

Core Slides:  
Segments Led by Barbara Gastel  
**Workshop on Writing and Publishing  
Journal Articles**  
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# Some Introductory Remarks

Welcome again!

# Introductions (if not yet made)

- The participants
  - Attendees
  - Facilitators
- The workshop plan
- Our thanks to the organizers!

# General Approach in My Segments

- Participatory—for example, including
  - Cases
  - Exercises
- Intended to help you
  - Relate the content to your own situation
  - Make the transition from knowing to doing
  - Prepare to share the content with others

# The Structure of a Scientific Paper

# The Main Format for Scientific Papers: IMRAD

- **Introduction:** What was the question?
- **Methods:** How did you try to answer it?
- **Results:** What did you find?
- **And**
- **Discussion:** What does it mean?

# A More Complete View

- (Title)
- (Authors)
- (Abstract)
- **Introduction**
- **Methods**
- **Results**
- **Discussion**
- (Acknowledgments)
- (References)



# Some Variations

- Examples
  - With methods at the end (IRADM)
  - With combined results and discussion (IMRAD,RAD,RAD,RAD . . . )
  - With a conclusions section (IMRADC)
  - In more of an essay format
- Which format is most common in your area of research?

# Overall Structure of a Paper

- Broad (context for the current research)
- Narrow (focusing on the current research)
- Broad again (putting the findings in context)
- Like an hourglass



# Writing a Scientific Paper, Section by Section

# Before You Write: Consulting the Journal's Instructions

(as discussed by Tom Lang)

# Beyond the Instructions

- Be sure to look at some recent issues of the journal (and some recent papers in those issues).
- Doing so can help you gear your paper to the journal.

# Preparing Titles of Journal Articles

# Case: Title Troubles

Xiao Li and Xiao Wang plan to submit a paper to a journal. On reading the instructions to authors, they notice that they must include a *running title*. Puzzled, they ask Lao Zhang what a running title is. What should Lao Zhang say? What other advice should Lao Zhang give on writing good titles?

# Title

- The fewest possible words that adequately indicate the contents of the paper
- Important in literature searching
- Should not include extra words, such as “A Study of” or “Observations on”
- Should be specific enough
- Generally should not include abbreviations
- (Running title: short version of title—appears at tops of pages)

# Exercise

- Look at the instructions for authors that you brought. What, if anything, does it say about titles?
- Look at the title of the article that you brought. What observations do you have? Consider
  - What's good about the title?
  - Might anything about the title be improved?
- Compare your findings with those of some people near you.
- Be ready to report some observations.

# Writing Abstracts

The abstract: first to be read but last to be revised  
*(Note: You can draft the parts of your paper in any order.)*

# The Abstract

- Briefly summarizes the paper
- Tends to be widely read
- Gives editors and peer reviewers their first impression of the paper
- Should be organized like the paper (for example, in sort of a mini-IMRAD format)
- Some journals have structured abstracts (with standardized headings)

# The Abstract (cont)

- Must be consistent with the body of the paper
- Should be understandable without the paper.  
(thus, for example, normally should not include references)
- Unless stated otherwise, should not include any tables or figures
- Should be carefully revised before the paper is submitted

# Case: Aghast at an Abstract

Xiao Li and Xiao Wang are about to submit a paper to a journal but obtain an additional result from their study. “It’s too much trouble to rewrite the paper,” they say. “We’ll just add the new result to the abstract.” What do you think?

# Resources

- “[Writing the Scientific Abstract](#)” (presentation by Susan Aiello)
- “[Writing Abstracts](#)” (presentation by Barbara Gastel)
- Note: For more resources, please search the [AuthorAID Resource Library](#), using the terms “abstract” and “abstracts.”

# Keywords

- Requested by some journals
- Indicate the main topics of the article
- Appear below the abstract
- Can aid in indexing and searching
- Commonly should come from standardized vocabulary lists in your field
- Commonly shouldn't be terms in the title

# Exercise: The Abstract

- Look at the instructions to authors that you brought. What, if anything, do they say about the abstract?
- Look at the abstract in the article that you brought.
  - Is it structured (with headings) or unstructured?
  - What else do you notice?
- Look at the abstract that you drafted. Based on this session, what would you keep the same, and what would you consider changing?

