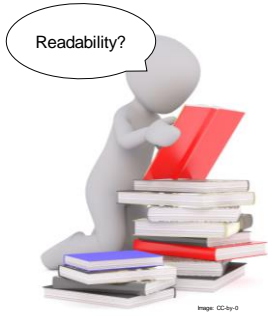


LC-1350
Workshop 7

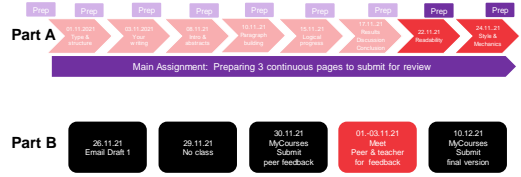
Diane Pilkinton-Pihko, Ph.D.
 22.11.2021

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Course Overview: Course timeline



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Review of Thematic Progression

- Constant theme
- Linear theme
- Split rheme

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Understanding thematic structure

How theme and rheme link to cohesion

Theme = the topic (of a sentence) **Rheme** = the comment or focus (of a sentence)
What is being talked about *What is being said about the topic*



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Find the verbs: Look at what comes before and after!

A & B. Linear and constant example

¹**Stress** (is) a measure of the internal reaction ... **resisting** separation ... by external **forces**.

²Total internal **resisting forces** ...

³These **forces** (may) ...

⁴Moreover, **stresses** can be categorized ... according to **straining** action.

⁵**Strain** (is) a measure ...

⁶The **strains** associated with **stress** (are) ...

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Text source: David M. Kelley, Online Technical Writing, Online Textbook, (retrieved 23.04.1997) http://www.cwi.nl/~dmsw/htb022/textbook/htb022c.htm

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A few notes

- Repeating key words helps cohesion, but where you put them matters
- Circle the verbs in your sentences: **there is before the verb** and **rheme is after the verb**
- Constant progression means the repeated key words are in thematic position **before the verb**.
- Linear progression means the thematic **position moves from the rheme (after the verb) to the theme of the next sentence** (i.e., before the verb – early in the sentence).
- Check whether you put the **familiar** information in the **beginning** of the sentence

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Checking Assignments 6A & 6B

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6A Assignment

Deadline 22.11.21

Identifying
WALTER

W ... Why (motivation)

A ... Axis (parameters)

L ... Lines (types of data points)

T ... Trends (what can be seen)

E ... Exceptions/anomalies (outliers)

R ... Recap (why significant)

INSTRUCTIONS

Using a paper with a figure in the results section - either your own paper or a model paper, check whether the WALTER components appear, and where they are in relation to the figure (not a table). Are they in the text or underneath the figure? Highlight WALTER components.
Be prepared to share at the next workshop.

8

6B Assignment

Deadline 22.11.21

Identifying data
commentary structure
and language usage

1. Location and summary statement

2. Highlighting statements

3. Discussions of implications, problems, exceptions, recommendations, and other interesting data aspects

4. Concluding the commentary

INSTRUCTIONS

- Using either your own paper or a model paper, check the data commentary structure. Highlight and label the possible four parts.
- Highlight the verbs used to express causality. Are they descriptive?
- Highlight hedge words. If none are present, should they be?

Be prepared to share your findings at the next workshop.

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Open MyCourses

7 > Info for Workshop Tasks >
Checking homework.pdf

Discuss in breakout rooms

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Follow up

Raise your virtual hand

- For 6A, my (reference) text applies the WALTER method
- For 6B, the data commentary contains language signals for highlighting, e.g., *as can be seen*, *as the figure shows*.

Write your response in the chat

- For causality (if applicable), what verbs – other than *cause* were used, e.g., *contribute to*, *result in*, *impact*, *effect*, *influence*, *elicit*, ...?

