



Publique o perezca / *Publish or Perish* (sorry, es verdad...para su actividad científica)

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(CR)2 + DGF-UCh



Rooting out scientific misconduct

Scientific misconduct is an issue rife with controversy, from its forms and definitions to the policies that guide how allegations are handled. A survey published nearly 15 years ago reported that 2% of researchers said they had fabricated or falsified data in their published work. This is not just an academic issue. Fake data promote ineffective or even dangerous treatments, for example, and thwart the discovery of real solutions for society.

In the United States, the Office of Research Integrity (ORI) is the primary agency charged with rooting out misconduct in research. The ORI is part of the National Institutes of Health (NIH). Last year, the ORI made significant changes to how it functions. The changes were the first since 2005—actions, but the real problem is that the ORI is underfunded and lacks the authority needed to enforce its charter. As a result, the ORI can only tinker at the margins. The ORI's current budget is \$100 million to oversee work that is worth billions of dollars. The current internal structure is outdated and its director has been vacant for a year. The ORI's ability to be effective is in question.

or distort the actual findings." Still, ORI has missed an opportunity to hold institutions accountable. Although the agency suggests that it is an institution's responsibility to foster an environment that promotes integrity, how should this be measured and judged? The revision still exclusively addresses misconduct by individuals. It would be best if an institution could be held responsible for a toxic, unsupportive research environment.

Even if its recommendations are further adjusted, ORI lacks the personnel and budget to address the potential scope of alleged misconduct. The office is largely limited to supervising university investigations instead of carrying them out itself, which would avoid the obvious institutional conflict of interest. ORI also lacks subpoena power to compel witness testimony.

This point may help explain why the National Science Foundation's Office

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'The situation has become appalling': fake scientific papers push research credibility to crisis point

Last year, 10,000 sham papers had to be retracted by academic journals, but experts think this is just the tip of the iceberg



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EDITORIAL

Fraud in science: a plea for a new culture in research

European Journal of Clinical Nutrition (2014) **68**, 411–415; doi:10.1038/ejcn.2014.17

German philosopher Karl Jaspers described science as methodical insight that is mandatorily certain and universal.¹ It is the ethos of modern science to want to reliably know on the basis of unbiased research and critique.¹ This claim is not always fulfilled by scientists.

Currently, there are numerous and partly publicly discussed cases of research misconduct and fraud. These cases span various sciences, but are particularly common in biomedical research. Misconduct and fraud in science do not only offend against its inherent norms and rules summed up in the 'scientific ethos' but also make a mockery of its goals—namely gaining knowledge as profound as possible, which again motivates further research and can be practically applied. Scientists depend on cooperation with each other as well as on productive, constructive and trusting relationships with possible investors, users of scientific results—especially patients—and the general public. Trust and honesty is vital for any kind of successful research. Violations of good scientific practice do not only affect those directly concerned but also science and society in general, and, if permitted, we run the risk of undermining the public's trust in scientific practice as a whole.

European Journal of Clinical Nutrition (2014) **68**, 411–415
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www.nature.com/ejcn

retraction, whereas 43% of the articles were retracted owing to 'fraud' or 'suspected fraud', which has increased 10-fold since 1975. 'Plagiarism' and 'duplication' (the so-called 'self-plagiarism') make up the remains of the retracted articles in almost equal quantities.

When comparing the origin of the authors concerned, three-quarters of the cases of 'fraud' or 'suspected fraud' came from the United States, Germany and Japan. Concerning 'plagiarism' and 'duplication', no unambiguous allocation could be made; however, authors from the United States and China were most commonly involved.

Journals with a higher impact factor (IF) are more frequently affected by 'fraud' or 'suspected fraud' and 'errors' than lesser-ranked journals, whereas 'plagiarism' and 'duplication' are more commonly found in journals with a lower IF. The list of journals with the greatest number of retracted articles is headed by *Science* (IF: 32.45), *PNAS* (IF: 10.47) and *The Journal of Biological Chemistry* (IF: 5.12). Regarding retractions due to 'fraud', *The Journal of Biological Chemistry* tops the list, followed by *Anesthesia & Analgesia* (IF: 3.07) and *Science*. Concerning proven 'errors', *Science* leads, followed by *PNAS* and *Nature* (IF: 36.24). 'Plagiarism' and 'duplication' were similarly frequent in all journals. What is striking is that numerous prestigious journals are also affected by such cases (e.g. *The New England Journal of Medicine*, IF: 50.08).

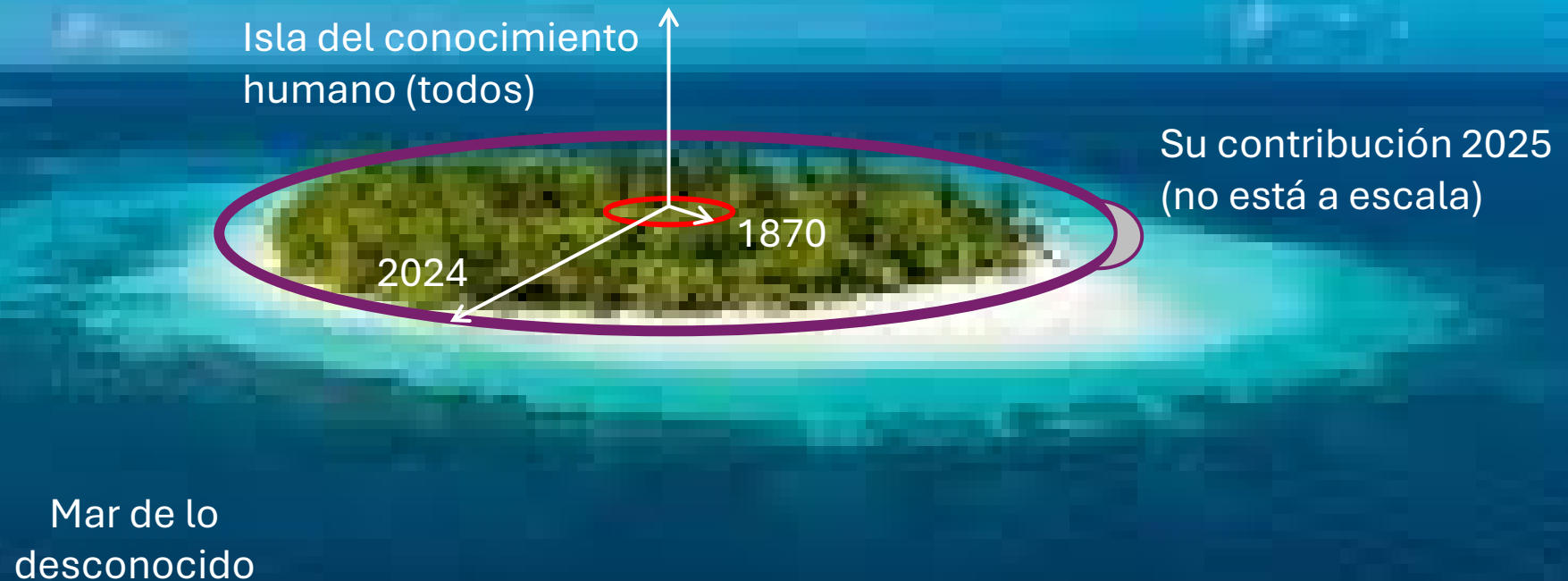
The average period between publication and retraction of