# Writing the Introduction

# Purposes of the Introduction

- To provide background
  - In order to help readers understand the paper
  - In order to help readers appreciate the importance of the research
- To do one or both of the following:
  - Identify the question or questions that the research addressed
  - State the hypothesis or hypotheses that the research tested

# Length of Introduction

- Articles in some fields: tend to have a short introduction (a few paragraphs or less)
- Articles in other fields: tend to have a long introduction (or an introduction and a literature review section)
- How about introductions to articles in your research area?

# Gearing the Introduction to the Audience

- Papers in relatively general journals:  
Introduction must provide basic background information.
- Papers in specialized journals:  
Introduction can assume that readers have more knowledge about the research topic.

# Case: An Amorphous Introduction

Xiao Li and Xiao Wang have drafted their introduction. Lao Zhang finds that it has generally good content but no obvious structure. How should Lao Zhang advise them to organize their introduction?

# Structure of the Introduction

- Introduction typically should be funnel-shaped, moving from general to specific
- A common structure:
  - Information on importance of topic
  - Highlights of relevant previous research
  - Identification of unanswered question(s)—in other words, the gap in existing knowledge
  - Approach used to seek the answer(s)
  - (In some cases, the main findings)



# Overall Structure of a Paper: Like an Hourglass



# Exercise: The Introduction

- Look at the instructions to authors that you brought. What, if anything, do they say about writing the introduction?
- Look at the introduction to the paper that you brought. Notice items such as the following:
  - Length
  - Types of content
  - Organization
  - Citation of references
- Be ready to report to the full group.

# When to Write the Introduction

- Sometimes good to write the introduction last
  - “Until you know what you’re introducing, you can’t introduce it.”
- Sometimes good to write it first, to help provide focus
- After writing all the sections of the paper, revise the paper as a whole (typically several times).

# Writing the Methods Section

# Purposes of the Methods Section

- To allow others to replicate what you did
  - In order to test it
  - In order to do further research
- To allow others to evaluate what you did
  - To determine whether the conclusions seem valid
  - To determine whether the findings seem applicable to other situations

# Methods: Basic Information to Include

- In most cases, overview of study design
- Identification of (if applicable)
  - Equipment, organisms, reagents, etc used (and sources thereof)
  - Populations studied
  - Approval of human or animal research by an appropriate committee
  - Statistical methods

# Methods (cont)

- In some journals, may include subheads
- May include tables and figures
  - What are some purposes for which tables and figures can be used in methods sections?
- Should be written in past tense
- Helpful to use papers published in the same journal as models

# Case: No Madness in the Methods

Xiao Li and Xiao Wang are writing a paper on research that used a variety of methods. Some methods that they used are well known in their discipline. Some others are not well known but have been described in detail in the literature. And one method was newly developed by Li and Wang themselves. Li and Wang ask Lao Zhang how detailed their methods section should be. What should Lao Zhang advise?

# Exercise

- Look at the instructions to authors that you brought. What, if anything, do they say about the methods section?
- Look at the methods section of the article that you brought.
- What do you notice, especially as related to points that we have discussed?
- Be ready to discuss your observations.

# Writing the Results Section

# The Results Section

- The core of the paper
- Should be logically organized—for example
  - From most important to least important
  - Chronologically
- Often includes tables, figures, or both
- Should summarize findings rather than providing data in great detail
- Should present results but not comment on them (unless there's a combined results and discussion)
- Normally should be in past tense

# Case: Being Double Sure?

Xiao Li and Xiao Wang are writing a paper on a series of noteworthy clinical cases. They tell Lao Zhang that to be thorough, they want to include extensive data on each patient in both the text and an accompanying table. What advice should Lao Zhang provide?

# Results Sections of Papers with Tables or Figures

- How much should the information in the text overlap that in the tables and figures?
  - Not extensive overlap
  - In general, text should present only the main points from the tables and figures
  - Perhaps also include a few of the most important data
- Remember to mention each table or figure.  
Do so as soon as readers might want to see it.

# Mentioning Tables and Figures: Some Writing Advice

- In citing tables and figures, emphasize the finding, not the table or figure.
  - *Not so good:* Table 3 shows that researchers who took this workshop published twice as many papers per year.
  - *Better:* Researchers who took this workshop published twice as many papers per year (Table 3).

