

# **CHEM**

**Bachelor's thesis Workshop 2**

**2020**

# A few pointers about clarity and punctuation

*A few examples to consider and improve: clarity and punctuation.*

- [https://docs.google.com/document/d/1VNVGAvj\\_uD7cglpcQ1px7YRVKHumq60t2kLN7K44PJY/edit?usp=sharing](https://docs.google.com/document/d/1VNVGAvj_uD7cglpcQ1px7YRVKHumq60t2kLN7K44PJY/edit?usp=sharing)

# Paragraphs

A paragraph is a distinct section of a piece of writing, usually dealing with a single theme and indicated by a new line, indentation, or numbering.



# Paragraphs

To ensure **focus** and logical progression of ideas, **each paragraph...**

- focuses on **one topic**.
- **should have its own topic sentence** that presents the **topic** and **how it will be treated** in that paragraph.  
(a lead-in to the focus/topic for the reader)
- The remaining sentences of the paragraph explain, clarify and provide details or examples **about the topic and main idea** about the topic expressed in the topic sentence.



# Topic sentences

*A topic sentence is a general statement including the topic of the paragraph and the main idea about that topic in the paragraph.*

**It ...**

- presents an **idea or claim** that is supported by specific details in the later sentences
- is **wider in scope** than the rest of the sentences.
- is **specific enough** to reflect the main idea expressed about the topic in the paragraph.
- is most commonly placed at the **beginning** of the paragraph.

**Topic sentences** a lead-in to the topic/focus for the reader

What do you think will follow?

Forests around the world are under threat, jeopardizing their benefits. The threats manifest themselves in the form of deforestation and forest degradation. The main cause of deforestation is agriculture (poorly planned infrastructure is emerging as a big threat too) and the main cause of forest degradation is illegal logging. In 2019, the tropics lost close to 30 soccer fields' worth of trees every single minute.

**Topic sentences** a lead-in to the topic/focus for the reader

What do you think will follow?

**Forests** around the world are **under threat**, jeopardizing their benefits. **The threats** manifest themselves in the form of **deforestation** and **forest degradation**. The main **cause of deforestation** is agriculture (poorly planned infrastructure is emerging as a big threat too) and the main cause of forest **degradation** is illegal logging. In 2019, the tropics lost close to 30 soccer fields' worth of trees every single minute.

**Topic sentences** a lead-in to the topic/focus for the reader

What do you think will follow?

Deforestation is a particular concern in tropical rain forests because these forests are home to much of the world's biodiversity. Deforestation is a particular concern in tropical rain forests because these forests are home to much of the world's biodiversity. For example, in the Amazon around 17% of the forest has been lost in the last 50 years, mostly due to forest conversion for cattle ranching. Deforestation in this region is particularly rampant near more populated areas, roads and rivers, but even remote areas have been encroached upon when valuable mahogany, gold, and oil are discovered.

**Topic sentences** a lead-in to the topic/focus for the reader

What do you think will follow?

**Deforestation** is a particular concern in tropical rain forests because these forests are home to much of the world's biodiversity. **For example**, in the Amazon around **17% of the forest** has been lost in the last 50 years, mostly due to forest conversion for cattle ranching. **Deforestation** in this region is particularly rampant near more populated areas, roads and rivers, but even remote areas have been encroached upon when valuable mahogany, gold, and oil are discovered.

# Information ordering in sentences

What is **the optimal order** for NPs?

Four key principles:

1. Put **Given** before **New** Information
2. Put **"Topical"** Information in **Subject** Position
3. Put **"Light"** Before **"Heavy"** NPs
4. Put **Action** into the **Verb**

# Topical progression in paragraphs

## 1. Constant Topic

1. ...hydrogen tanks are made from...
- ↓
2. These systems carry...
- ↓
3. ...the tank must have...
- ↓
4. ... the tanks must be made from....
- ↓
5. These tanks are also quite large...

# Topical progression in paragraphs

## 2. Step-wise Topic

1 ...organic waste ...**shredder** and cut into **pieces**.

2 The shredded pieces ... **mixed** with manure and bio-sludge.

3 The mixture ... a **homogenization** process.

4 The homogenized biomass ... **pasteurization** tanks...

5 The pasteurized slurry ... methane **fermentation**...

6 The fermentation process...

# Topical progression in paragraphs

## 3. Hypertopic

1 ... PEM fuel cells face **several challenges**.

2 **Platinum catalysts** are expensive and....

3 For this reason, catalyst improvements...

4 **New membranes** more resistant to...

5 ... storage methods, such as...

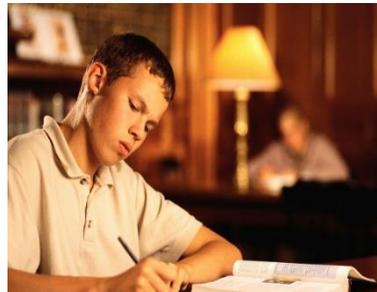
6 **Cold starts** from frozen internal water

# PEER REVIEW

**3 aspects to consider when reading**

- 1) Overall coherence and organisation**
- 2) Paragraphs (unified content, clear focus)**
- 3) Sentences (cohesion, clarity)**

***Suggest improvements!***



## Your texts

### 1. Overall coherence, organisation and division into section, sub-sections and paragraphs

- Logical development from general to specific (lead-in to the topics discussed, linking with the 'bigger picture'/focus of the thesis)
- Are there places where **more information** is needed (more context: a few clarifying words)?
- ...or where information or ideas, facts seem to be in the **wrong place**, or **irrelevant** to that context?
- Is it clear what **source** the given facts come from?  
Are places where **reference to source** is missing?

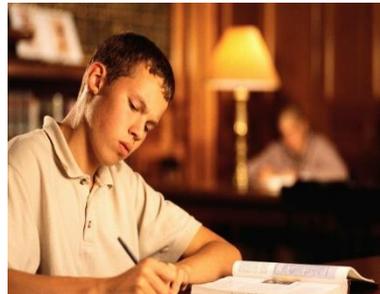


## Your texts

# 2. Paragraphs

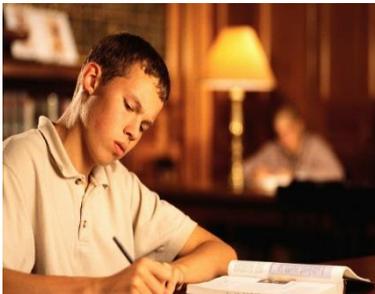
**Topical focus** and topical progression within a paragraph?

- Underline the topic sentence of each paragraph? Is it easily identifiable?
- Does the rest of the paragraph focus on what is 'promised' in the topic sentence?
- After reading a paragraph, can you easily say **WHAT** the topic of that paragraph was (in one short sentence, in your own words...Try!)?



### 3. Sentences: clarity, cohesion

- Are **logical connections clear** between sentences and ideas within sentences?
- Are **connectors, introductory phrases**, linking expressions...used sufficiently and meaningfully to connect ideas in the sentences?
- Are there **sentences that are hard to read** and understand?



# PEER REVIEW

INSTRUCTIONS at

[https://docs.google.com/document/d/1NZtsKuKDu4bMvC1sTQjLyY2Rr4kpg3gCm\\_MTjNOtSSQ/edit?usp=sharing](https://docs.google.com/document/d/1NZtsKuKDu4bMvC1sTQjLyY2Rr4kpg3gCm_MTjNOtSSQ/edit?usp=sharing)

**WORK IN GROUPS OF THREE STUDENTS (Break-out rooms)**  
**Share your text as a Gdoc or in any other way that suits you.**

1. Read the first text by one of your group members, analysing the three areas.  
**Note down your comments. (use the comments tool!)**  
Read as far as you have time for.

**20 min**

2. Read the second text.

**15 min**

4. **Get together with your group members.**

**Take one text at a time, sharing and discussing your observations.**

Start by sharing ONE thing you liked about the text!

# Online resources

- Academic writing in English at <http://sana.aalto.fi/awe/>  
*Cohesion, style, (report structure included), punctuation*
- OWL Perdue writing lab at [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)
- Academic phrase bank at <http://www.phrasebank.manchester.ac.uk/>
- Collocations dictionary at <https://www.freecollocation.com/>

**Good luck to the finalising stages of  
your theses!**



# Formal connectors

	<b>Subordinators</b> (Sub + sen <sup>1</sup> , sen <sup>2</sup> .)	<b>Sentence Adverbials</b> (Sen <sup>1</sup> . Adv, Sen <sup>2</sup> .)	<b>Prepositions</b> (Prep + Noun phrase)
<b>Addition</b>	<b>not only... but also</b> <b>both... and...</b>	<b>In addition,</b> <b>[--]. Moreover, [--].</b> <b>Furthermore,</b>	<b>in addition to</b> <b>as well as</b>
<b>Adversative</b>	<b>although</b>	<b>[+]. However, [--].</b> <b>[--]. Nevertheless, [+]</b>	<b>despite</b> <b>in spite of</b>
<b>Contrast</b>	<b>while (USA)</b> <b>whilst (UK)</b> <b>whereas</b>	<b>In contrast,</b> <b>However,</b> <b>On the other hand,</b> <b>Conversely,</b>	<b>in contrast to</b> <b>unlike</b> <b>contrary to</b> <b>instead of</b>
<b>Cause-Effect</b>	<b>because</b> <b>since (USA)</b> <b>as (UK)</b> <b>in that</b>	<b>Therefore,</b> <b>As a result,</b> <b>Consequently,</b> <b>Hence,</b> <b>*Thus / *thereby</b>	<b>because of</b> <b>due to</b> <b>as a result of</b> <b>in light of</b> <b>on account of</b>
<b>Clarification</b>		<b>In other words, / that is,</b>	<b>(i.e., ....)</b>
<b>Similarity</b>		<b>Similarly,</b> <b>Analogously,</b>	<b>Similar to</b> <b>like</b>
<b>Illustration</b>		<b>For example,</b> <b>For instance</b>	<b>(e.g., ....)</b>
<b>Intensification</b>		<b>On the contrary,</b> <b>Indeed, / In fact,</b>	