Ok, let's write a paper...
actually, two papers
slightly different to
augment our P-index



Center for Advanced Tagliatelle Research

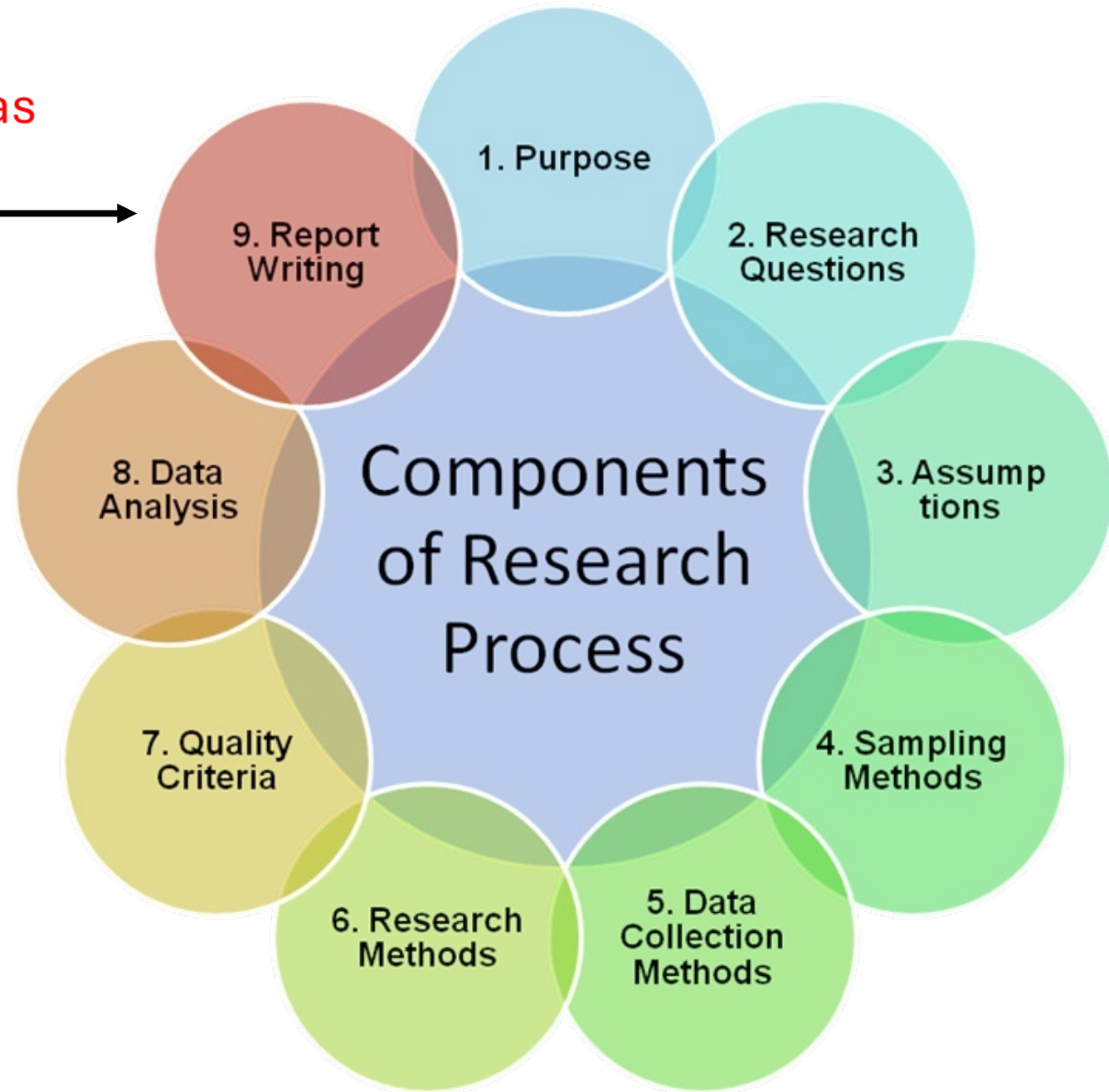
Un **científico** es un profesional que realiza y recopila investigaciones para **ampliar el conocimiento universal** en un área en particular. La generación de conocimiento puede convertirse en la solución a un problema actual, pero esto no es una característica intrínseca de la ciencia (“si quisiera cambiar el mundo sería político”)



Los científicos se mueven por dos cosas

(a) Comprender el mundo [1-8]

(b) ser reconocidos por eso [9]



La generación de nuevo conocimiento es la clave de nuestro trabajo. No tiene sentido descubrir cosas nuevas si no se comparte con el mundo.

Los artículos científicos (*papers*) son la forma más efectiva para lograr que este avance personal (o grupal) se transforme en un acervo universal.

Pero...los *papers* son un medio, no el fin.



Extra Bonus:

El *paper* pone una bandera: la idea ahora te pertenece a ti

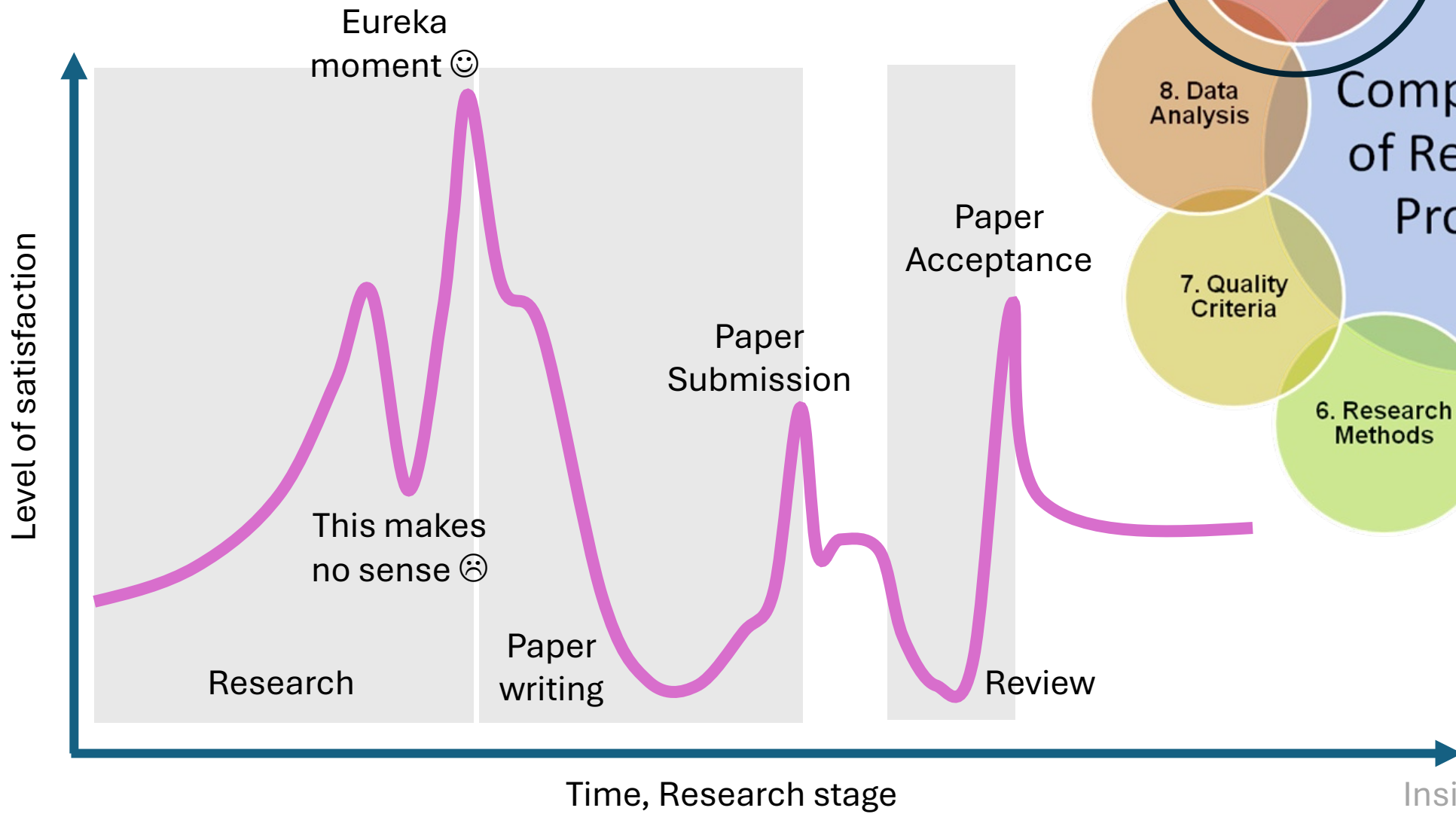
Los artículos científicos (de calidad y bien publicitados) establecen tu marca personal y pesan en tu CV

