



Sungkyunkwan University Natural Sciences Campus

Research Writing Workshop

Phillip Gary Schrank, PhD Candidate
Academic Trainer, Editage

Editage: Making researchers successful. Making research consumable.



Editage is the **world's foremost academic solutions partner** to researchers, journals, publishers, institutions, and corporations worldwide.



VISION and MISSION: To accelerate global scientific research communication by helping scholars break through the confines of geography and language, bridge the gap between authors and peer-reviewed journals, and **accelerate the process of publishing high-quality research.**



19+
years' experience

1,300+
in-house employees

2,500+
scientific collaborators
worldwide

500,000+
researchers served

2 million+
projects executed

190+
countries

40+
partnerships

Recommended by
2,000+
journals

editage

About Me

- Assistant Professor, Chosun University, Department of Political Science and Diplomacy
- PhD Candidate in International Relations from Korea University's Graduate School of International Studies
- 10 years experience teaching English as a Second Language (ESL) and teaching social sciences and humanities using English as a medium of instruction
- Former *English Connection* Associate Editor
- Over 70 hours of workshops and seminars with Editage
- Strong desire to help ESL academics publish in high level international journals

editage



Common writing mistakes made by authors and some tips to avoid them

Common Errors made by Researchers

What do you think is a common mistake you make in your writing?

Style Concerns

Improper appearance

Not following guidelines

Differences between English and your native language



That can lead to immediate rejection of your paper

Reference Formats

The Purdue OWL: Citation Chart

1

Category	MLA	APA	CMS
General Approach	The Modern Language Association (MLA) provides a method for source documentation that is used in most humanities courses. The humanities place emphasis on authorship, so most MLA citation involves recording the author's name in the physical text. The author's name is also the first to appear in the "Works Cited" page at the end of an essay. The most recent MLA formatting can be found in the seventh edition of the MLA manual.	The American Psychological Association (APA) provides a method for source documentation that is used in most social sciences courses. The social sciences place emphasis on the date a work was created, so most APA citation involves recording the date of a particular work in the physical text. The date is usually placed immediately after the author's name in the "References" page at the end of an essay. The most recent APA formatting can be found in the sixth edition of the APA manual.	The Chicago Manual of Style (CMS) includes two systems for citation: a notes and bibliography (NB) system and an author-date (AD) system. The NB system is used in most history courses. History places much emphasis on source origins, so footnotes and endnotes are used to demonstrate on-page where a particular piece of information came from. In CMS, a number is assigned to a particular fact in the text, and the correlating footnote or endnote will link the source to the text and to the bibliography. The most recent CMS formatting can be found in the sixteenth edition of the CMS manual.
Reference Lists	Occasionally truncated entries are given simply to focus on the differences between citations for each type of material. Ellipses indicate which entries would normally continue according to the basic principles of each style. Please see the OWL Research and Citation sections for more details.		
<i>Citing Books</i>	Book citations in MLA generally require the author name, work title, publication city, publisher, year published, and an indication of the publication medium, such as print.	Book citations in APA generally require author name, publication year, work title, publication city, and publisher.	Book citations in CMS style generally require the author name, work title, publication city, publisher, and publication year.
General book format	Pollan, Michael. <i>The Omnivore's Dilemma</i> . New York: Penguin Group, 2006. Print.	Pollan, M. (2006). <i>The omnivore's dilemma</i> . New York, NY: Penguin Group.	Pollan, Michael. <i>The Omnivore's Dilemma</i> . New York: Penguin Group, 2006.
Single author	Pollan, Michael. . . .	Pollan, M. (2006). . . .	Pollan, Michael. . . .
Two or three authors	Bell, James K., and Adrian A. Cohn. . . .	Bell, J. K., & Cohn A. (1968). . . .	Bell, James K., and Adrian A. Cohn. . . .
More than three authors	Kernis, Michael, et al. . . . Optionally, give all author names in the order they appear on the title page.	Kernis, M. H., Cornell, D. P., Sun, C. R., Berry, A., Harlow, T., & Bach, J. S. (1993). . . .	Kernis, Michael, D. P. Cornell, C. R. Sun, A. Berry, T. Harlow, and J. S. Bach. . . . For 4 to 10 authors, include all names in bibliography, but only the first in notes.

Reference Formats

- Use the internet!
- Purdue University's Online Writing Lab (OWL) is a wonderful resource for helping you cite correctly

- Generally, each discipline has its preferred citation style, but its best to follow a specific journal's guide.
 - Pay attention to in-text vs. footnote/endnote
- Also, quite difficult as MLA, APA, CMS come out with new guidelines almost every year.

GO

Research and Citation

Conducting Research

Using Research

APA Style

MLA Style

Chicago Manual 17th Edition

AMA Style

Giving to the OWL

Suggested Resources

- [MLA Guide](#)
- [MLA General FAQs](#)
- [APA Guide](#)
- [APA General FAQs](#)
- [How to Navigate the New OWL](#)
- [Media File Index](#)

Research and Citation Resources

If you are having trouble locating a specific resource please visit the [search page](#) or the [Site Map](#).

Conducting Research

These OWL resources will help you conduct research using primary source methods, such as interviews and observations, and secondary source methods, such as books, journals, and the Internet. This area also includes materials on evaluating research sources.

Using Research

These OWL resources will help you use the research you have conducted in your documents. This area includes material on quoting and paraphrasing your research sources, as well as material on how to avoid plagiarism.

APA Style

These OWL resources will help you learn how to use the American Psychological Association (APA) citation and format style. This section contains resources on in-text citation and the References page, as well as APA sample papers, slide presentations, and the APA classroom poster.

MLA Style

These OWL resources will help you learn how to use the Modern Language Association (MLA) citation and format style. This section contains resources on in-text citation and the Works Cited page, as well as MLA sample papers, slide presentations, and the MLA classroom poster

Chicago Manual of Style

This section contains information on the Chicago Manual of Style method of document formatting and citation. These resources follow the 17th edition of the Chicago Manual of Style, which was issued in 2017.

American Medical Association (AMA) Style

These resources provide guidance on how to cite sources using American Medical Association (AMA) Style, 10th Ed., including examples for print and electronic sources.



Abbreviations

Do not **introduce** abbreviations

- for **words that are only used once**
- in **subheadings**
- in **keywords**

Example

1. A method for improving the performance of a non-native **automatic speech recognition (ASR)** system.
2. Although **massive open online courses (MOOCs)** enjoyed early popularity, their effectiveness has been called into question.

Contractions:

Remember: Don't use don't!

Common Punctuation Errors

A colon (:) not a semicolon (;) introduces a simple list: A, B, and C.

Use a semi-colon (;) to help make complex lists that contain commas in each item clear (the semi-colon becomes a ‘super comma’).

Example

There were four professors assigned to the task force: Peter Jones, professor of Mathematics; Ronald Smith, professor of English; Kim Lee, professor of Education; and Wendy West, professor of Political Science.

Using equations

Equations follow normal sentence grammar. The equals sign = is a verb. Sentences that end with an equation should have a period like any other type of sentence.

1. In practice, the fractal dimension is calculated using recursive different box sizes, such that

$$D_f = \lim_{\delta \rightarrow 0} - \frac{\ln N(\delta)}{\ln \delta}.$$

2. The corresponding equations of motion can be expressed as follows:

$$\begin{aligned} m_p \ddot{X} + c \ddot{X}_p + k X_p &= F_0 \sin(\omega t) \\ m_a \ddot{X}_a &= 0 \end{aligned}$$

where over-dots refer to the differentiation with respect to time, and subscripts “a” and “p” represent physical values of the primary and auxiliary masses, respectively.

