From paragraphs to publications

Stephen Pinder
Overview

Sentences and Paragraphs

Sentence and Paragraph Structures

Paragraphs to Papers

Submitting Papers for Publication
Using mindmaps to brainstorm

• Mindmaps are a way to put down our ideas about a topic. Webs are more visual and people whose brain thinks more spatially work better using webs to plan their ideas for writing. Mindmaps are like a spider’s web with ideas coming out from the topic in the centre.
Example: Mindmap about food

- diet
  - healthy
  - balance
  - easy to prepare

- meals
  - breakfast
  - tasty
  - lunch
  - value
  - easy to eat

- food
  - dairy food
  - vegetables
  - fruit
  - salad
  - sandwich
  - seafood
  - cereals
  - fast food
  - I like

- I don’t want
  - colouring
  - processing
  - flavouring
  - preservatives
  - nutritious

- I don’t want
  - I don’t want
Now you make a mindmap

- exercising

[Diagram with four blank ovals connected to a central oval labeled "exercising"]
Round and round it goes

What do you think this paragraph is about?

Blood Circulation
Brainstorm

Note down words / phrases that you think of

heart  organ  pump  blood
oxygen  lungs  beat  vessel
artery  valve  vein  circulation
flow  capillary  air  direction
Writing Plan

• Before they write, a good writer has a writing plan.
• The writing plan is a structured set of notes from which we write something.
• It helps us to logically organise what we want to write before we write it.
# Writing Plan – Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; point</td>
<td></td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; details</td>
<td></td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; point</td>
<td></td>
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<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; details</td>
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<td>3&lt;sup&gt;rd&lt;/sup&gt; point</td>
<td></td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; details</td>
<td></td>
</tr>
<tr>
<td>Conclude</td>
<td></td>
</tr>
</tbody>
</table>
# Plan – Writing Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>Circulation system</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; point</td>
<td>Heart</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; details</td>
<td>Pump</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; point</td>
<td>Lungs</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; details</td>
<td>Oxygen transfer</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; point</td>
<td>Circulation</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; details</td>
<td>Artery&gt;capillary&gt;vein</td>
</tr>
</tbody>
</table>

Conclude | Take care |
flow in one direction
circulatory system about 100,000 km long
heart size of fist
heart beats typically 60-70 times/minute
15,000 –18,000 litres of blood a day
lungs transfer oxygen from air into blood
heart centre left of chest
arteries take oxygen rich blood heart to body
blood goes round body in one minute
capillaries pass oxygen rich blood to cells
heart weighs about 0.5 kilogram
blood returns to heart by veins
by 70 heart will have beaten 2 billion times
Everyone needs a heart to send blood round their body. A human heart is nearly the size of a fist weighing about 0.5 kilogram, and located near the centre of the chest. It is a hardworking pump which beats 60-70 times a minute to move 15-18,000 liters of blood around the body every day. Oxygen depleted blood goes to the lungs where oxygen from the air is transferred into the blood before it returns to the heart. Oxygen rich blood is sent by the body through arteries to every part of the body which is a circulatory system about 100,000 kilometres. After about one minute veins bring back oxygen depleted blood to go through the process again. Everybody should take good care of this organ during their lifetime.
QUIZ TIME!
What is a writing process?

1. Writing process means:
   a) Writing about a process.
   b) Writing using a word processor like Microsoft Word.
   c) Writing in steps
   d) All of the above
Before you write

2. Before you write you should:
   a) See if you can find something on the internet to copy.
   b) Ask your friend for help with what to write.
   c) Create a writing plan.
   d) All of the above.
How to write

• 3. While you write you should:
  • a) Use a dictionary to check your words.
  • b) Think carefully about the grammar to use.
  • c) Try to structure your writing and link your ideas.
  • d) All of the above
After you write

4. After you write you should:
   a) Make it look beautiful.
   b) Review it immediately.
   c) Check it with your writing plan.
   d) All of the above.
Before you send

• 5) Before you send you should:
  • a) Make any final changes before you send it.
  • b) Think of some new ideas to add.
  • c) Ask someone else to look at it and comment.
  • d) All of the above.
Writing process

- Brainstorm
- Plan
- Check
- Write
- Search
Building blocks

- Paragraphs are made from sentences.
- Linking words help us to connect sentences to make paragraphs.
- Sentences are made from words.
- Rules for paragraphs and sentences.
- These rules are often called ‘Grammar’.
Outlining Technique

• From Thai make notes / phrases about what you want to say
• Arrange notes / phrases in sequence
• Write these notes / phrases in English

• If you try to just translate from Thai to English the grammar will be wrong and the writing will be difficult to read.
Review comments

