


Week 3: Begin Day 3

Writing: Nuts and Bolts

Faculty Agenda with Instructions	
Materials/Preparation: <ul style="list-style-type: none"> Participant Workbook and Week 3 USB flash drive Equipment/resources: Same as Day 1 Printed material/handouts: Participant and faculty evaluation forms 	
Time	Lecture/Activity
8:00	Welcome back (1hr) <ul style="list-style-type: none"> Recap Day 2; Preview Day 3 Identify 3-4 participants to discuss updates/revisions to their written drafts (faculty may choose to focus on specific areas: subjects & methods, results, abstracts, or oral presentation, depending on group needs and progress)
9:00	W3L5: Writing Well, part 1: Sentences (23 slides, 30min)
9:30	Small group work with mentors: Write/rewrite results (3hr) <ul style="list-style-type: none"> Break into assigned small groups to share with peers and faculty mentors In small group: Participants share 1) status of their results sections; 2) opening sentences; and 3) any specific questions they would like input on (30 min – 1 hr) Break into individualized work with mentors circulating to spend 1:1 time with participants
	Break ad lib
12:30	Lunch (1hr)
1:30	W3L6: Writing Well, part 2: Paragraph Development (42 slides, 30min)
2:00	Small groups with mentors: Write/rewrite introduction (2hr 30min) <ul style="list-style-type: none"> Break into assigned small groups to share with peers and faculty mentors In small group: Participants share status of introduction drafts Break into individualized work with mentors circulating to spend 1:1 time with participants
	Break ad lib
4:30	End Day 3 (15min) <ul style="list-style-type: none"> Review homework for Day 4: Work on introduction and manuscript Participants complete Day 3 evaluations
4:45	Faculty Debrief

Slide 1	<div data-bbox="225 210 740 607"> <h2 style="text-align: center;">Writing Well, part 1: Sentences</h2> <hr style="border: 2px solid red; width: 100%;"/> <p style="text-align: center;">CDC Operations Research Course Add place and date Add presenter name & affiliation</p>  </div>	<p>Title: W3L5 Writing Well, part 1: Sentences Time: 30 minutes (23 slides) Reading: None</p>
Slide 2	<div data-bbox="225 770 740 1167"> <h3>Sources</h3> <ul style="list-style-type: none"> ▪ Joseph M. Williams. <i>Style: Ten Lessons in Clarity and Grace, 2nd ed.</i> Scott, Foresman and Company: Glenview, Illinois, 1985 <ul style="list-style-type: none"> • Later editions: <i>Style: Lessons in Clarity and Grace</i> ▪ Joshua Schimel. <i>Writing Science: How To Write Papers That Get Cited and Proposals That Get Funded.</i> Oxford University Press, New York, 2012 </div>	<ul style="list-style-type: none"> • [Review slide content]
Slide 3	<div data-bbox="225 1335 740 1731"> <h3>Which of these sentences is better?</h3> <ul style="list-style-type: none"> ▪ Our lack of pertinent data prevented determination of committee action effectiveness in fund targeting to areas of greatest assistance need. ▪ We lacked pertinent data, so we could not determine whether the committee had targeted funds to areas that needed assistance the most. <p style="text-align: center; font-size: small;">Joseph M. Williams Style: Ten Lessons in Clarity and Grace, 2nd ed. 1985</p> </div>	<ul style="list-style-type: none"> • [Review slide content]

Slide 4

Why is the second sentence better?

1. "Our lack of pertinent data prevented determination of committee action effectiveness in fund targeting to areas of greatest assistance need."
 2. We lacked pertinent data, so we could not determine whether the committee had targeted funds to areas that needed assistance the most."
- Author organizes what he wants to say using subjects, verbs, and objects to express who is doing (or not doing) what to whom

Joseph M. Williams
Style: Ten Lessons in Clarity and Grace, 2nd ed. 1985

- *[Review slide content]*

Slide 5

Principle #1

- State who is doing what in the subject of your sentence, then state what that "who" is doing in your verb.