Latin/foreign expressions

a priori: deductive reasoning, or from causes to effects

ad hoc: based on regular principles (e.g., an ad hoc solution.)

cf.: confer, compare

e.g. (exempli gratia): free example for example

et al. (et alii): and other authors

etc. (et cetera) and others

i.e. (id est): that is to say

infra: see below

N.B. (nota bene): take note

op. cit. (opere citato): in the work cited

sic: thus the error is in the original quote

circa (c. or ca.): about, approximately, usually used with dates (e.g., c. 500 A.D.)

in situ: in its original or appointed place (e.g., research conducted in situ)

in vitro: in a glass (e.g., experiments conducted in vitro)

in vivo: in life, experiments conducted on living organisms

vis-à-vis: face to face



Common Grammar Errors

TABLE I.
ERROR FREQUENCY OF MISFORMATION

Number of errors in CE (rank)	Categories	Number of errors in KE (rank)
56 (3)	Verb	79 (1)
56 (3)	Preposition	69 (2)
53 (5)	Ill-formed sentence structure	67 (3)
65 (1)	Tense	55 (4)
57 (2)	Noun	30 (7)
43 (6)	Verb inflection	30 (7)
40 (7)	Subject verb agreement	42 (5)
24 (10)	Article	31 (6)
27 (8)	Adjective	15 (14)
26 (9)	Adjective form	19 (11)
19 (13)	Modal verb	26 (9)
24 (10)	Noun form	24 (10)
20 (12)	Pronoun	17 (12)
19 (13)	Run-on sentence	5 (23)
17 (15)	Single and plural form	13 (15)
6 (20)	Passive voice construction	16 (13)
14 (16)	Infinitive	7 (21)
13 (17)	Conjunction	10 (17)
8 (19)	Plural agreement	13 (15)
10 (18)	Possessive adjective	8 (19)

Reference: Zheng, Cui and Tae-Ja Park. 2013. "An Analysis of Error in English Writing made by Chinese and Korean University Students." *Theory and Practice in Language Studies* 3(8), 1342-1351.

Reporting Verbs

Example:

Lee (2008) states/claims/argues/maintains/
suggests/asserts/hypothesizes/concludes that . . .

Over **400** reporting verbs have been identified across disciplines, the most common reporting verbs include the following:

**describe, find, report, show, suggest, observe,
examine, demonstrate, and propose.**

Indicative vs. Informative verbs

- Indicative: What the paper is going to be about
- Oort's study **examined** the **galaxies**.
 - Note: "Examined" takes a direct object (the entity that is acted upon by the subject)
- Informative: Discussing claims
- Oort's study **showed** **that** dark matter accounts for the "missing mass" in galaxies.
 - Note: "showed" takes a "that" clause (not *always* true of informative verbs)
- **Indicative and informative verbs are also important to understand when writing about tables and charts**

Indicative and Informative verbs

	Indicative	Informative
Show	Y	Y
Provide	Y	N
Give	Y	N
Present	Y	N
Summarize	Y	N
Illustrate	Y	Y
Reveal	Y	Y
Display	Y	N
Demonstrate	Y	Y
Indicate	Y	Y
Suggest	N	Y

General verb tenses in a journal article

Use the **present tense** for established facts and to talk about descriptions of figures or tables, generalizations based on results, and general statements about the whole field

Refer to specific works, references, and results in the **past tense**

Verb Tense Examples

This study suggests changes to how behavior modification therapy **is currently being used** in the treatment of Post-Traumatic Stress Syndrome.

The target SPP **was estimated** locally in each frequency bin or globally across all frequency bins, **referred** to as local or global decisions, respectively.

Verb Tense Examples

In order to improve services for victims of human trafficking, **it is essential** that law enforcement treat them as victims rather than criminal suspects.

This development is particularly evident in the field related to broadcasting services, in which progress **has been made** toward more realistic and immersive broadcasting services.

Prepositions

Complete the sentences using: **in/from/on/by/with/of**

1. As can be seen in / from Figure 4, earnings have decreased.
2. As revealed by / in Figure 2, the lightweight materials outperformed traditional metals.
3. As described on the previous page, there are two common types of abstracts.
4. As stated in Appendix B, 'per' in percent or kilometers per hour is a Latin preposition that originally meant through or by.
5. As described in the previous unit, passive are common in process descriptions.

Prepositions

Complete the sentences using: **in/from/on/by/with/of**

6. As can be seen by / from / in a comparison of the two tables, household income is a more reliable predictor than level of education.
7. As has been demonstrated by / in / from many similar experiments, these materials have many advantages.
8. As is often the case with materials of this type, small cracks pose a serious problem.

Purpose Expressions

A purpose statement explains the goal of an action
(A = action B = goal):

- [Clause A] to [verb B].
- [Clause A] in order to [verb B].
- [Clause A] so as to [verb B].

Example: Participants were separated **so as to** prevent them from coordinating their responses.

Example: **In order to** prevent further damage, the study was finished early.

Manner Expressions

A manner statement explains how to do something. It is the reverse of a purpose statement

[Clause A] **by** [verb+ing] [noun]

Examples:

The mixture was heated **in order to** separate the strands of DNA.
(purpose)

The strands of DNA were separated **by** heating the mixture. (manner)

Find the mistake 1/8

Beginning a sentence with a numeral

150 survey respondents were randomly chosen for follow-up interviews.

Note that 150 survey respondents were randomly chosen for follow-up interviews.

60% of the enrolled subjects continued their participation until the end of the study.

1. **Sixty percent** of the enrolled subjects continued their participation until the end of the study.
2. **In this study**, 60% of the enrolled subjects continued their participation **until the end**.

Find the mistake 2/8

Not inserting a space between a numeral and its corresponding unit of measurement

The body weight of the bonobos ranged between 45kg and 55kg; their average body weight was 48.5kg.

The body weight of the bonobos ranged between **45 kg** and **55 kg**; their average body weight was **48.5 kg**.

Of the 91 participants (average age 60 ± 5 years), 51 and 40 were divided into 2 groups based on their marital status.

Of the 91 participants (average age **60 ± 5 years**), 51 and 40 were divided into 2 groups based on their marital status.

Find the mistake 3/8

Not inserting a space between a numeral and its corresponding unit of measurement

An embedded operating system (OS) with a CPU clock of 600MHz and RAM size of 111MB is used in these tests.

An embedded operating system (OS) with a CPU clock of **600 MHz** and RAM size of **111 MB** is used in these tests.

Sentencing for suspects found with as little as 5g of crack cocaine were found disproportionate to the equivalent amount of the powdered form.

Sentencing for suspects found with as little as **5 g** of crack cocaine were found disproportionate to the equivalent amount of the powdered form.

Find the mistake 4/8

Using the past tense for in-text reference to figures and tables

The baseline characteristics of all subjects were summarized in Table 1.

The baseline characteristics of all subjects **are** summarized in Table 1.

Figure 4 showed the results of the sentencing reform act in each state.

Figure 4 **shows** the results of the sentencing reform act in each state.

Find the mistake 5/8

Using a singular verb with a plural subject and vice versa

The recent innovations in mapping technologies, GPS in particular, has revolutionized demographics.

