



How to Get Started if You Hate to Write



Part II—Writing Paragraphs

Celia M. Elliott
Department of Physics
cmelliot@illinois.edu 

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**Reminder:
Successful science writing is**

 **Logically constructed—think “linear”**

Clearly and succinctly expressed

Precisely and simply worded

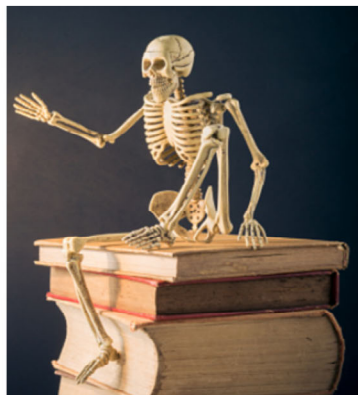
Written to inform and persuade

Written with the *reader* in mind

Any piece of scientific writing must present a coherent, cohesive, persuasive logical argument—that’s axiomatic.

First, write your five-sentence synopsis

- 1. Goal**
- 2. Context**
- 3. Method**
- 4. Results**
- 5. Conclusions**



One coherent sentence for each part

Next, make an outline...



**To avoid the novice
writer's "core dump"
method...**

**...and the cognitive paralysis induced by a
blank piece of paper or a blank screen**

The “standard model” of physics writing—

- **three kinds of sentences and**
- **two flavors of paragraphs**

Three kinds of sentences:

Topic—states a primary idea

Supporting—explains, expands on, illustrates, gives evidence for the topic sentence

Limiting—expresses opposing or contrasting ideas

Two flavors of paragraphs:

Direct—states main idea in the first sentence and then expands on it

Pivoting—states a contrary or limiting idea first, then states the topic sentence

Good resource for writing paragraphs:

“Write with purpose: what do you want your paragraph to do?”

https://libguides.newcastle.edu.au/ld.php?content_id=39162655

Direct paragraph style—topic sentence is the first sentence in the paragraph

Followed by supporting sentences that explain, give examples or evidence, or expand the topic sentence

Use the direct paragraph style to:

- Explain an idea**
- Define a concept**
- Describe a thing or process**
- Classify parts of a whole**
- Make an argument**

The pivoting paragraph begins with a *limiting* sentence or a rhetorical question

The topic sentence comes next, followed by supporting sentences

Presents a contrasting or negative idea or a question *before* the main idea is introduced

Is effective for comparing and contrasting ideas

Use a pivoting paragraph to:

Set up a logical argument

Emphasize positive aspects of the main idea

Anticipate reader's questions or objections and answer them

**Whichever paragraph style you use,
always end a paragraph with a sentence
that—**

Reminds the reader of the topic sentence

**Summarizes it in a way that leads logically to
the topic sentence in the next paragraph**

“High-temperature superconductivity has been celebrated as a technology that could lead to cheaper high-speed trains and improved electricity generation in power plants...Explaining high-temperature superconductivity in fundamental terms should help scientists optimize these materials. But the phenomenon is also arguably one of the biggest unsolved problems of condensed-matter physics. A complete theory of high-temperature superconductivity would provide new insights into the behaviors of electrons in solids.

“The problem in explaining the high-temperature superconductivity of cuprates comes from the complexity of the materials, which makes them hard to study via experiment, computer simulation, or pure theory. A simpler and more controllable model system could help, according to some researchers. Atoms with an odd number of neutrons are fermions and thus obey the same statistical rules as electrons (which are also fermions). And it turns out that such fermionic atoms, when cooled and placed in a crystal-like arrangement with lasers, can mimic the behaviors of electrons in a complex solid material. Atoms in such a lattice, for example, can hop from one site to the next like electrons moving through a crystal.”

Katherine Wright, “Coming Soon: Cold Atoms Impersonate Superconductors”
<https://physics.aps.org/articles/v12/76>

Today, we're going to write the introduction (#1 of the synopsis) for a paper about the special mirrors built for NASA's Solar Dynamics Observatory (SDO)



Courtesy NASA

First, write down main points* you want to make in the introduction section

- **The atmospheric imaging assembly (AIA) is composed of highly reflective multi-layer mirrors.**
- **Mirrors image the sun at all seven euv wavelengths.**
- **The NASA Solar Dynamics Observatory (SDO) was launched in 2010 to study the solar corona.**
- **One component of SDO is the AIA, a suite of four telescopes.**
- **The sun is the source of all space weather, but its physical processes are poorly understood.**

***Write a complete sentence for each point, in any order now**

Start by writing down the main points you want to make in the paper. Don't worry about details—just concentrate on the main ideas now.