Joseph M. Williams
Style: Ten Lessons in Clarity and Grace, 2nd ed. 1985

- *[Review slide content]*

Slide 6

Principle #1, applied

- In 2nd example, author names the actor in the subject of each clause
- The verb then tells what those actors do
 - We lacked pertinent data, so we could not determine whether the committee had targeted funds to areas that needed assistance the most.
- In 1st sentence, writer does not identify actors
- Expresses action not as verb but as abstract nouns:
 - Our lack of pertinent data prevented determination (by whom?) of committee action effectiveness in fund targeting to areas of greatest assistance need.

Joseph M. Williams
Style: Ten Lessons in Clarity and Grace, 2nd ed. 1985

- *[Review slide content]*

Slide 7

<u>Subject/Agent</u>	<u>Verb/Action</u>
▪ We	→ lacked
▪ We	→ could not determine
▪ the committee	→ targeted
▪ areas	→ needed

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- *[Review slide content]*

Slide 8

To write clearly...

- Use subject, verb, object to state your meaning directly
- Express actions in verbs
- Identify agents of those actions in subject

} THIS IS THE CORE OF CLEAR WRITING

Joseph M. Williams
Style: Ten Lessons in Clarity and Grace, 2nd ed. 1985

- *[Review slide content]*

Slide 9

Verbs and actions

- Clear, cogent sentences express crucial actions as verbs
- Strong verbs express core action of sentence directly
- Weak verbs – all forms of: to be, to make, to have, to perform, to occur, often to do, etc., frequently combined with nominalized verbs*

* A noun derived from a verb or adjective is “nominalization”

Joseph M. Williams
Style: Ten Lessons in Clarity and Grace, 2nd ed. 1985

- *[Review slide content]*

Example 1

- A. There **will be** a suspension of these programs by the dean until his reevaluation of their progress **has occurred**
- B. The dean **will suspend** these programs until he **reevaluates** their progress

- **Suspend** and **reevaluate** are more specific than **be** and **occur**

Joseph M. Williams
Style: Ten Lessons in Clarity and Grace, 2nd ed. 1985

- [Review slide content]

Example 2

- A. There **has been** the exercise of effective staff information dissemination control on the part of the secretary.
- B. The secretary **has exercised** effective staff information dissemination control.
- C. The secretary **has** effectively **controlled** staff information dissemination.
- D. The secretary effectively **controlled** how staff **disseminate** information.

- The verbs grow progressively more specific

Joseph M. Williams
Style: Ten Lessons in Clarity and Grace, 2nd ed. 1985

- [Review slide content]

Compare:

Verbs state that an action exists or took place

1. We *conducted* an investigation of it.
2. A need *exists* for greater staff selection efficiency
3. *There is* the possibility of prior approval of it.
4. A review *was done* of the relevant investigations.
5. There *was* a significant difference between the two groups.

Verbs state the action itself

1. We *investigated* it.
2. We *must select* staff more efficiently.
3. He *may approve* of it ahead of time.
4. They *reviewed* the relevant regulations
5. The two groups *differed* significantly.

Joseph M. Williams
Style: Ten Lessons in Clarity and Grace, 2nd ed. 1985

- [Review slide content]

Compare:

<u>Verb</u>	<u>Nominalization</u>
1. discover	1. discovery
2. move	2. movement
3. resist	3. resistance
4. react	4. reaction
5. differ	5. difference

Joseph M. Williams
Style: Ten Lessons in Clarity and Grace, 2nd ed. 1985

- [Review slide content]

Subjects and agents

- Subject is whatever word or phrase the verb agrees with in person (gender) and number (or noun class, case)
- The agent is the source, the party or thing responsible for the action or condition expressed in a sentence
- Put the agent in the subject of the verb

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Style: Ten Lessons in Clarity and Grace, 2nd ed. 1985

- [Review slide content]

Examples: Subject → verb

- Determination of foreign policy takes place at the *presidential* level.
- The *president* determines foreign policy.
- _____
- A need exists for reevaluation of his condition by a *specialist*.
- A *specialist* should reevaluate his condition.

