Writing Science

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**Paper 1: Discussion**

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Agenda:

**1. Warm-up exercise**

Write about a given topic for 60 seconds. The aim is to not stop writing. A bad sentence is better than no sentence. Keep writing!

**2. A model: AND – BUT – THEREFORE**

The model is very useful to understand and discuss research papers. Example:

“For hundreds of years, philosophers and scientists have believed that young blood holds the power to stop or even reverse the aging process.

**AND -** Recent findings suggest that young blood can restore stem cell activity in the brain of older mice. Old mice that receive young, human blood perform better in memory tests and training exercises, and display increased number of new brain cells.

**BUT -** It is unclear if the effects of the young blood are due to a few specific components. One possibility is the presence of one or more “youth factors” in the blood. Another possibility is that the effect comes from a complex interaction between numerous factors that work together to change the old animals.

**THEREFORE –** We performed computational simulations of the 10 000 most abundant macromolecules in young blood to predict the effect on brain stem cells. (Not true, I invented this)

We find that there are several potential youth factors in the blood, and that their interaction may increase the effect of the young blood. (Not true, I made it up). These findings are important to understand the ageing process and to develop new treatments for Alzheimer’s.

**Assignment: Write a 300 word (bad first draft) summary of the paper you read last week. Your audience is a bachelor student in physics/engineering.**

**3. Reflection on the writing process.**

“Today, I learned…”

**Next week:**

Change of time: Writing Science moved to 15.15-16.00next Monday.

Also: BRING 3 PRINTED COPIES OF YOUR TEXT.