The recent innovations in mapping technologies, GPS in particular, **have** revolutionized demographics.

The ratio of corporate coffee shops to independent coffee shops were defined as the indie index.

The ratio of corporate coffee shops to independent coffee shops **was** defined as the indie index.

Find the mistake 6/8

Inserting a hyphen in a compound adjective when the first word is an adverb ending in ly

We developed a **fully-automated** method that estimates high-risk crime areas in real time.

We developed a **fully automated** method that estimates high-risk crime areas in real time.

People with a **surgically-separated** corpus callosum have recently come to the attention of researchers in the field of evolutionary psychology.

People with a **surgically separated** corpus callosum have recently come to the attention of researchers in the field of evolutionary psychology.

Find the mistake 7/8

Inserting a comma before but also in a sentence containing the correlative conjunction 'not only...but also'

We observed that poor test performance was due to not only lack of parental engagement, but also poverty.

We observed that poor test performance was due to not only lack of parental **engagement but** also poverty.

Pre-marriage couples counseling is valuable not only in reducing the chances of eventual divorce, but also in improving lifetime income levels of the couples.

Pre-marriage couples counseling is valuable not only in reducing the chances of eventual **divorce but** also in improving lifetime income levels of the couples.

Find the mistake 8/8

Using the same or similar word/phrase in quick succession in two consecutive sentences

Parents' income levels are shown in Table 1. Table 2 shows the income levels of their female children.

Tables 1 and 2 show parental earnings and income levels of all female subjects, respectively.

Last year alone the number of health food stores have doubled, as shown in Fig. 5. In addition, fast food restaurants nationwide have been closing stores at double the rate from the previous year, as shown in the inset of Fig. 5.

Last year alone the number of health food stores have doubled (Fig. 5); in the inset, the inverse trend in fast food restaurants is observed.

A high-angle, low-key photograph of six young adults (three men and three women) of various ethnicities huddled in a circle, looking directly at the camera. They are all wearing white long-sleeved shirts. The lighting is bright and soft, creating a warm and collaborative atmosphere. The text "Real-world Exercises: BRINGING IT ALL TOGETHER" is overlaid in the top right corner in a bold, blue, sans-serif font.

Real-world Exercises: BRINGING IT ALL TOGETHER

Bringing it all together 1/6

It is important to evaluate the pre-rule change strategy of senators. Generally the filibuster was used to score political points with constituents. Filibusters rarely ultimately succeeded in blocking a vote.

Evaluating the pre-rule change strategy of senators **is important. A filibuster generally** scores political points with constituents, **and** rarely succeeded.

Bringing it all together 2/6

The work of Napoleon Chagnon is perhaps the most influential study on the understanding of human nature, and have widely spread the understanding of Yanomami society as one based on violence and murder (Chagnon et al. 1967).

For example, Chagnon et al. (1967) disseminated the view of violence inherent in humans from observations of the Yanomami.

Bringing it all together 3/6

7 points were chosen for participants to complete surveys, 1 wk, 4 wk, 6 wks (just before the midterm exam), 8 wks (just after the midterm exam), 11 wks, 15 wks (just before the final exam), and then at the end of the semester, before and after the final exam.

Participants completed surveys at six time points: 1 week, 4 weeks, 6 weeks, 8 weeks, 11 weeks, 14 weeks, and 16 weeks. Note that the time points at 6 and 8 weeks came before and after the midterm exam and the last two surveys were given in a similar manner for the final exam.

Bringing it all together 4/6

The evidence shows that the 2008 subprime mortgage crisis exhibited early warning signs that should have been detected [2].

The 2008 subprime mortgage crisis showed early warning signs that should have been detected [2].

Bringing it all together 5/6

The results of vulnerability assessment showed that Jeollanam-do are the most vulnerable in fuzzy TOPSIS method.

Based on the fuzzy TOPSIS method, results of the vulnerability assessment show that Jeollanam-do is the most vulnerable region.

Bringing it all together 6/6

Even though several hypotheses to the reason for the agricultural revolution have been suggested, it mainly caused due to the pressures of the quickly increasing population growth [2].

Even though several hypotheses **as** to the reason for agricultural revolution have been suggested, **its main cause appears to be** pressures **of population growth** [2].

Misconceptions in scientific writing

- The passive voice is preferred over the active voice because it is the more formal style of writing



The passive voice is inherently obscure

“The passive voice makes storytelling **more difficult** because it **hides the characters** deep in the sentence—if it shows them at all.”

Jacob Brogan, Slate

- Knowing who carried out the action makes things clearer
- The passive voice is inherently ambiguous
- The subject-verb relationship is weak in passive sentences

The active voice is generally preferred

“Nature journals **prefer** authors to write in the active voice (“we performed the experiment...”) as experience has shown that readers find **concepts and results to be conveyed more clearly** if written directly.”

Nature

Wrapping up Common Mistakes

- Editing is key to survival!
- Pay attention to journal style guides.
- Be aware of common mistakes and watch for them
- The choice of passive voice and active voice should be selective
- Use resources available to you!
 - <http://www.editage.co.kr>
 - Online Writing Guides
- Always have another reader
 - Friend/colleague

Resources

- Sainani, K., Elliott, C. & Harwell, D. (2015) Active vs. passive voice in scientific writing. American Chemical Society. Webinar. Available at:
<https://www.acs.org/content/dam/acsorg/events/professional-development/Slides/2015-04-09-active-passive.pdf>
- Plotnick, J. (2016) How to use active voice in the sciences. University College Writing Centre, University of Toronto, Canada. Weblog. Available at: <http://www.writing.utoronto.ca/advice/specific-types-of-writing/active-voice-in-science>
- The Writer's Handbook. (2014) Use the active voice. The Writing Centre, University of Wisconsin, USA. Weblog. Available at: http://writing.wisc.edu/Handbook/CCS_activevoice.html

How to write an effective abstract and cover letter.

WRITING AN EFFECTIVE Abstract

What do you think is the purpose of an Abstract?

Purpose of an Abstract

- Provides a summary of the theme of the paper
- Reader can assess the value of the paper
- Plays a role in manuscript acceptance

Importance of an Abstract

A study revealed that out of 8000 manuscripts, only 7% are accepted every year, with up to 25% of rejections being due to poor Abstracts

Groves T, Abasi K. (2004) Screening research papers by reading Abstracts: *Please get the Abstract right, because we may use it alone to assess your paper. BMJ 329:470–1*

Importance of an Abstract

- Influences whether or not a journal will accept or reject the paper
 - A good Abstract will help get your paper accepted
 - A bad Abstract will influence the decision to reject your paper
- Influences whether a reader will read the whole paper
 - Your Abstract will determine whether or not your paper is relevant to the reader
 - If the Abstract is good enough, it will prompt the reader to read the whole article (and perhaps cite your paper)

Type of Abstracts

Descriptive Abstracts

- They tell the reader about the content of the paper.
- They do not describe the final conclusions of the research.
- The word count is usually 100 to 250 words.

Informative Abstracts

- They provide information about the paper.
- They include the scope, introduction, and materials and methods.
- They provide statements on the results and perspectives of the research carried out.
- The word count is usually around 250 words.

What makes a good Abstract?