Joseph M. Williams
Style: Ten Lessons in Clarity and Grace, 2nd ed. 1985

- [Review slide content]

Slide 16

First principle – Revisited

- As often as possible, use a verb to express the central action of a sentence, and use the subject of that verb to express a strong sense of its agency

Joseph M. Williams
Style: Ten Lessons in Clarity and Grace, 2nd ed. 1985

- *[Review slide content]*
- *Agency means: who or what does that action.*

Slide 17

Objects and goals

- As agent is to subject, and action is to verb, so goal is to object
- Object is whatever the agent directs its action or attention to – whatever is changed, affected, moved, transformed, attended, created, influenced
- In the passive voice, the subject can be the goal. Compare:
 - Shakespeare wrote Hamlet.
 - Hamlet was written by Shakespeare.

Joseph M. Williams
Style: Ten Lessons in Clarity and Grace, 2nd ed. 1985

- *[Review slide content]*

Slide 18

Look for nominalizations

- When the nominalization is the subject of an empty verb, change the nominalization to a verb and find a new subject:
 - Our discussion concerned the study design.
 - We discussed the study design.
- When the nominalization follows an empty verb, change the nominalization to a verb that can replace the empty verb:
 - The police conducted an investigation into the matter.
 - The police investigated the matter.

Joseph M. Williams
Style: Ten Lessons in Clarity and Grace, 2nd ed. 1985

- *[Review slide content]*

Slide 19

Looking for nominalizations (2)

- When the nominalization follows “there is/are,” change the nominalization to a verb that replaces “there is/are” and find a new subject:
 - There was considerable erosion of the land after the flooding.
 - The flooding eroded the land.

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Style: Ten Lessons in Clarity and Grace, 2nd ed. 1985

- *[Review slide content]*

Slide 20

Useful nominalizations

- When the nominalization is a subject that refers to the previous sentence
- When the nominalization is so common that it serves as shorthand

Joseph M. Williams. Style: Ten Lessons
in Clarity and Grace, 2nd ed. 1985

- *[Review slide content]*

Slide 21

Passive vs. active voice

- Use active voice when possible, avoid unnecessary passive verbs
- Passives are preferred in some situations:
 - When you don’t know or care who the agent is
 - When it connects to the previous sentence
- Ask 2 questions:
 - Must the reader know who or what performs the action?
 - Can you maintain consistency of subjects in a series of sentences in a paragraph?

Joseph M. Williams
Style: Ten Lessons in Clarity and Grace, 2nd ed. 1985

- *[Review slide content]*

Compound noun phrases

- Noun + noun + noun + ...
- Compare
 - Early childhood tuberculosis misdiagnosis
 - Misdiagnosis of tuberculosis in early childhood
- Medication adherence level evaluation procedures
- Procedures for evaluating medication adherence levels

Joseph M. Williams
Style: Ten Lessons in Clarity and Grace, 2nd ed. 1985

- *[Review slide content]*

Summary

Common problems: Nominalizations, missing agents, passives, compound noun phrases

1. Whenever possible, use specific verbs rather than abstract nouns to express actions.
2. Where appropriate, make the subject of your verbs the agents of those actions.
3. Avoid making up compound noun phrases.
4. Don't waste time rewriting passives into actives when the agent is unknown or unimportant
5. Don't waste time rewriting nominalizations when they sum up what went before

Joseph M. Williams
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- *[Review slide content]*
- *[END]*

Writing Well, part 2: Paragraph Development

CDC Operations Research Course
Add place and date
Add presenter name & affiliation



Title: W3L6 Writing Well, part 2: Paragraph Development

Time: 30 minutes (42 slides)

Reading: None

- Many of us write without giving much consideration to paragraph development. It becomes rote after many years of writing. In this lecture I will go over some of the basic principles associated with developing a paragraph.

Qualities of a well-developed paragraph

- Clarity
- Concision
- Cohesion
- Unity
- Emphasis

- A well-developed paragraph should be clear, concise, cohesive, show unity, and emphasis.

