

CUFE, Postgraduate studies
M.Sc. Preparatory / Qualifying Year
2014/ 2014, Spring Semester

Gen 600: Technical Writing and Scientific Publication

(First Group)



Instructors

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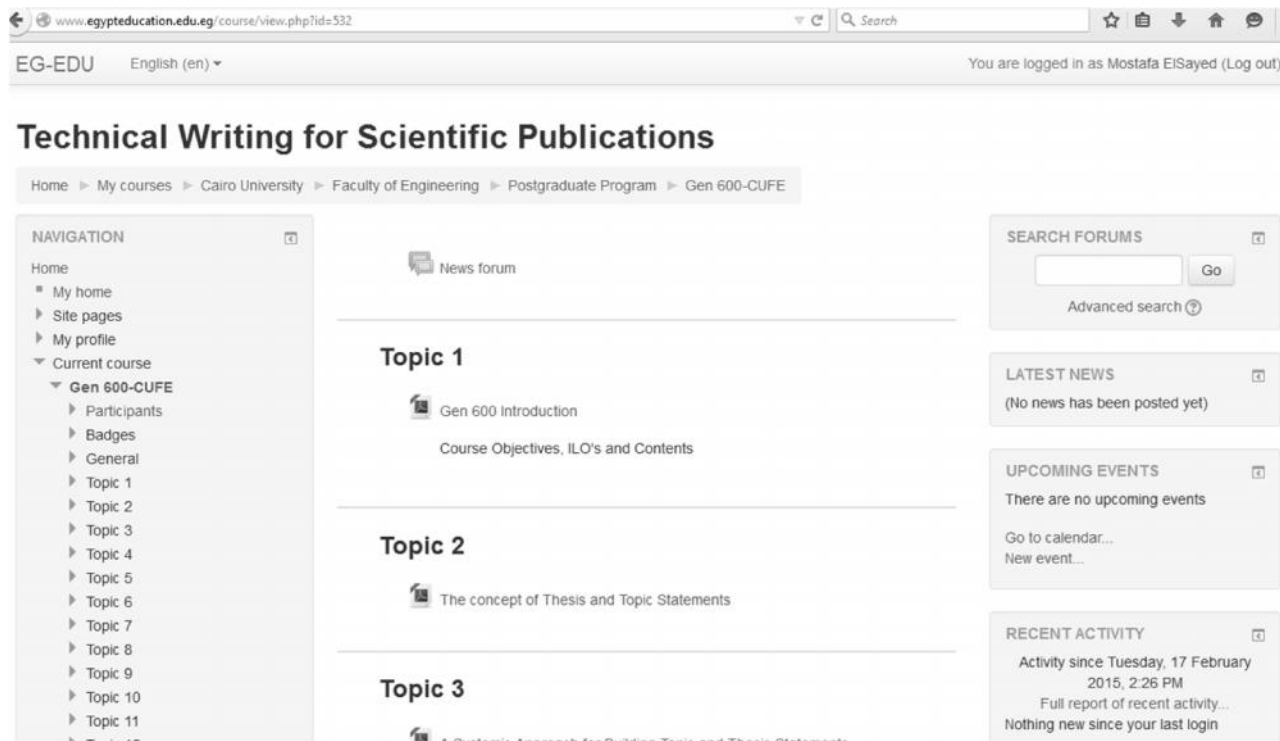
Eng. Mohammed Marzouk

Course Material

Everything can be found on this website

<http://www.egypteducation.edu.eg/>

*Cairo University /Faculty of Engineering /Postgraduate/
Gen 600: Technical Writing for Scientific Publications*



Grading

1. Final Exam	40 %
2. Mid-term test	20 %
3. Report	15 %
4. Assignments	10 %
5. Quizzes	10 %
6. Attendance	5 %
7. Final Presentation	<i>Bonus</i>

Report Outline

Each 5 students will form a group

(Due March 03/2015 mid-night)

Group Name: *ABC ABC*

Group Members: *1- Eng. AAA*
 2- Eng. BBB
 3- Eng. CCC
 4- Eng. DDD
 5- Eng. EEE

***Group Preferred Topic STRUCTURE-STEEL-
 CONCRETE-MATERIALS***

Report Guidelines

Maximum number of pages **8 ~10 pages**

(Including: figures, tables, equations, references,etc.)