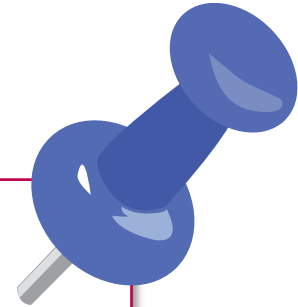
A good Abstract:

- is expressed in a coherent, concise, and independent manner
- gives logical connections and transitions between the information provided
- does not present information that is not included in the paper
- makes itself understandable to a wide audience
- is in the introduction-body-conclusion format

10 Steps to help you write an Abstract

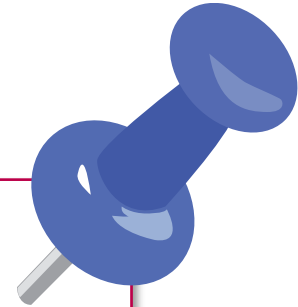
Step 1.

Write the Abstract last!



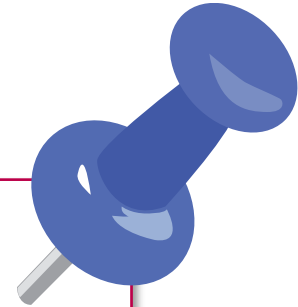
Step 2.

Write concise versions of the background and aim or hypothesis statement



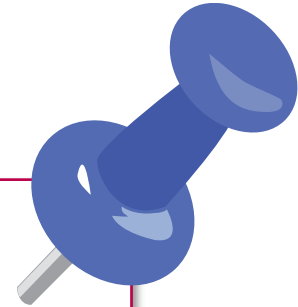
Step 3.

Select key phrases and sentences from your methods section



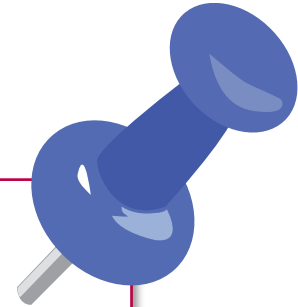
Step 4.

Select key phrases and sentences from your results section and look for the concluding statement at the end of your paper



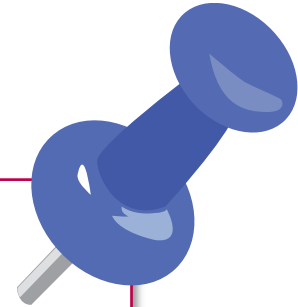
Step 5.

Arrange the sentences and phrases selected in steps 2, 3, and 4 under appropriate headings or in a single paragraph



Step 6.

Make sure this does not contain new information, undefined abbreviations, unnecessary methods, or reference citations



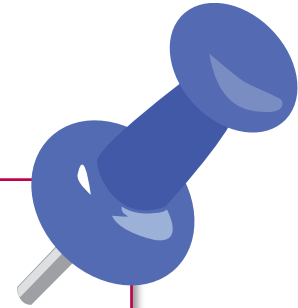


Step 7.

Remove unnecessary information and
check the flow of sentences

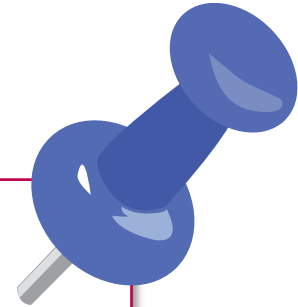
Step 8.

Check consistency between the paper
and the Abstract



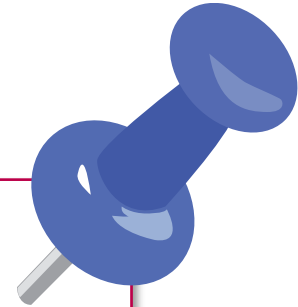
Step 9.

Ask colleagues to read your Abstract



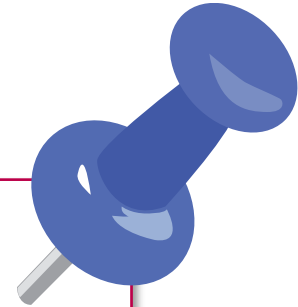
Step 10.

Reread instructions for the Abstract to make sure you have the correct word count, headings and style



One more step?

Read published Abstracts



Remember, when writing an abstract

- ✓ Read the instructions for authors
 - ✓ Recount your words
 - ✓ Use correct headings, if required
 - ✓ Check formatting requirements
- ✓ Report information in the proper order
- ✓ Read published Abstracts in your field

Example



Very simple instructions

Manuscript organization and formatting

Title

The title should be less than 100 characters (including spaces). Make the title concise and accessible to a general readership.

Authors

Full author names must be provided along with their institutional affiliations where the work was done. Names, affiliations, and author order should be checked carefully before resubmission. If a change of address is imminent for any author, indicate the change and the date effective. Corresponding author(s) must be identified with ORCID, email, and full mailing address.

Summary

Provide a short, ~40-word summary statement for the online JEM table of contents and alerts. This summary should describe the context and significance of the findings for a general readership; it should be written in the present tense and refer to the work in the third person.

Abstract

Abstracts must not exceed 160 words. The abstract should describe the relevant background, key results, and conceptual significance of the findings in a way that is accessible to a broad audience. Abstracts should not include references.

Introduction

The Introduction should provide sufficient background to make the article accessible to non-expert readers; it should indicate what hypotheses were tested and provide sufficient context to make the significance of the problem studied and the rationale for the experiments clear to a broad audience.

Results

The Results section describes the experiments performed and presents the findings observed. This section should be divided into subheadings. For Brief Definitive Reports, the Results and Discussion sections should be combined.

Example



Instruction to Authors

KOREA OBSERVER INSTITUTE OF KOREAN STUDIES

PDF Download

General Policy

KOREA OBSERVER is an academic journal published quarterly by the Institute of Korean Studies, established in 1968 by Professor Myong-Whai Kim. The journal strives to spread and share knowledge in Korean Studies around the globe. KOREA OBSERVER seeks to publish leading scholarly research on Korea including politics, economics, history, society, geography, environment, and culture. Those wishing to contribute may submit an original work, and the manuscript submitted to KO should not be under consideration for publication elsewhere. Manuscripts passed the initial screening will be peer-reviewed anonymously by at least two scholars.

Submission of Manuscript

Authors must use E-Submission System of KOREA OBSERVER(<http://kyobo036.medone.co.kr>). Author(s) must upload two separate MS WORD(.docx) files.

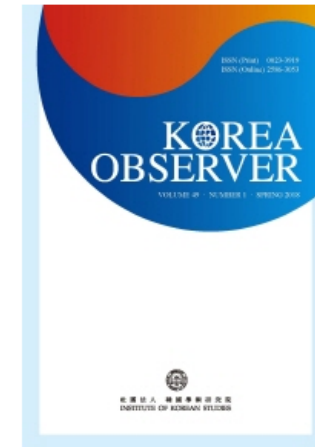
YYMMDD_Author(s)_TitlePage

YYMMDD_Author(s)_Manuscript

Submitted works should not exceed 10,000 words including texts, footnotes, and references, and must be accompanied by an abstract up to 150 words and 3 to 5 keywords. Please use 11pt Times New Roman.

A title page should include the title of the manuscript and author's biographical sketch (i.e., name, academic background, present position, recent publications, mailing and e-mail addresses, etc.) Author(s) MUST NOT include any other biographical sketch other than the title page.

E-submission



Issue & Focus

Example (New England Journal of Medicine)

Disclosures and Release Forms

[Disclosure Form](#)

[Sample Disclosure Form](#)

[Photographs of Identifiable Patients](#)



Slightly more
specific
instructions

Prepare Materials for Submission

COVER LETTER

Though cover letters are not required, the NEJM online submission system contains a text field through which important information that is not in the metadata, such as a meeting presentation date or a major conflict of interest not in the manuscript, should be communicated with initial manuscript submissions.