Common errors in paragraph development

- Lacks topic sentence
- Has more than one controlling idea
- Lacks cohesion
- Lacks order
- Lack of idea development
- Too long or too short

Listed here are some of the common errors of paragraph development. If these errors are present, it will make your paragraph more difficult to understand in the following ways:

- A *paragraph* lacking a topic sentence will be unfocused and difficult to follow.
- ... with more than one main idea will lack unity and may drift from the main idea.
- ... that lacks cohesion may not logically flow from one idea to another.
- ... with no order will be difficult to follow. Order helps the reader grasp the text's meaning.
- ... that lacks idea development will be vague because it lacks details.
- And if your paragraph is too long, it likely lacks structure and if too short, it probably lacks substance.

Slide 4

Clarity

- What is clarity in writing?
 - Lucid, intelligible writing
- What is outcome of clarity?
 - Improves readability
 - Allows reader to see value in your writing
 - Makes communication more effective

- *[Review slide content]*

Slide 5

Clarity (2)

- How to achieve it?
 - Clearly state the message
 - Make the relationship between ideas clear
 - Simplify your thoughts and sentences

- Be specific and avoid ambiguous expressions.
- Make certain the relationship is obvious between the ideas you express in the paragraph.
- And simplify your thoughts and sentences. If too complex, they reduce the reader's ability to access the writing.

Slide 6

Clarity (3)

- Techniques
 - Use topic sentences
 - Avoid nominalizations
 - Use active voice
 - Avoid noun strings
 - Avoid multiple negatives

Some of the techniques used to achieve clarity include:

- **Use** topic sentences. They help to explain the purpose of your paragraph.
- **Avoid** nominalizations or verbs disguised as nouns. They weaken our writing by making it longer.
- **Use** active voice. It makes your writing more direct.
- **Avoid** noun strings. They are awkward and prevent your writing from being clear and direct.
- **Avoid** multiple negatives. They confuse your writing.

Slide 7

Use of active voice

- Makes writing more direct
- Change statements from passive to active voice.
 - Example 1. *The agreement was broken by the partners.*
 - Example 2. *At dinner, six shrimp were eaten by Joe.*

- Active voice makes writing more direct, less murky.
- In the **active** voice: the subject performs the action stated by the verb. *[Remind participants they learned this in "Sentences" (W3L5)]*
- In the **passive** voice: the subject is acted upon by the verb.
- **ASK** participants to revise the sentences on the slide by changing passive voice to active voice:
Answer: The partners broke the agreement.
Answer: Joe ate six shrimp at dinner.

Slide 8

Example: Active voice

- This study demonstrates a logical, linear gradient between treatment outcomes and nine possible combinations of initial and acquired resistance for SLI and fluoroquinolones. While the relationship between treatment outcome and drug resistance defined on initial DST results has been reported, **we quantified** the degree to which acquired resistance was consistently worse than initial resistance to the same drug. Moreover, **we quantified** the extent to which an increasing number of effective drugs was associated with progressively better outcomes, consistent with reports advocating "aggressive" treatment regimens (16-19). Drugs without DST results added no benefit, only cost and potential toxicity. **We also quantified** for the first time the linear inverse association between number of effective drugs and acquired drug resistance. Excerpt from Cegielski, J et al. Multidrug-Resistant Tuberculosis Treatment Outcomes in Relation to Treatment, Initial Versus Acquired Second-Line Drug Resistance. Clin Infect Dis 2016; 62(4): 418-430

- *[Review slide content]*

Slide 9

Nominalizations

- May lead to use of passive voice, wordiness, and loss of agency
- Example, *The FETP Fellow conducted an investigation of the outbreak.*

- Nominalizations can lead to use of the passive voice, wordiness, and the loss of agency.
- Revise the example sentence on the slide. What is the hidden verb in the sentence? How can we turn the noun into an action word?

Slide 10

Exercise 1

- “These technical directives are written in a style of maximum simplicity as a result of an attempt at more effective *communication* with employees of little *education* who have been hired in accordance with guidelines that have been imposed.”

Excerpt from Style: Ten Lessons in Clarity and Grace, pg. 32

- Now let’s examine a couple of paragraphs.
- Revise these paragraphs. Change passives into actives and edit nominalizations into a more direct agent-action style.

Slide 11

Exercise 1: Revision

“We have written these technical directives as simply as possible because we are attempting to communicate more effectively with relatively uneducated employees whom we have hired in accordance with guidelines imposed on us by the federal government.”