Line Spacing:

Single Spacing

Font:

Times New Roman (12 for text and 14 for titles)

Page Margins:

2.5 cm (top and bottom)

3.0 cm (left and right)

Report Guidelines (Cont')

Text alignment: justified

Header: Group Name (on left)

Footer: Page number (on the right corner)

Bold and italic are not recommended to be used except for expressions and titles.

Course Objectives

- 1. Practicing writing some of the most important kinds of technical writing.**
- 2. Enhancing style and readability, with a focus on meeting reader needs.**
- 3. Interpret then write about data and results within a scientific journal article.**

Writing Thesis and Topic Statement

Second Lecture (February 19/2015)

Agenda

1. Presenting

- **Communication as a system**
- **The concept of thesis statement (TS)**

2. Showing

3. Examples, structure of TS

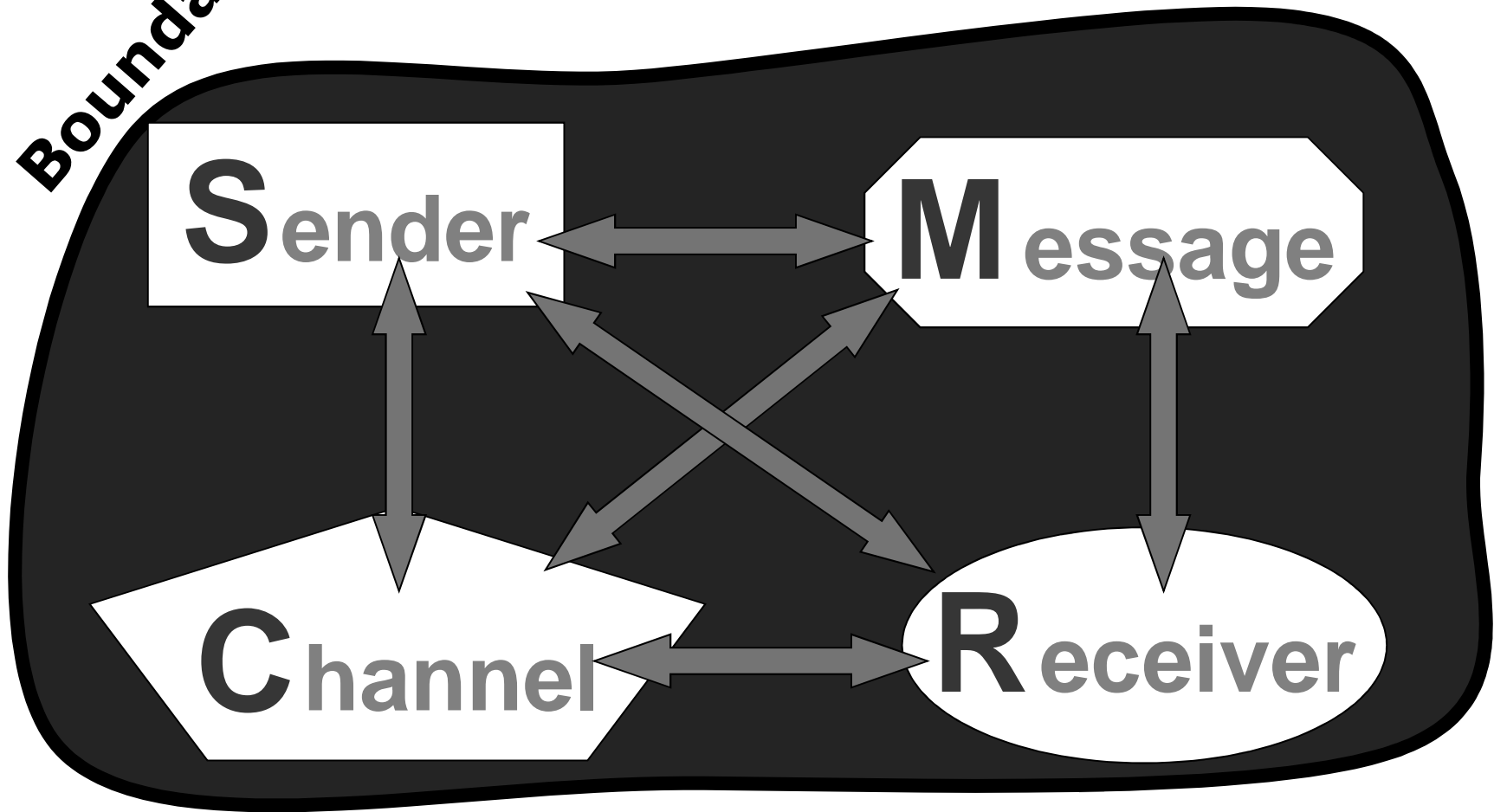
4. Recognizing TS

5. Building TS

6. Showing relationship TS → text

The Communication System

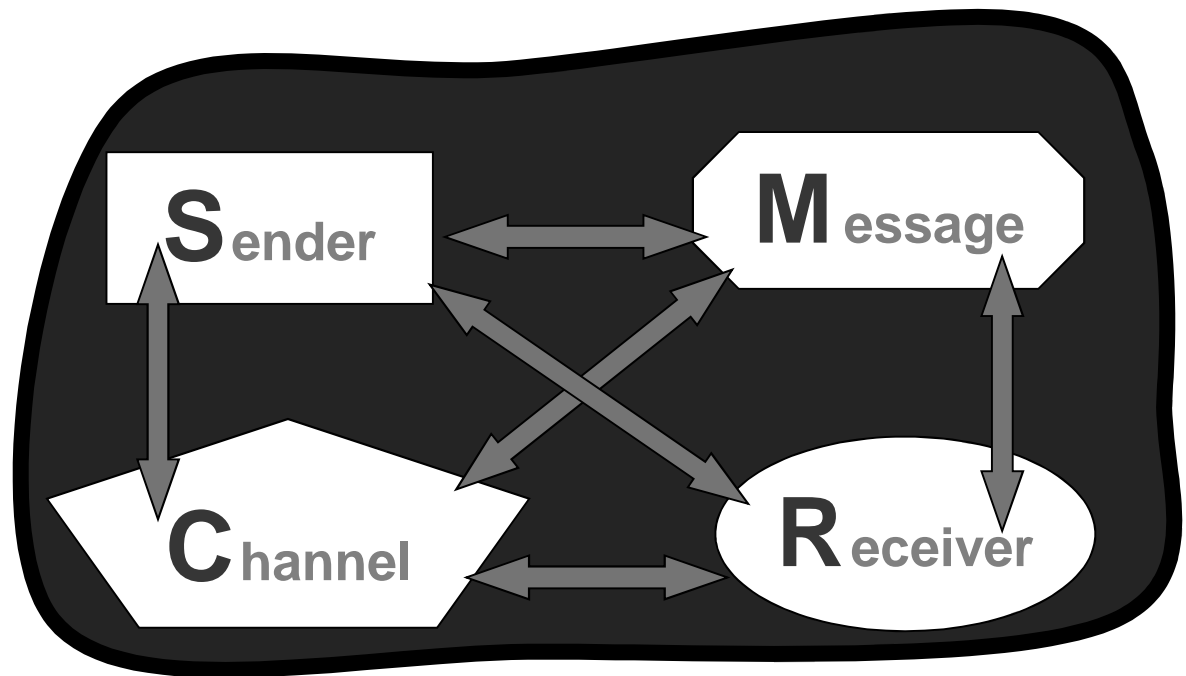
Boundaries



The Second Element of the Communication System is the Message (M)

The Message :
explains the main
idea

→ Thesis
Statement



**“M” is an
Expansion of a
thesis statement
(TS)**

Analyze this paragraph.

Unlike readers of the academic world, most readers of the “real world” read selectively: rather than thoroughly consuming a piece of writing, they skim-read most of it, skipping from one main idea to another until they come to something that particularly interests them. Such readers are forced to read this way.

