rapidly declining” species, but if Australia and New Zealand are considered as a separate group, they have significantly more “enigmatic-decline” species than the average for amphibians as a whole. The geographic distribution of “rapidly declining” species (Fig. 1) shows that: “over-exploited” species are concentrated in East and Southeast Asia; “reduced-habitat” species occur more widely, but especially in Southeast Asia, West Africa, and the Caribbean; and “enigmatic-decline” species are restricted mostly to South America, Mesoamerica, Puerto Rico and Australia. There is remarkably little geographic overlap between concentrations of species in the three groupings.

The geographic distribution of “rapidly declining” species is non-random (Table 1) (15). Neotropical species are much more affected than, for example, those in the Afrotropical and Indomalayan Realms. Species from the Australasian-Oceanic Realm show average numbers of “rapidly declining” species, but if Australia and New Zealand are considered as a separate group, they have significantly more “enigmatic-decline” species than the average for amphibians as a whole. The geographic distribution of “rapidly declining” species (Fig. 1) shows that: “over-exploited” species are concentrated in East and Southeast Asia; “reduced-habitat” species occur more widely, but especially in Southeast Asia, West Africa, and the Caribbean; and “enigmatic-decline” species are restricted mostly to South America, Mesoamerica, Puerto Rico and Australia. There is remarkably little geographic overlap between concentrations of species in the three groupings.

If this is the topic sentence, what do you expect to come next?

1. In addition to providing habitats and the possibility for species to migrate in the landscape, green infrastructure has the role of providing ecosystem services.

2. In addition to providing ecosystem services, green infrastructure provides habitats and the possibility for species to migrate in the landscape.
Global Coherence

1. There’s a point

2. Everything is relevant
   A. Anything can be relevant
   B. Not everything that seems relevant to you will be relevant to your readers

3. There’s an order
We analyzed essays written by sixth-grade students to determine the effectiveness of training in distinguishing fact from opinion. In an essay written before training, the students failed almost completely to distinguish fact and opinion. These essays were also badly organized in several ways. In the first two essays after training began, the students attempted to distinguish fact from opinion, but did so inconsistently. They also produced fewer spelling and punctuation errors. In the essays four through seven, they distinguished fact from opinion more consistently, but in their final essay, written six months after completion of instruction, they did no better than they did on their first essay. Their last essay was significantly longer than their first one, however. Their training thus had some effect on their writing during the training period, but it was inconsistent and transient.
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Revision: point and relevance
Pick out a paragraph from your text. Check for point and relevance:

A. What is the main point of the paragraph?
B. Is there a topic sentence? If not, can you think of one?
C. Check all the sentences in the paragraph – are they relevant to the point?
Revision strategy: focus on the introductions
to the whole text
to the major sections
to the subsections
to long paragraphs

1. Underline the point/topic
2. Circle keywords/concepts in the topic sentence
3. Trace the development of those concepts
Human pressures on coral reefs are categorized throughout the report as either “local” or “global” in origin. These categories are used to distinguish between threats that involve human activities near reefs that have a direct and relatively localized impact, versus threats that affect the reef environment indirectly through the cumulative impact of human activities on the global climate and ocean chemistry.

From Burke et al. (2011) *Reefs at risk revisited*  
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Results from the field experiment suggest that variation in water level influenced *S. ferax*-associated mortality patterns through exposure to UV-B radiation. The hatching success of *B. boreas* in shallow water (10 cm) was significantly affected by exposure to UV-B radiation (Table 1 and Fig. 2). The hatching success of *B. boreas* exposed to UV-B radiation was 33% less than that of their counterparts that were shielded from UV-B (Tukey's honestly significant difference (HSD), $P < 0.001$). In marked contrast to patterns seen in shallow water, we found no impact of UV-B exposure on *S. ferax*-associated mortality of embryos in deep water regimes (Tukey's HSD, $P \geq 0.86$). Embryos in deep water (50 or 100 cm) experienced high (>75%) hatching success, regardless of UV-B exposure.

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Revision: point and key concepts
Pick out a paragraph from your text. Check for point and key concepts:

A. Underline the point/topic
B. Circle key concepts in the topic sentence
C. Trace the development of those concepts
Global Coherence

1. There’s a point
2. Everything is relevant
3. There’s a logical order

See Style: Lessons in Clarity and Grace (Williams 2007)
Global Coherence

3. There’s an order
(of the whole, of sections, of paragraphs)

A. Chronological (time)
   A. As a narrative
   B. Cause and effect
   C. Earlier to later or later to earlier

B. Coordinate (pillars)
   A. Simple to complex
   B. More familiar to less familiar
   C. Less contestable to more contestable
   D. More important to less important (or vice versa)

C. Logical
   A. General analysis to specific applications
   B. Example to generalization
   C. Assertion to contradiction
   D. Argument-focused: claim-reasons-evidence

Remember! The finished product’s order might not be the order you encountered the information or the order you wrote the information (a narrative of your thinking isn’t always the best for the finished product.)
More revision strategies

Revision → to re-see
See the big picture

Print out your text!
Reverse outline

1. Number your paragraphs.
2. Identify the topic of each paragraph.
   a. Is there a recognizable topic sentence?
   b. How long is the paragraph?
      i. Does the topic seem sufficiently developed?
      ii. Is there more than one topic in the paragraph?
3. Arrange these topics in an outline.
4. Analyze this outline, assessing the logic (where elements have been placed in relation to one another) and the proportion (how much space is being devoted to each element).
5. Use this analysis to create a revised outline.
6. Use this revised outline to reorganize your text.
7. Go back to your answers in 2a and 2b to help you create topic sentences and coherence in your paragraphs.

See Explorations of style
Compare intro & conclusion

Introduction
Blah blah blah blah blah Blah blah blah blah blah Blah blah blah blah blah Blah blah blah blah blah Blah blah blah blah blah Blah blah blah blahblah
Blah blah blah blah blah Blah blah blah blah blah Blah blah blah blah blah Blah blah blah blah blah Blah blah blah blah blah Blah blah blah

Conclusion
Blah blah blah blah blah Blah blah blah blah blah Blah blah blah blah blah Blah blah blah blah blah Blah blah blah blah blah Blah blah blah blah
Blah blah blah blah blah Blah blah blah blah blah Blah blah blah blah blah Blah blah blah blah blah Blah blah blah blah

Are the expectations you set up in your introduction mirrored in your conclusion?
Create a topic sentence paragraph

1. Identify every paragraph’s topic/point sentence.
2. Copy and paste these sentences into a separate document to create a “pseudo-paragraph.”
3. This paragraph won’t flow very well, and will be really long, but it should be globally coherent.
4. Often works best as a confirmation that you have a coherent text and are ready to move on to local level revision.

See Explorations of style
Degree to which errors bother readers

- Word choice
- Word location
- Sentence structure
- Sentence location
- Paragraph structure
- Paragraph location
- Section structure
- Section location

Remember!

Bothers little

Bothers a lot

From Scientific Writing and Communication (Hofmann)
Reflect

What's your main takeaway?

- Trying to have a main topic in each paragraph near the beginning
- Build points first instead of explanations.
- Tracking development of topic points throughout paragraph
- How to structure and analyse my own writing
- Incorporating a concrete point into every paragraph and making sure all info is relevant
- Revising my structure of paragraphs. Making sure they are coherent.
- Structure the introduction and compare with it the conclusion.
- Check for topic sentences and plan enough time for revision
- Trying to express the point of the paragraph clearly
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