Excerpt from Style: Ten Lessons in Clarity and Grace

- [Review slide content]

Slide 12

Exercise 2

“The tissue rejection evaluation was performed according to procedures that have been abandoned because of their consistent overestimation of antibody production values.”

Excerpt from Style: Ten Lessons in Clarity and Grace, pg. 32

- Revise this paragraph. Change passives into actives and edit nominalizations into a more direct agent-action style.

Slide 13

Exercise 2. Revision

- “The researchers evaluated tissue rejection according to procedures that most other researchers have abandoned because those procedures consistently led them to overestimate values for producing antibodies.”

- [Review slide content]

Slide 14

Noun strings

- String of nouns or nouns and adjectives linked together
- Awkward and keep us from being direct
- Example: *Enforcement of guidelines about **new car model tire durability** is a Federal Trade Commission responsibility.*

- Noun strings or noun-adjective strings are groups of these words linked together. They are commonly found in government writing.
- What is the noun string in the example?
Answer: new car model tire durability
- How can we make sentence more accessible?
Answer: The FTC is responsible for enforcing guidelines about the durability of tires on new cars.

Slide 15

Exercise 3. Noun Strings

- Original: “*Early childhood thought disorder misdiagnosis* often occurs as a result of unfamiliarity with recent *research literature* describing such conditions”

- Noun strings are italicized in this example.
- Reader is not able to discern what’s early: the childhood, the disorder, or the diagnosis?
- **ASK:** How might we revise this paragraph to improve clarity?

Exercise 3. Revision

- “Physicians are misdiagnosing disordered thought in young children because they are not familiar with the literature on recent research.”

- See revision. Strings are disentangled, and ambiguity is reduced.

Multiple negatives

- Cumbersome and difficult to interpret
 - Example 1. “*She is not unattractive.*”
 - Example 2. “*Less attention is paid to advertisements that lack human interest stories than to other kinds of advertisements.*”

- Multiple negatives are awkward, difficult to interpret, and make your writing less clear.
- **ASK** participants to change the multiple negatives in the examples to a positive form.

Answer 1. She is attractive

Answer 2. More attention is paid to advertisements of human interest stories than to other kinds of advertisement.

Concision

- What is concision in writing?
 - Succinct and to the point
 - Shows an economical use of words
- What is the outcome?
 - Eliminates redundancies
 - Improves clarity and strength
 - Reduces confusion

- [Review slide content]

Slide 19

Concision (2)

- How to achieve?
 - Write short paragraphs
 - One topic per paragraph
 - Avoid redundancy or meaningless repetition
 - Delete all non-essential words, phrases and sentences
 - Omit excess modifiers
 - Avoid doubles and triplets

- You can achieve concision by writing short paragraphs that contain one topic per paragraph. These paragraphs are easier to read than longer paragraphs. Longer paragraphs tend to make it more challenging for readers to want to understand your material.
- You want to omit any redundancies that lengthen your writing AND delete any non-essential words, phrases, and sentences. For example... *[continued on next slide]*

Slide 20

Concision (3)

- Redundancies
 - *Absolutely* necessary
 - Estimated at *about*
 - *Final* outcome
 - HIV *virus*
- Excess modifiers (e.g., like, very, totally)
 - The claim was *totally* unnecessary.
- Doublets and triplets
 - *Begin and commence* or *cease and desist*

- You can see here that the italicized words are redundant and unnecessary. It's not uncommon to see these miscues in writing.
- The use of excess modifiers and doublets and triplets tend to clutter writing, and they should be removed.
- **ASK:** What words might we use instead of begin and commence or cease and desist?

Slide 21

Cohesion

- What is cohesion in writing?
 - Shows a clear, logical flow of ideas
- What is outcome of cohesive writing?
 - Connects ideas
 - Builds details
 - Strengthens paragraph organization
 - Easier to follow

- *[Review slide content]*

Slide 22

Cohesion

- How to achieve it?
 - Go from old to new Information order
 - Repeat key words or phrases
 - Create parallel structure
 - Be consistent in the point of view, verb tense and number
 - Use transition words or phrases

- One may achieve cohesion by using techniques and devices like those listed on this slide. Let's look at a few of them more closely.
- *[Review slide content]*

Slide 23

Old to new information order

- Familiar information first, new information last
- Allows ideas to build and makes it easier for reader to follow; lays foundation for more complex or new ideas

- *[Review slide content]*

Slide 24

Example: Old to new

- "Populations of co-existing, closely related but diverging variants of HCV RNA molecules (old info) are termed quasispecies (new info). Quasispecies (old info) occur in many RNA viruses (new info)."