MANUSCRIPT TEXT FILE

Compile all text, references, figure legends, and tables into a single double-spaced digital file (preferably an MS Word document). NEJM will also accept Adobe Acrobat portable document format (.pdf), text (.txt), or Rich Text Format (.rtf).

TITLE PAGE

Create a title page that includes:

- Manuscript title
- Each author's name, highest degree, and affiliation/institution
- Contact information for one (1) corresponding author

ABSTRACT

Provide an abstract of not more than 250 words with four labeled paragraphs containing the following:

- Background: Problem being addressed in the study
- Methods: How the study was performed
- Results: Salient results
- Conclusions: What the authors conclude from study results
- Trial registration number

IDENTIFYING DATA

At appropriate places in the manuscript, please provide the following items:

Example

AJPS

AMERICAN JOURNAL of POLITICAL SCIENCE

HOMEAJPS ARTICLESREVIEWSMANUSCRIPTSDATA INTEGRITYABOUT AJPS

Manuscript Preparation

Manuscript Preparation: A manuscript submitted for review to *The American Journal of Political Science* should be prepared as detailed below. Papers that do not meet these formatting and submission guidelines will not be sent out for review.

- All submissions of original work submitted to the AJPS are expected to adhere to the ethics in research and publications guidelines provided in the American Political Science Association's *A Guide to Professional Ethics in Political Science* (revised, 2012).
- The manuscript should present its content as efficiently as possible, with no unnecessary material included in the text, tables or figures. Manuscripts over 10,000 words will not be reviewed.
- The manuscript must include a title page featuring an abstract of 150 words or fewer followed by a word count for the manuscript. The abstract should provide a concise summary of the research stream to which the manuscript contributes, the specific research topic it addresses, the research strategy employed for the analysis, the results obtained from the analysis, and the implications of the findings.
- The *American Journal of Political Science* maintains a strict policy requiring authors of accepted articles to provide all data and code necessary to reproduce their article results. If a manuscript is tentatively accepted for publication, the replication materials will be verified to make sure that they do, in fact, reproduce all results that appear in the article and immediate supporting materials before final acceptance and publication. Authors should review the [AJPS Guidelines for Preparing Replication Files](#) before submitting a manuscript for review. If there are limitations or restrictions on data access or if an exception to the general replication policy will be requested for any reason, then the author should contact the editorial office to explain the situation before submitting the manuscript. Exceptions to the AJPS replication policy will be granted at the discretion of the Editor.

TRANSLATE

Select Language ▾

Powered by [Google Translate](#)

Search this website... [Search](#)

FOLLOW AJPS VIA EMAIL

Enter your email address to receive notifications of new AJPS Author Summaries and posts from the editors.

Email Address

Follow

Current Issue – July 2019

The *American Journal of Political Science* (AJPS) is the flagship journal of the Midwest Political Science Association and is published by Wiley.

Lead Editors

(and Field Editors for American Politics)

Kathleen Dolan, *University of Wisconsin – Milwaukee*
Jennifer L. Lawless, *University of*

Example - British Medical Journal

Very specific instructions

thebmj

Research ▾ Education ▾ News & Views ▾ Campaigns ▾

Archive

For authors

Structured abstract ▾

Please ensure that the structured abstract is as complete, accurate, and clear as possible and has been approved by all authors. We may screen original research articles by reading only the abstract.

Abstracts should be 250- 300 words long: you may need up to 400 words, however, for a CONSORT or PRISMA style abstract. MEDLINE can now handle up to 600 words. Abstracts should include the following headings, but they may be modified for abstracts of clinical trials or systematic reviews and meta-analyses according to the requirements on the [the CONSORT extension for abstracts](#) and the [PRISMA extension for abstracts](#), respectively.

- **Objectives** - a clear statement of the main aim of the study and the major hypothesis tested or research question posed
- **Design** - including factors such as prospective, randomisation, blinding, placebo control, case control, crossover, criterion standards for diagnostic tests, etc.
- **Setting** - include the level of care, eg primary, secondary; number of participating centres. Be general rather than give the name of the specific centre, but give the geographical location if this is important
- **Participants (instead of patients or subjects)** - numbers entering and completing the study, sex, and ethnic group if appropriate. Give clear definitions of how selected, entry and exclusion criteria.
- **Interventions** - what, how, when and for how long. This heading can be deleted if there were no interventions but should normally be included for randomised controlled trials, crossover trials, and before and after studies.
- **Main outcome measures** - those planned in the protocol, those finally measured (if different, explain why).
- **Results** - main results with (for quantitative studies) 95% confidence intervals and, where appropriate, the exact level of statistical significance and the number need to treat/harm. Whenever possible, state absolute rather than relative risks.
- **Conclusions** - primary conclusions and their implications, suggesting areas for further research if appropriate. Do not go beyond the data in the article. Conclusions are important because this is often the only part that readers look at.
- **Trial registration** - registry and number (for clinical trials and, if available, for observational studies and systematic reviews).

When writing your abstract, use the active voice but avoid "we did" or "we found". Numbers over 10 do not need spelling out at the start of sentences. p-values should always be accompanied by supporting data, and denominators should be given for percentages. Confidence intervals should be written in the format (15 to 27) within parentheses, using the word "to" rather than a hyphen. Abstracts do not need references.

Case studies

Sundeep Kalantry, Terry Magnuson*

Department of Genetics and the Carolina Center for the Genome Sciences, University of North Carolina at Chapel Hill, Chapel Hill, North Carolina, United States of America

The Polycomb group (PcG) proteins are thought to silence gene expression by modifying chromatin. The Polycomb repressive complex 2 (PRC2) plays an essential role in mammalian X-chromosome inactivation (XCI), a model system to investigate heritable gene silencing. In the mouse, two different forms of XCI occur. In the preimplantation embryo, all cells undergo imprinted inactivation of the paternal X-chromosome (Xp). During the peri-implantation period, cells destined to give rise to the embryo proper erase the imprint and randomly inactivate either the maternal X-chromosome or the Xp; extraembryonic cells, on the other hand, maintain imprinted XCI of the Xp. PRC2 proteins are enriched on the inactive-X during early stages of both imprinted and random XCI. It is therefore thought that PRC2 contributes to the initiation of XCI. Mouse embryos lacking the essential PRC2 component EED harbor defects in the maintenance of imprinted XCI in differentiating trophoblast cells. Assessment of PRC2 requirement in the initiation of XCI, however, has been hindered by the presence of maternally derived proteins in the early embryo. Here we show that *Eed*^{-/-} embryos initiate and maintain random XCI despite lacking any functional EED protein prior to the initiation of random XCI. Thus, despite being enriched on the inactive X-chromosome, PcGs appear to be dispensable for the initiation and maintenance of random XCI. These results highlight the lineage- and differentiation state-specific requirements for PcGs in XCI and argue against PcG function in the formation of the facultative heterochromatin of the inactive X-chromosome.

Citation: Kalantry S, Magnuson T (2006) The Polycomb group protein EED is dispensable for the initiation of random X-chromosome inactivation. *PLoS Genet* 2(5): e66. DOI: 10.1371/journal.pgen.0020066

Case Studies

- What type of Abstract is this?
 - Descriptive?
 - Informative?