- Often reviewers automatically ask for a ‘Grammar check’ if they see a non-native speaker’s name is not the author.
- Usually there are only a few grammar mistakes.
- Problem 1 – paragraphs are not correctly structured.
- Problem 2 – does not flow smoothly because of lack of linking words.
- Problem 3 – use of unusual ‘Asian’ expressions are confused as mistakes.
Sentence types

• Declarative (statement): gives information
• Interrogative (question): asks a question
• Imperative (command): orders someone to do something
• Exclamation (show strong feelings):
# Sentence Type Practice

<table>
<thead>
<tr>
<th>Sentence Type</th>
<th>Practice sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declarative</td>
<td></td>
</tr>
<tr>
<td>Interrogative</td>
<td></td>
</tr>
<tr>
<td>Imperative</td>
<td></td>
</tr>
<tr>
<td>Exclamatory</td>
<td></td>
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</tbody>
</table>
Overview

Sentences and Paragraphs

Sentence and Paragraph Structures

Paragraphs to Papers

Submitting Papers for Publication
Sentence structures - simple

• Simple sentence – subject + verb + (object)
  • *I stand.*
  • *I stand up straight to check my height.*
• Sentences must have complete meaning
  • *I on the scale to check my weight.* × *(no verb)*
  • *Use a thermometer to check my temperature.* × *(no subject)*
  • *When I check my weight on the scale.* × *(incomplete meaning)*
Sentence structures - compound

- Compound sentence – subject + verb + (object) + conjunction + subject + verb + (object)
- We can simplify the structure: [clause = subject + verb + (object)] → clause + conjunction + clause
- Common conjunctions – and, but, or, & so
- *This nurse will dress your wound* and *she will show you how to take care of it.*

*This nurse will dress your wound* – clause
*and* - conjunction
*she will show you how to take care of it* - clause
Sentence structures - complex

• A complex sentence has the structure 
independent clause + conjunction + dependent clause
or
dependent clause + conjunction + independent clause

• The independent clause has a complete meaning – example ‘The doctor will see the patient again’ but the dependent clause has an incomplete meaning – ‘after they have had an x-ray.’

• Rearranging the sentence – ‘After they have had an x-ray, the doctor will see this patient again.’

• Do not put more than 2 clauses in a sentence or the meaning will be more confused.
Good paragraphs

• A good paragraph has a topic sentence, supporting points with details and a concluding sentence.

• A good paragraph covers one topic. Use a new paragraph for a new topic.
Structure of Paragraph

The topic sentence usually goes near the front of a paragraph.

The concluding sentence always goes at the end of a paragraph.
An attention getter comes first in a paragraph. Its use is optional. Its purpose is to make the reader interested to go on reading. Good writers often use an attention getter at the beginning of their paragraphs to arouse interest in the reader to read on.

Example: What happens to your blood?
Topic sentence

• Topic sentences normally come near the beginning of a paragraph
• They tell you what the paragraph is about
• Have one clear topic
• Include an opinion (an opinion can be discussed, but a fact is a fact)
• Be suitable – not too short
• Be practical – not too long
• Do not include details
Supporting sentences

- Topic sentence
- Supporting sentences \( x \) \( n \)
- Concluding sentence

We need to think about the best order of supporting sentences in our writing.
Supporting sentences

- Common ways to arrange supporting sentences:
  - In time order in which events happen
  - In logical order of how the events fit together smoothly
  - In spatial order of space eg. outside to inside
  - In order of importance – least important to most important
Use specific words to build interest

- A sick patient came to hospital.
- It is not interesting, so add some specific words.
- A patient with a contagious disease who came to our hospital was quarantined from other patients in an isolation ward.
- Make this sentence interesting.
- Accident and emergency is for patients needing quick treatment.
Keep it relevant

If a point does not relate to the paragraph topic, it should be in a different paragraph. If a paragraph has too many supporting points try to look for ways to group the supporting points to create separate paragraphs.
Concluding sentence

- Summarise the paragraph’s main idea
- Paraphrase the topic using different words
- Give an opinion, suggestion or comment on the topic
- Speculate about the future of the topic
- Must not introduce any new point / detail to the paragraph
Topic sentences should be similar to concluding sentences, but use different words.

**Topic sentence**

Patients easily get confused when given several medicines.