- In the example, the order of information presented in the paragraph is from old to new.
- *Note:* Once NEW information is presented, if it is used again, it becomes known or old.

Exercise 4: Cohesion

Example A. "The huge number of wounded and dead in *the Civil War* exceeded all the *other wars in American history*. One of the reasons for the lingering animosity between North and South today *is the memory of this terrible carnage*."

Example B. "Of *all the wars in American history*, none has exceeded *the Civil War* in the huge number of wounded and dead. *The memory of this terrible carnage* is one of the reasons for the animosity between North and South today."

- Compare the two passages.
- **ASK:** Which shows more cohesion?

Parallel structure

- Words have same grammatical structure; creates coherence between words
- How can we create parallel structure in sentence?
- Example: *Sara likes to jump, running and swimming.*

- Use of parallel construction also helps to create flow. Sentences within paragraphs should have the same grammatical structure and use the same parts of speech.
- In the example, how can we create parallel sentence structure in the word list?

Transitional words and phrases

- Link sentences and paragraphs together smoothly so that there are no abrupt jumps in ideas
- Helps carry thoughts from one paragraph to another

- Transition words and phrases bridge the gap between sentences and paragraphs.
- They stress the relationship between ideas, helping the reader follow your train of thought or see connections that they might otherwise have missed or misunderstood.

Slide 28

Some transition words/phrases

- To add a point: *In addition, similarly, furthermore*
- To give an example: *For example, for instance*
- To restate: *In other words, in short, that is*
- To introduce a result: *As a result, therefore, thus*
- To contrast: *But, however, conversely*
- To sum up: *To summarize, in conclusion*
- To sequence ideas: *First, second, third, next, finally*

- On this slide are a few commonly used transition words and phrases. I have a handout of transition words and phrases that I'd like to share with you once I have it copied.

Slide 29

Example: Transition words

"Two hypotheses could explain these observations. **First**, with baseline resistance, the provider eventually knows the DST results and treats accordingly. In contrast, physicians do not know about acquired resistance unless they repeat DST usually because of persistent positive cultures. They may be counting on each drug, not knowing one drug is failing, leading to the regimen failing. **Second**, any regimen leading to acquired resistance was not adequate in the first place. In line with these observations, outcomes were significantly better with more extensive baseline DST, suggesting the need for systematic second-line DST to optimize treatment. **Additionally**, DST should be repeated routinely during therapy, possibly at 3 months (median time-to-sputum-culture conversion) if sputum cultures remain positive."

Excerpt from Cegielski, J. et al. Multidrug-Resistant Tuberculosis Treatment Outcomes in Relation to Treatment, Initial Versus Acquired Second-Line Drug Resistance. Clin Infect Dis 2016; 62(4): 418-430

- [Review the transition words]

Slide 30

Exercise 5: Transition words

"The memory of this terrible carnage is one of the reasons for the animosity between North and South today. This century-old hostility is manifested in ways that are often indirect, and therefore often misunderstood, *however*."

- Re-arrange the paragraph by placing the transitional word close to the beginning of the sentence to improve paragraph cohesion.

Slide 31

Exercise 5: Revision

“The memory of this terrible carnage is one of the reasons for the animosity between North and South today. *However*, this century-old hostility is manifested in ways that are often indirect and therefore, often misunderstood.”