El reconocimiento y “popularidad” de un *paper* depende de:

- originalidad
- legibilidad
- pedagogía
- utilidad

(Todo lo cual requiere una excelente redacción y oficio)







Dos preguntas claves antes que todo:

¿De qué se trata mi *paper*?

(que elementos tomaré de mi investigación)

¿Tengo el material suficiente para escribir un *paper*?

(Minimum publishing Unit)

La mayoría de los *papers* ofrecen múltiples ideas y preguntas de investigación, muchas de las cuales son desarrolladas débilmente y sin una clara priorización

Esa falta de foco resulta en un *paper* largo, difícil de escribir, revisar y leer.

¡Evite esta forma!



Mucho más simple y efectivo es organizar todo el *paper* en torno a **una sola pregunta claramente formulada con evidencia adecuada para la respuesta**

En un nivel superior, se plantea muy al comienzo una hipótesis, basada en observaciones y conjeturas fundadas, la cual se va verificando con diversas pruebas (observaciones, modelos, analogías).

Es ok tener 2 (hasta 3) “temas” adicionales, pero deben estar priorizados y conectados con el tema central/principal



Ponga mucho esfuerzo en definir esta pregunta y haga una revisión bibliográfica exhaustiva para estar convencido de su novedad y pertinencia.

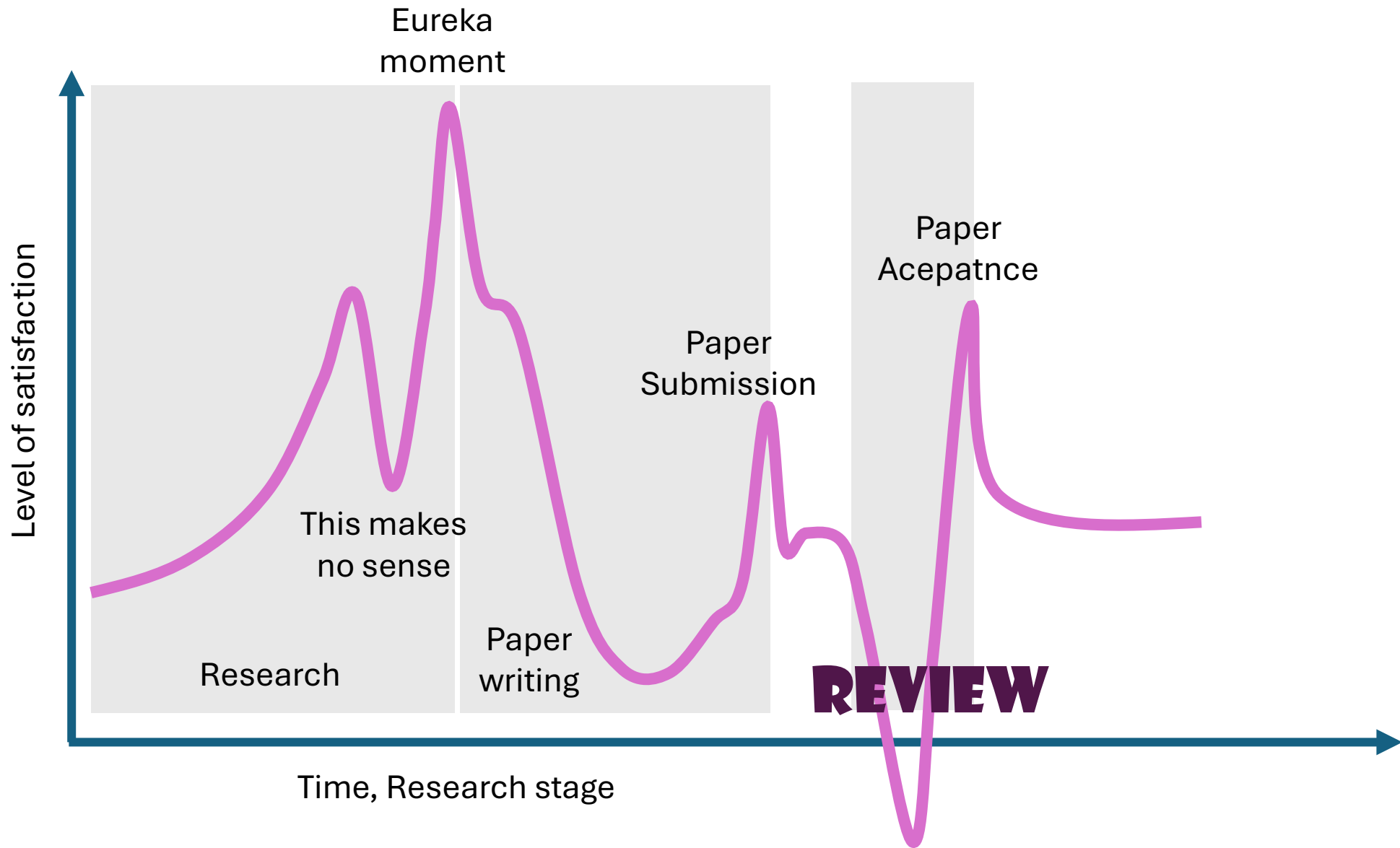
Solo una vez que se convenza de esto comience a escribir el *paper*. *Esto requiere técnica y oficio, pero ya pasó la parte más compleja del proceso.*



Durante los largos meses de escritura (10-20 drafts) puede que modifique su pregunta o hipótesis inicial, pero mantenga claro su norte (o sur)

Listo para
comenzar...
partamos
por el final!