**Concluding sentence**

Both doctors and pharmacists have to instruct patients carefully about their medication.
QUIZ TIME!
The correct identification of patients is essential to preventing mistakes. Addressing a patient by name allows a patient to correct you if their name is different.
Doctors need to take time to reach a definite diagnosis in order to give the correct treatment. Sometimes overworked doctors may misdiagnose a patient’s disease.
Laboratory tests are a convenient non invasive way of obtaining more information about a patient’s health situation. Although some laboratory tests are expensive, they are cheaper and less painful than surgery.
Medical equipment is often overpriced leading to increased hospital costs. Until there are more competitive sources of medical equipment, this situation is likely to continue.
Good doctors can help their patients to relax and have confidence in their treatment. Creating a good mood ensures better cooperation from a patient.
Linking words

In English linking words are used to link one sentence or clause to another. They link ideas/points together and show how they are connected. Some go at the beginning of a sentence, some in the middle and some can go in either position.
### Linking words

Here are some linking words.

<table>
<thead>
<tr>
<th>And</th>
<th>Furthermore</th>
<th>Additionally</th>
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<tbody>
<tr>
<td>Moreover</td>
<td>Also</td>
<td>When</td>
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<tr>
<td>While</td>
<td>Meanwhile</td>
<td>Which</td>
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<tr>
<td>After</td>
<td>Before</td>
<td>Then</td>
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<td>So</td>
<td>Since</td>
<td>Because</td>
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<td>Or</td>
<td>But</td>
<td>However</td>
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<tr>
<td>Although</td>
<td>Whereas</td>
<td>Next</td>
</tr>
<tr>
<td>Firstly</td>
<td>Finally</td>
<td>Therefore</td>
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</tbody>
</table>
Put the linking words in their correct place in a sentence

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Middle</th>
<th>Either</th>
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</tbody>
</table>
Put the linking words in the classification for their use

<table>
<thead>
<tr>
<th>similar</th>
<th>contrast</th>
<th>choice</th>
<th>cause-effect</th>
<th>sequence</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Before you write you can make an outline. Then write from the outline. This produces better English than translating from Thai. Look at this example.

<table>
<thead>
<tr>
<th>Title</th>
<th>Knowing if you are sick</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Attention getter</td>
<td>Do people who think they are sick become sick?</td>
</tr>
<tr>
<td>2 Topic</td>
<td>beliefs affect outcomes ‘Nocebo‘ – I will harm (Latin).</td>
</tr>
<tr>
<td>3 First supporting point</td>
<td>people listen to their peers – base their beliefs on unreliable information</td>
</tr>
<tr>
<td></td>
<td>Details for the first supporting point</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>4</td>
<td>Second supporting point</td>
</tr>
<tr>
<td></td>
<td>Details for the second supporting point</td>
</tr>
<tr>
<td></td>
<td>Third supporting point</td>
</tr>
<tr>
<td>---</td>
<td>------------------------</td>
</tr>
<tr>
<td>7</td>
<td>People prefer to stuff themselves with herbs with unproven efficacy</td>
</tr>
<tr>
<td></td>
<td>Fifth supporting point</td>
</tr>
<tr>
<td>---</td>
<td>------------------------</td>
</tr>
<tr>
<td>11</td>
<td>Details for the fifth supporting point</td>
</tr>
<tr>
<td>12</td>
<td>Conclusion</td>
</tr>
</tbody>
</table>
The paragraph as a sandwich

- Topic sentence
- Point 1 and details
- Point 2 and details
- Point 3 and details
- Concluding sentence
The correct identification of patients is essential to preventing mistakes.

Addressing a patient by name allows a patient to correct you if their name is different.

The topic sentence and the concluding sentence should be similar (not same)
Paragraph **do’s** and **don’ts**

- Have a topic sentence which clearly states what the paragraph is about.
- Following sentences should give points and details about the topic.
- Start a new sentence for a new point.
- Concluding sentence should summarise topic.

- Do not put details in a topic sentence.
- Do not add points which do not relate to the topic.
- Do not have too many points. (3-6 is enough)
- Do not put new points in a concluding sentence.
Overview

- Paragraphs
- Paragraph Structures
- Paragraphs to Papers
- Submitting Papers for Publication
Paper Preparation Overview

- Value of Information
- Standard format
- Usefulness of research
- Paragraphs to papers
Useful=Valuable

- Useful information is valuable information
- Useful information needs to be shared
- We can share information by writing manuscripts and getting them published
Standardisation

• To be most useful information has to be presented in a structured way
• Using a standard format helps readers to follow what you write
• Journal editors require authors to present their work in a standard format
  Strictly follow them
• Editors publish author's guidelines to tell writers their required format
Brainstorm

Draw mindmaps for each section of your paper

- Background
- Methods
- Discussion
- Results
Brainstorm for one of these subjects

1. Outpatient flow in a hospital – problems and solutions
2. Using modern technology to motivate patients for treatment compliance
3. Helping patients to help themselves
4. Most patients use the internet for health information not health care professionals.
5. Changing patient attitudes towards beneficial lifestyle change
6. Overpriced drugs and medical equipment cause hardship to patients.
**Standard Format**

<table>
<thead>
<tr>
<th>Title</th>
<th>the name of your manuscript</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authorship</td>
<td>all the main contributors who helped to write the manuscript</td>
</tr>
<tr>
<td>Abstract</td>
<td>a brief summary of what you did and what you found out</td>
</tr>
<tr>
<td>Keywords</td>
<td>useful words to use in indexing your manuscript for searching and referencing</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Introduction</td>
<td>the background and reasons for research with research question and objectives</td>
</tr>
<tr>
<td>Materials and Methods</td>
<td>what you used and how you carried out your research</td>
</tr>
</tbody>
</table>
### Standard Format

<table>
<thead>
<tr>
<th>Results</th>
<th>the information which was produced from analysing the data you collected.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion</td>
<td>an explanation of your findings, what they mean and how to use them.</td>
</tr>
<tr>
<td>Conclusion</td>
<td>a summary of main points and limitations of your research leading to recommendations for further research</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>reference to the people who helped you in your research</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Conflicts</td>
<td>any sponsorship or financing from any source the author used for the research</td>
</tr>
<tr>
<td>References</td>
<td>the manuscripts or other sources you referred to in your manuscript</td>
</tr>
</tbody>
</table>
## Standard Format

<table>
<thead>
<tr>
<th>Figures</th>
<th>pictures or charts that you include in your manuscript to summarise information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tables</td>
<td>tabular summary information of results from your research</td>
</tr>
</tbody>
</table>
Usefulness of Research

• We have interesting results to share
• Our research is original (not done before)
• Our research findings have not been reported yet
Create an inspiring title

- Note the keywords from each section
- Try to build your title around keywords
- Make the title show how your study is different
- Do not use abbreviations in a title
Abstract

- Create a clear and concise abstract
  - Abstract stands alone – should not reference main text or literature (usually open access)
  - Strictly follow journals structure and word limit
  - For each section only use 2-3 sentences (structured abstract)
  - Often the accept for review / reject decision is made on the title and abstract only
Background/Introduction

• What to put in
  • General information about topic
  • Briefly summarise most relevant literature to date
  • Research Question
  • Research Objectives

• Impress
  • Build a link from your research question to what you have done to answer the research question, which will lead into the next section

Present tense for facts
Past tense for finished study
Present perfect for several studies leading from past to present knowledge
Materials and Methods

- Basic structure
  - Study design
  - Study setting and subjects
  - Data collection
  - Data analysis
  - Ethics approval

- Check journal guidelines for authors for any preferred structure

Past tense for finished study
Results

• Present as found
  • Show what you found
  • Clear and concise
  • Choose the right graphics
  • Answer the research question

• Content
  • Recruitment of subjects and response
  • Characteristics of experimental and control groups
  • Primary analysis findings
  • Secondary analysis findings

Past tense for finished results
Discussion

• Answer to research question
  • 3 sentences
  • Only give numbers/percentages where necessary
  • Disclose null or negative findings

• Compare with other studies
  • Show similarities
  • Explain reasons for differences
  • Objectively comment on limitations of previous studies
Discussion

- Interpretation of study findings
  - What the findings mean
  - Reasons to support findings
  - Think of questions readers may ask and answer them

- Strengths and limitations
  - Explain what is new in your study
  - Be honest about limitations
  - Comment on reasons for limitations

Present tense
Discussion

• Applications to clinical practice
  • Explain how to use your results
  • Be clear about the target group to which your results apply
  • Specify the setting and timing for their use

• Implications for further research
  • Be specific
  • Do not try to sell future research – your paper is for a journal not a grant committee

Present tense
Present tense with modal - should
Overview

Paragraphs

Paragraph Structures

Paragraphs to Papers

Submitting Papers for Publication
What happens to your paper?

Correct format
Read abstract
Read introduction
Peer review
External review
Send back to revise
Resubmit
Accept
Reject Reject Reject Reject Reject Strong intention to publish
What journal editors think

- Is this new information?
- Will the information add to current knowledge?
- Is the information up to date with current knowledge?
- How will this information change what we do now?

Give the journal editors what they want
What journal editors think

• Is the methodology of the research of a good standard?
• Has the researcher correctly interpreted the results?
• How useful are the findings to the readers of the journal?
• Has the writer correctly followed the author’s guidelines?

Give the journal editors what they want
What it feels like - persistence

Most scientists regarded the new streamlined peer-review process as 'quite an improvement.'
Reason to Publish

Why publish?

**Publishing** is one of the necessary steps **embedded in the** scientific research process. It is also necessary for graduation and career progression.

**What to publish:**
- New and original results or methods
- Reviews or summaries of particular subject
- Manuscripts that advance the knowledge and understanding in a certain scientific field

**What NOT to publish:**
- Reports of no scientific interest
- Out of date work
- Duplications of previously published work
- Incorrect/unacceptable conclusions

You need a **STRONG** manuscript to present your contributions to the scientific community
Things to think about

Questions to answer before you write

Think about **WHY you want to publish your work.**

- Is it **new and interesting**?
- Is it a current **hot topic**?
- Have you **provided solutions** to some difficult problems?
- Are you **ready** to publish at this point?

*If all answers are "yes", then start preparations for your manuscript.*
Choosing a Journal

Select the best journal for submission

- Look at your references - these should help you narrow your choices.

- Review recent publications in each “candidate journal”. Find out the hot topics, the accepted types of articles, etc.

- Ask yourself the following questions:
  - Is the journal peer-reviewed to the right level?
  - Who is this journal’s audience?
  - How fast does it make a decision or publish your paper?
  - What is the journal’s Impact Factor?
  - Does it really exist or is dubious? (check for example Beall’s List of Predatory Open Access Publishers)

- DO NOT gamble by submitting your manuscript to more than one journal at a time.
  - International ethics standards prohibit multiple/simultaneous submissions, and editors DO find out! (Trust us, they DO!)
# Duties / Responsibilities

## Duties of Editors, Reviewers, Authors

### Editors
- Publication decision
- Fair play
- Confidentiality
- Disclosure and conflicts of interest

### Reviewers
- Contribution to Editorial Decision
- Promptness
- Confidentiality
- Disclosure and conflicts of interest

### Authors
- Reporting standards
- Data Access and Retention
- Originality and Plagiarism
- Multiple, Redundant or Concurrent Publication
- Acknowledgement of Sources
- Authorship of the Paper
Try and try again

Do everything to make your submission a success

- No one gets it right the first time!
  - Write, and re-write ....

- Suggestions
  - After writing a first version, take several days of rest. Come back with a critical, fresh view.
  - Ask colleagues and supervisor to review your manuscript. Ask them to be highly critical, and be open to their suggestions.
  - Make changes to incorporate comments and suggestions. Get all co-authors to approve version to submit.

*Then it is the point in time to submit your article!*
## Major or Minor Revision

<table>
<thead>
<tr>
<th>First Decision: “Major” or “Minor” Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major revision</strong></td>
</tr>
<tr>
<td>• The manuscript may finally be published in the journal</td>
</tr>
<tr>
<td>• Significant deficiencies must be corrected before acceptance</td>
</tr>
<tr>
<td>• Usually involves (significant) textual modifications and/or additional experiments</td>
</tr>
<tr>
<td><strong>Minor revision</strong></td>
</tr>
<tr>
<td>• Basically, the manuscript is worth being published</td>
</tr>
<tr>
<td>• Some elements in the manuscript must be clarified, restructured, shortened (often) or expanded (rarely)</td>
</tr>
<tr>
<td>• Textual adaptations</td>
</tr>
<tr>
<td>• “Minor revision” does NOT guarantee acceptance after revision, but often it is accepted if all points are addressed!</td>
</tr>
</tbody>
</table>
Peer Review

What is “peer review”

For the publishers...

They rely on effective peer review processes to uphold not only the quality and validity of individual articles, but also the overall integrity of the journals they publish.
Peer Review Process

**RESEARCH PAPER SUBMITTED TO JOURNAL**

First assessment by editor/editorial board — Ask — Does article fits aims/scope? Is article of acceptable quality?

- **NO?** Article rejected/feedback /changes requested
- **YES?** Article sent to reviewers

**REVIEWER ASSESSES ARTICLE**

Check for: significance, novelty, presentation, scholarship, evidence, reasoning, theory, experimental design, data validation, organization, clarity, ethics

**REVIEWER MAKES RECOMMENDATION TO EDITOR**

**EDITOR MAKES FINAL DECISION**

If minor/major revision, authors can revise & resubmit

**INFORM DECISION TO AUTHOR**
Review and Revision

**Recommendation of Reviewers**

- Rejected due to poor quality, or out of scope
- Accept without revision
- Accept but needs revision (either major or minor)

*If revision is required, reviewers would clearly identify what aspects need attention/revision.*
Thank you
Stephen Pinder
stephenramathibodi@gmail.com