

Self-Editing to establish clear connections

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Good writers employ a variety of other stylistic strategies to communicate:

1. Verbs ideally convey meaning and/or action

Grammatically correct, but weak stylistically

Given the value of reputation and the ambiguity of specific contributions when there are multiple authors, it is perhaps not surprising that others have observed cases where researchers who were listed as “authors” on papers *did not make significant contributions to the work*.

Better stylistic choice

Given the value of reputation and the ambiguity of specific contributions when there are multiple authors, it is perhaps not surprising that others have observed cases where researchers listed as “authors” on papers *contributed little to the work*.

. . . *did not significantly contribute to the work*.

2. Maintain proximity between subjects and verbs

Grammatically correct, but weak stylistically

The arguments of researchers in both HEP and biomedical fields have maintained that only the discovery contributors should be listed as authors, or that they should be somehow listed separately.

Better stylistic choice

In both HEP and biomedical fields *researchers have argued that* only the discovery contributors should be listed as authors, or that they should be somehow listed separately.

Grammatically correct, but weak stylistically

Historically, individual researchers took responsibility for their entire experiments. They, perhaps with some assistance from technicians and/or students, designed the experiments, gathered the data, analyzed the data and wrote up the results.

Better stylistic choice

Historically, individual researchers took responsibility for their entire experiments. Despite receiving some assistance, *they gathered* the data, analyzed it and wrote up the results.

3. Put the topic of your sentence at or near the beginning (subject position).

- English sentences generally follow progression from old information (in subject position, i.e. early in the sentence) to new information (at the end of the sentence).
- Placing relevant “old” information in subject position establishes a connection backward and provides a forward link that establishes the context.

Here are some examples.

There are two senses of ownership that pertain to any discussion of authorship. Outside of the sciences, ownership is frequently considered with an eye toward copyright (e.g., Rose, 1993; Woodmansee & Jaszi, 1994). This aspect of ownership, however, tends to be far less important in the sciences, where journal authors typically sign copyright away to publishers at no cost, in exchange for the reputational and career benefits that will accrue from the broad circulation of their work.

When there is more than one author, it is unclear exactly where liability rests. This was quite apparent, for example, in the late-twentieth century controversy surrounding Nobel Prize Winner David Baltimore and his colleagues (Kevles, 1998). In this case, one of Baltimore’s co-authors was accused of data fabrication, but Baltimore refused to withdraw the paper. The accusations were aggressively pursued, eventually by the US Congress, and Baltimore was forced to resign from the presidency of Rockefeller University, even though an expert panel later cleared his colleagues of the misconduct charges.

4. Provide a context for your topic, especially before introducing anything new.

Any individual may be listed as an author on hundreds of papers and it is difficult to tell what specific contributions he or she is responsible for. The names of 20 randomly selected interview subjects from this study were queried in the SPIRES physics publication database (<http://slac.stanford.edu/spires>) to illustrate this point.

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5. Use metadiscourse to guide your reader through your text when necessary.

This discussion of collaboration and authorship is particularly timely for several reasons. First, collaboration has proven essential to answering scientific questions of significant interest (Hara, Solomon, Kim, & Sonnenwald, 2003). Second, large experimental

apparatus are increasingly common in research activities (Galison & Hevly, 1992), as are cyberinfrastructure and e-science projects that promote the development of sharable computing, communications, data and experimental infrastructures too large to be funded or operated by a single researcher or institution (Atkins et al., 2003; Finholt, 2003; Kling & McKim, 2000; Nentwich, 2003). Third and finally, all of this activity has sparked recent calls for systematic social science analysis of the conditions, context and functioning of research collaboration activities (Cummings & Kiesler, 2005; Mervis, 2005).

6. Use logical connectors, subordinators, or phrase linkers

Given the value of reputation and the ambiguity of specific contributions when there are multiple authors, it is perhaps not surprising that others have observed cases where researchers listed as “authors” on papers did not make significant contributions to the work. *For example*, Both Tarnow (1999) and Claxton (2005) discuss instances of “gift” authorships to maintain social ties, or to acknowledge senior researchers who provided laboratory space or financial support.

One key reason for the importance of reputation is that, in evaluating individuals, the “other” side of hyperauthorship becomes quite prominent in HEP. *In other words*, any individual may be listed as an author on hundreds of papers and it is difficult to tell what specific contributions he or she is responsible for.

FIRST DRAFT

What is the effect of cell phone use on driving ability? A deathly accident can result from cell phone use while driving and it is a growing concern because of the possibility. Laws against cell phone use while driving exist. Many people engage in cell phone while driving and so there is a high prevalence everywhere. Sometimes it is accepted as a necessity because it is not convenient to stop the car and talk. But many consequences can result such as getting lost, careless driving, and traffic accidents. (Milleretal, 2004). Thus, I am going to suggest some alternative solutions.