First Analysis

Unlike readers of the academic world, most readers of the “real world” read selectively: rather than thoroughly consuming a piece of writing, they skim-read most of it, *skipping from one main idea to another* until they come to something that particularly interests them.
Such readers are forced to read this way.

This paragraph has 7 parts: Part #1

Unlike readers of the academic world

- *is a phrase*
- *cannot stand by itself*
- *has incomplete meaning*

Part #2

1. Unlike readers of the academic world

**most readers of the “real world” read
selectively**

- *is a main clause*
- *can stand by itself*
- *has a complete meaning*

Part #3

1. *Unlike readers of the academic world*
 2. *most readers of the “real world” read selectively*
- rather than thoroughly consuming a piece**
of writing

- *is a phrase*
- *cannot stand by itself*
- *has incomplete meaning*

Part #4

1. *Unlike readers of the academic world*
2. *most readers of the “real world” read selectively*
3. *rather than thoroughly consuming a piece of writing*

they skim-read most of it

- *is a main clause*
- *can stand by itself*
- *has a complete meaning*

Details # 2

Part #5

1. *Unlike readers of the academic world*
2. *most readers of the “real world” read selectively*
3. *rather than thoroughly consuming a piece of writing*
4. *they skim-read most of it*

skipping from one main idea to another

- *is a phrase*
- *cannot stand by itself*
- *has incomplete meaning*

Details # 2

Part #6

1. *Unlike readers of the academic world*
2. *most readers of the “real world” read selectively*
3. *rather than thoroughly consuming a piece of writing*
4. *they skim-read most of it*
5. *skipping from one main idea to another*

until they come to something that particularly interests them

- *has two subordinate clauses*
- *cannot stand by itself*
- *has incomplete meaning.*

Details # 2

Part #7

1. *Unlike readers of the academic world*
2. *most readers of the “real world” read selectively*
3. *rather than thoroughly consuming a piece of writing*
4. *they skim-read most of it*
5. *skipping from one main idea to another*
6. *until they come to something that particularly interests them*

Such readers are forced to read this way.

- *is a “simple sentence”*
- *can stand by itself*
- *has a complete meaning.*



Repeats # 2

Where is the central idea?

Unlike readers of the academic world, *most readers of the “real world” read selectively*: rather than thoroughly consuming a piece of writing, they skim-read most of it, skipping from one main idea to another until they come to something that particularly interests them. Such readers are forced to read this way.

Is there any change?

Unlike readers of the academic world, *Most readers of the “real world” read selectively*: rather than thoroughly consuming a piece of writing, they skim-read most of it, skipping from one main idea to another until they come to something that particularly interests them. Such readers are forced to read this way.

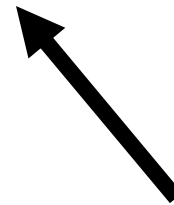
The Topic/Thesis statement **Summarizes the whole text**

Most readers of the “real world” read selectively (*the central idea*) they skim-read most of it, skipping from one main idea to another until they come to something that particularly interests them. Such readers are forced to read this way.

