**Science Writing Templates and Transition Words**

**Introduction**

* A number of scientists have recently discovered \_\_\_\_\_.
* The theory of \_\_\_\_\_\_ states that \_\_\_\_\_\_.
* In discussions of X, one controversial issue has been \_\_\_\_\_\_\_\_\_. On one hand, \_\_\_\_\_\_\_\_\_ argues \_\_\_\_\_\_\_\_\_. On the other hand, \_\_\_\_\_\_\_\_\_ contends \_\_\_\_\_\_\_\_\_. Others even maintain \_\_\_\_\_\_\_\_\_.
* Experiments showing \_\_\_ and \_\_\_\_ have led scientists to propose \_\_\_\_\_.
* X’s work leads to the question of \_\_\_\_\_. Therefore \_\_\_\_\_ was investigated.

**Establishing why your claims matter:**

* X is important because \_\_\_\_\_\_\_.
* Ultimately, what is at stake here is \_\_\_\_\_\_\_\_.
* My discussion of X is in fact addressing the larger matter of \_\_\_\_\_\_\_\_.
* Although X may seem of concern to only a small group of \_\_\_\_\_\_, it should in fact concern anyone who cares about \_\_\_\_\_\_\_\_\_\_\_.

**When citing sources or using quotes:**

* X observes that \_\_\_\_\_\_\_\_\_.
* X reports that \_\_\_\_\_\_\_\_\_.
* X states, “\_\_\_\_\_\_\_\_\_.”
* According to X, “\_\_\_\_\_\_\_\_\_.”
* In her book, \_\_\_\_\_\_\_\_, X maintains that “\_\_\_\_\_\_\_\_\_.”

**Analysis**

* The trend in the data shows that\_\_\_\_\_\_\_\_\_.
* In trial one the \_\_\_\_\_\_\_\_ was \_\_\_\_\_\_\_\_.
* The average of the data shows \_\_\_\_\_\_\_\_\_.
* The \_\_\_\_\_\_\_\_ was \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_ was \_\_\_\_\_\_\_\_ giving a difference of \_\_\_\_\_\_\_\_\_\_\_.

**Error Analysis**

* The difference between \_\_\_\_\_ and \_\_\_\_\_ is probably due to \_\_\_\_\_.
* One explanation of \_\_\_\_\_ is that \_\_\_\_\_. An alternative explanation is \_\_\_\_\_.
* Some may argue that this experimental design fails to account for \_\_\_\_\_\_.
* An error observed during the experiment was \_\_\_\_\_\_\_\_.
* An error observed in the data was \_\_\_\_\_\_\_\_\_\_\_.
* This may be a measurement error due to the imprecise measurement of the \_\_\_\_\_\_\_\_.
* This may be a human error due to \_\_\_\_\_\_\_\_.
* This error probably *did/did not* affect the data because \_\_\_\_\_\_\_\_.

**Claim**

* This experiment shows that \_\_\_\_\_\_.
* The data suggest/hint/imply \_\_\_\_\_.
* Our results show/demonstrate \_\_\_\_\_\_.
* Our data supports/confirm/verify the work of X by showing that \_\_\_\_\_.

**Evidence**

* We measured \_\_\_\_\_ (sample size) subjects, and the average response was \_\_\_\_\_ (mean with units) and with a range of \_\_\_\_\_ (lower value) to \_\_\_\_\_ (upper value).
* The data from trial one shows \_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_
* The data from trial one shows \_\_\_\_\_\_\_\_\_\_ however \_\_\_\_\_\_\_\_\_\_

**Reasoning**

* This supports the claim because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Counter Claim**

* Some of the data appears to contradict the claim because \_\_\_\_\_\_\_.
* Some data seems to show \_\_\_\_\_\_\_ however \_\_\_\_\_\_\_\_\_.
* While it is true that\_\_\_\_\_, it does not necessary follow that \_\_\_\_\_\_.

**Conclusion**

* This experiment demonstrates that \_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_.
* The results of this experiment agree with other scientific studies that have found \_\_\_\_\_\_\_\_.
* In conclusion, this experiment proves \_\_\_\_\_.
* This experiment is related to \_\_\_\_\_\_\_.
* Understanding this concept is important because it relates to \_\_\_\_\_\_\_\_.
* This concept impacts us every day when we \_\_\_\_\_\_\_\_.
* Further work in this are a may lead to the development of \_\_\_\_\_.
* These results provide an illustration of \_\_\_\_\_.
* Ultimately what is at stake here is \_\_\_\_\_.
* These finding have important implications for the broader domain of \_\_\_\_\_.
* If we are right about \_\_\_\_\_, then major consequences follow for \_\_\_\_\_.
* These conclusions/This discovery will have significant applications in \_\_\_\_\_ as well as in \_\_\_\_\_.

**Commonly Used Transitions**

|  |  |  |  |
| --- | --- | --- | --- |
| Cause and EffectAccordinglyAs a resultConsequentlyHenceIt follows, thenSinceSoThenThereforeThus | ConclusionAs a resultConsequentlyHenceIn conclusion, thenIn shortIn sum, thenIt follows, thenSoThe upshot of all this is thatThereforeThusTo sum upTo summarize | ContrastAlthoughButBy contrastConverselyDespite the fact thatEven thoughHoweverIn contrastNeverthelessNonethelessOn the contraryOn the other handRegardlessWhereasWhileYet | ElaborationActuallyBy extensionIn shortThat isIn other wordsTo put it in another wayTo put it bluntlyTo put it succinctlyUltimately |
| AdditionAlsoAndBesidesFurthermoreIn additionIn factIndeedMoreoverSo too | ExampleAfter allAs an illustrationConsiderFor exampleFor instanceSpecificallyTo take a case in point | ComparisonAlong the same linesIn the same wayLikewiseSimilarly | ConcessionAdmittedlyAlthough it is true thatGrantedI concede thatOf courseNaturallyTo be sure |

Adapted from Graff, Gerald, and Cathy Birkenstein. They Say, I Say: The Moves That Matter In Academic Writing. New York: W. W. Norton & Company, 2006.