Case Studies

- Why is this a good Abstract?
 - It begins with an introduction to the Polycomb group of genes and X-chromosome inactivation-the main subject of the research.
 - The body of the Abstract further describes the scope of the research, while the conclusion provides information about the main results of the study. It avoids the usage of numerical data since it is in the descriptive format.
 - The implications of the study are clearly outlined.
 - It stays within the word count limit of 250 words.
 - The language used is simple.
 - The Abstract gives a clear picture of what to expect in the paper.
 - The style of the Abstract follows the introduction-body-conclusion format.
 - A consistent flow is maintained and there is a smooth transition from introducing the concept to addressing the experimental system and finally concluding the study with a mention of the main results.

Case Studies

Anemia and chronic kidney disease are associated with poor outcomes in heart failure patients

Jean-Christophe Luthi^{*1,2,3}, W Dana Flanders³, Michel Burnier⁴, Bernard Burnand¹ and William M McClellan^{3,5}

Published: 06 March 2006

BMC Nephrology 2006, **7**:3 doi:10.1186/1471-2369-7-3

Received: 21 February 2005

Accepted: 06 March 2006

Abstract

Background: Chronic kidney disease (CKD) has been linked to higher heart failure (HF) risk. Anemia is a common consequence of CKD, and recent evidence suggests that anemia is a risk factor for HF. The purpose of this study was to examine among patients with HF, the association between CKD, anemia and in-hospital mortality and early readmission.

Methods: We performed a retrospective cohort study in two Swiss university hospitals. Subjects were selected based on the presence of ICD-10 HF codes in 1999. We recorded demographic characteristics and risk factors for HF. CKD was defined as a serum creatinine ≥ 124 $\mu\text{mol/L}$ for women and ≥ 133 $\mu\text{mol/L}$ for men. The main outcome measures were in-hospital mortality and thirty-day readmissions.

Results: Among 955 eligible patients hospitalized with heart failure, 23.0% had CKD. Twenty percent and 6.1% of individuals with and without CKD, respectively, died at the hospital ($p < 0.0001$). Overall, after adjustment for other patient factors, creatinine and hemoglobin were associated with an increased risk of death at the hospital, and hemoglobin was related to early readmission.

Conclusion: Both CKD and anemia are frequent among older patients with heart failure and are predictors of adverse outcomes, independent of other known risk factors for heart failure.

Case Studies

- What type of Abstract is this?
 - Descriptive?
 - Informative?

Case Studies

- How is it different from a descriptive Abstract?
 - The content is organized in the IMRAD (Introduction, Methods, Results, and Discussion) format wherein all the sections are labeled appropriately.
 - The methods and results are described in more detail.
 - The “results” section briefly provides the most important results of the study.

Case Studies

- Why is this a good Abstract?
 - It provides sufficient background and introduction to the area of research.
 - It describes the methods used and presents the results in a capsule format.
 - It stays within the word count limit of 250 words.
 - It communicates the message in a simple form.

Graphical and Video Abstracts

- What is a graphical abstract?

“A graphical abstract is a single, concise visual representation of the main research findings presented in an article. It summarizes the key contents of the article for readers in a specially designed figure.” - (Kakoli Majumder, *The coming of age of the abstract in scientific writing: graphical and video abstracts*, www.editage.com/insights)

Graphical and Video Abstracts

- What is a video abstract?
 - Short (3-5 minute) video
 - Can show footage of experimental techniques, field sites, etc.
- Benefits of Video Abstract
 - Video abstracts can raise the visibility of the researcher's paper
 - Video abstract may reach professionals beyond academia
 - Can display your research in more lay terms (many grant applications require being able to show how the research will have broad impact)
- Even if your journal doesn't publish video abstracts, it can be self-published on sites like Academia or RefWorks

Graphical and Video Abstracts

From *Social Sciences*

Manuscript Preparation

General Considerations

- **Research manuscripts** should comprise:
 - **Front matter:** Title, Author list, Affiliations, Abstract, Keywords
 - **Research manuscript sections:** Introduction, Results, Discussion, Materials and Methods, Conclusions (optional).
 - **Back matter:** Supplementary Materials, Acknowledgments, Author Contributions, Conflicts of Interest, References.
- **Review manuscripts** should comprise the **front matter**, literature review sections and the **back matter**. The template file can also be used to prepare the front and back matter of your review manuscript. It is not necessary to follow the remaining structure. Structured reviews and meta-analyses should use the same structure as research articles and ensure they conform to the **PRISMA** guidelines.
- **Graphical abstract:** Authors are encouraged to provide a graphical abstract as a self-explanatory image to appear alongside with the text abstract in the Table of Contents. Figures should be a high quality image in any common image format. Note that images displayed online will be up to 11 by 9 cm on screen and the figure should be clear at this size.
- **Abbreviations** should be defined in parentheses the first time they appear in the abstract, main text, and in figure or table captions and used consistently thereafter.
- **SI Units** (International System of Units) should be used. Imperial, US customary and other units should be converted to SI units whenever possible
- **Equations:** If you are using Word, please use either the Microsoft Equation Editor or the MathType add-on. Equations should be editable by the editorial office and not appear in a picture format.
- **Research Data and supplementary materials:** Note that publication of your manuscript implies that you must make all materials, data, and protocols associated with the publication available to readers. Disclose at the submission stage any restrictions on the availability of materials or information. Read the information about **Supplementary Materials** and Data Deposit for additional guidelines.
- **Preregistration:** Where authors have preregistered studies or analysis plans, links to the preregistration must be provided in the manuscript.
- **Guidelines and standards:** MDPI follows standards and guidelines for certain types of research. See https://www.mdpi.com/editorial_process for further information.

Layer-by-layer capsules for magnetic resonance imaging and drug delivery ☆

Hua Ai  

 [Show more](#)

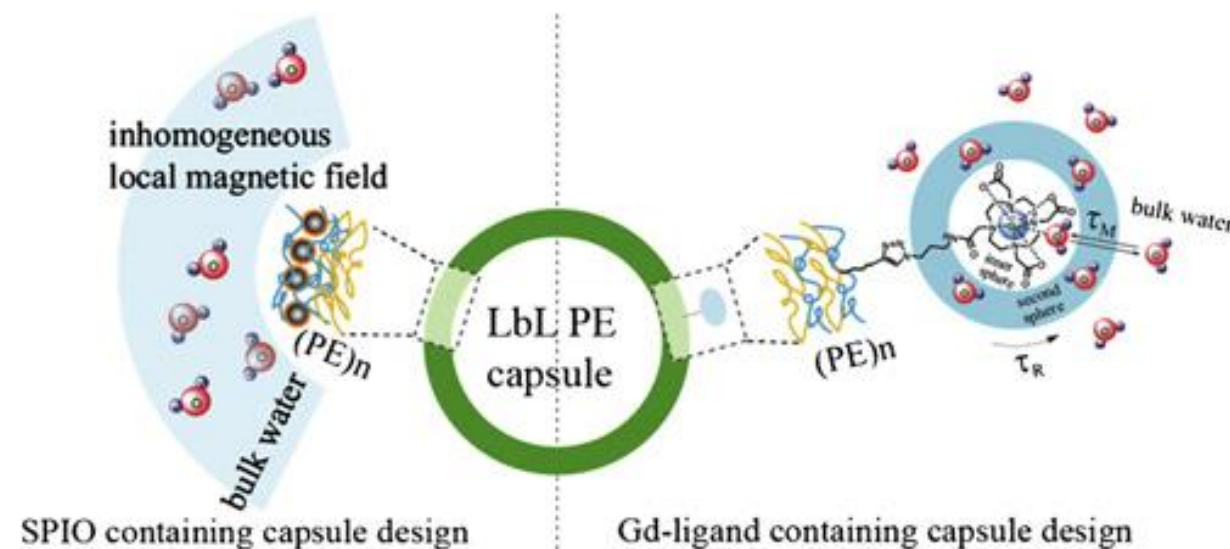
<https://doi.org/10.1016/j.addr.2011.03.013>