Next, arrange the points so they provide a logical narrative arc*



***Show a linear progression of ideas from premise to conclusions**

***No digressions or discursive material**

Next, arrange the points in a logical order so they provide a coherent storyline.

Think of this step as creating a map to guide your reader through your talk, paper, or proposal.

Each one of these points is going to be a signpost along the journey.

A common paradigm in science writing is the “inverted pyramid”

**Start broad
and general**

**Add details that
define and refine
your message**

Finish with the very specific

takeaway point



Next, arrange the points so they provide a logical narrative



- **The atmospheric imaging assembly (AIA) is composed of highly reflective multi-layer mirrors.**
- **Mirrors image the sun at all seven euv wavelengths.**
- **The NASA Solar Dynamics Observatory (SDO) was launched in 2010 to study the solar corona.**
- **One component of SDO is the AIA, a suite of four telescopes.**
- **The sun is the source of all space weather, but its physical processes are poorly understood.**

Using the inverted-pyramid structure as a guide, we next arrange the points we want to make in a coherent, logical order.

Next, arrange the points so they provide a logical narrative



- **The atmospheric imaging assembly (AIA) is composed of highly reflective multi-layer mirrors.**
 - **Mirrors image the sun at all seven euv wavelengths.**
 - **The NASA Solar Dynamics Observatory (SDO) was launched in 2010 to study the solar corona.**
 - **One component of SDO is the AIA, a suite of four telescopes.**
- 1. The sun is the source of all space weather, but its physical processes are poorly understood.**

Start with the “big picture” statement.

Next, arrange the points so they provide a logical narrative



- **The atmospheric imaging assembly (AIA) is composed of highly reflective multi-layer mirrors.**
- **Mirrors image the sun at all seven euv wavelengths.**
- 2. The NASA Solar Dynamics Observatory (SDO) was launched in 2010 to study the solar corona.**
- **One component of SDO is the AIA, a suite of four telescopes.**
- 1. The sun is the source of all space weather, but its physical processes are poorly understood.**

Continue to define and refine your message.

Next, arrange the points so they provide a logical narrative



- **The atmospheric imaging assembly (AIA) is composed of highly reflective multi-layer mirrors.**
 - **Mirrors image the sun at all seven euv wavelengths.**
- 2. The NASA Solar Dynamics Observatory (SDO) was launched in 2010 to study the solar corona.**
 - 3. One component of SDO is the AIA, a suite of four telescopes.**
 - 1. The sun is the source of all space weather, but its physical processes are poorly understood.**

Next, arrange the points so they provide a logical narrative



4. **The atmospheric imaging assembly (AIA) is composed of highly reflective multi-layer mirrors.**
 - **Mirrors image the sun at all seven euv wavelengths.**
2. **The NASA Solar Dynamics Observatory (SDO) was launched in 2010 to study the solar corona.**
3. **One component of SDO is the AIA, a suite of four telescopes.**
1. **The sun is the source of all space weather, but its physical processes are poorly understood.**

Next, arrange the points so they provide a logical narrative



4. The atmospheric imaging assembly (AIA) is composed of highly reflective multi-layer mirrors.
5. Mirrors image the sun at all seven euv wavelengths.
2. The NASA Solar Dynamics Observatory (SDO) was launched in 2010 to study the solar corona.
3. One component of SDO is the AIA, a suite of four telescopes.
1. The sun is the source of all space weather, but its physical processes are poorly understood.

Check to see if you've left anything out...

- ✓ **The sun is the source of all space weather, but its physical processes are poorly understood.**
- ✓ **The NASA Solar Dynamics Observatory (SDO) was launched in 2010 to study the solar corona.**
- ✓ **One component of SDO is the atmospheric imaging assembly (AIA), a suite of four telescopes.**
- ✓ **The AIA is composed of highly reflective multi-layer mirrors.**
- ✓ **Mirrors image the sun at all seven euv wavelengths.**

... or if you've included superfluous material that will derail the logical flow of your story

Check to see if you've left anything out, or if you have superfluous statements that lead the reader off the trail that you've laid out for him or her to follow.

Make adjustments (additions or deletions) now. It's much easier to write from a structure than to try to go back after you've already written something and try to impose a logical order on it.

It's also much less painful to cut things now than after you've struggled to get them written and are tempted to leave in superfluous information out of pride of authorship.