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Feedback session

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Main assignment specifications

Apply the principles introduced in this course to
3 consecutive pages of your text



- 3 consecutive pages – no gaps
- Length includes graphics
- 1.5 line spacing
- Single column
- Font size 12 (Times New Roman)
- File format: MS Word, rtf, or pdf
- File name: lastname_firstname_v1

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Feedback sessions overview

- Organized in pairs
- Participants email 3 consecutive pages of their writing
 - **By November 26th**
 - Identifying, when possible, particular areas they want to develop
- **The pair and the teacher**
 - Read and comment the 3-page text in advance
- **Writing conference / group feedback**
 - Feedback discussion in the group (=pair and the teacher)
 - 30 minutes per person (=1.5 hr)

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Feedback process

By Nov 26th

- **Email your 3-page text**
 - To your partner and your teacher

From MyCourses

- **Download the instructions to peer form**
 - Note: Use this form to tell your partner and teacher what s/he should focus on
 - Complete the form & then email it with your writing sample
- **Download the peer review checklist**
 - Use this checklist while checking your partner's paper

By Nov 30th

- Critique your partner's 3-page text
 - Use the instructions to peer form as the guideline for what to critique
 - Use the peer review checklist to help with making comments
 - Use the comment tool (e.g. in Word or pdf) for commenting
- Submit your critique of your partner's paper to **MyCourses > Feedback > Peer review submission**

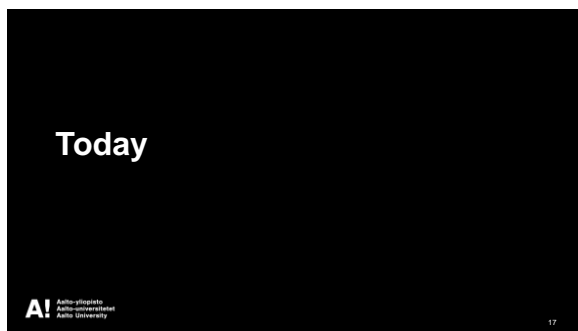
On Dec 2nd – 3rd

- Bring your critique of your partner's work
 - To the feedback session
 - At your assigned time
- Be prepared to share the top 3-5 observations from your critique

By Dec 10th

- **Submit** your final revised text to
 - **MyCourses>Feedback>Final revised text**

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Today

Online writing tools for

- Readability
- Word variety
- Structures in context
- Grammar

Other tools

- Reviewing sentence effectiveness
- 5 readability principles
- Relative clause punctuation

18

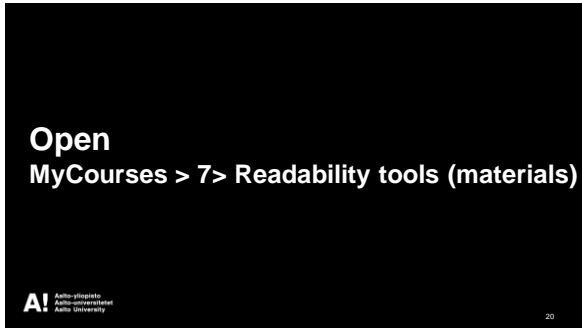
Learning outcomes

To be able to

- Use tools to determine the readability level of a text
- Understand what readability is and why it is important for writing
- Recognize five readability principles
- Apply appropriate punctuation with relative clauses
- Use tools to check or improve language



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Using online tools to analyze readability

<http://www.orwellapp.com/>

https://www.online-utility.org/english/readability_test_and_improve.jsp

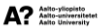
Choose a paragraph or a section from your own text and paste it in the text fields at the above sites to check the readability



21

What is readability?

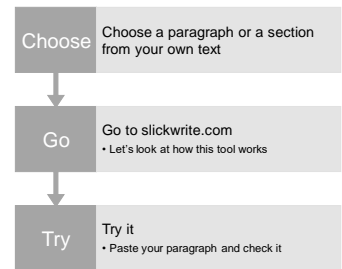
- Ease with which a reader can understand a written text
- Weighting factors based on ...
 - Word length
 - Number of syllables
 - Sentence length
- Different tools use different combinations of the above to determine the readability



22

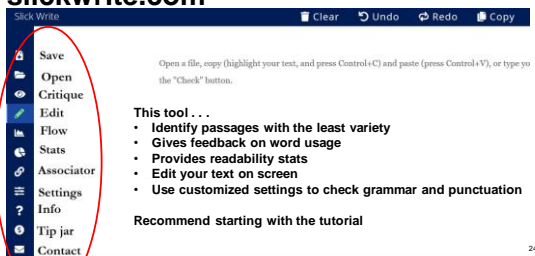
Using online tools

slickwrite.com



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Online tools: Improve readability slickwrite.com



24

Readability results

Some sentences difficult to read?