The topic



**Busy readers
read selectively.**



The comment

The central idea has two parts

The topic

The comment

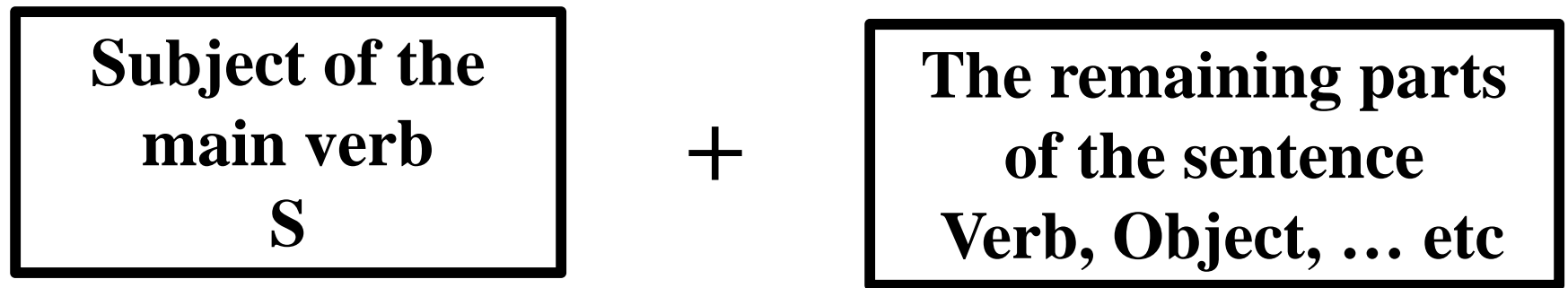
**Most readers of
the real word**

**Read
selectively**

Which one to develop?

Structure of the Thesis Statements

Topic + Comment.



Thesis statement (TS)

- Every writing should have a central idea or central message
 - *TS* One or two sentences
 - *TS* Serves as a summary of the message
- **Thesis statement for a text (several paragraphs)**
 - **Topic statement for a paragraph**
 - **Thesis statement > Topic statement**
and is more general

Thesis VS. Topic statements

- Thesis Statement: for a whole text of many paragraphs
- Topic Statement: for one single paragraph

خدعوك فقالوا، المصل هو اللقاح. ليس للكوليرا مصل واق منها وإنما لها لقاح أو طعم، وقد يبدو هذا لأول وهلة تلاعباً بالألفاظ، ولكن الواقع أن المصل واللقاح يختلفان اختلاف الخشب والفحم، كلاهما يحدث ناراً ولكن نار الخشب أسرع ونار الفحم أبقي وكذلك المصل واللقاح كلاهما يحدث مناعة ولكن مناعة المصل أسرع في الظهور ومناعة اللقاح أبقي في الدوام. لكونه أبقي وأدوم، فإن اللقاح أكثر فعالية من المصل. لكونه أسرع في الظهور، فإن المصل أسرع تأثيراً من اللقاح.

المحاكاة لقواعد اقتصاد منقولة من مجتمع لآخر عادة ما تفشل في استنهاض

الاقتصاد المستقبل. فسبب الفشل يجب أن يأخذنا إلى فحص التربية الفردية،

وشكل القيم الاجتماعية السائدة لأن أصل التنمية والتقدم في أي مجتمع هو

ثقافة الاجتماعية. ونتيجة لكثير من التطورات والكوارث لم تفلح البلاد العربية

منفردة أو مجتمعة في الاستفادة الكافية من مكاسب نجاحها في السيطرة على

ثرواتها النفطية. فقلة قدراتها التقنية والإدارية وتخلفها الاقتصادي والسياسي

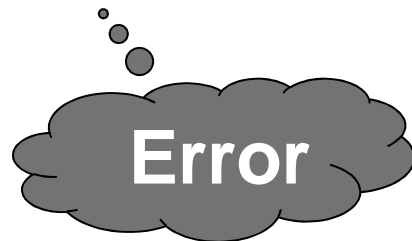
واختلاف نظمها الاجتماعية عن نظم البلاد المصدرة للقواعد حالت دون

استثمار واستيعاب أموالها النفطية في اقتصادياتها القطرية الضيقة كما حالت دون

التوسع في بناء قدرة عربية مشتركة تجمع بين الأقطار النفطية وغير النفطية.

The following slides show three sentences, each could serve as topic or thesis statement depending on the size of writing: a text or a paragraph.

- Pollution has become Greater Cairo's fall problem
- Cigarette Smoking is hazardous to health.
- Knowing HRM is basic for managing people.



Example of TS

The topic



**Speaking and writing are
not identical.**

The comment

Structure of TS

Subject + Predicate

The topic

+

The comment

A main clause or a sentence

Example

Speaking and writing are not identical. Writing is not simply speech written down on paper. Learning to write is not just a natural extension of learning to speak a language. We learned to speak our first language at home without systematic instruction; whereas, most of us had to be taught in school how to write that same language. Many adult native speakers of a language find writing difficult. A speaker speaks to a listener who is right there, nodding or frowning, or interrupting or questioning. For the writer, the reader's response is either delayed or nonexistent.