# Exercise: Results Sections

- Look at the instructions to authors that you brought. What, if anything, do they say about the results section?
- Look at the results section of the article that you brought. Notice items such as the following:
  - Length and organization
  - Wording
  - Inclusion of subheads (or not)
  - Number of tables and figures
- Be ready to discuss your observations.

# Writing the Discussion

# Discussion

- One of the more difficult parts to write, because have more choice of what to say
- Often should begin with a brief summary of the main findings
- Should answer the question(s) stated in the introduction (or address the hypothesis or hypotheses stated in the introduction)

# Case: Nothing to Hide

Xiao Li and Xiao Wang have drafted the discussion section of a paper. Lao Zhang advises them to add a section on strengths and limitations of the research. Li and Wang worry that noting strengths would seem immodest and that calling attention to limitations would increase the likelihood that the paper would be rejected. What do you think?

# The Discussion: Some Possible Content

- Strengths of the study
  - For example, superior methods, extensive data
- Limitations of the study
  - For example: small sample size, short follow-up, incomplete data, possible sources of bias, problems with experimental procedures
  - Better to mention limitations than for peer reviewers and readers to think that you're unaware of them
  - If the limitations seem unlikely to affect the conclusions, can explain why

# The Discussion: Possible Content (cont)

- Relationship to findings of other research—for example:
  - Similarities to previous findings (your own, others', or both)
  - Differences from previous findings
  - Possible reasons for similarities and differences

# The Discussion: Possible Content (cont)

- Applications and implications—for example:
  - Possible uses of the findings (in medical care, public health, etc)
  - Relationship of the findings to theories or models:
    - Do the findings support them?
    - Do they refute them?
    - Do they suggest modifications?

# The Discussion: Possible Content (cont)

- Other research needed—for example:
  - To address questions still unanswered
  - To address new questions raised by the findings
- Other

# Discussion (cont)

- Typically should move from specific to general, rather like an inverted funnel (opposite of introduction)
- In some journals, may be followed by a conclusions section



# Exercise: The Discussion

- Look at the instructions to authors that you brought. What, if anything, does it say about the discussion?
- In the discussion section of the article that you brought, notice items such as
  - Length
  - Types of content
  - Organization
  - Phrases used
  - Citation of references
- Be ready to report some of your observations.

# Preparing the References: Some Basics

# Functions of References

- To give credit to others for their work
- To add credibility to your work by showing that you used valid information sources
- To help show how your work is related to previous work
- To help readers find further information

# References:

## Importance of Accuracy

- Studies show that many references are inaccurate.
- For references to fulfill their functions, they must be accurate. Therefore
  - Make sure that you accurately state what the cited material says.
  - Make sure that all information in the citation (for example, author list, article title, journal title, volume, year, pages) is accurate.

# Another Reason Your References Should Be Accurate

Often, authors whose work you cite will be your peer reviewers. Inaccurate references to their work will not impress them favorably.

# A Reminder

Be sure to use the format that your target journal requests.

- For the citations in the text
- For the reference list

# Citation Management Software

- Examples: EndNote, Reference Manager, RefWorks, Zotero
- Allows you to keep a database of references
- In many cases, provides the citations and references in the proper format for your target journal

# Placement of Citations

- Ambiguous:
  - This compound has been found in humans, dogs, rabbits, and squirrels (Tuda and Gastel, 1997; Xie and Lozano, 2014; Flores, 2002).
  - This compound has been found in humans, dogs, rabbits, and squirrels.<sup>1,4,7</sup>
- Clear:
  - This compound has been found in humans (Tuda and Gastel, 1997), dogs (Xie and Lozano, 2014), and rabbits and squirrels (Flores, 2002).
  - This compound has been found in humans,<sup>1</sup> dogs,<sup>4</sup> rabbits,<sup>7</sup> and squirrels.<sup>7</sup>

# Other Advice on References

- If you haven't read an item, don't cite it.
  - Discussion question: If an article isn't freely accessible online, how might you obtain it?
- Check each reference against the original source.
- Carefully follow the journal's instructions to authors.
- Use other articles in the same journal as models.

# Case: A Reference Request

Xiao Li and Xiao Wang are writing a paper. Lao Bu Hao, who has a laboratory down the hall, asks them to cite a few of his articles as references, so he will have a higher citation count when he is considered for promotion. What would you advise?

# Wrap-Up Exercise: Writing a Scientific Paper Section by Section

1. Identify the most important points you are taking away from the workshop material on writing a scientific paper section by section.
2. Share the points with at least one other participant.
3. Be ready to present some points to the full group.

# Some Tips for Writing in English

# Case: Just Language, or More?

Xiao Li and Xiao Wang are frustrated. Although they publish papers in Chinese, the papers that they submit to English-language international journals receive unfavorable peer reviews. The reviewers say the English is unclear, and they suggest having the papers reviewed by native English speakers. They also say the writing is unfocused. What might some of the problems be? What would you suggest?

# The Essentials

- The essentials are **content, organization, and clarity.**
- If a paper has excellent content, is well organized, and is clear, it is likely to be accepted even if the English is so-so.
- If a paper has poor content, is badly organized, or is unclear, it is likely to be rejected even if the English is excellent.

# Cultural Differences to Consider

- Level of detail?
- Directness of expression?
- Attitudes toward time?
- Attitudes toward using material taken from others' writing?

What aspects of writing in  
English tend to be most difficult  
for you?

# Some Common English Language Challenges of Non-Native Speakers

- Verb tenses
- Prepositions
- Articles (the, a, an)
- Sentence structure
- Sentence length
- Spacing
- Other



# Some Tendencies of Native Chinese Speakers Writing in English

- Omitting articles (or using otherwise using articles improperly)
- Using incorrect verb tenses
- Using incorrect prepositions
- Presenting content too indirectly (for example, “talking around the point” rather than starting a paragraph with a topic sentence)

# Some Strategies

- Compiling lists of words and phrases commonly used in your field
- Writing simply
- Having people with a strong command of English review your drafts
- Other

# Some Resources

- OneLook Dictionary Search (<http://www.onelook.com/>)
- *The Elements of Style* ([www.bartleby.com/141/](http://www.bartleby.com/141/))
- Lessons on Scientific English  
(<http://www.authoraid.info/en/resources/details/1064/>)
- Getting the Most out of Words  
(<http://www.authoraid.info/en/resources/details/652/>)
- Academic Phrasebank  
([www.phrasebank.manchester.ac.uk](http://www.phrasebank.manchester.ac.uk))
- Grammar Girl ([grammar.quickanddirtytips.com](http://grammar.quickanddirtytips.com))

# OneLook Dictionary Search

# OneLook

Dictionary Search

Definitions  
Related words

### Example searches

<a href="#">bluebird</a>	Find definitions of <i>bluebird</i>
<a href="#">blue*</a>	Find words and phrases that start with <i>blue</i>
<a href="#">*bird</a>	Find words and phrases that end with <i>bird</i>
<a href="#">bl????rd</a>	Find words that start with <i>bl</i> , end with <i>rd</i> , with 4 letters in between
<a href="#">bl*:snow</a>	Find words that start with <i>bl</i> and have a meaning related to <i>snow</i>
<a href="#">bl*:adjective</a>	Find adjectives that start with <i>bl</i>
<a href="#">*:snow</a> or <a href="#">:snow</a>	Find words related to <i>snow</i>

# Academic Phrasebank



The University of Manchester

## Academic Phrasebank

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

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.

#### ABOUT PHRASEBANK

An enhanced and expanded

# Grammar Girl

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Mignon Fogarty

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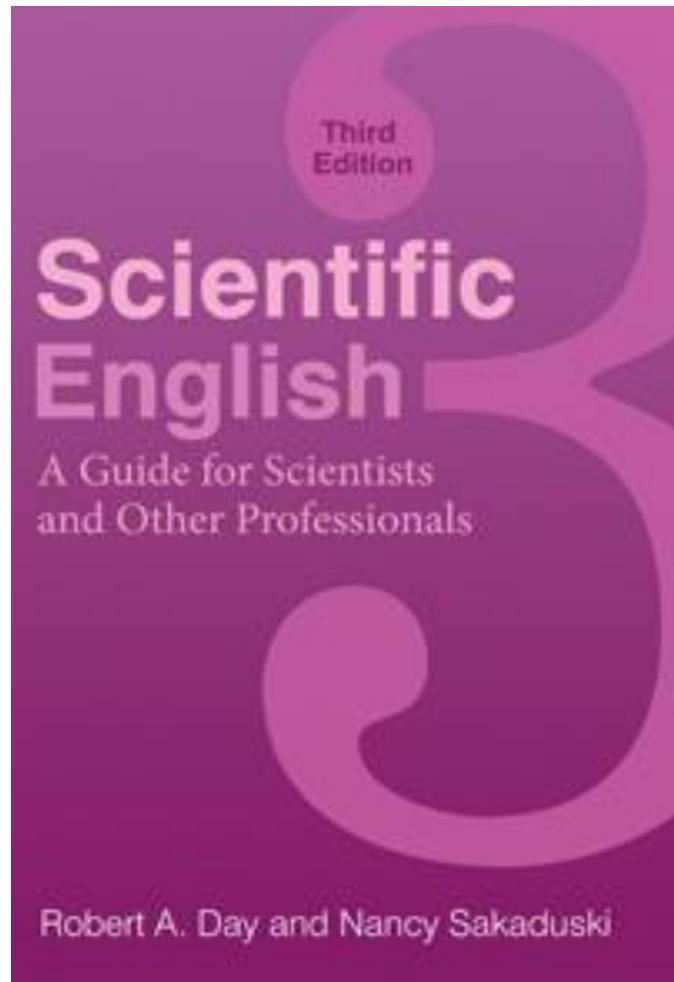
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[Grammar Girl's Most Recent Tips](#)

# *Scientific English* (book)



# Writing Concisely

# Writing Concisely

- In English, wording that is relatively concise (short) tends to be most readable.
- Writing concisely also helps in staying within journals' word limits.
- Writing concisely includes using simple words when possible, deleting needless words, and condensing wordy phrases.
- In general, it's best not to worry about conciseness when first drafting a paper. You can later go back and revise for conciseness.

# Exercise:

## Using Simpler Words

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

# Exercise:

## Deleting Needless Words

- in the field of physics
- 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

# Exercise:

## 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 →

# Exercise: 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→

# Exercise

Trade draft abstracts with another participant.  
Suggest improvements in the English. If you  
have questions, ask the instructors.

# Communicating with a Journal and Responding to Reviewers

# Submitting the Paper

- Electronic submission now the norm
  - Commonly via online submission system
  - Sometimes as e-mail attachment
- Inclusion of a cover letter (conventional or electronic), if appropriate
- Completion of required forms, if any (might also need to complete some forms later)

# Some Items a Cover Letter May Do

- Identify the article (by title and authors)
- Note that journal requirements are followed
- State the article category or intended journal section
- Provide context—for example, previous presentation of the work at a conference
- Describe importance
- Explain suitability for the journal
- Recommend reviewers
- Request exclusion of certain potential reviewers

# Some Resources: Cover Letters

- a list of items for potential inclusion
- a set of pointers
- a video
- an editorial
- some templates

# Some Categories of Editors at Journals

- Helpful to know because you might interact with each
- Main categories:
  - Editor-in-chief (and sometimes associate editors etc)—concerned mainly with content
  - Managing editor(s)—concerned mainly with administration of the journal
  - Manuscript editor(s)—improve the writing and maintain a consistent style

# Initial Screening by the Journal

- For appropriateness of subject matter
- For completeness
- For compliance with instructions
- For overall quality (sometimes)
- For importance and breadth of appeal (sometimes)

# Peer Review

- Evaluation by experts in the field
- Purposes
  - To help the editor decide whether to publish the paper
  - To help the authors improve the paper, whether or not the journal accepts it
- Discussion questions
  - What are some benefits of peer review?
  - What can be some drawbacks of peer review?

# An Article

What reviewers want: how to make your article more appealing to peer reviewers, by Martin S. Hagger. Health Psychology Review, 7:sup1, S1-S7. Published online 28 May 2013.

# The Editor's Decision

- Based on the peer reviewers' advice, the editor's own evaluation, the amount of space in the journal, other factors
- Options:
  - Accept as is (rare)
  - Accept if suitably revised
  - Reconsider if revised
  - Reject

# Revising a Paper

- Revise and resubmit promptly.
- Indicate what revisions were made.
  - Include a letter noting the revisions made. If you received a list of requested revisions, address each in the letter.
  - If requested, show revisions in Track Changes.
- What should you do if you don't understand a revision request?

# Case: Too Great a Barrier?

Xiao Li and Xiao Wang have had their paper accepted contingent on revision. They find that in general the proposed revisions improve the paper or at least do not harm it. However, they find that one proposed revision would introduce a major inaccuracy. What should they do?

# What Should You Do?

- If you don't understand a revision request, politely request clarification.
- If you disagree with a requested revision, politely explain why. Try to find a different way to solve the problem that the editor or reviewer identified.

# Answering Queries

- Queries: questions from the manuscript editor
- Some topics of queries:
  - Inconsistencies
  - Missing information
  - Ambiguities
  - Other
- Advice: Respond promptly, politely, and completely yet concisely.



# Reviewing Proofs

- Proofs: typeset material to check
- Review the proofs promptly.
- Some things to check:
  - Completeness (presence of all components)
  - Accuracy (absence of typographical errors in text and references)
  - Placement of figures and tables
  - Quality of reproduction of figures
- Note: This is not the time to rewrite the paper.

# Case: An Inconveniently Timed Absence

Xiao Li is the corresponding author of a paper accepted by a journal. Li receives email from the journal stating that the page proofs will arrive next Monday and must be reviewed within 72 hours. However, Li is scheduled to do clinical field work all next week in a region without internet access. What should Li do?

# *A Final Step: Celebrate Publication of Your Paper!*



# **Research and Publication Ethics**

**(Avoiding Fabrication, Falsification,  
Plagiarism, and More)**

# Case: Too Similar

Xiao Li and Xiao Wang have drafted their paper and given it to Lao Zhang for review. Reading the discussion section, Zhang notices a paragraph that seems strangely familiar. On checking, Zhang finds that, except for a word or two per sentence, the paragraph is the same as one in a paper that Zhang has published. What should Zhang tell Li and Wang?

# Authenticity and Accuracy

- Authenticity (not fabrication)
  - Have you heard of any cases of fabrication?
- Accuracy (not falsification; also not inadvertent distortion)
  - Providing complete or representative data (not only those supporting one's hypothesis)
  - Avoiding inappropriate manipulation of images
  - Using appropriate statistical procedures

# Originality

- Not republishing the same findings (except under special circumstances, with permission and the original source cited)
- Not submitting the same manuscript to two or more journals at once
- Not dividing one small research project into many tiny papers (“salami science” or “cucumber science”)

# Credit (Avoiding Plagiarism)

- Citing sources of information and ideas (also aids credibility, helps in finding out more)
- Avoiding excessive use of others' words
  - Recording sources when copying items or taking notes
  - Placing in quotation marks, or indenting, items used verbatim
  - Perhaps drafting some items while not looking at the source materials
  - Observing copyright and obtaining needed permissions

# Ethical Treatment of Humans and Animals

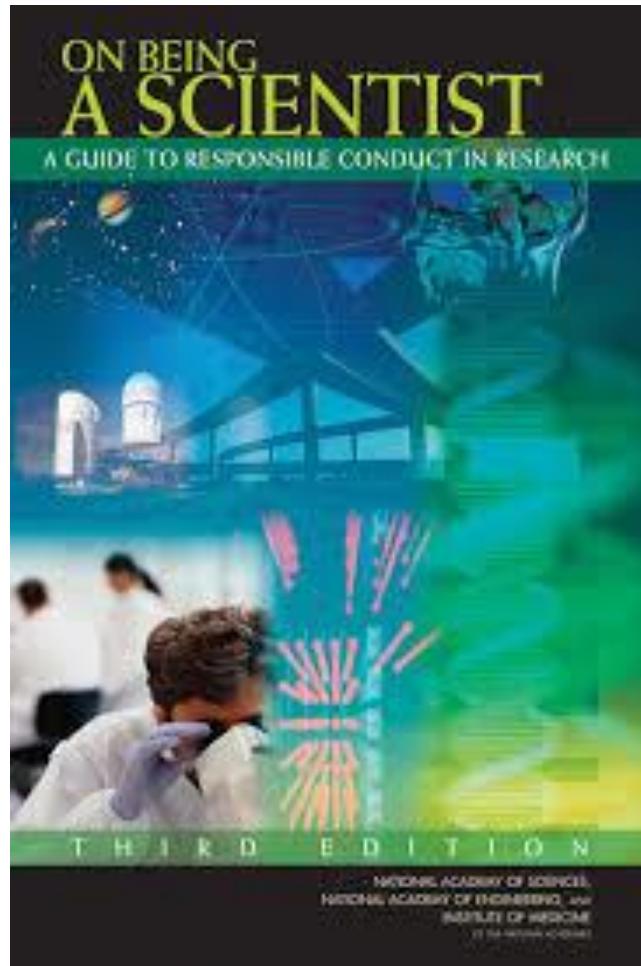
- Treatment must conform to accepted international standards.
- Manuscript must document that the study was approved by an appropriate ethics review board before it was done.
- Note: Research on humans tends to be broadly defined. Thus, for example, it includes survey research.

# Conflicts of Interest

- Can involve authors, peer reviewers, or editors
- Can be financial, ideological, or other
- Journals may require that conflicts of interest be reported
- Conflicts of interest may be noted in journals

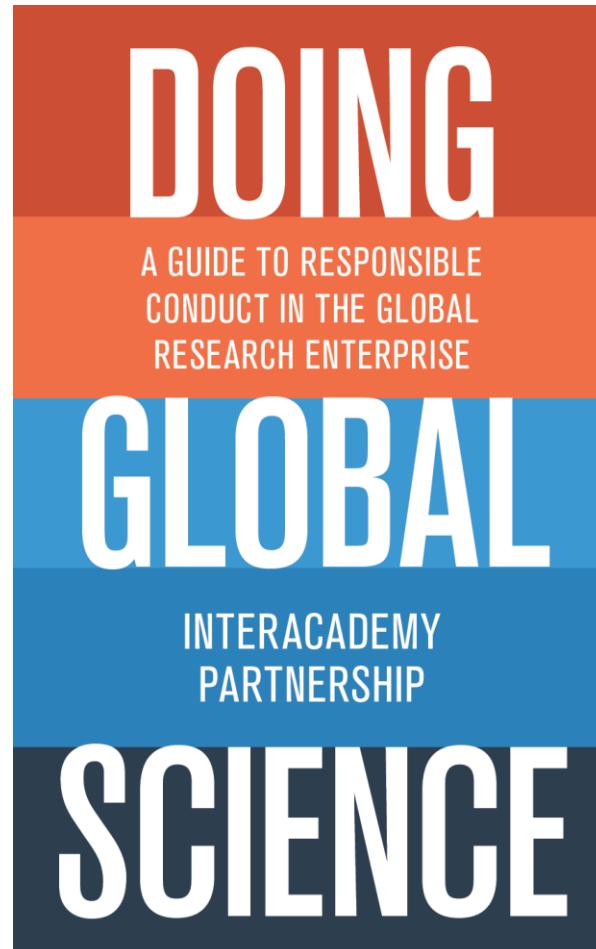
# A Resource on Ethics

- *On Being a Scientist: Responsible Conduct in Research*, 3rd ed (2009)
- From the US National Academies
- Largely for graduate students but also useful for more senior researchers
- Available online at [www.nap.edu/catalog.php?record\\_id=12192](http://www.nap.edu/catalog.php?record_id=12192)
- Video available at site



# Another Resource on Ethics

- *Doing Global Science: A Guide to Responsible Conduct in the Global Research Enterprise*
- Recent (2016) book on ethics in research and publication
- From the InterAcademy Partnership
- Available at  
[www.interacademycouncil.net/24026/29429.aspx](http://www.interacademycouncil.net/24026/29429.aspx)



# And Another Resource on Ethics

- *CSE's White Paper on Promoting Integrity in Scientific Journal Publications*, 2012 update
- From the Council of Science Editors
- Available at  
<http://www.councilscienceeditors.org/resource-library/editorial-policies/white-paper-on-publication-ethics/>

# Some Other Resources

- Committee on Publication Ethics (COPE):  
<http://publicationethics.org>
- World Association of Medical Editors (WAME):  
<http://www.wame.org>
- “How to Recognize Plagiarism: Tutorials and Tests”:  
<https://www.indiana.edu/~academy/firstPrinciples/choice.html>

# Some Resources for Continued Learning

(in part a review)

# Case: Just the Beginning

Xiao Li and Xiao Wang have learned a lot from this workshop. They also have become more confident that they can write papers publishable in English-language international journals. However, they know that such a workshop cannot include everything, and they want to learn more. What do you suggest?

# Some Resources Mainly for Non-Native Users of English

- UsingEnglish.com ([www.usengenglish.com](http://www.usengenglish.com))
- Academic Phrasebank  
([www.phrasebank.manchester.ac.uk](http://www.phrasebank.manchester.ac.uk))
- Scientific English  
([www.authoraid.info/en/resources/details/1064/](http://www.authoraid.info/en/resources/details/1064/))
- ESL presentations by guest speaker Susan Aiello, DVM  
(third presentation through last presentation at  
[www.authoraid.info/en/resources/?q=aiello](http://www.authoraid.info/en/resources/?q=aiello))

# Some Other Useful Resources

- Getting the Most out of Words, from *Editing and Publication: A Training Manual* (available at [www.authoraid.info/en/resources/details/652/](http://www.authoraid.info/en/resources/details/652/))
- OneLook Dictionary Search ([www.onelook.com](http://www.onelook.com))
- Grammar Girl ([grammar.quickanddirtytips.com](http://grammar.quickanddirtytips.com))
- *The Elements of Style* ([www.bartleby.com/141/](http://www.bartleby.com/141/))
- Designing Conference Posters  
([colinpurrington.com/tips/poster-design](http://colinpurrington.com/tips/poster-design))

# The EQUATOR Network

(<http://www.equator-network.org/>)

- EQUATOR: Enhancing the QUAlity and Transparency Of health Research
- A meta-resource
- Includes guidelines for reporting various types of studies
- Contains a toolkit for writing about research



# AuthorAID

([www.authoraid.info](http://www.authoraid.info))

- Primarily to help researchers in developing countries to write about and publish their work
- Includes materials in Chinese
- Some potentially relevant components
  - Resource library
  - Blog (titled “News”; can sign up for email alerts)
  - Email discussion list
  - Mentorships (can be a mentee, mentor, or both)
- Idea: Spend some time looking at the AuthorAID website. Maybe do some bookmarking.

<http://www.authoraid.info/en/>

AuthorAID - Home

AuthorAID - Writing a Bio... | Inbox - bbigastel@gmail.co... | AHCI | NOVA Cracking the Code... | Suggested Sites | Web Slice Gallery

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**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

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**Upcoming Events**

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# Exercise (to do on your own if desired): Using AuthorAID

1. Access the AuthorAID website (<http://www.authoraid.info/en/>).
2. Look at some resources in the resource library, including some in Chinese.
3. Look at some blog posts (news items).
4. If desired, do one or more of the following:
  - Register on the site
  - Sign up to receive notifications
  - Sign up for the email discussion list

# Non-Electronic Resources

- Books (including e-books)
- Presentations (including ones available online)
- Writing centers
- Faculty members
- Editors and peer reviewers
- Courses (including MOOCs)
- **Each other**
- Other

## Wrap-Up Exercise(s)

(Depending in part on the amount of time available, one or both of the following exercises may be done.)

# Exercise 1: Revising Draft Abstracts

- Based on guidance received in various parts of this workshop, revise your abstract. Consider content, organization, wording, and other aspects.
- Pair up with another participant. Say what changes you made and why you made them. Review each other's abstracts, providing constructive feedback.
- Be ready to tell the full group about some of the changes made and the reasons for them.

## Exercise 2: Sharing Your Learning

Imagine that small grants are available to fund half-day workshops and 10-week courses on writing and publishing journal articles. You and some others in this workshop decide to apply for such a grant. What do you propose? Why? Be ready to state the target audience, proposed instructors, main content, location, timing, teaching methods, and other relevant aspects.

Thank You!  
Wishing You Much Success!