Eureka moment

Level of satisfaction

Research

This makes no sense

Paper writing

Paper Submission

REVIEW

Paper Acceptance

Time, Research stage



THE PEER REVIEW PROCESS



Most scientists regarded the new streamlined peer-review process as "quite an improvement."

PEER REVIEW CRITERIA GUIDE

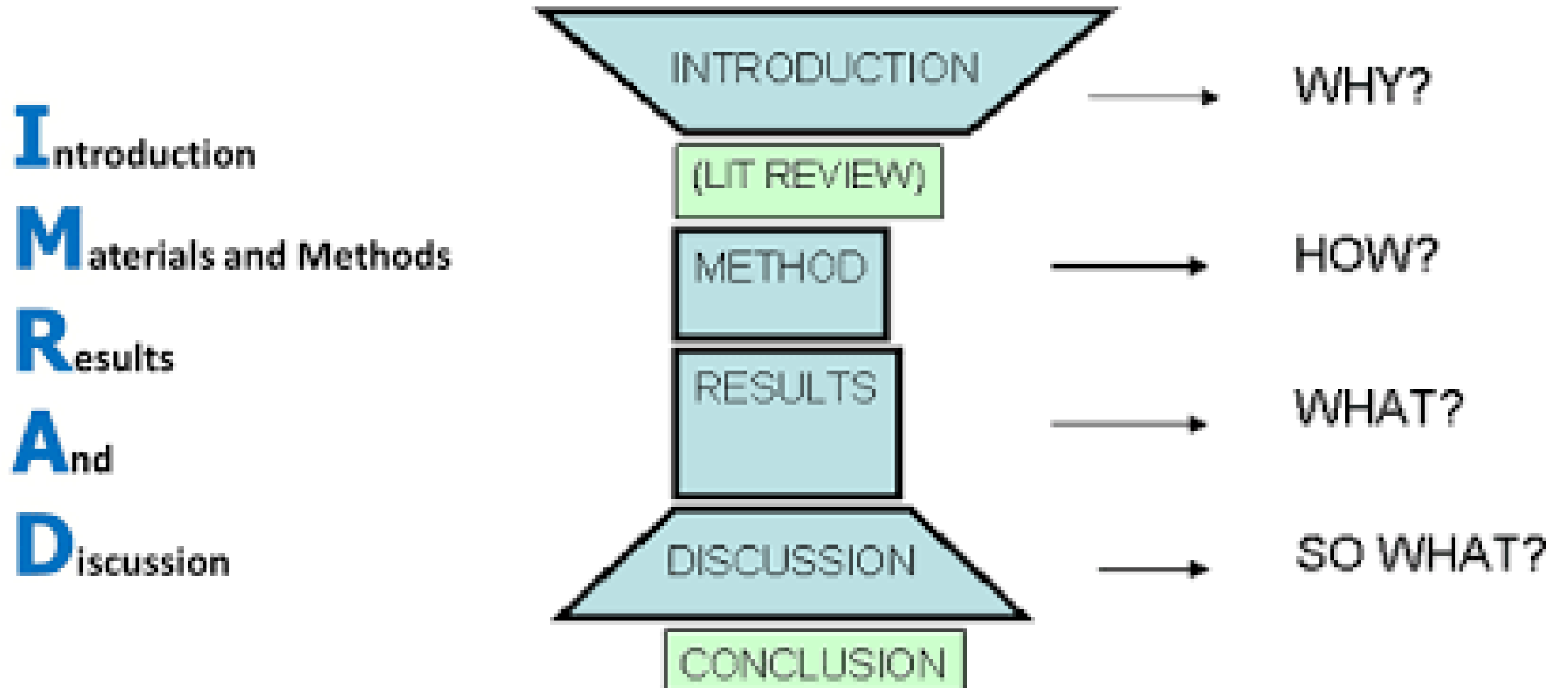


How to respond to a review

How to write a scientific paper...
and how to deal with the review process
Daniel J. Jacob, Harvard University

- **Criticism from an anonymous reviewer is very hard to take**, (1) Give the criticism a chance – could the reviewer be right? Think about it overnight. (2) **Generally the reviewer is wrong (see previous lesson about humility) but it's your problem that s/he was mistaken – so fix it!** Even when the inescapable conclusion is that the reviewer is just an idiot, keep in mind that s/he is a more sophisticated reader than most.
- **Respond to the comments in the text of your paper. Don't engage in a private dialog with the reviewer**, that's not the point of the review process. It's best to respond to comments by saying that you've actually changed something in the paper to accommodate the reviewer's comments (partly = OK).
- Sometimes the **reviewer has a hostility** that makes you think they just want to prevent you from publishing. That's generally paranoid thinking (would you do this?). But some reviewers may just not agree with you and at some point you just have to ask that they agree to disagree – and they generally will. You can also **appeal to the Editor for arbitration**.

La mayoría de los *papers* siguen la estructura **IMRaD** (pero no todos...depende de la revista y la disciplina)



How to write a scientific paper...
and how to deal with the review process
Daniel J. Jacob, Harvard University

¿Cómo superar el bloqueo del escritor?



Tres estrategias:

- Escriba un esquema y luego llénalo gradualmente
- Prepare una lista de figuras y comience a escribir alrededor de las figuras (la figura X muestra...)
- Escriba todo de una sola vez, obligándose a escribir cosas incluso si son detalles superfluos. Al final tendrás ALGO que solo necesitas editar.

Steps to organizing your manuscript

1. Prepare the **figures and tables**.
2. Write the **Methods**.
3. Write up the **Results**.
4. Write the **Discussion**. Finalize the Results and Discussion before writing the introduction. This is because, if the discussion is insufficient, how can you objectively demonstrate the scientific significance of your work in the introduction?
5. Write a clear **Conclusion**.
6. Write a compelling **Introduction**.
7. Write the **Abstract**.
8. Compose a concise and descriptive **Title**.
9. Select **Keywords** for indexing.
10. Write the **Acknowledgements**.
11. Write up the **References**.

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Step 1: Prepare the figures and tables

