



Writing and Publishing Journal Articles: Ways to Decrease Stress and Increase Success

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Welcome!

The logo for AUTHORAID features a stylized 'A' on the left, composed of a grey triangle and a red curved line. To its right, the word 'AUTHORAID' is written in a sans-serif font. 'AUTHOR' is in grey, and 'AID' is in a bold, dark red color.

AUTHORAID





Plans



- 20 tips for increasing success and decreasing stress when writing and publishing journal articles (micro version of AuthorAID workshop)
- Open discussion (can ask questions orally or in writing)
- Availability after the session and by email
- Handout provided



Writing and Publishing Journal Articles

20 Tips for Increasing Success
and Decreasing Stress

1. Write to communicate, not to impress.

- Desired impression: The material is clear, important, and interesting. 
- Undesirable impression: You have a big vocabulary, and the subject matter is confusing. 
- Good writing: largely “invisible writing”
- Remember: Many readers know relatively little English, and most readers are busy.

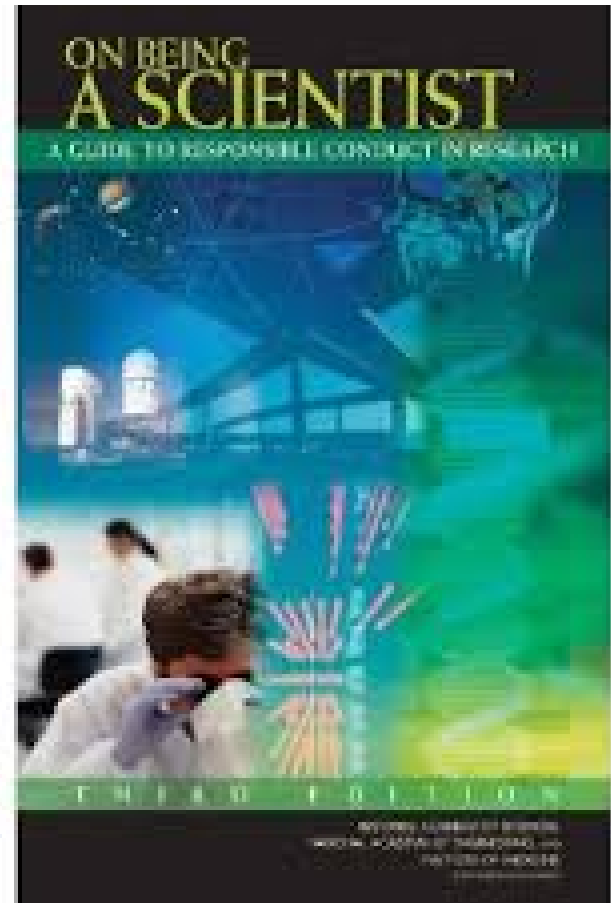
2. Start thinking about publication when you plan your research.

- Is the research carefully designed?
- Have you planned the statistical analysis, if any?
- Will you have all the information needed to write a publishable paper?



3. Know the ethics.

- Authenticity
- Accuracy
- Originality
- Credit
- Ethical treatment of humans and animals
- Disclosure of conflicts of interest



4. Take full advantage of library resources.

- Important for background knowledge
- Important for context
- Include openly accessible and other articles
- A resource: librarians



5. Make key decisions early.

- Author list
- Journal
- Other



ICMJE Criteria for Authorship

- From the International Committee of Medical Journal Editors
- Updated August 2013
- See

<http://www.icmje.org/recommendations/browse/roles-and-responsibilities/defining-the-role-of-authors-and-contributors.html>.

“The ICMJE recommends that authorship be based on the following 4 criteria:

- Substantial contributions to the conception or design of the work; or the acquisition, analysis, or interpretation of data for the work; AND
- Drafting the work or revising it critically for important intellectual content; AND
- Final approval of the version to be published; AND
- Agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved.”

