

# ~~Rewriting~~ Revising for clear style in research writing

## Teaching points:

- Mapping style to purpose:
  - *What questions should you explore before deciding how to revise?*
  - Revise to emphasize the **main subject** appropriate to the micro-purpose and **verb** accountable to the evidence
- Use the **strategy** in your topic sentence to develop your paragraph (see Resources)
- Use **transitional expressions** to guide your reader through progressions in purpose and strategy (see Resources)

## Main example:

Before: [literature review] Apparently, it seems that a diverse student population would enable one to learn better.

After: Several studies suggest that diverse student populations learn better than similar groups in more homogeneous settings.

# Revising for clear style in research writing: Resources

## Major purposes/strategies:

- Narration
- Description
- Exemplification
- Facts, statistics, reasons
- Definition
- Process analysis
- Comparison/contrast
- Analogy
- Division and classification
- Cause and effect

## Logical relationships and transitional expressions: (*The Writer's Brief Handbook*)

Logical relationship	Words or expressions
Addition	<i>And, again, too, also, in addition, further, furthermore, moreover, besides</i>
Cause and effect	<i>Therefore, consequently, thus, accordingly, as a result, hence, then, so</i>
Comparison	<i>Similarly, likewise, by comparison</i>
Concession	<i>Although, to be sure, granted, of course, it is true, to tell the truth, certainly, with the exception of, although this may be true, even though, naturally</i>
Contrast	<i>But, however, at the same time, in contrast, on the contrary, on the other hand, yet, nevertheless, after all, in spite of, conversely, still</i>
Example	<i>For example, for instance, one case of</i>
Time	<i>Afterward, later, earlier, subsequently, at the same time, immediately, this time, until now, shortly, currently, lately, in the meantime</i>
Place	<i>Elsewhere, here, above, below, farther on, there, beyond, nearby, opposite to, around</i>
Clarification	<i>That is, in other words, in simpler terms, to put differently, simply stated, partly, actually, in fact</i>
Sequence	<i>First, second, third, next, finally, following, then, in time</i>
Summary	<i>In conclusion, to conclude, to summarize, in brief, in short</i>

## Verbs: (accountability to the evidence)

Function and strength	Example verbs
<b>TENTATIVE:</b> verbs used to say what the writer suggests or speculates on (without being absolutely certain).	suggest, speculate, intimate, hypothesize, imply, propose, recommend, posit the view that, question the view that, postulate, etc.
<b>NEUTRAL:</b> verbs used to say what the writer describes in factual terms, demonstrates, refers to, and discusses, and verbs used to explain his/her methodology.	describe, show, reveal, study, demonstrate, note, point out, indicate, report, observe, assume, take into consideration, examine, go on to say that, state, believe (unless this is a strong belief), mention, etc.
<b>STRONG:</b> verbs used to say what the writer makes strong arguments and claims for.	argue, claim, emphasize, contend, maintain, assert, theorize, support the view that, deny, negate, refute, reject, challenge, strongly believe that, counter the view/argument that, etc.

From: University of Warwick, [http://www2.warwick.ac.uk/fac/soc/al/learning\\_english/leap/grammar/reportingverbs/](http://www2.warwick.ac.uk/fac/soc/al/learning_english/leap/grammar/reportingverbs/)