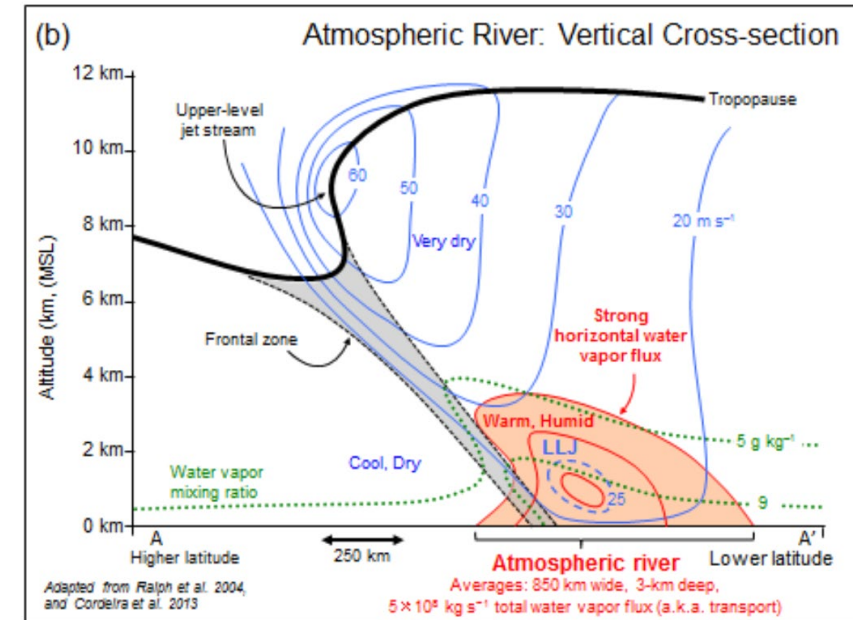
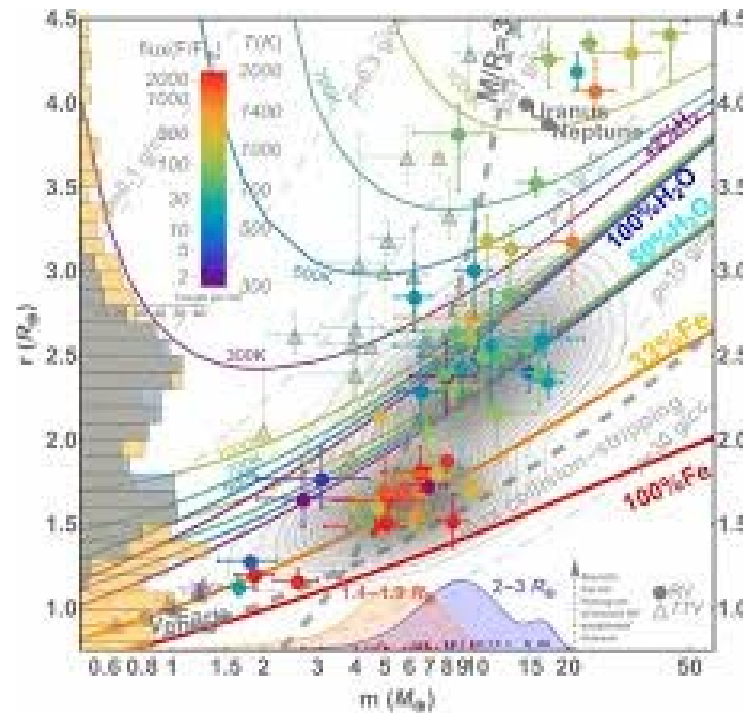
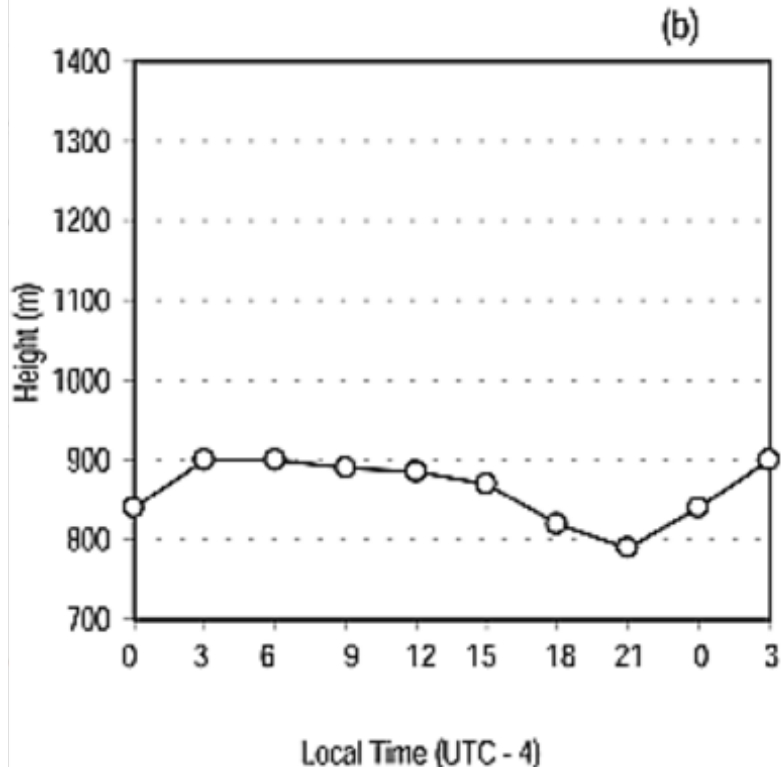
Remember that "a figure is worth a thousand words."

Hence, illustrations, including figures and tables, are the most efficient way to present your results. Your data are the driving force of the paper, so your illustrations are critical!

How do you decide between presenting your data as tables or figures? Generally, tables give the actual experimental results, while figures are often used for comparisons of experimental results with those of previous works, or with calculated/theoretical values (Figure 1).

Su *paper* debe tener figuras excelentes

Pero....Que es excelente? Mire y aprenda

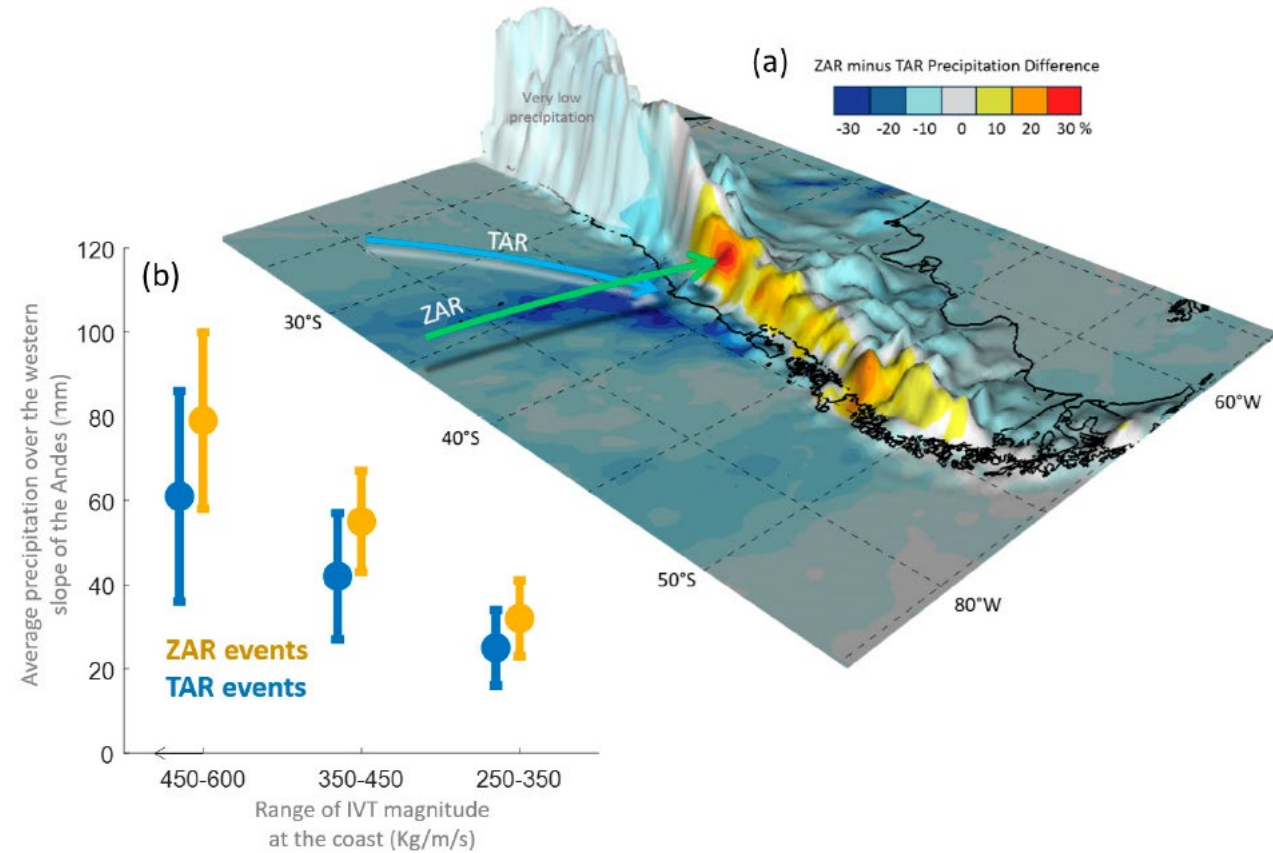
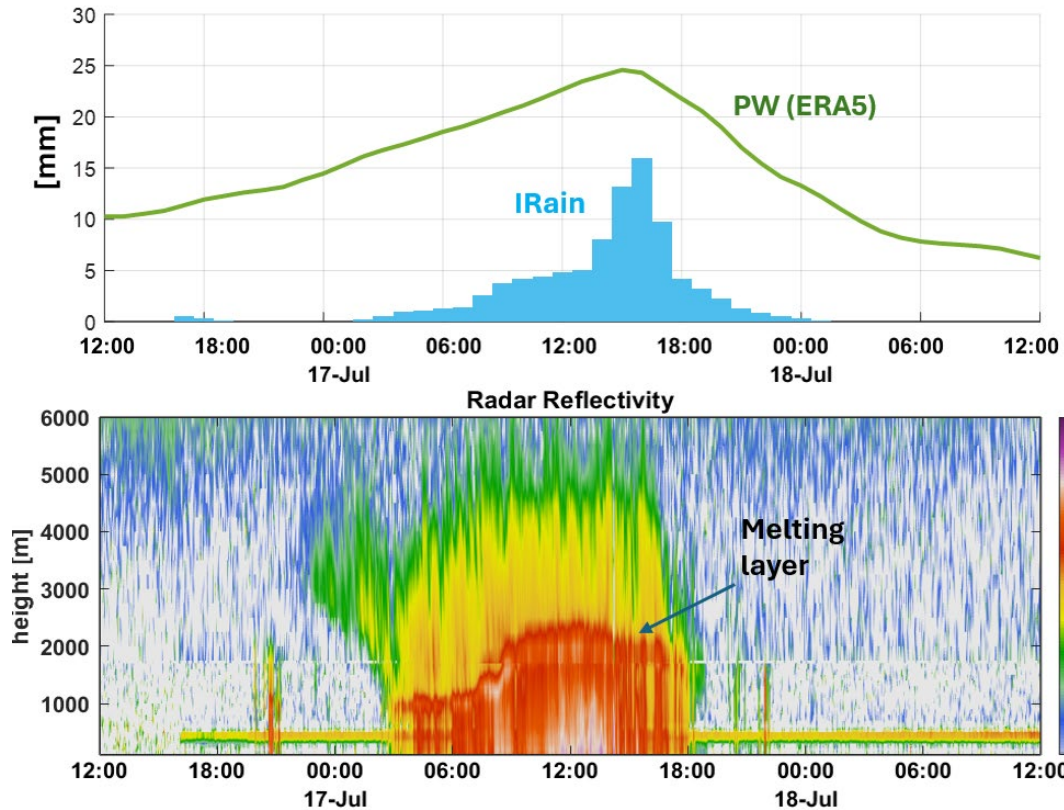


Make a Great Scientific Figure for Publication!

<https://www.youtube.com/watch?v=kTVeUqqkPzM>

Su *paper* debe tener figuras excelentes

Pero....Que es excelente? Mire y aprenda



Step 8: Compose a concise and descriptive title

The title must explain what the paper is broadly about. **It is your first (and probably only) opportunity to attract the reader's attention.** In this way, remember that the first readers are the Editor and the referees. Also, readers are the potential authors who will cite your article, so the first impression is powerful!

We are all flooded by publications, and readers don't have time to read all scientific production. They must be selective, and this selection often comes from the title.

Example 1

- Original title:** Preliminary observations on the effect of salinity on benthic community distribution within a estuarine system, in the North Sea
- Revised title:** Effect of salinity on benthic distribution within the Scheldt estuary (North Sea)
- Comments:** **Long title distracts readers.** Remove all redundancies such as "studies on," "the nature of," etc. Never use expressions such as "preliminary." Be precise.

Example 2

- Original title:** Action of antibiotics on bacteria
- Revised title:** Inhibition of growth of Mycobacterium tuberculosis by streptomycin
- Comments:** **Titles should be specific.** Think about "how will I search for this piece of information" when you design the title.

Step 6: Write a compelling Introduction

This is your opportunity to convince readers that you clearly know why your work is useful.

A good introduction should answer the following questions:

- What is the problem to be solved?
- Are there any existing solutions?
- Which is the best?
- What is its main limitation?
- What do you hope to achieve?

Su *paper* debe tener un texto impecable y atractivo

Pero....Que es eso? Lea (1000) y aprenda (tutoriales)

Some general editorial remarks...

- **Read your draft from the perspective of a critical reader.** Are you satisfied? Is this a great paper?
- **Be as short as possible.** “Every word must hurt”. Use short words (e.g., “use” vs. “utilize”) and strong effective words with precise meaning.
- Try to use short sentences. Try using active present form.
- **Remove value judgments:** “Surprising”, “interesting”, “unfortunately” have no place in a scientific paper.
- Beware of words with different scientific vs. lay meanings, such as “significant”, “ideal”, “reduce”. Use them in their scientific meaning when there can be any ambiguity.
- **Be consistent** in notation and terminology. “Ozone” or “O₃”?
- if you experience writer’s block, **think about how you would express yourself orally** ...and then write it that way.





Ok...escriba como habla, pero no en forma literal

WHAT THEY SAID	WHAT THEY MEANT
It has long been known that...	I haven't bothered to look up the original reference, but...
Of great theoretical and practical importance...	Interesting to me...
While it has not been possible to provide definitive answers to these questions...	The experiment didn't work out, but I figured I could at least get a publication out of it.
The operant conditioning technique was chosen to study the problem...	The guys in the next lab already had the equipment set up...
Three of the data sets were chosen for detailed study...	The results of the others didn't make sense.
Typical results are shown...	The best results are shown...
Agreement with the predicted curve is excellent.	Agreement with the predicted curve is fair.
Agreement with the predicted curve is good.	Agreement with the predicted curve is poor.
Agreement with the predicted curve is satisfactory.	Agreement with the predicted curve is doubtful.

WHAT THEY SAID	WHAT THEY MEANT
Agreement with the predicted curve is satisfactory.	Agreement with the predicted curve is doubtful.
Agreement with the predicted curve is fair.	Agreement with the predicted curve is imaginary.
It is suggested that... It is believed that... It may be that...	I think.
It is generally believed that...	A couple of other guys think so too.
It is clear that much additional work will be required before a complete understanding...	I don't understand it.
Unfortunately, a quantitative theory to account for these results has not been formulated.	I can't think of one and neither can anyone else.
Correct within an order of magnitude.	Wrong.
Thanks are due to Josephine Glotz for assistance with the experiments and to John Doe for valuable discussion.	Glotz did the work and Doe explained what it meant.

Step 2: Write the Methods

This section responds to the question of how the problem was studied. If your paper is proposing a new method, you need to include detailed information so a knowledgeable reader can reproduce the experiment.

However, do not repeat the details of established methods; use References and Supporting Materials to indicate the previously published procedures. Broad summaries or key references are sufficient.

Reviewers will criticize incomplete or incorrect methods descriptions and may recommend rejection, because this section is critical in the process of reproducing your investigation. In this way, all chemicals must be identified. Do not use proprietary, unidentifiable compounds.

Step 3: Write up the Results

This section responds to the question "What have you found?" Hence, only representative results from your research should be presented. The results should be essential for discussion. However, remember that most journals offer the possibility of adding Supporting Materials, so use them freely for data of secondary importance. In this way, do not attempt to "hide" data in the hope of saving it for a later paper. You may lose evidence to reinforce your conclusion. If data are too abundant, you can use those supplementary materials. Use sub-headings to keep results of the same type together, which is easier to review and read. Number these sub-sections for the convenience of internal cross-referencing, but always taking into account the publisher's Guide for Authors.

Step 4: Write the Discussion

Here you must respond to what the results mean. Probably it is the easiest section to write, but the hardest section to get right. This is because it is the most important section of your article. Here you get the chance to sell your data. Take into account that a huge numbers of manuscripts are rejected because the Discussion is weak.

You need to make the Discussion corresponding to the Results, but do not reiterate the results. Here you need to compare the published results by your colleagues with yours (using some of the references included in the Introduction). Never ignore work in disagreement with yours, in turn, you must confront it and convince the reader that you are correct or better.

Take into account the following tips:

1.Avoid statements that go beyond what the results can support.

2.Avoid unspecific expressions such as "higher temperature", "at a lower rate", "highly significant". Quantitative descriptions are always preferred (35°C, 0.5%, $p < 0.001$, respectively).

3.Avoid sudden introduction of new terms or ideas; you must present everything in the introduction, to be confronted with your results here.

4.Speculations on possible interpretations are allowed, but these should be rooted in fact, rather than imagination. To achieve good interpretations think about:

5.How do these results relate to the original question or objectives outlined in the Introduction section?

6.Do the data support your hypothesis?

7.Are your results consistent with what other investigators have reported?

8.Discuss weaknesses and discrepancies. If your results were unexpected, try to explain why

9.Is there another way to interpret your results?

10.What further research would be necessary to answer the questions raised by your results?

11.Explain what is new without exaggerating

12.Revision of Results and Discussion is not just paper work. You may do further experiments, derivations, or simulations. Sometimes you cannot clarify your idea in words because some critical items have not been studied substantially.

Step 5: Write a clear Conclusion

This section shows how the work advances the field from the present state of knowledge. In some journals, it's a separate section; in others, it's the last paragraph of the Discussion section. Whatever the case, without a clear conclusion section, reviewers and readers will find it difficult to judge your work and whether it merits publication in the journal.

A common error in this section is repeating the abstract, or just listing experimental results. Trivial statements of your results are unacceptable in this section.

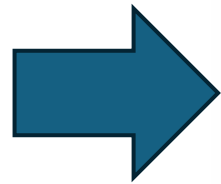
Step 7: Write the Abstract

The abstract tells prospective readers what you did and what the important findings in your research were. Together with the title, it's the advertisement of your article. Make it interesting and easily understood without reading the whole article. Avoid using jargon, uncommon abbreviations and references.


You must be accurate, using the words that convey the precise meaning of your research. The abstract provides a short description of the perspective and purpose of your paper. It gives key results but minimizes experimental details. It is very important to remind that the abstract offers a short description of the interpretation/conclusion in the last sentence.


A clear abstract will strongly influence whether or not your work is further considered.


<https://www.science.org/content/article/how-write-research-paper>




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(ICR) 2.0



ESCRITURA ACADÉMICA

Gabriela Azócar de la Cruz

Investigadora Asociada

Centro de Ciencia del Clima y la Resiliencia CR(2)



¿Qué entendemos por escritura académica?

La escritura académica es un estilo de escritura formal utilizado en el ámbito científico y de investigación.

Características

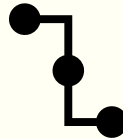
Claridad



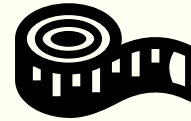
Fluidez



Coherencia



Precisión



Objetividad



Propósitos

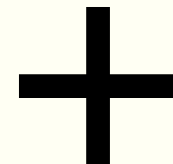
Comunicar



Discutir

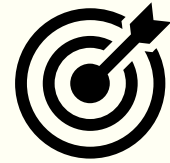


Contribuir

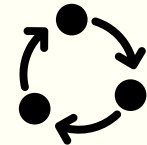


Desarrollo de un argumento

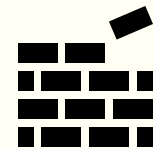
Identificar la idea principal que se quiere comunicar, la cual representa la posición o argumento central del escrito



Cada párrafo debe comunicar una idea particular que esté relacionada con el argumento.



Deben establecerse transiciones claras entre párrafos y secciones para mantener la coherencia



Recomendaciones para el desarrollo del argumento

General

Alcance o
contexto
intermedio

Particular

- Cada vez que incluya una idea o antecedente, piense cómo esta explica, fundamenta, sostiene o se vincula con el argumento y posición central
- Antes de escribir una sección o capítulo organice lo que va a escribir en un esquema
- Organice cada sección o capítulo según temas, procurando partir por lo más general y avanzar hacia lo más específico
- Use subtítulos para organizar cada sección o capítulo, pero no abuse de ellos
- Empiece con una breve introducción sobre los contenidos a tratar en cada sección o capítulo
- Culmine con una breve conclusión o reflexión sobre los temas y contenidos tratados en cada sección o capítulo

Estilo y lenguaje académico: lo que se debe hacer

- Expresar directamente las ideas, evitando redundancia y verborrea

- Construir oraciones claras, precisas y breves (no más de 3 a 4 renglones)

- Reemplazar conectores por punto y seguido

- Explicar de qué se está hablando, no dar por entendido conocimiento especializado

- Mantener un tono impersonal y objetivo, utilizando voz pasiva

- Identificar y eliminar las “muletillas” que utilizamos reiteradamente y que afectan la lectura del escrito

Estilo y lenguaje académico: **errores comunes**

- Introducción excesiva

- Poner citas textuales de manera continua hace que el texto quede fragmentado y pierda consistencia

- Usar expresiones ambiguas (varios, ciertos, algunos)

- Exponer afirmaciones sin respaldo o evidencia o utilizando fuentes poco confiables

- Errores gramaticales y de puntuación.