Something Fairly New: ORCID

- Stands for Open Researcher and Contributor ID
- Launched in late 2012
- “ORCID provides a persistent digital identifier that distinguishes you from every other researcher”
- ORCID identifiers can aid in tracking authors of papers, grants, etc
- See <http://orcid.org/>



6. Follow the journal's instructions to authors.

- Surprisingly, this advice is often ignored.
- Extremely important
- Most journals post instructions on their websites.



Checklist for Authors: Note that *EID* follows the policies and recommendations of the [ICMJE](#)

First Author and Manuscript Title:

Proprietary Considerations	
<input type="checkbox"/>	Authors agree that if their manuscript is accepted for publication in <i>Emerging Infectious Diseases</i> , it will upon publication be in the public domain and can be used without liability for copyright infringement.
<input type="checkbox"/>	This manuscript (or one with substantially similar content written by the authors) has not been published and is not being considered for publication elsewhere.
<input type="checkbox"/>	Corresponding author is the primary contact for reviewing the edited manuscript and galleys.
<input type="checkbox"/>	Financial support for this content is clearly disclosed in the manuscript.
<input type="checkbox"/>	Any organization or person with a financial interest in the subject matter is disclosed in the manuscript.
<input type="checkbox"/>	Authors have disclosed any conflicts of interest related to this article. <i>EID</i> accepts the ICMJE Conflict of Interest form .
<input type="checkbox"/>	This research has been approved by appropriate human or animal subjects research review boards, which are named in the manuscript.
<input type="checkbox"/>	DNA and amino acid sequences have been submitted to an open access sequence database such as GenBank [®] and accession numbers are used to refer to the sequences.
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Formatting, References, Figures, Word Count, Units of Measure	
<input type="checkbox"/>	Authors have accessed and used guidance provided in the Author Resource Center .
<input type="checkbox"/>	All pages are double-spaced, numbered, and left justified (ragged right margin).
<input type="checkbox"/>	All references are cited in the text in sequential order, comply with Uniform Requirements , and have been checked for accuracy and completeness.
<input type="checkbox"/>	Legends for figures are at the end of the text, following the reference list and any tables.
<input type="checkbox"/>	Each figure or panel of a figure is in a separate file, and each file is at least 300 DPI.
<input type="checkbox"/>	The abstract and manuscript meet specified word counts, which are strictly enforced.
<input type="checkbox"/>	Continuous line numbering is turned on and applied throughout the document.
<input type="checkbox"/>	All units of measure are expressed in SI units.

Additional notes or statements:

Instructions to Authors in the Health Sciences (<http://mulford.utoledo.edu/instr/>)



THE UNIVERSITY OF TOLEDO

Mulford Health Science Library
Instructions to Authors in the Health Sciences

3000 Arlington Avenue, Toledo, OH 43614 419-383-4225

AUTHOR GUIDELINES

[COPE Guidelines](#)

[EASE Guidelines](#)

[Recommendations for the Conduct, Reporting, Editing and Publication of Scholarly Work in Medical Journals \(ICMJE Recommendations\) \(Vancouver Style\)](#)

CONFLICT OF INTEREST

[ICMJE Conflict of Interest Form](#)

COPYRIGHT

[SHERPA Publisher Copyright Policies and Self-Archiving](#)

[SPARC Author's Addendum](#)

OPEN ACCESS

[NIH Public Access Plan](#)

REPORTING STANDARDS

[NLM Research Reporting Guidelines and Initiatives](#)

[CONSORT Statement](#)

Instructions to Authors in the Health Sciences

These pages provide links to Web sites which provide instructions to authors for over 6,000 journals in the health and life sciences. All links are to "primary sources" - that is, to publishers and organizations with editorial responsibilities for the titles.