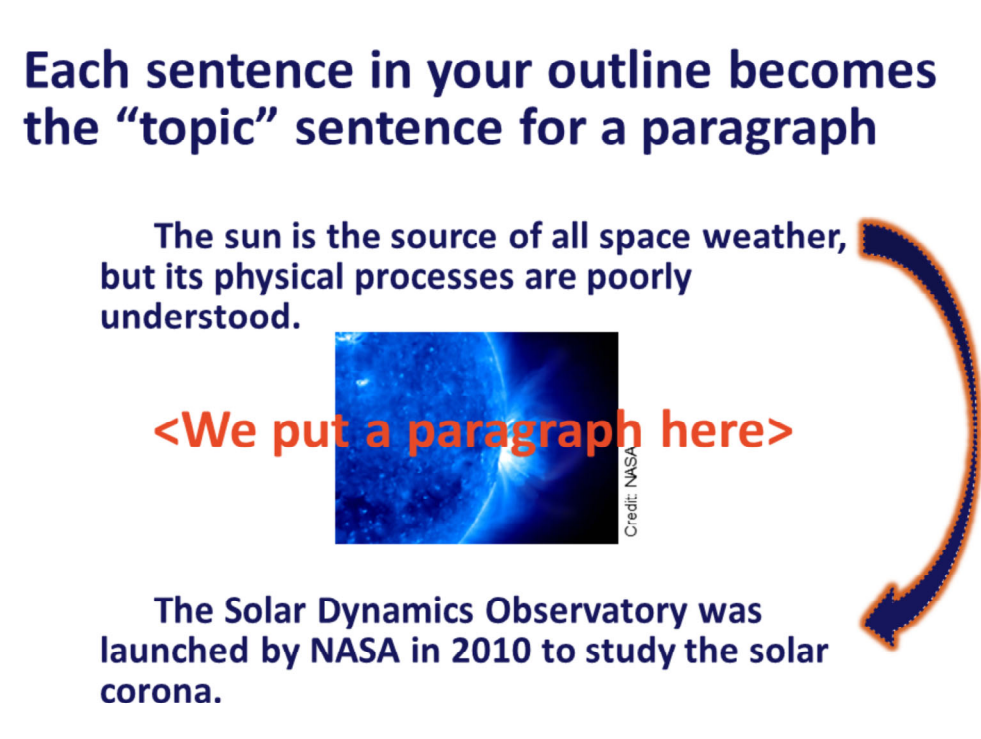
NOW (and only now)
**you're ready to start
writing...**

Each sentence in your outline becomes the “topic” sentence for a paragraph

The sun is the source of all space weather, but its physical processes are poorly understood.

<We put a paragraph here>

The Solar Dynamics Observatory was launched by NASA in 2010 to study the solar corona.



Your main points provide a framework for your narrative. They become the topic sentence of a paragraph.

The purpose of **every additional word** that you put in a paragraph should be to support and explain the topic statement and move the reader logically and incrementally to the next topic statement.

Celia's foolproof, four-step SEES* method to crank out science writing:

- 1. Put the topic sentence first**
- 2. Explain, expand, give evidence for it**
- 3. Give an example of it**
- 4. Summarize it in a way that leads
logically to the next topic sentence**

Expand
***State → Explain → Exemplify → Summarize**
Evidence

**Tip: Use the same construction paradigm for paragraphs,
subsections, and sections of your paper**

One of the key advantages of this method is its scalability—you can use it for short papers, theses, talks, posters—for any audience.

Do the math: one topic sentence = one paragraph
one figure = one paragraph
four paragraphs = one page

Suppose you're writing a paper for *PRL* and you have 21 sentences and three figures. You know right NOW, before you write another word, that you've got too much material for one paper. Make your adjustments now—it's much less painful than trying to cut later.

Use the formula to create logical, coherent paragraphs.

So let's go back to our first two topic sentences from our outline:

"The Sun is the source of all space weather..."

and

"The Solar Dynamics Observatory was launched by NASA in 2010..."

and run them through the paragraph cranker-outer...

1. Topic sentence goes first

**The sun is the source of all space weather,
but its physical processes are poorly
understood.**

**The Solar Dynamics Observatory was
launched by NASA in 2010 to study the solar
corona.**



In science writing, the topic sentence is almost always the first sentence of the paragraph. While literary writing might put the topic sentence last, to build suspense, or in the middle, to redirect a reader's attention, put the topic sentence first in your paragraphs to emphasize your important points and reinforce the logical structure of your arguments.

Readers pay the most attention at the beginning of chunks of text. Exploit this natural human tendency by putting your topic sentences in the places where people are most likely to recognize and remember them—as the first sentence of each new paragraph.

2. Explain it

The sun is the source of all “space weather,” but its physical processes are poorly understood.

Space weather refers to conditions on the sun and in the solar wind, magnetosphere, ionosphere, and thermosphere of Earth. These conditions affect the performance and reliability of space and terrestrial systems and can endanger life and health.

The Solar Dynamics Observatory was launched by NASA in 2010 to study the solar corona.