[Get rights and content](#)

Abstract

Layer-by-layer (LbL) self-assembled polyelectrolyte capsules have demonstrated their unique advantages and capability in drug delivery applications. These ordered micro/nano-structures are also promising candidates as imaging contrast agents for diagnostic and theranostic applications. Magnetic resonance imaging (MRI), one of the most powerful clinical imaging modalities, is moving forward to the molecular imaging field and requires the availability of advanced imaging probes. In this review, we are focusing on the design of MRI visible LbL capsules, which incorporate either paramagnetic metal-ligand complexes or superparamagnetic iron oxide (SPIO) nanoparticles. The design criteria cover the topics of probe sensitivity, biosafety, long-circulation property, targeting ligand decoration, and drug loading strategies. Examples of MRI visible LbL capsules with paramagnetic or superparamagnetic moieties were given and discussed. This carrier platform can also be chosen for other imaging modalities.

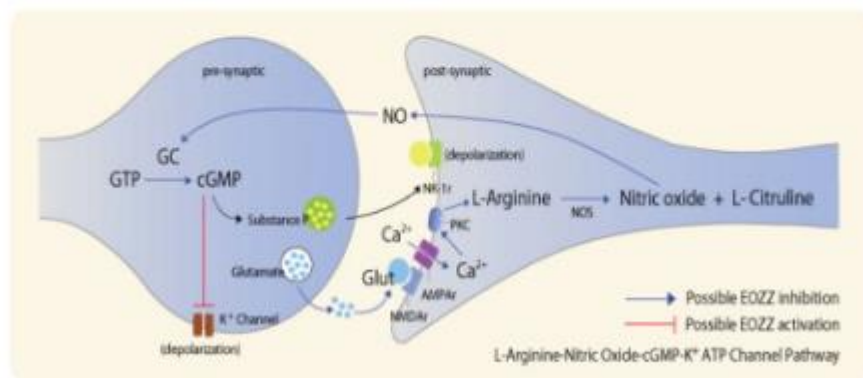
Example



Example

Graphical abstract

The essential oil of *Zingiber zerumbet* (EOZZ)-induced antinociceptive activity was possibly related to its ability to inhibit TRPV1 receptors, protein kinase C, glutamatergic system as well as through activation of L-arginine/nitric oxide/cGMP/ATP-sensitive K⁺ channel pathway.



[Download high-res image \(187KB\)](#)

[Download full-size image](#)

Abstract

Ethnopharmacological relevance

Zingiber zerumbet (L.) Smith, a wild edible ginger species or locally known as “lempoyang”, commonly used in the Malays traditional medicine as an appetizer or to treat stomachache, toothache, muscle sprain and as a cure for swelling sores and cuts.



Antinociceptive effect of the essential oil of *Zingiber zerumbet* in mice: Possible mechanisms

Mohamed Hanief Khalid ^a, Muhammad Nadeem Akhtar ^c, Azam Shah Mohamad ^b, Enoch Kumar Perimal ^b, Ahmad Akira ^b, Daud Ahmad Israf ^{b, c}, Nordin Lajis ^{c, d}, Mohd Roslan Sulaiman ^{b, c} 

Aim

The present study was conducted to investigate the possible mechanism of actions underlying the systemic antinociception activity of the essential oil of *Zingiber zerumbet* (EOZZ) in chemical-induced nociception tests in mice.

Materials and methods

Acetic acid-induced abdominal constriction, capsaicin-, glutamate- and phorbol 12-myristate 13-acetate-induced paw licking tests in mice were employed in the study. In all experiments, EOZZ was administered systemically at the doses of 50, 100, 200 and 300 mg/kg.

Results

It was shown that EOZZ given to mice via intraperitoneal and oral routes at 50, 100, 200 and 300 mg/kg produced significant dose dependent antinociception when assessed using acetic acid-induced abdominal writhing test with calculated mean ID₅₀ values of 88.84 mg/kg (80.88–97.57 mg/kg) and 118.8 mg/kg (102.5–137.8 mg/kg), respectively. Likewise, intraperitoneal administration of EOZZ at similar doses produced significant dose dependent inhibition of neurogenic pain induced by intraplantar injection of capsaicin (1.6 µg/paw), glutamate (10 µmol/paw) and phorbol 12-myristate 13-acetate (1.6 µg/paw) with calculated mean ID₅₀ of 128.8 mg/kg (118.6–139.9 mg/kg), 124.8 mg/kg (111.4–139.7 mg/kg) and 40.29 (35.39–45.86) mg/kg, respectively. It was also demonstrated that pretreatment with L-arginine (100 mg/kg, i.p.), a nitric oxide precursor significantly reversed antinociception produced by EOZZ suggesting the involvement of L-arginine/nitric oxide pathway. In addition, methylene blue (20 mg/kg, i.p.) significantly enhanced antinociception produced by EOZZ. Administration of glibenclamide (10 mg/kg, i.p.), an ATP-sensitive K⁺ channel antagonist significantly reversed antinociceptive activity induced by EOZZ.

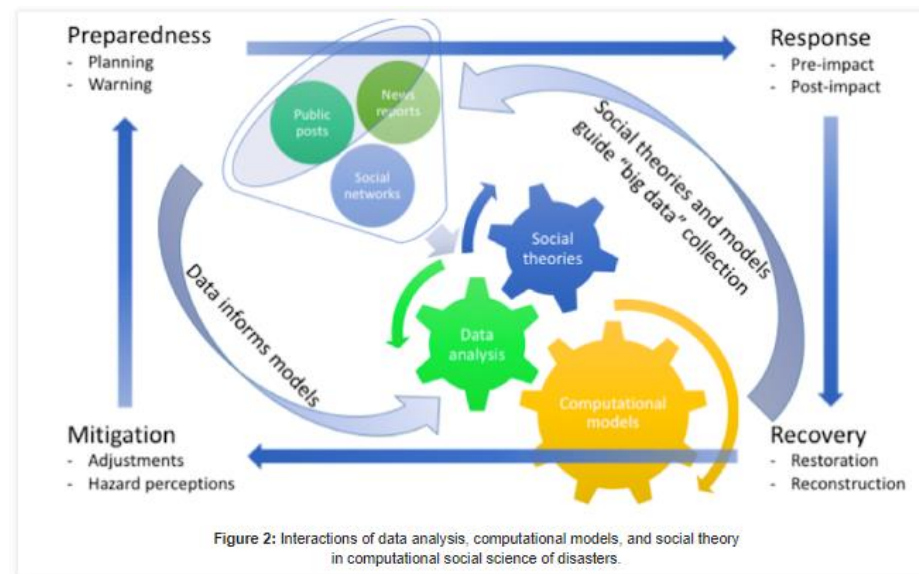
Conclusion

Together, the present results suggested that EOZZ-induced antinociceptive activity was possibly related to its ability to inhibit glutamatergic system, TRPV1 receptors as well as through activation of L-arginine/nitric oxide/cGMP/protein kinase C/ATP-sensitive K⁺ channel pathway.

Abstract

Disaster events and their economic impacts are trending, and climate projection studies suggest that the risks of disaster will continue to increase in the near future. Despite the broad and increasing social effects of these events, the empirical basis of disaster research is often weak, partially due to the natural paucity of observed data. At the same time, some of the early research regarding social responses to disasters have become outdated as social, cultural, and political norms have changed. The digital revolution, the open data trend, and the advancements in data science provide new opportunities for social science disaster research. We introduce the term computational social science of disasters (CSSD), which can be formally defined as the systematic study of the social behavioral dynamics of disasters utilizing computational methods. In this paper, we discuss and showcase the opportunities and the challenges in this new approach to disaster research. Following a brief review of the fields that relate to CSSD, namely traditional social sciences of disasters, computational social science, and crisis informatics, we examine how advances in Internet technologies offer a new lens through which to study disasters. By identifying gaps in the literature, we show how this new field could address ways to advance our understanding of the social and behavioral aspects of disasters in a digitally connected world. In doing so, our goal is to bridge the gap between data science and the social sciences of disasters in rapidly changing environments.

Keywords: Disasters; Computational Social Science; Crisis Informatics; Disaster Modeling, Web 2.0; Social Media; Big Data; Volunteered Geographical Information; Crowdsourcing.



Full Reference:

Burger, A., Oz, T., Kennedy, W.G. and Crooks, A.T. (2019), Computational Social Science of Disasters: Opportunities and Challenges, *Future Internet*, 11(5): 103; <https://doi.org/10.3390/fi11050103>. (pdf)

Abstract

Recently, Graphical Abstracts (GA) are increasingly being used in scholarly articles in order to enhance browsing and aid in paper selection. This study aims to demonstrate how GAs have been adopted in the social sciences. In the social sciences, GAs appeared for the first time in 2010, and from 2011 to 2015 a 350% increase was observed. Forty-seven percent of journals related to the social sciences have published at least one article with a GA. Among the social science disciplines, social and **economic geography** has most actively adopted GAs, whereas, in law, GAs are still not used. Authors use GAs to present: 1) an overview of the article, including the research process and key results (sometimes with background), 2) the key results of the study, 3) the research process or methods used, and 4) the background of the study. Authors re-use the visualizations in their manuscripts, integrate or modify the visualizations in their manuscripts, or create a new visualization for the GA. Depending on the content of GAs, different types of visualizations are used; for example, charts are mainly used to represent results and diagrams are used to present research methods or provide an overview of the article. Areas of future research into GAs are suggested.



International Journal of Information Management

Volume 37, Issue 1, Part A, February 2017, Pages 1371-1379



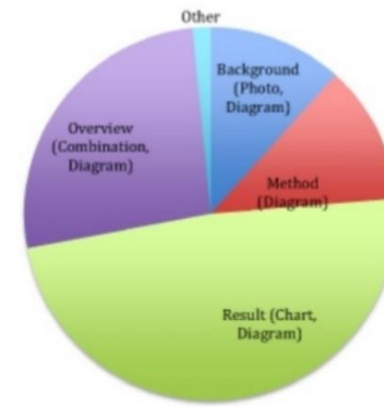
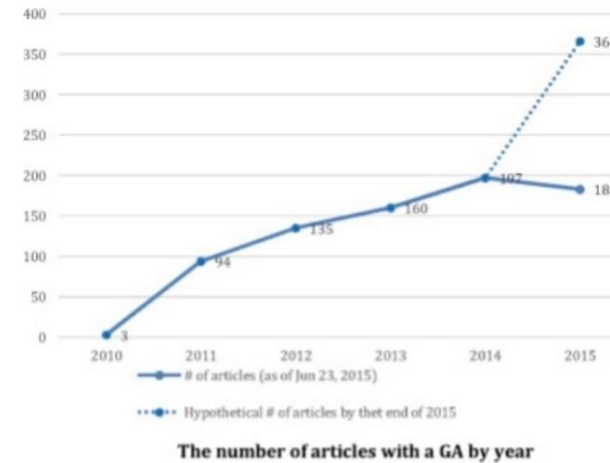
An investigation on Graphical Abstracts use in scholarly articles

JungWon Yoon ^a ✉, EunKyung Chung ^b ✉

Show more

<https://doi.org/10.1016/j.ijinfomgt.2016.09.005>

Get rights and content



Example Video Abstract

- Time constraints don't allow showing a video abstract
- But...
- A simple Google search for “video abstract” will bring up many examples
- And it will bring up guides on how to create a video abstract

Video Bytes and Video Abstracts

- Video bytes are short (around 1 minute) overview of your work that is accessible to a lay audience
- Video abstracts are a bit longer (2-4 minutes) that is meant for an audience of your peers
- Articles with a video averaged:
 - **447%** higher Altmetric Attention scores
 - **111%** higher full text views on Wiley Online Library

Source: Wiley Author Services

(<https://authorservices.wiley.com/author-resources/Journal-Authors/Promotion/video-abstracts.html>)

Why would a journal reject your Abstract?

The Abstract has too many details

- purpose of the Abstract is to help the reader gain maximum information about the research in minimum amount of time
 - Do not write an extensive description of the results
 - Do not include detailed statistical data

Why would a journal reject your Abstract?

The Abstract carries information that the article does not

- ***Golden rule***
 - Do not present new information in the Abstract
- The Abstract is meant to summarize the paper

Final piece of Advice

- Read the entire finished manuscript with writing the Abstract in mind
- After reading the manuscript, write a full draft of the Abstract independent of the manuscript
- Follow the IMRAD format (following journal guidelines)
- Ensure there is an easy and logical flow with good transitions between sections
- The Abstract should be easy to read and not include too much jargon

Writing an Effective Cover Letter

June 24, 2020

Dear Editors,

We would like to submit the enclosed manuscript entitled “High-altitude pulmonary edema (HAPE) in unacclimatized persons is associated with abnormal changes in the coagulation and fibrinolytic system” by Ren et al. for consideration as a Brief Report in JAMA. We report our investigation of changes in the fibrinolytic and coagulation system in a large cohort of patients with HAPE. Previous reports of HAPE only involve fewer than 10 subjects. We found that HAPE is associated with abnormalities in the fibrinolytic system and these abnormalities are associated with the severity of HAPE. Our findings provide further insight into an illness that becomes more common with increased leisure activities in high altitude.

- Introduce the editor to your manuscript
- Point out what type of publication you would like to have it published
- Provide the name of the journal.
- Tell what your investigation is about and be brief

and its significance.

Writing an Effective Cover Letter

All of the authors have participated in or contributed to the study and have read and approved the manuscript submitted. No duplicate publication or submission of the manuscript has been made elsewhere. There will be no conflict of commercial interest for any of the authors with the publication of the manuscript. Subject to acceptance for publication in your journal, all of the authors have agreed for the transfer of copyright to the publisher of the said journal.

Questions and future correspondence should be addressed to Dr. Ren at the address shown above.

Thank you for your kind consideration of our manuscript.

Sincerely yours,

Thank you

Phillip Gary Schrank, PhD Candidate

Academic Trainer at Editage

editage

A CACTUS Solution | www.cactusglobal.com