- How to improve them?

Any long sentences?

Apply five readability principles

- To successfully apply them
- Learn what to look for



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Open MyCourses

7 > Info for Workshop Tasks > Five readability principles.pdf

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Five readability principles

1. English is an S-V-O language, so get with it!

The American Concrete Institute recommends the technique

Five readability principles

1. English is an S-V-O language, so get with it!

The American Concrete Institute recommends the technique

2. Get close to the action!

Modified by a chemical process, the ash strengthens the mixture

Five readability principles

1. English is an S-V-O language, so get with it!

The American Concrete Institute recommends the technique

2. Get close to the action!

Modified by a chemical process, the ash strengthens the mixture

3. Keep modifiers close to word being modified!

Prone to non-linear fissures and cracks, the asphalt is difficult to cut

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Five readability principles

1. English is an S-V-O language, so get with it!

The American Concrete Institute recommends the technique

2. Get close to the action!

Modified by a chemical process, the ash strengthens the mixture

3. Keep modifiers close to word being modified!

Prone to non-linear fissures and cracks, the asphalt is difficult to cut

4. People matter! (S-V-O)

Three teams of engineers tested the slag

Five readability principles

1. English is an S-V-O language, so get with it!

The American Concrete Institute recommends the technique

2. Get close to the action!

Modified by a chemical process, the ash strengthens the mixture

3. Keep modifiers close to word being modified!

Prone to non-linear fissures and cracks, the asphalt is difficult to cut

4. People matter!

Three teams of engineers tested the slag

5. In with the old, out with the new!

Remember this from last week?

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Applying the five readability principles: What to look for?

Now choose a long sentence from your own text

Perhaps one from your slickwrite.com results?

Copy and paste that sentence to another page

Follow these instructions to try to improve readability

Be prepared to share your work with a partner



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What to look for?

In your selected long sentence

1. **Highlight** the prepositions (e.g. in, on, for, to, at)

Example

An evaluation of the effect of Class C fly ash and ground granulated blast furnace slag (GGBFS) on the properties of ternary mixtures for use in concrete pavements was undertaken and is presented in this paper.



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What to look for?

In your selected long sentence

1. **Highlight** the prepositions (e.g. in, on, for, to, at)
2. **Highlight** all nominalizations (e.g. -tion, -ity, -ment, -al, -ure)

Example

An evaluation of the effect of Class C fly ash and ground granulated blast furnace slag (GGBFS) on the properties of ternary mixtures for use in concrete pavements was undertaken and is presented in this paper.



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34

What to look for?

In your selected long sentence

1. **Highlight** the prepositions (e.g. in, on, for, to, at)
2. **Highlight** all nominalizations (e.g. -tion, -ity, -ment, -al, -ure)
3. **Highlight** "to be" verb forms (am, is, are, was, were, be, been, being)

Example

An evaluation of the effect of Class C fly ash and ground granulated blast furnace slag (GGBFS) on the properties of ternary mixtures for use in concrete pavements was undertaken and is presented in this paper.



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35

What to look for?

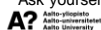
In your selected long sentence

1. **Highlight** the prepositions (e.g. in, on, for, to, at)
2. **Highlight** all nominalizations (e.g. -tion, -ity, -ment, -al, -ure)
3. **Highlight** "to be" verb forms (am, is, are, was, were, be, been, being)

Example

An evaluation of the effect of Class C fly ash and ground granulated blast furnace slag (GGBFS) on the properties of ternary mixtures for use in concrete pavements was undertaken and is presented in this paper.

Ask yourself: Where's the action? Can I put the action in the verb?



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What to look for?

In your selected long sentence

1. **Highlight** the prepositions (e.g. in, on, for, to, at)
2. **Highlight** all nominalizations (e.g. -tion, -ity, -ment, -al, -ure)
3. **Highlight** "to be" verb forms (am, is, are, was, were, be, been, being)
4. **Underline** the subject of the main clause

Example

An evaluation of the effect of Class C fly ash and ground granulated blast furnace slag (GGBFS) on the properties of ternary mixtures for use in concrete pavements was undertaken and is presented in this paper.



