
Craft of Research (CoR): Chapter 2 – Connecting With Your Reader

The 10 **salient sentence strings** presented below are lifted from the chapter without modification. They are presented in order of appearance in the chapter.

Ten Salient Sentence Strings

1. In fact, writers can't avoid creating some role for themselves and their readers, planned or not. So those roles are worth thinking about from the beginning, before you write a word. (Quote – top of page 18).
2. Then we imagined a persona of our own: writers committed to the value of research, interested in sharing how it works, talking not at you like a lecturer or down to you like a pedant, but with the “you” we hoped you want to become. (Quote – middle of page 18).
3. In true research, you must switch the roles of student and teacher. When you do research, you learn something that others don't know. So when you report it, you must think of your reader as someone who doesn't know it but needs to and yourself as someone who will give her reason to want to know it. (Quote – bottom of page 18).
4. But even if not, you must still cast yourself in the role of someone who has found something your reader will find interesting and your reader as someone who wants to know, whether she really will or not. (Quote – middle of page 19).
5. You must present yourself as interested in, even enthusiastic about, wanting to share something new, because the interest you show in your work roughly predicts the interest your reader will take in it. (Quote – middle of page 19).
6. A discovery about the distribution of prime numbers, for example, helped cryptologists design an unbreakable code. But that research itself was aimed at solving not the practical problem of keeping

secrets, but the conceptual problem of not entirely understanding prime numbers. Some researchers call this kind of research “pure” as opposed to “applied.” (Quote – middle of page 20).

7. You establish your side of the relationship with your readers when you adopt one of those three roles— I have information for you; I can help you fix a problem; I can help you understand something better. (Quote – bottom of page 20).
8. If you cast them in a role they won’t accept, you’re likely to lose them entirely. In this case, the old advice to “consider your audience” means that you must report your research in a way that motivates your readers to play the role you have imagined for them. (Quote – top of page 21).
9. Your teachers expect you to report not just what you find, but what you can do with it. (Quote – top of page 22).
10. Your academic readers will almost always adopt this third role. They will think you’ve fulfilled your side of the social contract only when you treat them as who they think they are: scholars interested in greater knowledge and better understanding. (Quote – top of page 25).