Example

Speaking and writing are not identical. Writing is not simply speech written down on paper. Learning to write is not just a natural extension of learning to speak a language. We learned to speak our first language at home without systematic instruction; whereas, most of us had to be taught in school how to write that same language. Many adult native speakers of a language find writing difficult. A speaker speaks to a listener who is right there, nodding or frowning, or interrupting or questioning. For the writer, the reader's response is either delayed or nonexistent.

How to reconstruct the thesis/topic statement if it is missing?

Several years ago, studies linked the intake of tar and nicotine, found in cigarettes, with the development of cancer in laboratory animals. The evidence was so overwhelming that governments required cigarette manufacturers to put a warning on the outside of each package of cigarettes. Aside from the most serious and dreaded disease, cancer, cigarette smoking also aggravates or promotes other health problems. For example, smoking can increase the discomfort for the people with asthma and emphysema. It can give one a "smoker's cough" and contribute to bronchitis. Finally, recent studies have shown that cigarette smokers are susceptible to common colds and flu.

1Several years ago, studies linked the intake of tar and nicotine, found in cigarettes, with the development of cancer in laboratory animals. 2The evidence was so overwhelming that governments required cigarette manufacturers to put a warning on the outside of each package of cigarettes. 3Aside from the most serious and dreaded disease, cancer, cigarette smoking also aggravates or promotes other health problems. 4For example, smoking can increase the discomfort for the people with asthma and emphysema. 5It can give one a "smoker's cough" and contribute to bronchitis. 6Finally, recent studies have shown that cigarette smokers are susceptible to common colds and flu.

Sent no.	Smoking Cigarettes	Hazardous	To Health
1	Yes	yes	yes
2	yes	yes	yes
3	yes	yes	yes
4	yes	yes	yes
5	yes	yes	yes
6	yes	yes	yes

Smoking is hazardous to your health. Several years ago, studies linked the intake of tar and nicotine, found in cigarettes, with the development of cancer in laboratory animals. The evidence was so overwhelming that governments required cigarette manufacturers to put a warning on the outside of each package of cigarettes. Aside from the most serious and dreaded disease, cancer, cigarette smoking also aggravates or promotes other health problems. For example, smoking can increase the discomfort for the people with asthma and emphysema. It can give one a "smoker's cough" and contribute to bronchitis. Finally, recent studies have shown that cigarette smokers are susceptible to common colds and flu.

Summary pertaining *TS*

The thesis statement

- Indicates scope, purpose, and direction of writing
- Sets up/Identifies relationships between all parts of the message
- Is a road map for the message
- Directly answers essential questions about the message (M).

Summary pertaining *TS*

The thesis statement

- Should be concise and well written
- Should be specific
- Should be general & needs support
- Should initiate the "what" question & the "why" question.

Summary pertaining *TS*

- Not all texts require thesis statements!
- Thesis statements are not statements of fact: aluminum is lighter than iron.
- Thesis statements are not statements of opinion: “I think that volume of sales is simply the result of the price of the commodity.”

Summary pertaining *TS*

- Avoid **burying** the thesis statement in the middle.
- Avoid **vague words**.
- Connect two large statements to signal relationship:
by conjunction (but, for, so, yet) or (though, because,
if, when, While, ...)

Cohesion of the text is achieved through

- Tying all paragraphs (case of thesis statement)
- Tying all sentences (case of topic statement)

Several years ago, studies linked the intake of tar and nicotine, found in cigarettes, with the development of cancer in laboratory animals. The evidence was so overwhelming that governments required cigarette manufacturers to put a warning on the outside of each package of cigarettes. Aside from the most serious and dreaded disease, cancer, cigarette smoking also aggravates or promotes other health problems. For example, smoking can increase the discomfort for the people with asthma and emphysema. **Moreover, cigarettes are not only hazardous to health but expensive too.** It can give one a "smoker's cough" and contribute to bronchitis. Finally, recent studies have shown that cigarette smokers are susceptible to common colds and flu.