Explicar de qué se está hablando, no dar por entendido lo que estamos pensando

En la configuración de representaciones sociales el anclaje es el proceso que permite transformar lo extraño en algo familiar. A partir de este se integra la información sobre el objeto de representación al que se atribuyen significaciones del núcleo figurativo de grupos y colectivos sociales. Mediante el anclaje la representación social se liga con el marco de referencia de la colectividad de la que el individuo es parte.

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Escribir frases breves y precisas

Las políticas de vivienda en Latinoamérica han experimentado diversas transformaciones que reflejan cómo el problema de la vivienda social se ha complejizado progresivamente si consideramos que a inicios del siglo XIX este era entendido como un problema de acceso a un bien material destinado al cobijo de familias de los entonces nuevos obreros urbanos, lo que durante el siglo XX cambia en tanto se han integrado aspectos económicos, jurídicos, técnicos, urbanísticos y sociales, a partir de los cuales el problema de la vivienda ha adquirido nuevos y múltiples significados.

Las políticas de vivienda en Latinoamérica han experimentado transformaciones que reflejan cómo el problema de vivienda social se ha complejizado progresivamente. A inicios del siglo XIX este era entendido como un problema de acceso a un bien material destinado al cobijo de familias de los nuevos obreros urbanos. Durante el siglo XX esta primera concepción se ha vuelto más compleja al integrar aspectos y significados económicos, jurídicos, técnicos, urbanísticos y sociales.

Escribir frases breves y precisas

A pesar de que en Chile se presentan indicadores de crecimiento y sostenida reducción de la pobreza -entre los años 1990 y 2017- lo cierto es que al actualizar los datos con la encuesta Casen 2020, al afinar la observación entre regiones, agrupar comunas que presentan similar incidencia en pobreza y hacer comparaciones entre comunas al interior de las regiones, se pueden apreciar importantes diferencias en las cifras y también se hace visible el estancamiento en la tendencia a la baja, lo que da cuenta de persistencias y desigualdades territoriales que las tendencias expresadas en promedios nacionales o regionales estarían ocultando, esto tanto para la medición de la pobreza por ingresos como multidimensional.

Chile presenta indicadores de crecimiento y una sostenida reducción de la pobreza entre los años 1990 y 2017. Sin embargo, al actualizar los datos con la encuesta Casen 2020, comparar cifras entre regiones, agrupar comunas con similar incidencia en pobreza y contrastarlas al interior de las regiones, se visibiliza un estancamiento en la tendencia a la baja. Esto da cuenta de persistentes desigualdades territoriales que se ocultaban en las cifras regionales o nacionales previas a la pandemia.

Introducción excesiva y verborrea

“En este contexto y a partir del diagnóstico antes expuesto, se espera que las autoridades den cumplimiento a los compromisos adquiridos....”

Cuando se podría decir:

“Por ello, se espera que las autoridades cumplan con los compromisos adquiridos”

“Ahora bien, otra dimensión del problema que permite su comprensión en el marco de esta investigación”

Cuando se podría decir:

“Otra dimensión del problema de investigación es....”

A continuación, presentaremos el concepto de pobreza el cual adquiere especial relevancia para esta investigación dado que es aquel que permite comprender el fenómeno de estudio, en tanto por pobreza se entiende....”

La frase, en este caso, debe empezar de la siguiente manera:

“Por pobreza se entiende....”

Especificar de qué se está hablando y no utilizar palabras ambiguas

“Estos problemas han sido detectados solo en ciertos contextos.”

Cuando se podría decir:

“Estos problemas han sido detectados en los siguientes contextos:..” (señalando cuales son esos contextos)

“Algunos científicos creen que el cambio climático es un problema serio.”

Cuando se podría decir:

“Sobre la base de extensas investigaciones (VARIAS REFERENCIAS) la mayoría de los científicos, incluidos aquellos del IPCC, coinciden en que el cambio climático es un problema urgente de atender.

Expresiones innecesarias, poco comunes o anticuadas

No escriba...	Cuando puede escribir	Ejemplo
de que	que	<p>A pesar de que el fenómeno de la pobreza ha impactado</p> <p>A pesar que el fenómeno de la pobreza ha impactado</p>
en donde	donde	<p>Es en los barrios más vulnerables en donde se identifican....</p> <p>Es en los barrios más vulnerables donde se identifican....</p>
para con	con	<p>Esto tiene relación para con las medidas adoptadas....</p> <p>Esto tiene relación con las medidas adoptadas....</p>
para cuando	cuando	<p>Lo que implica que para cuando las hijas han crecido</p> <p>Lo que implica que cuando las hijas han crecido....</p>
relacionado a	relacionado con	<p>El fenómeno puede ser relacionado a los procesos de...</p> <p>El fenómeno puede ser relacionado con los procesos de...</p>

Redacción: errores comunes

Cacofonías: efecto acústico, no deseado, que se produce por el uso de palabras que suenan parecido.

La decisión no tuvo en consideración la restricción estipulada en la constitución
El cambio climático causa consecuencias catastróficas en el clima

Tautología: explicar un concepto utilizando para ello el mismo concepto.

Se trata de un proceso de construcción selectiva el que implica la apropiación selectiva de elementos que luego son organizados libremente .

Pleonasma: uso de palabras innecesarias que no añaden significado a la oración porque ya están implícitas.

Recientemente, la concentración de dióxido de carbono en la atmósfera ha aumentado en los últimos años.

Redacción: errores comunes

Confundir parafraseo con cambiar algunas palabras del texto original.

Texto original:

"El cambio climático está afectando negativamente a los ecosistemas y provocando la extinción de numerosas especies."

Mal parafraseo:

"El cambio climático está impactando negativamente a los hábitats naturales y causando la desaparición de muchas especies."

Buen parafraseo:

"Los efectos del cambio climático están deteriorando los entornos naturales, lo que resulta en la pérdida de una gran cantidad de especies"

Citar reiteradamente y de forma consecutiva a un mismo autor.

El cambio climático está afectando significativamente a los ecosistemas, como señala García (2019). Este autor explica que las temperaturas globales han aumentado drásticamente en las últimas décadas, provocando una serie de efectos adversos en diversos hábitats naturales. García (2019) también destaca que los eventos climáticos extremos, como huracanes y sequías, son cada vez más frecuentes y severos debido al calentamiento global. Además, García (2019) argumenta que, si no se toman medidas urgentes para mitigar estos efectos, las consecuencias serán irreversibles y devastadoras para muchas especies y ecosistemas.

Redacción: errores comunes

Poner en mayúsculas palabras que no son sustantivos propios

“La Crisis Migratoria es un problema global.”

Después de dos puntos empezar con mayúscula (hay excepciones)

“Los efectos del cambio climático son diversos: Aumento de temperaturas, deshielo de glaciares y eventos extremos”.

Frases con repetición innecesaria

“El informe muestra que las temperaturas están aumentando, y el informe también indica que los niveles del mar están subiendo”

Usar cursiva en palabras que no son de otro idioma

El cambio climático es un *problema* global

Palabras esdrújulas sin tilde

La implementación de la nueva política publica ha tenido un impacto positivo en la comunidad

Palabras agudas sin tilde

La nueva política pública afecto la calidad de vida de los ciudadanos.