- *[Review slide content]*

Slide 32

Unity

- What is unity in writing?
 - Each paragraph has ONLY one main idea
 - Each sentence relates to central or main idea
- What is outcome of unity?
 - Achieves more effective communication by relating sentences to main idea
 - Results in more focused, understandable writing

- *[Review slide content]*

Slide 33

Unity (2)

- How to achieve it?
 - Omit sentence or sentences that do not have anything to do with the main topic
 - If more than one controlling idea, start new paragraph where original paragraph begins to wander

- *[Review slide content]*

Slide 34

Example: Unity

- “Employees at the Johnstown Electric Company need to improve their attitudes. The workers do not feel that they are a part of working team. If the workers felt they were more a part of a team, they would not misuse the tools or deliberately undermine the work of others. Management’s attitude towards its employees should also be improved. Managers at Johnstown Electric act as though their employees are incapable of making decisions or doing their work...”

Adapted from <http://www.WashingtonUniversity.edu>

- In this example, where does the paragraph begin to wander from the main topic?

Slide 35

Emphasis

- What is it?
 - Arrangement of words or ideas to give them special weight and prominence
- Why is it important?
 - Makes important ideas expressed in paragraph stand out
 - Helps readers gather main points from the writing

- Lastly, let’s quickly go over emphasis.
- *[Review slide content]*

Slide 36

Emphasis

- How to achieve it?
 - Position: Place important ideas at beginning or end of paragraph
 - Detail: Provide specifics of important ideas
 - Using strategic words/phrases like “especially” “most importantly”, and “above all”
 - Repetition of key words, phrases, or ideas
 - Use of typographical devices (e.g., italics, capitalization, boldface, or symbols like asterisks)

- Listed on this slide are some of the main ways to achieve emphasis.
- *[Review slide content]*

Example 1: Emphasis

"Outcomes were better at **GLC-approved programs**, controlling for drug resistance patterns and treatment. **GLC approval** meant programs used high-quality drugs and had the full spectrum of drugs available. Strong basic DOTS programs and political commitment were prerequisites. In addition, **GLC approval** required highly functioning microbiology laboratories, experienced clinicians, individualized treatment, strong regimens, 100% DOT, diligent management of drug toxicity, and robust patient and program management among other characteristics. **GLC-approved programs** also tested more SLD for resistance. All of these factors working together may have contributed to the observed differences."

Excerpt from Cegielski, J et al. Multidrug Resistant Tuberculosis Treatment Outcomes in Relation to Treatment, Initial Versus Acquired Second-Line Drug Resistance. Clin Infect Dis 2016; 62(4): 438-450

- [Review the use of repetition to create emphasis]

Example 2: Emphasis

- "...And so **let freedom ring** from the prodigious hilltops of New Hampshire. **Let freedom ring** from the mighty mountains of New York. **Let freedom ring** from the heightening Alleghenies of Pennsylvania! **Let freedom ring** from the snow-capped Rockies of Colorado! **Let freedom ring** from the curvaceous slopes of California! But not only that. **Let freedom ring** from Stone Mountain of Georgia!..."

Adapted from famous speech by MLK

- In this example from a famous speech by Reverend Martin Luther King, Jr., repetition is used for emphasis.
- Although this device is unlikely to be used in your manuscripts, it can be very effective in heightening the dramatic effect of a speech or document.

More examples: Emphasis

- *Death and taxes are the only certainties in life.*
- *Please turn in your annual reports before 5 p.m. on Friday, January 10.*

- How might one use word positioning to create emphasis in the first sentence?
- How might one use punctuation or typography to create emphasis in the second sentence?

Slide 40

Checklist

- Does each paragraph have an identifiable topic sentence?
- Does each subordinate sentence relate to and expand the topic sentence?
- Does each paragraph show a development of ideas?
- Are paragraphs concise?

- Here is a short checklist of some questions you might ask yourself when you are developing your paragraphs and want to assess if they are well-developed.
- *[Review slide content]*

Slide 41

Checklist (2)

- Is there connection or logical flow between ideas?
- Are there transitions within and between the paragraphs?

- *[Review slide content]*

Slide 42

Final thoughts

- Remember to review your paragraphs to test for clarity, logic, focus, continuity and sound
- Reading them aloud can be helpful
- *Questions?*

- Reading aloud is a powerful proofreading technique
- It helps with revision; you may hear errors in your writing
- You may notice things you didn't see before
- You may determine you need to reorder text or you may find gaps in the text
- Questions?
- *[END]*