Alphabetical Listings of Journal Titles

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Search

- Journal title begins with:
 Journal title contains:

7. Use good models.

- Good scientific writing: largely a matter of imitation
- Use articles in your target journal as models.
- Some things to notice (if not specified in the instructions): length, number of figures and tables, use of headings, reference format, technical level, style, other

8. Organize the information carefully.

- Robert A. Day: “The preparation of a scientific paper has less to do with literary skill than with *organization*.”
- Time invested in organization can save much time later.
- Usual organization of a scientific paper: IMRAD (Introduction, Methods, Results, and Discussion)
- A common structure of case reports: Introduction, Case Description, Discussion

9. Use oral & poster presentations to help shape your paper.

- Helps define focus
- Encourages you to analyze the work
- Helps in organizing content
- Provides opportunity for feedback



10. Set aside blocks of time for writing.

- Reserve times for writing.
- Consider having regularly scheduled times to write.
- Choose times you tend to function best.



11. Keep your audience in mind.

- Some possible readerships:
 - Researchers
 - Clinicians (general physicians, specialists, subspecialists)
 - Other health professionals
 - Medical students
 - Others: policymakers, members of public, et al
- Gear the content to the readers' knowledge.
- Gear the content to the readers' interests.

12. Start with whatever part you find easiest.

When writing a paper, what part would you find easiest to start with?

- Introduction?
- Methods?
- Results?
- Discussion?
- Something else?



13. Check for proper English and for readability.

- Check grammar, punctuation, and usage.
- Make sure that acronyms are defined.
- Pay attention to items often difficult for non-native users of English:
 - Preposition use
 - Verb tense
 - Use of articles such as *the*
 - Other

Writing Readably: Using Simpler Words

- attempt →
- currently →
- demonstrate →
- fundamental →
- numerous →
- subsequently →
- utilize →

Writing Readably: Deleting Needless Words

- in the field of cardiology
- green in color
- is a very rare event
- to show whether or not it works
- of an efficient nature
- count the number of cells
- completely destroy

Writing Readably: Condensing Wordy Phrases

- at high speed →
- at some future time →
- for this reason →
- in most instances →
- in the event that →
- the majority of →
- is able to →

Writing Readably: Using Verbs, Not Nouns Made from Them

- have effects on →
- make contributions →
- produce relief of →
- provide help to →
- delivered a lecture →
- There is a wide variation in mortality. →
- It is my belief that →

14. Make sure the text and tables/figures don't overlap too much.

- A common problem: The text repeats too much information from the tables and figures.
- In general, the text should present only the main message(s) and most important content from each table and figure.
- (Do remember to mention each table and figure.)

15. Get feedback from others before submitting your paper.

- “Pre-submission peer review”
- Can be helpful to get feedback from
 - Another specialist in your research area
 - Someone in your general field
 - Someone outside your field



16. Revise, revise, revise.

- In revising, make good use of feedback from others.
- Also, set aside the paper for a while, so you can view it with a fresh eye.
- A story: editor of the *Journal of Clinical Investigation*



17. Understand how journals work, and interact with them accordingly.

- Initial screening
- Peer review
- Editor's decision
- Revision
- Copyediting
- Review of proofs
- Other



THE CEYLON MEDICAL JOURNAL
Established 1887
Volume 24, No. 1, March 2022

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SRI LANKA MEDICAL ASSOCIATION QUARTERLY PUBLICATION

18. View peer reviewers and editors as your allies.

- Peer reviewers
 - Not only a source of advice to editors
 - Also a source of mentorship for authors
- Editors
 - Your goal and theirs: to publish an excellent paper
 - Work together to overcome barriers

19. Consider obtaining assistance from a mentor or “author’s editor”.

- Some sources of mentorship
 - One’s current or former professors
 - Senior colleagues
 - AuthorAID mentorship volunteers
 - Other
- “Author’s editors”—editors whose role is to help authors improve materials before submission
 - At editing companies
 - On a freelance basis
 - At some institutions

20. Make good use of online resources.



Some Resources

AuthorAID (www.authoraid.info)

- Project mainly to help authors in developing countries to write about and publish their work
- Includes
 - A resource library
 - An e-mail discussion list
 - A blog
 - And more
- Provides opportunity to obtain mentors
- From INASP (the International Network for the Availability of Scientific Publications)

AuthorAID

(www.authoraid.info)

The screenshot shows the AuthorAID website homepage. At the top, there is a browser address bar with the URL <http://www.authoraid.info/en/> and a tab titled "AuthorAID - Home". Below the browser bar is a dark red navigation bar with links for "English", "Spanish", "Admin", "Dashboard", "Sign Out", and a note for new users. The main header features the AuthorAID logo, a search bar, and a "Contact" button. A secondary navigation bar lists various site sections. The main content area is divided into several sections: a green banner for AuthorAID's mission, a "Tabinda's View" quote with a photo of Tabinda Hasan, a "Find a researcher" button, a "Latest News" section with three articles, a "Featured Researchers" section with two profiles, and an "Upcoming Events" section with two announcements.

