

01 D: I think this applies to everything. Right, so, you kn- this i- this is the one where- I'm
02 now reading their personal statements for grad school, right. A:nd, they'll say things
03 li:ke, uh: I developed an outstanding underst- ya know- outstanding insights into:
04 clinical populations. (1.0) Don't say: [you've] developed outstand-, show that you
05 A: [hahaha]
06 D: have. Right. So, I mean- but that's not talking about findings, it's talking about (.) your
07 [abilities] But it applies everywhere. That's- that's just kind of the classic
08 A: [R i g h t]
09 D: [[mantra for journalism, right, so]]
10 A: [[Right. (And) I guess for- thinking about-]] when I was thinking about a scientific
11 article, I was having trouble visualizing it.
12 D: Mmhm
13 A: And so I really wanted to see an example of-
14 D: Yeah
15 A: of what that looked like, what did it mean you- would s- you would use the data to sh-
16 to show:, or
17 D: I (.) I think it's more in the evaluation part. Right, so (.) the phrase “interestingly”
18 [(2.0)]
19 A: [Oh wow. Okay]
20 D: That's an evaluative state[ment.] Let them come to that evaluation. Show it, and
21 A: [Okay]
22 D: they'll (draw the right idea). And you know I'm guilty of that as well. “Interestingly” is
23 an easy transition. But if you have to say it's interesting, then it probably isn't to other
24 people unless you [(.)] explain why, so, just (.) explain it.
25 A: [Mm]
26 A: O:kay. That mak-=
27 D: =Yeah=
28 A: =that-
29 D: [(that's- I think that's a)]
30 A: [(Now/No) I think that makes] clearer sense
31 D: It's more in the evaluation end of it than in the presentation of data.
32 A: Tch okay, okay.