Disclaimers:

I am a science writer and technical editor, not a physicist. Don't ask me about the fractional quantum Hall effect in topological insulators.

This lecture is based solely on my own opinions, and they are not necessarily shared or endorsed by the Department of Physics or the University of Illinois. But they should be.

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One thing I’ve learned in physics, you have to satisfy both the theorists and the experimentalists...

...so this talk has two parts:
I. a theory of technical writing
II. the nuts and bolts of first putting together a scientific paper
First step, throw out most of what you’ve been taught about “writing”

Technical writing ain’t Shakespeare
Your purpose is to inform, educate, and persuade—not to entertain
Write with concrete, quantitative nouns and strong verbs, not adjectives and adverbs
Use the simplest word
Write short sentences and control your modifiers
No literary flourishes

Technical writing is fundamentally different from other kinds of writing—in tone, in style, in content, in organization. Good scientific writing is concise, direct, concrete, and unambiguous. The harder the concepts, the simpler and more transparent the writing should be.
Learning to write in the style described here will not only make you a better writer, it will also make you a better scientist. It will force you to see holes in your thinking, areas where you’ve made assumptions, places where you should add references, or data, or further analysis.
Too often, scientists think of doing research and writing as discrete tasks that have little to do with one another. Today, I’d like you to think of them as a feedback loop, where progress in one informs and drives progress in the other.

From Peter Woodford: “Somehow the discipline of crystallizing a thought into a grammatical sentence with a beginning, a middle, and an end clarifies, sharpens, and delimits the thought.”
Successful science writing is

Logically constructed—think “linear”
Clearly and succinctly expressed
Precisely and simply worded
Written to inform and persuade
Written with the reader in mind

The first step in any writing project should be an analysis of the audience for whom the document is intended.
Novice writers use the “core dump” method—inefficient and produces poor results

Always start from a plan—always!
1. Promotes thinking
2. Easiest way to get started if you don’t like to write
3. Gives you control over length and focus
4. Increases the logical persuasiveness* and coherence of your final paper (or talk)

*“Persuasion in Technical Communications,”
http://people.physics.illinois.edu/Celia/Persuasion.pdf

Novice writers often just word-spay and then try to go back and “fix” what they’ve written. It’s inefficient, time-consuming, and usually produces bad results.
As you are thinking about your paper, first ask yourself four questions:

1. What is my *purpose* in writing this document? What’s my ultimate goal?

2. Who is going to read it? What do they already know, and what am I going to have to explain? What do they want to get out of this paper?

3. What *one thing* do I want the reader to remember? What’s the “take-away” message?

4. What are my space/time/page constraints?

At this stage of your writing project, think about what you want to convey to your audience. What are the important points that you want them to understand and remember?
The idea of creating separate holding pens for various parts of a technical document was first articulated, as far as I know, by F. Peter Woodford in *Scientific Writing for Graduate Students: A CBE Manual* (Rockefeller University Press, New York, 1968). Although targeted to graduate students in the life sciences and dated in language (not *all* scientists are men!), the fundamentals of Woodford’s approach remain sound.

Vernon Booth, a major god in my pantheon (*Communicating in Science: Writing a scientific paper and speaking at scientific meetings*, 2nd ed. [Cambridge University Press, Cambridge, 1993]) also recommends the use of writing reservoirs.
At this stage, don’t worry too much about niceties of language—concentrate on including essentials, eliminating superfluities, and getting things sorted into the right categories.
Now you’re ready to start building a coherent narrative

In the next steps, we’ll take the content of our reservoirs and make a plan to guide the building of our paper.
An outline is a tool that enables you to look systematically at how a paper or presentation is organized. Learning to write from an outline is one of the easiest ways to (1) get started and (2) improve the content and coherence of your scientific writing.

Today, we’ll look at how to use outlines to get started on any writing project.

Many of the ideas about full-sentence outlining are taken from a course given by Ohio Eminent Scholar and Professor of Physics at The Ohio State University, John W. Wilkins (who is also a Physics Illinois alumnus). His trenchant thinking and incisive writing on communicating in physics are gratefully acknowledged.

For more of Professor Wilkins’ excellent advice on technical writing, see his “Brief Guide to Writing and Speaking”: http://www.physics.ohio-state.edu/~wilkins/writing/Handouts/brief_writ_speak.html.
Start out with a five-sentence synopsis

1. What was the goal?
2. How does it fit into the context of prior work?
3. What method(s) did you use?
4. What were your results?
5. What do they mean?

Answer each question in one coherent sentence

Use the synopsis as the starting point for an outline

Writing a synopsis is a good way to get started because it defines the content and scope of your paper.

Think of the synopsis as the skeleton—it gives the whole paper its shape and supports your evidence and arguments.
Writers use two kinds of outlines—“topic” and “sentence”

**Topic** outlines use short phrases
- CO$_2$ underground storage—motivation
- Advantages of deep saline formations
- Convection could provide “stirring”
- Boycott effect

**A topic outline is a good way to get started, but it may not be detailed enough for science writing**

A topic outline consists of short phrases. Here’s an example of a topic outline for a paper on carbon sequestration in deep saline formations.

A topic outline may be best for organizing a number of issues or ideas that could be presented in a several different ways, where the order of presentation is not important. Unfortunately, that is not typically the case for science papers.

Topic outlines are fast and easy to write. You might find it helpful to sketch out a topic outline first and then expand it into a full-sentence outline.
Writers use two kinds of outlines—“topic” and “sentence”

Topic outlines use short phrases
- CO₂ underground storage—motivation
- Advantages of deep saline formations
- Convection could provide “stirring”
- Boycott effect

Sentence outlines use full sentences (duh!)
- Deep saline aquifers (DSAs) are underground salt-water reservoirs capped by impermeable rocks.
- DSAs offer large storage capacity for carbon capture and sequestration.
- Sequestered CO₂ rises and forms a separate layer that restricts dissolution.

Today we’ll look at the sentence outline, which is better suited for papers (and talks) that require complex information to be presented in strict logical order.
Writing a sentence outline will help you as a writer in a variety of ways:

• Your writing will be clearer and more direct. It’s unlikely that you’ll write a cogent paragraph until you can write a sentence that plainly articulates the point of that paragraph.

• Your arguments will be stronger. A sentence outline shows you the narrative flow of the paper. Are your ideas arranged in the most logical, persuasive way to lead the reader to the conclusions you want him to reach? It’s much easier to move sentences around as you are planning a paper than it is whole paragraphs.

• Your paper will be more cohesive, because you’ll be more aware of where transitions are needed to move the reader from one idea to the next.

• Your writing will be more concise. A sentence outline will help you spot superfluous material that stands in the way of a straightforward narrative.

• You will get a better idea of the size and scope of your final paper. The length of proposals, journal articles, and conference papers is usually strictly limited. A sentence outline makes it easier to estimate what the final length of your document will be and allows you to make any needed adjustments earlier in the writing process. It’s agonizing to make major cuts after you’ve already gotten something written, and you’ll avoid the temptation of leaving digressions in your paper because of pride of authorship.

• You will ultimately save time. The investment in planning and getting organized now will pay off in an easier-to-write, coherent, clear final document.

• Your colleagues will eagerly look forward to hearing your next talk or reading your next paper. Your reviewers will expedite your publications. Funders will shower you with $$$. (Okay, maybe not #3...).
Tips for writing a sentence outline

Make your sentences as specific and quantitative as possible.

If you have two closely related sentences, combine, differentiate, or eliminate one.

Make a logic map of your sentences; can you show a linear progression of your ideas?

Devise a method that makes it easier to move sentences around and “see” the overall structure of the paper.

This slide is an example of a “sentence” outline—use it for writing projects (papers, proposals, talks) where it’s important to show a logical progression of your ideas

Make your sentences as specific as possible. The purpose of the sentence outline is to help you spot missing or superfluous material. If your sentences are vague and general, you’ll lose the main advantage of sentence outlining.

If you have two sentences that say about the same thing, eliminate one of them, combine them, or differentiate them.

Ideally in science writing, the narrative should flow logically and incrementally from Point A to Point B to Point C to the conclusions. If your outline does not reveal a logical progression of ideas, move things around until it does.

A word processing document that displays only part of your outline at a time may not be the best way to get an overall look at your paper. Experiment with other methods—index cards dealt out on a big table, Post-It notes stuck on a wall—use your imagination.
Start filling your reservoirs and crafting your outline early

Conventional approach is finish the project and then write it up—bad idea

Start your synopsis and outline while you’re still taking data or doing calculations

Making the outline early will make you see where the holes are and where more (different) data are required

Much easier to fill in those holes while the apparatus is set up and the project is on-going
Commit to writing incrementally

Think “feedback loop”

Write in increments:
1. Construct a preliminary outline, based on your initial goals for the project
2. Write portions of the “results” and “discussion” sections while you’re taking and analyzing data
3. Add to your references as you go
4. Make your figures and tables early

Advantages:
• More complete, persuasive paper
• Finished result faster, giving you more time to edit and polish

Commit to writing incrementally; writing should be an integral part of your research work—remember “feedback loop.”

Advantages of the incremental method:
1. You may discover additional data that are needed while the equipment is still set up and the project ongoing.
2. You get a finished paper faster, with more time to revise and edit.

Some beginning authors think that if they spent 90 percent of their time on some aspect of the experiment, they should devote 90 percent of the paper to that topic.

Your job as an author is to distill your ideas and experience into a concise, coherent explanation and argument—not mechanically record everything you did.

Readers don’t want to know all the things that went wrong, all the components that failed, all the adjustments that had to be made to get the data. They want to know what worked, how it worked, what the results are, and what you think they mean. Remember, a journal is an archive of results, not a cemetery where you bury all your mistakes.
The probability that a first draft will not require revision asymptotically approaches 0.

“Perfection is achieved, not when there is nothing left to add, but when there is nothing left to take away.”—Antoine-Marie-Roger de Saint-Exupery

Brevity is a key goal. Use your revisions to clarify and simplify.

Give yourself adequate time to reflect and rewrite.

Revising should incorporate four distinct elements:
1) clarifying the selection and presentation of ideas.
2) organizing the narrative logically and incrementally.
3) using language precisely and concisely.
4) correcting “mechanical” errors that detract from a professional argument.

Ideally, editing should be done in three passes:
1) reading for content (the science).
2) editing for style (organization and language).
3) proofreading for mechanics (spelling, punctuation, grammar, usage).

Writing well is a learned skill—train yourself to recognize good writing; emulate good examples, and practice, practice, practice.
To recap...

Think first
Analyze your audience and purpose
Commit to writing incrementally—start filling your reservoirs while you’re still taking data
Make an outline and use it

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