English | Spanish Admin Dashboard Sign Out - New to AuthorAID? [find out more](#)

AUTHORAID Search Search [Contact](#)

Supporting Developing Country Researchers in Publishing Their Work

Home About News Mentoring and Collaboration E-learning Funding Training & Events Resources

AuthorAID is a global network that provides support, mentoring, resources and training for researchers in developing countries

Registering is free and easy. Find out more about [the benefits of AuthorAID](#)

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AuthorAID is coordinated by [INASP](#).

Tabinda's View

"...members of AuthorAID are really lucky to have the kind of selfless help that we get through this medium"

Tabinda Hasan, India

The AuthorAID community includes over 9000 researchers from around the world. If you are looking for help, want to share your expertise or are searching for someone to work with, then the AuthorAID community can help!

[Find a researcher](#)

Latest News

- Resource of the Week #203: Some Handouts on Journal Clubs**
Tips for starters and presenters
By Barbara Gastel | Feb. 28, 2015 | [0 Comments](#)
- Tip of the Week #222**
Know your audience
By Bernard Appiah | Feb. 24, 2015 | [1 Comment](#)
- Ethiopian workshop supports East African publishing**
An Ethiopian holy city famed for its carved-rock churches is

Featured Researchers

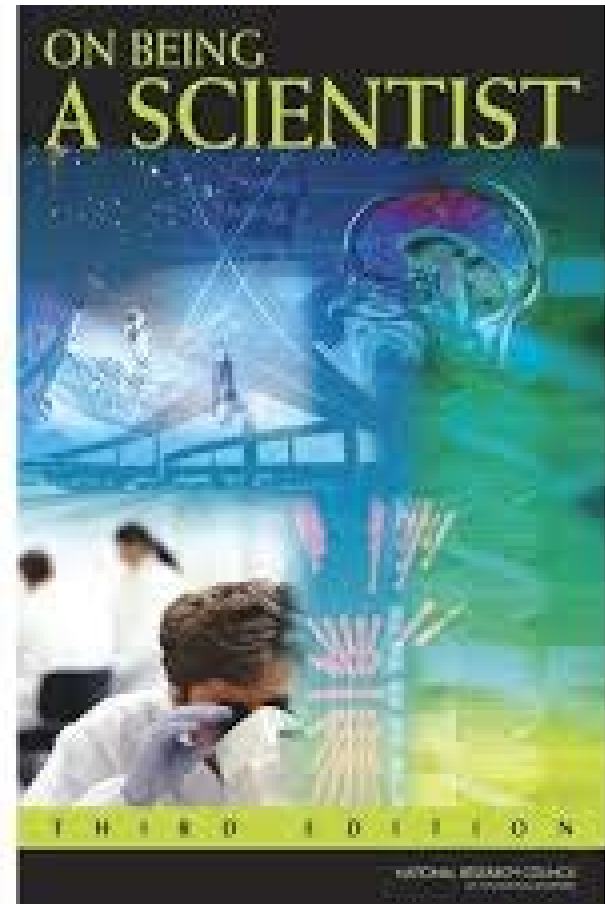
- Shankar Ganesh**
Research interests: physiotherapy, exercises, mobilization, neurology
AuthorAID member
- Tochie Joel**
Research interests: Anesthesiology, Critical Care, Internal Medicine, Emergency Medicine, obstetrics and Gynecology, Surgery