First of all, the serious effects of cell phone use while driving should be taught starting in high school and then in driving school. We need to provide information with regard to driving and cell phone use problems to protect our drivers from cell phone talking drivers.

Secondly, when someone is involved in talking on the phone while driving, he or she must be punished harshly so as not to produce another problem. Other people can guard themselves from the danger of driving while on the phone, if there is a punishment.

Of course, not all cell phone use while driving is bad. We can make use of the advantages of cell phones in a car: if there is an emergency, of course we need to use the phone. There is a need to deal with this issue.

SECOND DRAFT

Although current laws make it illegal to drive while talking on a mobile phone, cell phones are now widely used in the car. According to recent research, two-thirds of Finnish drivers (Lamble et al., 2005) and 85% of American drivers (Goodman et al., 2004) use their phone while driving. This high level of use is similar in other countries, such as Korea, as well (Campbell 2006). The high number of drivers using cell phones has affected on traffic safety. For example, drivers talking on the phone may be distracted, which can then cause them to be lost, drive carelessly, and have traffic accidents. (Milleretal, 2004). According to another study, nearly one-fourth of all traffic accidents in Munich are related to cell phone use. Thus, there is a need to deal with this driving issue.

In order to reduce the temptation to drive while talking on the phone, driver education should spend time on this issue. This education can be started in high school and should include videos of reckless drivers talking on the phone. These videos can also include scenes of accidents and maybe interviews with drivers that have caused accidents because they were driving and using a cell phone. Videos have been effective in teaching about other driving problems such as driving when sleepy (Somnia 2005); therefore, they may also be effective for cell phone use.

Another way to address the problem of driving and talking on the phone is to make sure young people know that there may be consequences, such as punishment, for this activity. For example, consequences may include losing the drivers license, doing community service, paying fines, or taking additional driving classes. If such punishments are known, young people might ignore their cell phones until it is safe to use them.

1. Introduction

¹Bamboo is a natural material commonly used for a variety of structures and there are over 1500 different botanical species of bamboo in the world. ²Many of them have been used traditionally as structural members in light and strong structures to achieve enhanced economy and buildability. ³Low-rise houses, short span foot bridges, long span roofs and construction platforms have been constructed in countries with plentiful bamboo resources. ⁴Studies have shown bamboo to be an ideal and safe structural material for many construction applications. ⁵In general, it is believed that the mechanical properties of bamboo are likely to be at least similar, if not superior, to those of structural timber, one of the oldest known construction materials. ⁶Furthermore, as bamboo grows very fast and usually takes 3-6 years to harvest, depending on the species and the plantation. ⁷There is a growing global interest in developing bamboo as a substitute for structural timber in construction. ⁸The pressures on the ever-shrinking natural forests in developing countries can be mitigated if bamboo is used, and thus, it facilitates the conservation of the global environment. ¹⁰However, a major constraint to the development of structural bamboo as a modern construction material is the lack of design standards that take into account its mechanical properties and structural adequacy. Little research has been done on the mechanical properties of bamboo. ¹¹This paper presents an investigation on the mechanical properties of two bamboo species, namely *Bambusa Pervariabilis* (or Kao Jue) and *Phyllostachys Pubescens* (or Mao Jue), which are commonly used in access scaffoldings in the South East Asia, in particular, in Hong Kong and the Southern China.

SECOND DRAFT

1. Introduction

¹Given the pressures on the ever-shrinking natural forests in developing countries, there is growing interest in finding alternative suitable building materials to replace timber. ²One such alternative is bamboo, a natural material that offers a number of advantages. ³Bamboo is fast-growing, usually requiring only 3-6 years to harvest, depending on the species and the plantation. ⁴Bamboo is also plentiful in many countries and has been widely used for a variety of structures including low-rise houses, short span foot bridges, long span roofs, construction platforms, along with other structures that need to be light yet strong as well as economical to build. ⁵Experience with these structures as well as studies of bamboo have shown that it is an ideal and safe structural material for many construction applications. ⁶Further, bamboo is considered to have mechanical properties that are likely similar, if not superior, to those of structural timber. ⁷Although bamboo has many advantages and appears to be a promising substitute for structural timber in construction, some obstacles have constrained the development of structural bamboo as a modern construction material. ⁸One major constraint is the lack of design standards that take into account its mechanical properties and structural adequacy. At present the mechanical properties of bamboo poorly understood, suggesting the need for research in this area. ⁹This paper presents an investigation of the mechanical properties of two bamboo species, namely *Bambusa Pervariabilis* (or Kao Jue) and *Phyllostachys Pubescens* (or Mao Jue), which are commonly used in access scaffoldings in the South East Asia, in particular, in Hong Kong and the Southern China.