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What to look for?

In your selected long sentence

1. **Highlight** the prepositions (e.g. in, on, for, to, at)
2. **Highlight** all nominalizations (e.g. -tion, -ity, -ment, -al, -ure)
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Example

An **evaluation** of the effect of Class C fly ash and ground granulated blast furnace slag (GGBFS) **on** the properties of ternary mixtures **for use in** concrete pavements **was** undertaken and **is** presented **in** this paper.

Ask yourself: Is the subject light? And is the verb close to it?

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What to look for?

In your selected long sentence

1. **Highlight** the prepositions (e.g. in, on, for, to, at)
2. **Highlight** all nominalizations (e.g. -tion, -ity, -ment, -al, -ure)
3. **Highlight** "to be" verb forms (am, is, are, was, were, be, been, being)
4. **Underline** the subject of the main clause

Example

An **evaluation** of the effect of Class C fly ash and ground granulated blast furnace slag (GGBFS) **on** the properties of ternary mixtures **for use in** concrete pavements **was** undertaken and **is** presented **in** this paper.

Ask yourself: Actor/agent in the subject position? Introductory clause light?

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Apply the five readability principles

Original

An **evaluation** of the effect of Class C fly ash and ground granulated blast furnace slag (GGBFS) **on** the properties of ternary mixtures **for use in** concrete pavements **was** undertaken and **is** presented **in** this paper.

Revise to SVO

This paper

Can I put an actor in the subject position?

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Apply the five readability principles

Original

An **evaluation** of the effect of Class C fly ash and ground granulated blast furnace slag (GGBFS) **on** the properties of ternary mixtures **for use in** concrete pavements **was** undertaken and **is** presented **in** this paper.

Revise to SVO

This paper **evaluates**

Where's the action?
Can I put it in the verb?

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Which one is easier to read?

Original (36 words)

An **evaluation** of the effect of Class C fly ash and ground granulated blast furnace slag (GGBFS) **on** the properties of ternary mixtures **for use in** concrete pavements **was** undertaken and **is** presented **in** this paper.

Revise to SVO (26 words)

This paper **evaluates** the effect of Class C fly ash and ground granulated blast furnace slag (GGBFS) **on** the properties of ternary mixtures **for use in** concrete pavements.

Eliminate unnecessary words, e.g "for use"

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Peer work

How well does your peer's revised sentence meet these five readability principles?

1. English is an S-V-O language
Uses active voice primarily?
2. Get close to the action!
Subjects and verbs are close together?
3. Keep modifiers close to word being modified!
Modifiers are close to the words they modify?
4. People matter!
Uses active agents?
5. In with the old, out with the new!
Applies the familiar-new principle?

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Image: CC-BY 4.0

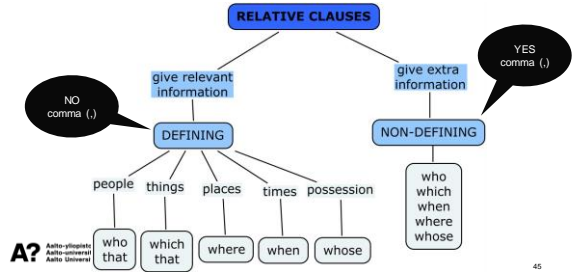
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Other readability considerations

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Relative pronouns



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Relative clause

<https://www.youtube.com/watch?v=5rV6EY1Zqis>

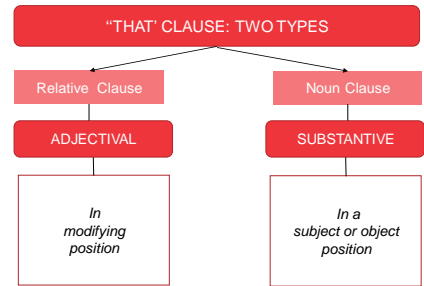
Additional note about comma usage: which vs that

- Yes: Parameter *b* that we want to eliminate ... NO: Parameter *b*, that
- Yes: Parameter *b*, which we want to eliminate, ...

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Beware!

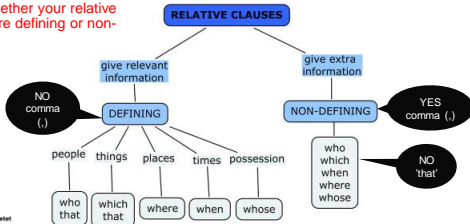


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Relative pronouns

- Use the *find* function to . . .
- Check whether your relative clauses are defining or non-defining



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Open MyCourses > 7
> Language checking tools (materials)
> Info for workshop tasks (slides)

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Tools to improve aspects of writing

- ✓ Check structures in context
- ✍ Work with words
- ✗ Check your grammar
- ✗ Other useful tools



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Check structures in context: Lextutor Concordancer

https://www.lexutor.ca/conc/eng/

What words appear to the left or right of a particular word?

51

Check structures in context: Lextutor Concordancer

What words appear to the left or right of a particular word?

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Vary your words: Visuwords.com

Dictionary, thesaurus, interactive lexicon

53

Vary your words: thesaurus.com

54

Check your grammar and spelling

55

Checking grammar, spelling, style

<https://writingtools.auckland.ac.nz/>

A resource for exploring popular tools for checking grammar, spelling, and style



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Preventing plagiarism

Turnitin

<https://wiki.aalto.fi/display/turnitin/Home>

Check similarity of language in your text against published texts



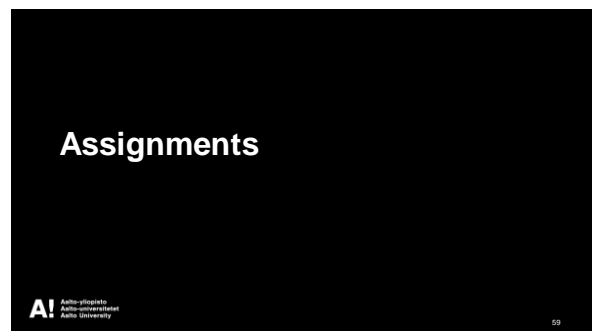
57

Summary

<p>Improve readability</p> <p>https://www.slickwrite.com http://www.phrasbank.manchester.ac.uk/ Five readability principles</p> <ul style="list-style-type: none"> https://slideplayer.com/slide/9374619/ https://www.youtube.com/watch?feature=player_embedded&v=rZxaSMzstB8 	<p>Check grammar, spelling, and style</p> <p>https://www.languagetool.org/ (works in a browser) grammarly.com (free, requires download) https://writingtools.auckland.ac.nz/</p> <p>Check structures in context</p> <p>https://www.wordandphrase.info/ http://www.lex tutor.ca/conc/eng/</p>
<p>Use word variety</p> <p>thesaurus.com visuwords.com mot.kielikone.fi (Aalto students; translation - field-specific terms - proofreading)</p>	<p>Check similarity to other published texts</p> <p>turnitin – submit to drafts only (Aalto students) https://wiki.aalto.fi/display/turnitin/Home</p>



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Assignment 7A: Deadline 24.11.21 (12:30)

Proofread your text (1 page) paying attention to

Articles – highlighted green

- https://owl.purdue.edu/owl/general_writing/grammar/using_articles.html
- MyCourses > 8 > Article usage in scientific writing (video ~3 min)

Prepositions – highlighted red

- https://owl.purdue.edu/owl/english_as_a_second_language/esl_students/prepositions/index.html

Subject-verb agreement – highlighted blue

- https://owl.purdue.edu/owl/general_writing/grammar/subject_verb_agreement.html
- MyCourses > 8 > Subject-Verb Agreement (video ~3 min)

Submit your 1-page text to MyCourses > Assignment 7A

Bring your questions about these to the last workshop



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Reminder: Main Assignment due

Apply the principles introduced in this course to

- 3 *continuous* pages of your own text – no gaps
- Length includes graphics
- 1.5 line spacing
- Single column
- Font size 12 (Times New Roman)
- File format: MS Word, rtf, or pdf
- File name: lastname_firstname_v1



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