Upcoming Events

- Call for applications: online course/Convocatoria a aplicaciones: curso en línea**
Feb. 11, 2015 | Online
Application deadline: March 10th 2015
Are you interested in promoting the use of information and research in public decision-making ...
- Intensive Course in Research Writing**
June 22, 2015 | Texas A&M University, College Station, Texas, USA

On Being a Scientist: A Guide to Responsible Conduct in Research

- www.nap.edu/catalog.php?record_id=12192
- Book on ethics in research and publication
- From the US National Academies
- Available online
- Intended mainly for early-career researchers
- Also relevant to scholars other than scientists



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Grammar Girl's Most Recent Tips



The Word 'First' Is Redundant More Often Than You Think



Synecdoche Examples



'Spelled' Versus 'Spelt'





Which language would you like to learn?

German	Spanish
Italian	French
Portuguese	Swedish
Turkish	Polish

+Babbel

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Word, phrase, or pattern:

Example searches

bluebird	Find definitions of <i>bluebird</i>
blue*	Find words and phrases that start with <i>blue</i>
*bird	Find words and phrases that end with <i>bird</i>
bl????rd	Find words that start with <i>bl</i> , end with <i>rd</i> , with 4 letters in between
bl*:snow	Find words that start with <i>bland</i> have a meaning related to <i>snow</i>
bl*:adjective	Find any adjectives that start with <i>bl</i>
*:snow or :snow	Find any words related to <i>snow</i>
*:winter sport	Find words related to the concept <i>winter sport</i>
winter	Find phrases that contain the word <i>winter</i>
expand:nasa	Find phrases that spell out <i>n.a.s.a.</i>

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Academic Phrasebank

(www.phrasebank.manchester.ac.uk/)



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Introducing Work

Referring to Sources

Describing Methods

Reporting Results

Discussing Findings

Writing Conclusions

Home Page

GENERAL LANGUAGE FUNCTIONS

Being Critical
Being Cautious
Classifying and Listing
Compare and Contrast
Defining Terms
Describing Trends
Describing Quantities
Explaining Causality
Giving Examples
Signalling Transition
Writing about the Past

ACADEMIC PHRASEBANK.PDF
A pdf version of this resource is
now available from the University

The Academic Phrasebank is a general resource for academic writers. It aims to provide you with examples of some of the phraseological 'nuts and bolts' of writing organised according to the main sections of a research paper or dissertation (see the top menu). Other phrases are listed under the more general communicative functions of academic writing (see the menu on the left). The resource should be particularly useful for writers who need to report their research work. The phrases, and the headings under which they are listed, can be used simply to assist you in thinking about the content and organisation of your own writing, or the phrases can be incorporated into your writing where this is appropriate. In most cases, a certain amount of creativity and adaptation will be necessary when a phrase is used. The items in the Academic Phrasebank are mostly content neutral and generic in nature; in using them, therefore, you are not stealing other people's ideas and this does not constitute plagiarism. For some of the entries, specific content words have been included for illustrative purposes, and these should be substituted when the phrases are used. The resource was designed primarily for academic and scientific writers who are non-native speakers of English. However, native speaker writers may still find much of the material helpful. In fact, recent data suggest that the majority of users are native speakers of English. More about **Academic Phrasebank**.

This site was created by **John Morley**. If you could spare just two or three minutes of your time, I would be extremely grateful for any feedback on Academic Phrasebank: Please click [here](#) to access a very short questionnaire. Thank you.

UsingEnglish.com

(www.usingenglish.com)

The screenshot shows the homepage of UsingEnglish.com. At the top, there is a dark blue navigation bar with the site logo and name on the left, and 'Log In' and 'Sign Up' buttons on the right. Below this is a menu with eight categories: HOME (Go to the homepage), MEMBERS (Sign in for full access), TESTING (Test yourself in English), REFERENCE (English definitions), ARTICLES (Read about language), FORUMS (Discussions & chat room), RESOURCES (Extra tools & resources), and TEACHERS (Materials for Teachers). A secondary navigation bar contains 'WHAT'S NEW?', 'SUBSCRIBE TO RSS', and 'ABOUT US'. A prominent red banner for a 'JUNE 2015 Certification Exam' is visible, with a final registration deadline of 10 April and a 'SAVE US \$75' offer. Below the banner, a large grey box contains the text 'Resources for English as a second language online' and a description of the site's offerings, with a 'Sign up for free today' button. The main content area is divided into four columns: 'Tests & Quizzes' (with links for English Quizzes, Language Tests, Reading Comprehension, and Language Polls), 'English Reference' (with links for English Idioms, English Phrasal Verbs, English Irregular Verbs, and Grammar Glossary), 'For Teachers' (with a link for Teacher Handouts & Printables), and 'Articles' (with a link for Language Articles). To the right, there is a 'Share' section with social media icons, a 'Search' section with a Google Custom Search box, and a banner for 'YOU'RE JUST A CLICK AWAY'.

UsingEnglish.com

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HOME Go to the homepage

MEMBERS Sign in for full access

TESTING Test yourself in English

REFERENCE English definitions

ARTICLES Read about language

FORUMS Discussions & chat room

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TEACHERS Materials for Teachers

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Designing Conference Posters

(colinpurrington.com/tips/academic/posterdesign)

HOME PROJECTS TIPS PHOTO GALLERIES ABOUT/CONTACT

EXECUTIVE SUMMARY

This site has futile projects that amuse me, geeky tips, and posts about photography and science.

PROJECTS

- [Charles Darwin Has A Posse](#)
- [Evolution tattoos](#)
- [Portable Charles Darwin](#)
- [Prescription for antibiotics](#)
- [Preventing plagiarism](#)
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TIPS

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- [Designing conference posters](#)
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- [Giving a research talk](#)
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- [Protecting gardens from squirrels](#)
- [Requesting a recommendation](#)

Designing conference posters

A one-sentence overview of the poster concept

A large-format poster is a big piece of paper (or wall-mounted monitor) that can communicate your research at a conference, and is composed of a short title, an introduction to your burning question, an overview of your novel approach, your amazing results in graphical form, some insightful discussion of aforementioned results, a listing of previously published articles that are important to your research, and some brief acknowledgement of the tremendous assistance and financial support conned from others — if all text is kept to a minimum, a person could fully read your poster in under 5 minutes (really).



[Why a poster?](#) • [Motivational advice](#) • [Choosing software](#) • [Poster templates](#) • [Section content](#) • [DOs and DON'Ts](#) • [Adding pieces of flair](#) • [Presenting the poster](#) • [Useful internet sites](#) • [Useful literature](#) • [Printing the poster](#) • [Organizing a session](#) • [Using this page](#) • [Feedback](#)

If you're lazy and really don't want to read this long-winded page, click on the image below for the one-page summary — it's crammed full of tips and tricks. Just try to keep your poster to 800 words or less.

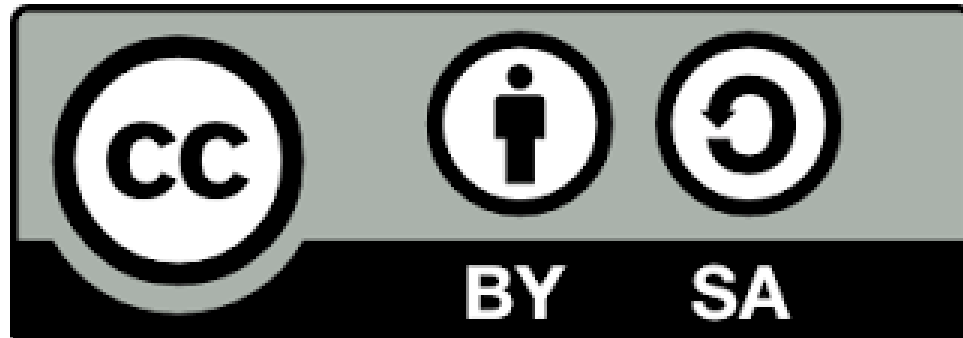
Questions?



Wishing you much success!



Contact: bgastel@cvm.tamu.edu; bgastel@inasp.info



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