In the next sentence(s), explain, expand on, or provide supporting evidence for the ideas conveyed in the topic sentence.

In the SEES method, this first *E* can stand for three things: explanation, expansion, evidence.

3. Give an example

The sun is the source of all “space weather,” but its physical processes are poorly understood. Space weather refers to conditions on the sun and in the solar wind, magnetosphere, ionosphere, and thermosphere of Earth. These conditions affect the performance and reliability of space and terrestrial systems and can endanger life and health. **For example, a coronal mass ejection, the solar equivalent of a hurricane, can disrupt telecommunications systems on Earth.**

The Solar Dynamics Observatory was launched by NASA in 2010 to study the solar corona.

Your explanation will often include illustrative examples. Put them next.

Note how the writer has used a familiar example from terrestrial weather, a hurricane, to reinforce the idea of space weather and to explain the unfamiliar concept of “coronal mass ejection.”

4. Summarize and transition

The sun is the source of all “space weather,” but its physical processes are poorly understood. Space weather refers to conditions on the sun and in the solar wind, magnetosphere, ionosphere, and thermosphere of Earth. These conditions affect the performance and reliability of space and terrestrial systems and can endanger life and health. For example, a coronal mass ejection, the solar equivalent of a hurricane, can disrupt telecommunications systems on Earth. **Solar research is needed to understand solar processes and predict space weather.**

The Solar Dynamics Observatory was launched by NASA in 2010 to study the solar corona...

Finally, add a transitional sentence that sums up this paragraph and leads the reader logically to the next topic sentence.

In this example, the fourth sentence repeats the ideas of “space weather” and “not currently understood” that are introduced in the topic sentence and sets the stage for the next paragraph, which explains what the SDO is, what kind of research it is designed to do, and how it is addressing the problem of space weather. ***Thus the two paragraphs are linked structurally by the evolution of the ideas and explanations that they present.***

Elliott paragraph equation:

$$1 S_t = 1 \P, \quad [1]$$

where S_t is a topic sentence, and \P is a paragraph

N.B. Only one topic sentence per paragraph

**If you have more than one S_t in a paragraph,
break up the paragraph!**

No superfluous “stuff” in a paragraph. If it is not directly related to the topic sentence, delete it or move it to its own paragraph.

In fact, no superfluous stuff anywhere!

(q.v. <http://people.physics.illinois.edu/Celia/Lectures/Fluff.pdf>)

Plan for time to reflect and revise

You should allow as much time for revision as you do for writing your paper in the first place

Ideally, revising occurs in three steps:

- 1. Checking and improving the content and logical structure**
- 2. Evaluating the use of language (emphasis, tone, vocabulary)**
- 3. Proofreading for mechanical errors**



Rewriting often takes more time than writing. As you are planning your timeline for completing your paper, build in sufficient time for getting feedback from others and revising the manuscript.

The probability that a first-draft paper, ripped off the printer 30 ns before the deadline, will be acceptable work asymptotically approaches 0.

Allow time for careful proofreading!


VOLUME 76, NUMBER 17PHYSICAL REVIEW LETTERS22 APRIL 1996

**Effect of Filamentation of Brillouin Scattering in Large Underdense Plasmas Irradiated
by Incoherent Laser Light**
[Phys. Rev. Lett. 75, 4413 (1995)]

T. Afshar-rad, L. A. Gizzi, M. Desselberger, and O. Willi

We regret that in the printed version of the manuscript, Figs. 2(a)–2(c) were interchanged with Figs. 3(a)–3(c). In addition, the published Fig. 3(d) was incorrect. As the principal conclusion of the article was based upon a comparison of Figs. 2(a) and 2(b) to Figs. 3(a) and 3(b), this error may have prevented many readers from comprehending the Letter. We are therefore reprinting it correctly below.

You do not want to be these authors. Trust me.



In particular, leave time for careful proofreading.

Old copy editor's tip: Instead of reading from the top left corner, across and down, as you would read anything else, start in the lower right corner and read backwards, bottom of the page, one line at a time, to the top. Doing so **forces** you to look at each letter and each word individually.

Other good proofreading tactics are to read the text aloud (reading slows you down and forces you to look at each word) or underline the line of text with your finger as you are reading (also slows you down).

Finally, proofread **everything**—titles, section headings, data in tables, labels in figures.

To recap:

Paragraph equation:

$$1 S_t = 1 ¶, \quad [1]$$

Finish thinking before you start writing!

Only one topic sentence in a paragraph

Don't put anything in a paragraph that doesn't support, explain, exemplify, or summarize the topic sentence

Write shorter paragraphs (<8 sentences)!



cmelliot@illinois.edu

<http://physics.illinois.edu/people/Celia/>

Notes: