

# WRITING A SCIENTIFIC MANUSCRIPT

By

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**Author Responsibilities:  
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Manuscript**



# CRITERIA of a Thomson Reuters WoS -Impact factor Journals

- Research should contribute significantly to advancing knowledge in the particular field of study
- Should be clearly & well-positioned in the literature in exactly how the study advances the field of knowledge (must mention what is known & what is not known & how your work adds up to the present work)
- Methodology used must be of a very high standard, reflecting a robust & rigorous research design which inspires confidence in the findings

## CRITERIA of a Thomson Reuters WoS -Impact factor Journals (cont)

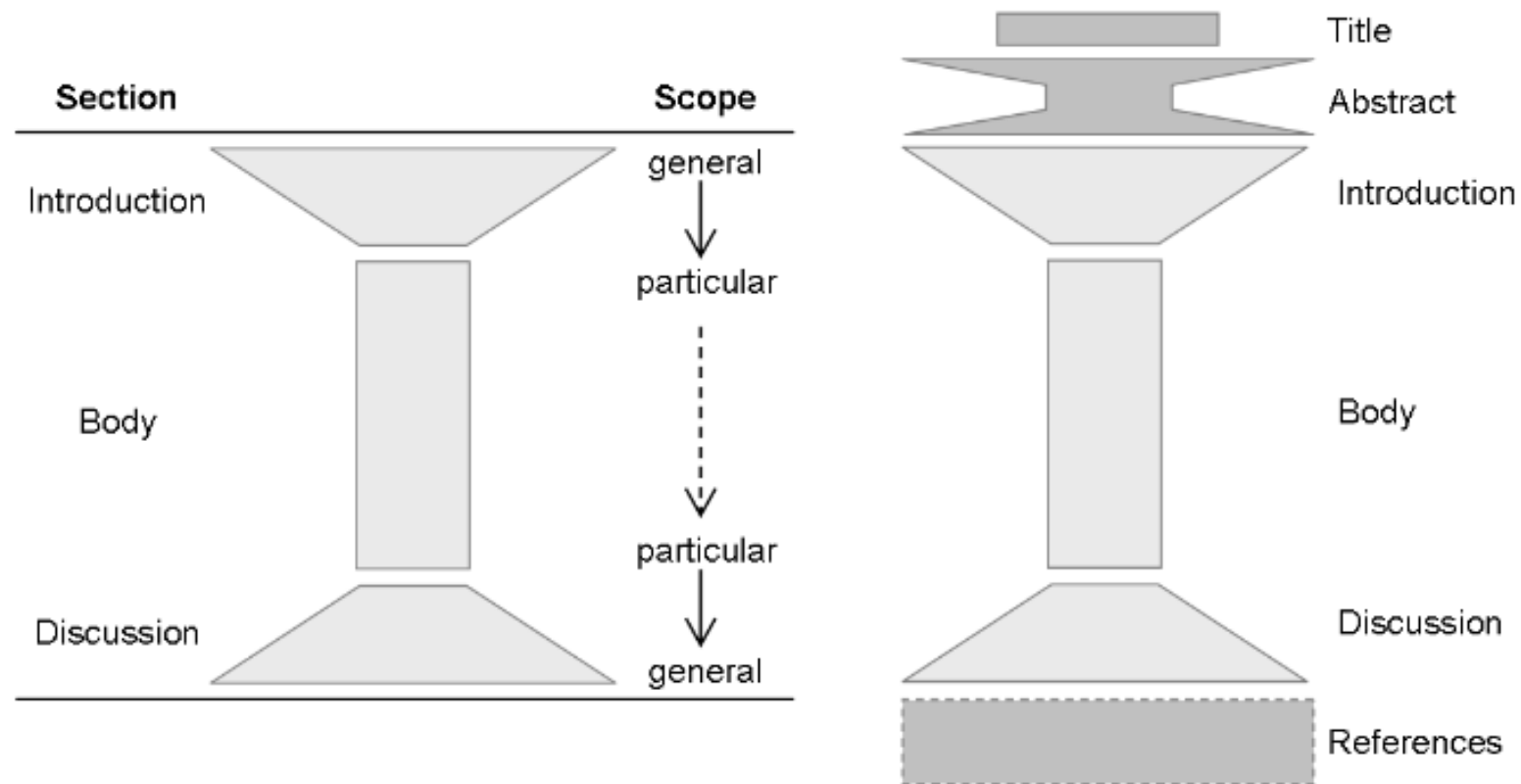
- Write-up should conform with precision & clarity to semantic & syntactic standards
- Study should be broadly generalizable, in that it has power & influence over a wide area pertaining to that particular field of knowledge.
- The case study or the data sampled in your paper should be applicable to the general population, otherwise the scope is too narrow to be taken seriously.

# PREPARING YOUR MANUSCRIPT





# MANUSCRIPT ORGANIZATION



Title	8 – 15 words
Abstract	200 – 250 words
Keywords	6 – 8 keywords
Introduction	500 – 1 000 words
Literature review (Alternatively: Background, conceptual development or conceptual framework)	1 000 – 2 000 words
Methods (Alternatively: Methodology)	500 – 1 000 words
<ul style="list-style-type: none"> <li>• Sampling <ul style="list-style-type: none"> <li>▪ Target population and research context</li> <li>▪ Sampling</li> <li>▪ Respondent profile</li> </ul> </li> <li>• Data collection <ul style="list-style-type: none"> <li>▪ Data collection methods</li> </ul> </li> <li>• Measures (Alternatively: Measurement)</li> </ul>	
Results (Alternatively: Findings)	1 000 – 1 500 words
<ul style="list-style-type: none"> <li>• Descriptive statistics (Alternatively: Preliminary analysis)</li> <li>• Hypothesis testing (Alternatively: Inferential statistics)</li> </ul>	
Discussion	1 000 – 1 500 words
<ul style="list-style-type: none"> <li>• Summary of findings</li> <li>• Managerial implications</li> <li>• Limitations</li> <li>• Recommendations for future research</li> </ul>	
Total	4 000 – 7 000 words

## GENERAL ADVISE TO NON-NATIVE WRITERS...

- NEVER TRANSLATE- This will damage the grammar of your english and your vocabulary etc.

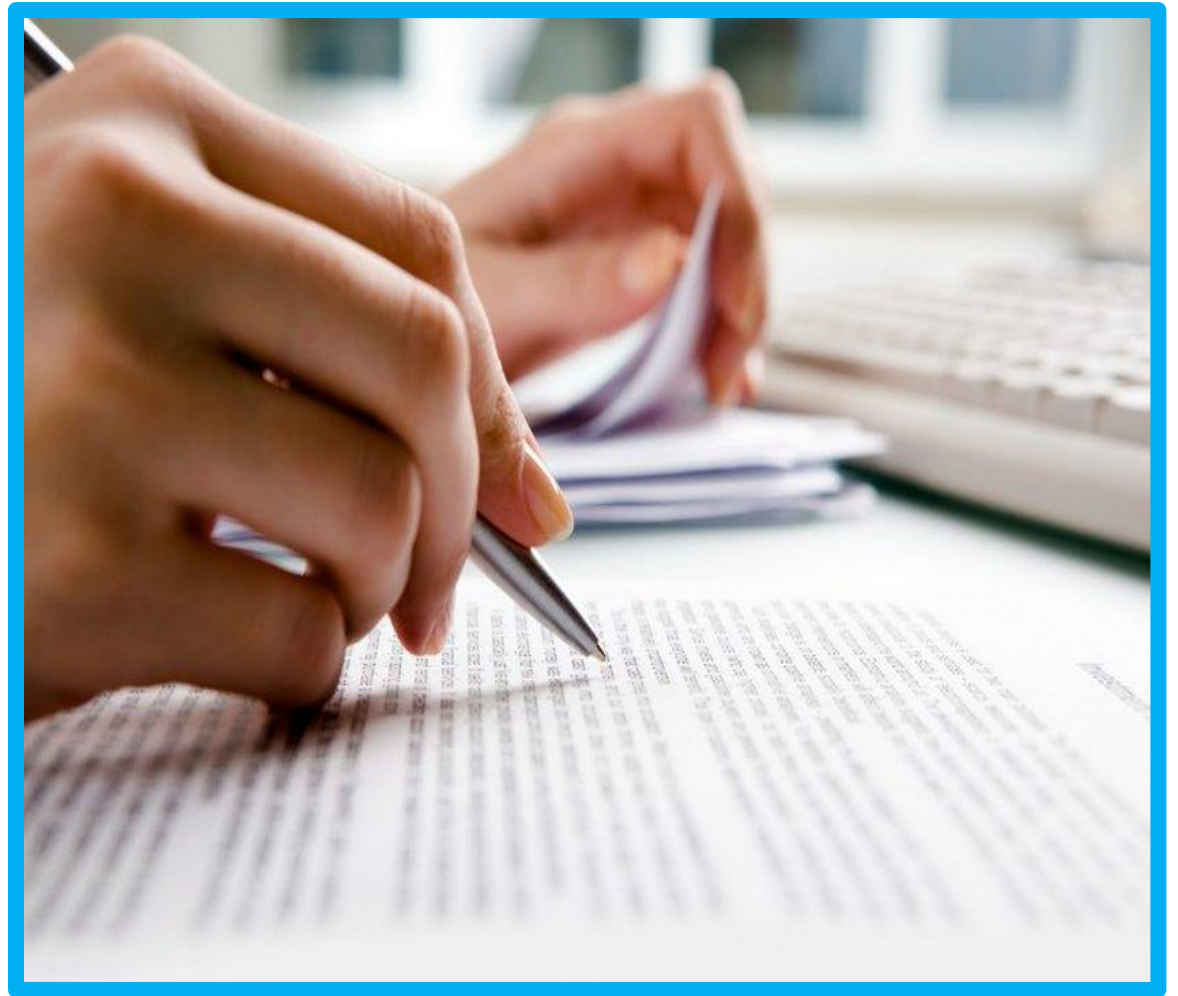
Penyelidikan ini dilakukan untuk membangunkan sistem pengurusan padi di Skim Pengairan Sungai Sireh-Tanjung Karang, Selangor melalui pembinaan model menggunakan perisian pemodelan Sistem Sokongan Keputusan untuk Pemindahan Teknologi Tani(DSSAT) serta kaedah mempertingkatkan kadar produktiviti penghasilan padi melalui cadangan langkah pengurusan yang efisien. Methodologi penyelidikan ini merangkumi kerja lapangan, analisis makmal, analisis statistik data serta pembinaan model DSSAT. Dua plot bersaiz 25m2 telah diusahakan di kawasan kajian penyelidikan di plot kajian C, Stesen Penyelidikan MARDI, Tg. Karang, Selangor di mana jadual penanaman serta amalan pengurusan plot telah direkodkan bagi Luar Musim tahun 2009. |

Research was conducted to develop a management system rice Sireh River Irrigation Scheme-Tanjung Karang, Selangor by building models using modeling software Decision Support System for Agro Technology Transfer (DSSAT) and the method of improving the productivity rate of rice production through the efficient management of the proposed measures. The methodology of this research include field work, laboratory analysis, statistical analysis of data and the construction of DSSAT model. Two 25m2 sized plot has been cultivated in the study area of research in the study plot C, MARDI Research Station, Tg. Karang, Selangor where the planting schedule and plot management practices were recorded for the 2009 season is.

- Write in many short, simple sentences.
- Write “long”, produce 1,000 words that will end up to 7,000 words.



# **Rules of Thumb for Writing Research Article**



# 1. TITLE

- **Normally 15 WORDS** but law & management journals can go more than 20 words!
- **Brief (short & sharp)** phrase describing/reflecting the contents of the paper.
- Print authors' full names and **affiliations**, the name of the corresponding author along with **HP/office phone (International Code)**, **e-mail** information & **complete** current addresses.
- Be consistent with your own names for e-search databases/citation purposes.
- **Concise and informative** - titles are often used in information-retrieval systems.

A decorative graphic on the left side of the slide, consisting of several overlapping, semi-transparent geometric shapes in shades of gray and white, creating a modern, abstract background element.

## How does a GOOD title looks like?

- The fewest possible words that adequately describe the contents of the paper.
- Identify the main issues.
- Begin with the subject of the paper.
- Accurate, specific and complete.
- No abbreviations, ie WWF, GIS.
- Attract readers.

# Title

**Try to pick a  
catchy title!**

## **RULES OF THUMB FOR WRITING RESEARCH ARTICLES<sup>1</sup>**

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## 2. ABSTRACT

The abstract (now generally considered the same as a summary) is **the first thing seen**. It may be the **only part of the article that is read**.

The abstract “floats free,” appearing in various databases and on the internet. **For easier electronic retrieval, front-focus both your title and line one of your abstract.**

According to Professor Lilleyman (Hall, 1998) an abstract should reveal:

- “why what was done was done
- what was done
- what was found
- what was concluded”

And . . . the abstract must be “**the most highly polished part of the paper.**”

- ✓ **100-250 WORDS, sometimes 350 words**
- ✓ **Informative** and completely **self-explanatory**
- ✓ Briefly present the topic with 1-2 lines of:
  - **introductory** statement,
  - **objective/s**,
  - scope of the **experiments/methodology**,
  - major **results/findings** (indicate significant data & results)
  - **conclusions** (with research limitations/Implications (if applicable) – Exclusions/next steps, practical implications (if applicable) – Applications to practice/'So what?' Social implications (if applicable) – Impact on society/policy/future Work/suggestions/recommendations)



- Originality/value – Who would benefit from this and what is new about it?
- ✓ Sentences must be complete & active verbs used. The **3<sup>rd</sup>. Person (He, She, They)** should not be used,
- ✓ Should be written in the **past** tense & standard nomenclature should be used and **NO abbreviations**
- ✓ **No** literatures be cited or quoted in the abstract since your abstract is your summary highlights of your own work/research

# Abstract

## Abstract

The paper provides 'rules of thumb' for writing research articles (RA) and getting them published. These were discussed during the "Scientific writing course" organized for ITC PhD students by Cressie Communication Services. Important aspects of macro and sub-structure of a paper were selected through group discussions. The substructure and functions of different sections of RAs are described. Results of previous investigations and interviews among journal editors were used to summarize what makes a good RA. It was concluded that clear, logical, coherent, focused, good argument and well-structured writing gets the paper published and read. Some important rules of the thumb selected were: "Adjust your writing to the audience and purpose", "Avoid redundancy and unnecessary explanations" and "Write like you speak and then revise".

**Abstract should be short but give the overall ideas: what was done, what was found, and what are the main conclusions**

### 3. KEYWORDS

- **Usually 5-8 WORDS**
- For the purpose of indexing/references. i.e to enable searches in databases, include all the keywords of your research.
- NOT necessarily represent all the words in your title.
- Some journals, esp. submission through ScholarONE Manuscript Central already specified the keywords in a particular chosen field.
- Try to avoid abbreviations except standard ones.
- Avoid place/country as your keywords!

# Keywords

**Keywords:** Research article, rules of thumb, structure, publishing.

When selecting  
KWs, Imagine you  
are searching for  
your article in  
some database

## 4. INTRODUCTION

- **Normally 1-1.5 PAGE** but more with business/management papers
- Should provide a **clear statement** of the problem, **the relevant literature** on the subject, and the proposed gap/approach or solution in **present** tense
- Lays the overview/groundwork for why the paper that follows is important-often includes the definition of relevant terms, a literature review, any hypotheses, and how this paper differs from other studies or papers on this topic
- Provides insights to the current or past problem

## 4. INTRODUCTION ...cont

- It should be **understandable** to colleagues from a broad range of scientific disciplines.
- At least **15-20 REFS** cited with most current literatures of 1-3 years back from the year of submission. e.g. 2023 submission must have 2022, 2021 & 2020 refs although your research has been conducted 5-10 years ago.
- May include research **questions & justifications** of study
- Outline how your work adds to knowledge/fills the gap
- **Objective** must appear in the last paragraph



identify the factors that predict managers' career success. Social cognitive career theory was used as the theoretical foundation of this study. This issue is significant for individuals, organizations and human resource developers. To individuals, the study outlines the necessary ingredients for managers' career success, hence directing managers to the acquisition of materialistic advancement, and power as well as job and career satisfaction. To organizations, the study emphasizes the significance of an appropriate career development system that empowers employees to become active participants in managing their careers. To human resource developers, the benefits stem from having a broad scrutiny of practices related to the future rather than the past.

The paper is organized as follows: we begin by reviewing the definitions of career success that were used in career success studies with emphasis on both objective and subjective career dimensions. Secondly, we describe social cognitive career theory as the theoretical background that relates to the four key predictors. The proposed key predictors are the basis for hypotheses on predictors of public sector managers' career success. Thirdly, we review research on associations between the four key predictors and managers' career success. Fourthly, we conclude by formulating a theoretical framework for evaluating public sector managers' career success as well as offering HRD implications. This review is based on an extensive literature search of studies published all over the world, including studies published in Malay in Malaysia. We first identified the key words "career success", "objective and subjective career success", "managers", "managerial career development" and "social cognitive career theory". Based on the university's subscribed databases/journals, such as Emerald, EBSCOHost, SAGE, Science Direct and Blackwell Synergy, we found that the majority of studies come from the USA, the UK and other European countries.

# Introduction

## I. INTRODUCTION

A scientific or research article or paper is a technical (or essayistic?) document that describes a significant experimental, theoretical or observational extension of current knowledge, or advances in the practical application of known principles (O'Conner and Woodford, 1976). It is important to emphasize that a research article (further referred as RA) should report on research findings that are not only sound (valid) and previously unpublished (original), but also add some new understanding, observation, proofs, i.e. potentially important information (Gordon, 1983). Unlike a novel, newspaper article or an essay, a RA has a required structure and style, which is by international consensus known as "Introduction Methods Results and Discussion" or IMRaD. However, a RA is not only a technically rigid document, but also a subjective intellectual product that unavoidably reflects personal opinions and beliefs. Therefore, it requires good skills in both structuring and phrasing the discoveries and thoughts. These skills are acquired through experience, but can also be taught.

**MOVE 1:**  
**Introduce the**  
**topic and**  
**emphasize why**  
**is it important!**

# Introduction...(con't)

**MOVE 2:  
Relate to  
current  
knowledge:  
“What’s been  
done” and  
“What need’s  
to be done?”**

Many books have been written on general guidelines and rules to help scientists write RAs (Day, 1994; Trelease, 1958). These days, many scientific societies and groups write quite detailed publications and style manuals to help both authors and publishers to get along; see for example the CBE's style manual (1994) or the ACA-CSA-SSSA's manual (1998). What used to be short guides for writing a RA has been extended to the level of meso and micro-elements of the paper. Various authors have investigated the principles of creating a good title (Ackles, 1996), writing a good abstract or introduction (McPhee, 2001; Swales, 1981). Some go to the level of the micro-structure of RA (sentences) and provide a framework for a logical structure between the words (Gopen and Swan, 1990; Kirman, 1992). However, writing a RA is still a "monkey-puzzle tree", especially if you are a non-native English speaker (further referred to as L2). What makes a good paper and which rules of thumb are the most important for these researchers?

**Bring the  
GAP**



# Introduction...(con't)

**MOVE 3:**  
**Introduce**  
**your work**  
**Give the**  
**purpose and**  
**main**  
**objective**

Following this question, we tried to formulate some rule of thumbs for easier writing (or better to say publishing) of RAs. These rules gathered from discussions during the "Scientific writing for non-native English speakers" course, but also come from our personal experiences with scientific writing. The main idea was to summarize main conclusions from these discussions and bring them all together in a form of a paper.

**Objective**



## 5. METHODS & MATERIALS

- Should be **complete enough** to allow experiments to be replicated or reproduced.
- Only truly new procedures should be described in detail .
- Previously published procedures should be cited, and important modifications of published procedures should be mentioned briefly.
- Capitalize trade names and include the manufacturer's name and address (if applicable).
- Subheadings should be used & consistent with the order of methodology.
- Methods in general use need not be described in detail.

## 5. METHODS & MATERIALS ...cont

- Explain why you selected the sample & group you did/participants.
- Other previous relevant research must be presented adequately.
- Why did you use a particular questionnaire/instrumentation & why it was selected?
- What is its validity & reliability?
- Describe the measure you used.



# Methodology

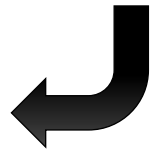
## II. METHODOLOGY

The Scientific writing course, organized annually for ITC PhD students, was held in period from March 8<sup>th</sup> until April 26<sup>th</sup> 2002. There were nine students, who followed five full-day classes. This gave enough time to do numerous home-works and assignments. The classes were organised in a way that participants worked in groups or individually and discussed the most important issues, first among themselves and then as a whole group. The following topics were discussed in more detail (in chronological order): standard structure or elements of an RA, macro, meso and micro levels of a RA, general problems with readability and communication, functions and content of Introduction, Methods, Results and Discussion section, writing successful abstracts and principles of submitting and publishing a RA. The participants were from eight countries (L2) and four continents, which was a ground for discussion of cultural-academic differences (Prince et al., 1999). The working material and facilities were organized by Ian Cressie (Cressie, 2002), while most of the classes were lead by Michael Gould, documentation consultant and advisory editor. Participants generated some graphs and flow diagrams manually (Fig. 1), which we then modified and transferred to a manuscript form.

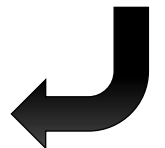
**Describe  
Experimental  
set-up**

**Explain used  
techniques**

**Object of  
the study**



**Establish  
an author's  
voice**



# Methodology...(con't)

The basic concept of the course is that the students should learn from the real examples and on their own mistakes. In most of the cases, participants were analysing and correcting each-others work. In other cases, participants were making comments on examples prepared by Ian Cressie. Typical exercise was, for example: a short RA is given to students who have to write a missing abstract respecting the rules and functions of an abstract.

Most of the rules mentioned in this article were agreed by the majority of participants. We have also used results of previous investigations and inquiries of journal editors to support general conclusions. Nevertheless, some of the statements and principles reflect personal views and opinions and should not be confused with the cited literature. The listed rules and tips given here apply primarily to application-based sciences and RAs intended for publication in such journals.

**RA is like a  
cook-book!  
Be specific  
and provide  
all necessary  
details**

## 6. RESULTS & DISCUSSION

- Clear & precise
- Must be in-line/in order with your methodology, written in past tense
- Explain & discuss why you get such results- may cite previous refs for comparisons. be crisp!
- Better illustrated with charts/graphics/tables (charts/graphs preferable than tables)

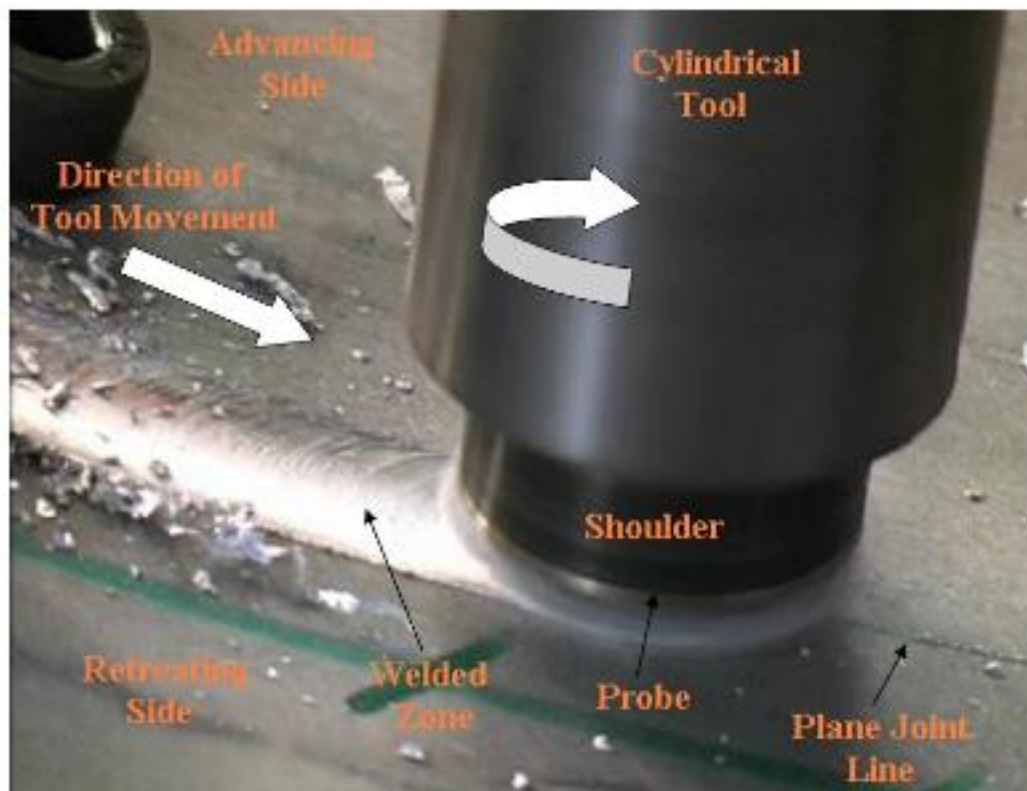


Fig. 1

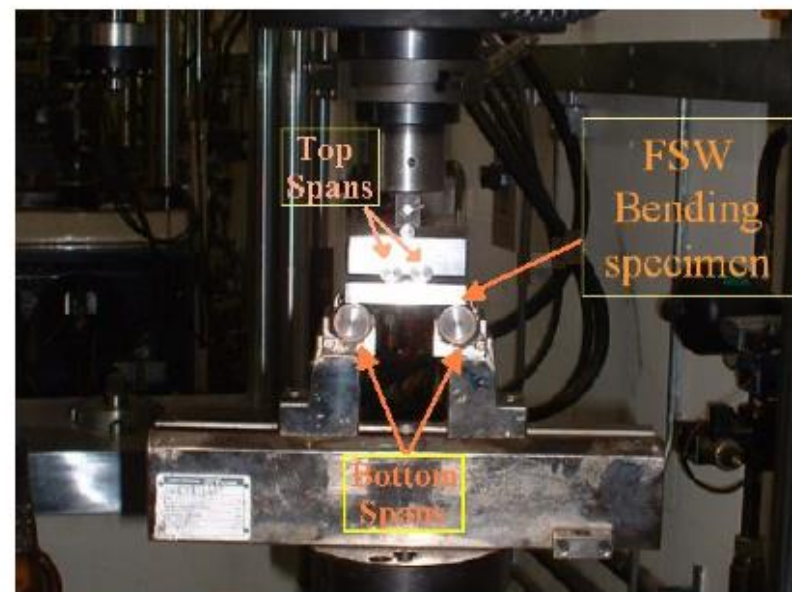


Fig. 3



Fig. 2

## 6. RESULTS & DISCUSSION...cont

- All figures & tables must be referred to as close as possible in text
  - Past tense when describing findings in the authors' experiments
  - Previously published findings should be written in the present tense
  - Results should be explained, but largely without referring to the literature

## Discussion section with subheads:

- “1. Statement of principal findings;
2. Strengths and weaknesses of the study;
3. Strength and weakness in relation to other studies, discussing particularly any differences in results;
4. Meaning of the study: possible mechanisms and implications for clinicians or policymakers;
5. Unanswered questions and future research.”



# Results

## III. RESULTS

### RA structure and style

**Give  
summary  
results**

A RA was first divided in number of article sections (further referred to as RAS) and elements (RAE). Participants agreed that the main article sections that are inevitable in any modern journal are, in this order: Title, Authors, Abstract, Introduction (I), Methodology (M), Results (R), Conclusions and Discussion (D) and References. These are the core body of RA. Additional listed RAS's were: Author-paper documentation, Keywords, Acknowledgements, Abbreviations and Appendices. The RAEs listed were: tables, figures (graphs, maps, diagrams, sketches etc.), equations, citations and footnotes and comments. The RAEs can come in different places in the RA, however tables and figures are more usual in Results section and equations and citations in Methodology and Introduction. All these RAS's and RAEs have their function and required style and should form a coherent unity. The functions of main RAS's and discussed rules of thumb are given in Table 2.

# Results...(con't)

**Compare  
results**

Participants agreed that some RA, even with good data and interesting results, will be rejected if the style and format of the paper are not tailored for the audience. This agrees with the results of investigations among 116 editors (Gosden, 1992; Fig. 1), who identified following most frequent causes to reject an L2 author: unclear text, incoherent development of the topic in paragraphs and incorrect use of grammar. In addition, the participants analysed an exemplary flawed paper by unknown author and decided to reject it after some discussion. The list of reasons for rejection can be seen in Table 1.

**Focus:  
put more  
focus on  
what  
should be  
emphasized**

## 7. CONCLUSION & IMPLICATION

- Must fulfill the study objectives (eg. two conclusions for two objective statements)
- Include how the paper advances research in this area. what is unique about it?
- Refers to only work done in the study
- Should not be more than one third of a page (or better still 1 paragraph)
- Include study practical implications/ recommendations\* or future works

***\*RECOMMENDATIONS MUST BE IN  
ACCORDANCE WITH FUTURE STUDY  
IMPROVEMENTS FOR BETTER  
ACCURACY TO BE CONDUCTED BY  
FUTURE RESEARCHERS***

# Conclusion and Discussion

## IV. CONCLUSIONS AND DISCUSSION

**Answer  
research  
questions**

**Give  
summary  
conclusions**

What is the purpose of a RA and what makes it a good one, and who decides that it is a good RA? Are there rules for easier writing? If the main function of a RA is to transfer a new knowledge on a research topic, then a good paper is the one that is clear, coherent, focused, well argued and uses language that does not have ambiguous or equivocal meaning. However, it is not only the message that is important. The RA must have a well-defined structure and function in serve like a cook-book, so the others can reproduce and repeat explained experiments.

There are some rules that can make the writing and publishing of RAs 'easier'. Here, we summarised some 'golden' rules that should always be in the mind of an inexperienced researcher (Table 3). We put all these together to make a final list of some 40 logical steps, which can be find in the Appendix.

# Conclusion and Discussion...(con't)

## Unexpected findings

Although, it was assumed that the 'thicker' articles with wider range of vocabulary is preferable in the editors hands, the editors (and probably the readers) prefer simple, clear and coherent writing, rather than a fancy or complex, pseudo-scientific style. Also Funkhouser and Maccoby (1971) showed that the information gain is especially enhanced by the "use of examples", i.e. it helps a lot to use some non-science material, such as everyday life parallels, historical points, etc. On the other hand, some sections, such as Introduction and Discussion, have to intrigue readers and attract interest and should therefore not be over-simplified. For example, a mysterious title can catch readers' attention and will be easily remembered (e.g.: T.Y. Li and J. Yorke named their famous paper on chaos: "The period three means chaos"). Some sections require more skill and are more important. It is approximated that from all published journal RAs in the world, only less than 5% are read in detail. However, more than 50% of abstracts are read and so the quality of an abstracts is much more important (Gordon, 1983). Therefore, the abstract should present the 'story' of the RA in miniature and should be readable standalone.

# Conclusion and Discussion...(con't)

## Establish newness

The sub-structure of an Introduction was first described by Swales (1981) with so called "four moves". These latter on become three, the so-called CaRS model (Create-A-Research-Space) that are: establish a research "territory", establish a research "niche" and occupy the niche (Swales and Feak, 1994). In this case, participants concluded that especially the meso-structure of the Introduction and Discussion RAS should follow some logical flow of 'moves' (Fig. 2 & 3). The more structured and more exact is the paper, the easier it will get published. Each of RA elements has to fulfil its function in order to achieve this goal.



# Conclusion and Discussion...(con't)

**Explain discrepancies**

However, this is not the whole story. A RA has to aim at specific audience/Journal, has to be novel and of high interest. Finally, one thing should be uppermost in researchers' minds: a good article is not only an article that has been published in a top journal - it is the reaction it causes that makes the difference. Therefore, a good article is the one that is read and cited (Publish or Perish!). In some cases, even a good paper will get rejected by the editors, i.e. journal. Unfortunately, sometimes the reasons can be subjective (maybe 1/3<sup>rd</sup> of all cases). Editors are often biased, they prefer one or other approach, academic level, gender... nation. These problems and issues such as fraud, plagiarism and ethics (Rossiter, 2001) were not discussed in this article but they certainly need attention.

**A GOOD  
ARTICLE IS  
THE ONE  
THAT IS  
READ AND  
CITED**

# Conclusion and Discussion...(con't)

## Further research and implications

The searching, input and formatting of references, has been lately largely improved by the help of so called "information management tools" (Endnote, ProCite etc.). In addition, the role of companies involved in 'sorting' and 'filtering', such as Institute for Scientific Information (ISI), will increase. In future, we can expect more structured guidelines for writing a RA (templates?). The RA will also probably support multimedia (animations, sound recordings), which will improve communication between the readers/users and authors. These innovations will inevitably require require some new rules of thumb.

# REFERENCES

**Responsibility for the accuracy of bibliographic citations lies entirely with the authors**

## ❑ Citations in the text

- Cite your own past relevant work, referees you like & journals you are going to submit
- Please ensure that every reference cited in the text is also present in the reference list (and vice versa).
- Avoid citation in the abstract.
- **Unpublished results and personal communications** should not be in the reference list, but may be mentioned in the text.
- Citation of a reference as '*in press*' implies that the item has been accepted for publication.

# Acknowledgements

- Be polite!!
- Never refer to yourself as kind, as in “I kindly thank her.”  
**Very bad!** Others kindly aid YOU.
- “Thanks for all those educational experience during nights in the lab.” —
- Organization which has funded the study.
- Editor and anonymous reviewers

- 
- A decorative graphic on the left side of the slide, consisting of several overlapping, semi-transparent geometric shapes in shades of gray and white, creating a modern, abstract background element.
- Avoid the task of creating a dozen splendid phrases like:

“My heartfelt thanks go to / My deepest appreciation / deeply indebted to / I warmly thank / my sincere gratitude goes to / X deserves thanks / X earns my thanks / my gratitude overflows—”

One phrase or line per person then shows why you are grateful to each:

“My warmest appreciation goes to **A** for his constant wise guidance, to **C** for her humor and cheery encouragement, to **D** for his aid with statistics, to **E**, **G**, and **K** for their faithful support, and to **L** and **M** for their excellent laboratory assistance.”

# Writing a RA in 40 STEPS!

MAKE  
DRAFT

- STEP 1 Make a working **title**
- STEP 2 Introduce the **topic** and define terminology
- STEP 3 Emphasize why is the topic important
- STEP 4 Relate to **current knowledge**: what's been done
- STEP 5 Indicate the **gap**: what need's to be done?
- STEP 6 Pose research **questions**
- STEP 7 Give purpose and **objectives**
- STEP 8 List methodological **steps**
- STEP 9 Explain **theory** behind the methodology used
- STEP 10 Describe **experimental set-up**
- STEP 11 Describe **object** of the study (technical details)
- STEP 12 Give summary **results**
- STEP 13 Compare different results
- STEP 14 Focus on main **discoveries**
- STEP 15 Answer research questions (**conclusions**)
- STEP 16 Support and defend **answers**
- STEP 17 Explain conflicting results, unexpected findings and **discrepancies** with other research
- STEP 18 State **limitations** of the study
- STEP 19 State importance of findings
- STEP 20 Establish **newness**
- STEP 21 Announce **further research**
- STEP 22 **ABSTRACT**: what was done, what was found and what are the main conclusions



# Writing a RA in 40 STEPS!...(con't)

## REVISE

- STEP 23 Is the title clear and does it reflect the content and main findings?
- STEP 24 Are key terms clear and familiar?
- STEP 25 Are the objectives clear and relevant to the audience?
- STEP 26 Are all variables, techniques and materials listed, explained and linked to existing knowledge - are the results reproducible?
- STEP 27 Are all results and comparisons relevant to the posed questions/objectives?
- STEP 28 Do some statements and findings repeat in the text, tables or figures?
- STEP 29 Do the main conclusions reflect the posed questions?
- STEP 30 Will the main findings be unacceptable by the scientific community?
- STEP 31 Is the text coherent, clear and focused on a specific problem/topic?
- STEP 32 Is the abstract readable standalone (does it reflect the main story)?

# Writing a RA in 40 STEPS!...(con't)

## POLISH

- STEP 33 Are proper tenses and voices used (active and passive)?
- STEP 34 Are all equations mathematically correct and explained in the text?
- STEP 35 Are all abbreviations explained?
- STEP 36 Reconsider (avoid) using of words "very", "better", "may", "appears", "more", "convinced", "impression" in the text.
- STEP 37 Are all abbreviations, measurement units, variables and techniques internationally recognised (IS)?
- STEP 38 Are all figures/tables relevant and of good quality?
- STEP 39 Are all figures, tables and equations listed and mentioned in the text?
- STEP 40 Are all references relevant, up to date and accessible?

TAKE NOTE OF THE DOS AND DON'T

Table 1. Most important reasons for rejection of a RA

Aspect	Reasons for rejection
Topic	irrelevant topic or topic of local interest only
Newness	papers offers nothing new
Focus	topic, objectives and conclusions are not connected
Methodological steps	unclear and misleading argumentation; weak methodology or results
Style	unclear, unfocused and incoherent text
Data Quality	flawed design; insignificant sample number; preliminary findings only

Table 2. Research Article Sections (RAS), main functions, preferred style and related rules of thumb.

RAS	Main functions	Preferred style	Rules of thumb
<b>Title</b>	<ul style="list-style-type: none"> <li>- indicates content and main discoveries;</li> <li>- attracts the reader's attention;</li> </ul>	<ul style="list-style-type: none"> <li>- short and simple (7-10 words);</li> <li>- purposive (aims at specific audience);</li> </ul>	<ul style="list-style-type: none"> <li>- avoid complex grammar;</li> <li>- make it catchy!</li> <li>- avoid redundancy ("An investigation of... ", "The analysis of... ", "Effect of... ", "Influence of...", "New method...");</li> </ul>
<b>Abstract</b>	<ul style="list-style-type: none"> <li>- reflects the main 'story' of the RA;</li> <li>- calls attention but avoids extra explanations;</li> </ul>	<ul style="list-style-type: none"> <li>- past (perfect) tense and passive voice(!)</li> <li>- short and concise sentences;</li> <li>- no citations, tables, equations, graphs etc.</li> </ul>	<ul style="list-style-type: none"> <li>- avoid introducing the topic;</li> <li>- explain: what was done, what was found and what are the main conclusions;</li> <li>- bring summary 'numbers';</li> </ul>
<b>Introduction</b>	<ul style="list-style-type: none"> <li>- introduces the topic and defines the terminology;</li> <li>- relates to the existing research;</li> <li>- indicated the focus of the paper and research objectives;</li> </ul>	<ul style="list-style-type: none"> <li>- simple tense for referring to established knowledge or past tense for literature review;</li> </ul>	<ul style="list-style-type: none"> <li>- use the state-of-the-art references;</li> <li>- follow the logical moves;</li> <li>- define your terminology to avoid confusion;</li> </ul>

Table 2. Research Article Sections (RAS), main functions, preferred style and related rules of thumb. (cont.)

RAS	Main functions	Preferred style	Rules of thumb
<b>Methodology</b>	<ul style="list-style-type: none"> <li>- provides enough detail for competent researchers to repeat the experiment;</li> <li>- who, what, when, where, how and why?</li> </ul>	<ul style="list-style-type: none"> <li>- past tense but active voice(!);</li> <li>- correct and internationally recognised style and format (units, variables, materials etc.);</li> </ul>	<ul style="list-style-type: none"> <li>- mention everything you did that can make importance to the results;</li> <li>- don't cover your traces ("some data was ignored"), establish an authors voice ("we decided to ignored this data");</li> <li>- if a technique is familiar, only use its name (don't re-explain);</li> <li>- use simple(st) example to explain complex methodology;</li> </ul>
<b>Results</b>	<ul style="list-style-type: none"> <li>- gives summary results in graphics and numbers;</li> <li>- compares different 'treatments';</li> <li>- gives quantified proofs (statistical tests);</li> </ul>	<ul style="list-style-type: none"> <li>- past tense;</li> <li>- use tables and graphs and other illustrations;</li> </ul>	<ul style="list-style-type: none"> <li>- present summary data related to the RA objectives and not all research results;</li> <li>- give more emphasise on what should be emphasised - call attention to the most significant findings;</li> <li>- make clear separation between yours and others work;</li> </ul>

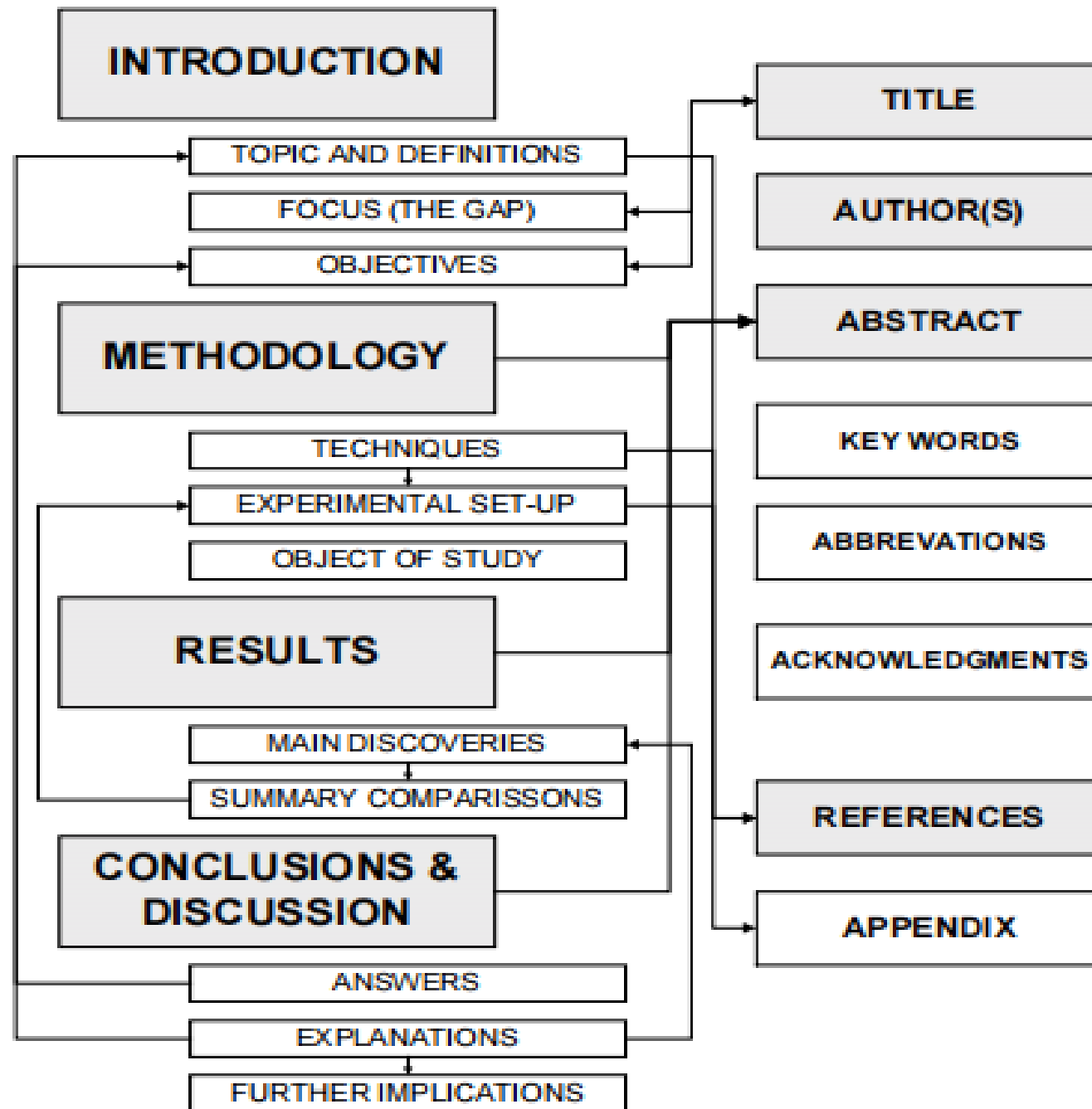
Table 2. Research Article Sections (RAS), main functions, preferred style and related rules of thumb. (cont.)

RAS	Main functions	Preferred style	Rules of thumb
<b>Conclusions and Discussion</b>	<ul style="list-style-type: none"> <li>- answers research questions/objectives;</li> <li>- explains discrepancies and unexpected findings;</li> <li>- states importance of discoveries and future implications;</li> </ul>	<ul style="list-style-type: none"> <li>- simple or present tense (past tense if it is related to results);</li> <li>- allows scientific speculations (if necessary);</li> </ul>	<ul style="list-style-type: none"> <li>- do not recapitulate results but make statements;</li> <li>- make strong statements (avoid "It may be concluded... " style);</li> <li>- do not hide unexpected results - they can be the most important;</li> </ul>
<b>References</b>	<ul style="list-style-type: none"> <li>- gives list of related literature and information sources;</li> </ul>	<ul style="list-style-type: none"> <li>- depends on journal but authors/editors, year and title must be included;</li> </ul>	<ul style="list-style-type: none"> <li>- always cite the most accessible references;</li> <li>- cite primary source rather than review papers;</li> </ul>



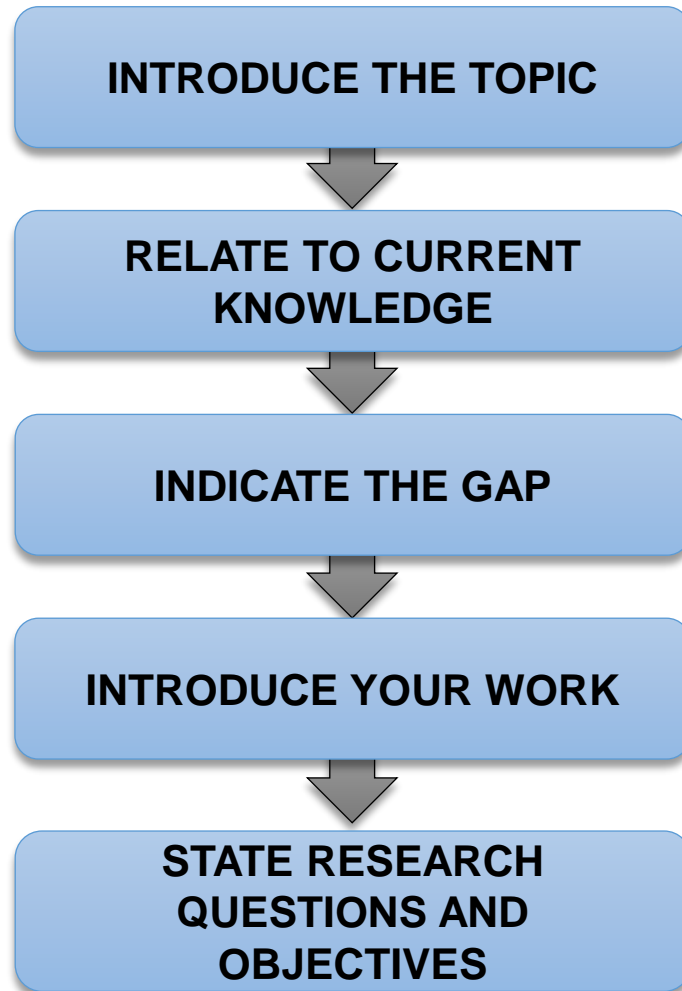
## Figure 2.

Flow diagram:  
research article  
sections (shaded)  
and subsections,  
and their main  
relations



# Logical framework for RA sub-sections of Introduction and Discussion agreed by most of the participants

## INTRODUCTION



## DISCUSSION

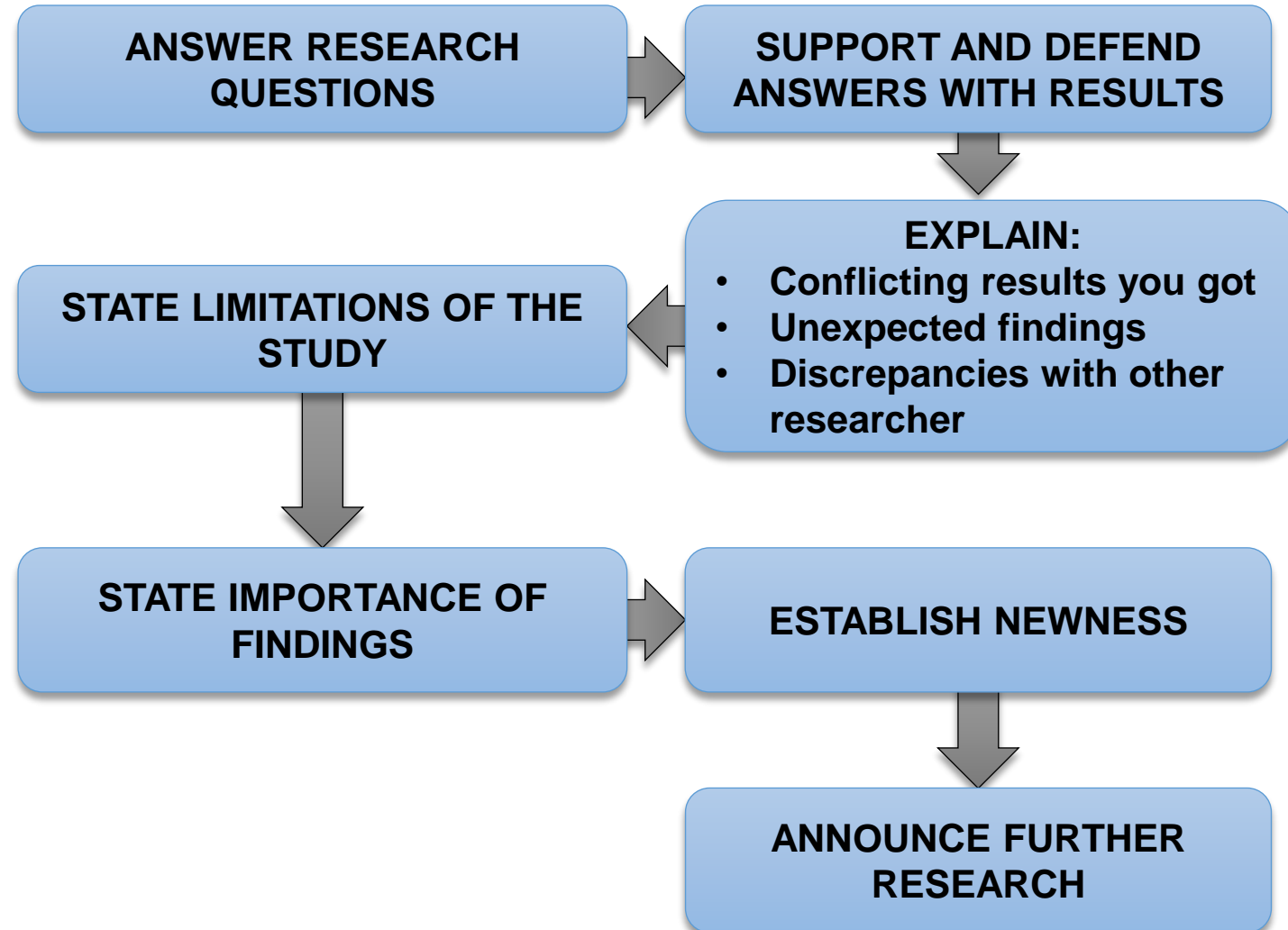
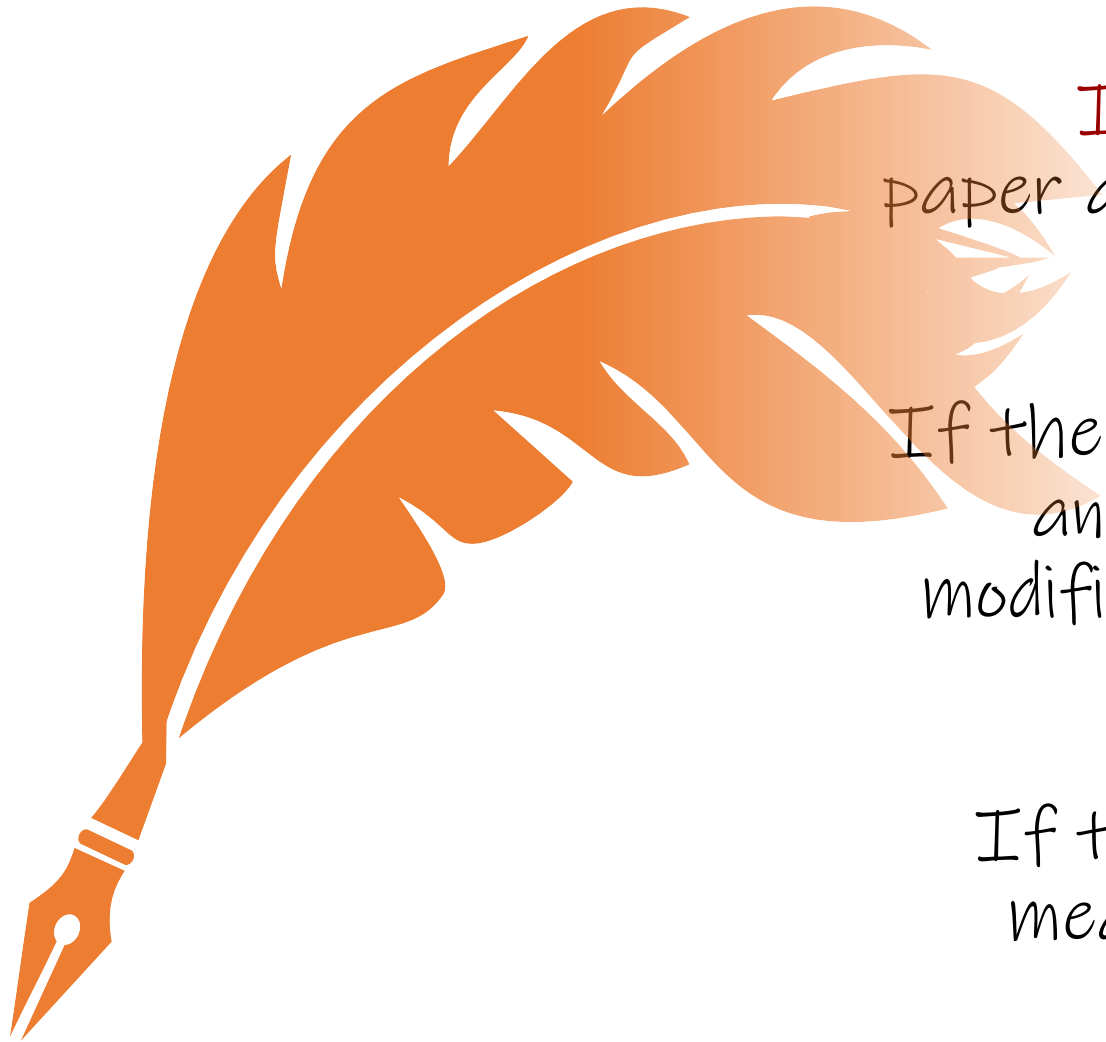


Table 3. Selected golden rules for easier publication

NAME	GOLDEN RULE
<b>TAKE A READER'S VIEW</b>	Write for your audience not for yourself.
<b>TELL A STORY</b>	Direct your RA but keep a clear focus in the paper and present only results that relate to it.
<b>BE YOURSELF</b>	Write like you speak and then revise and polish.
<b>MAKE IT SIMPLE</b>	Use simple(st) examples to explain complex methodology.
<b>MAKE IT CONCRETE</b>	Use concrete words and strong verbs, avoid noun clusters (more than three words), abstract and ambiguous words.
<b>MAKE IT SHORT</b>	Avoid redundancy, repetition and over-explanation of familiar techniques and terminology.
<b>TAKE RESPONSIBILITY</b>	Make a clear distinction between your work and that of others.
<b>MAKE STRONG STATEMENTS</b>	"We concluded... " instead of "It may be concluded... "
<b>BE SELF-CRITICAL</b>	Consider uncertainty of conclusions and their implications and acknowledge the work of others.



In my view if you have completed a paper and submitted it, more than 50% of your work **is done**.

If the paper is rejected, you can send it to another journal, even without any modifications or with modifications in line with the comments.

If they give a lot of comments, that means your paper will eventually be accepted.

# Author Responsibilities

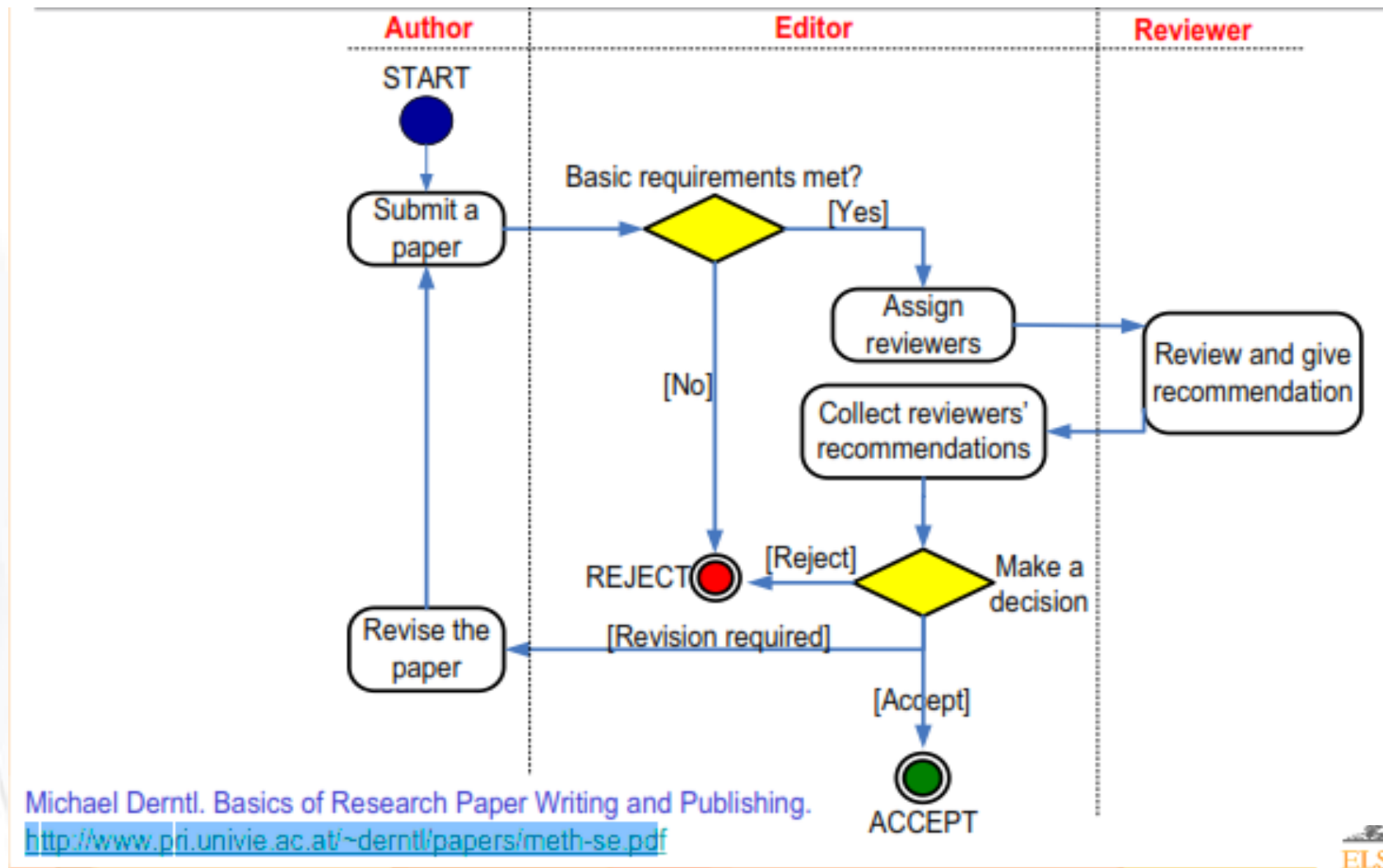
## – Preparation and Submission of Manuscripts:

### Follow General Rules:

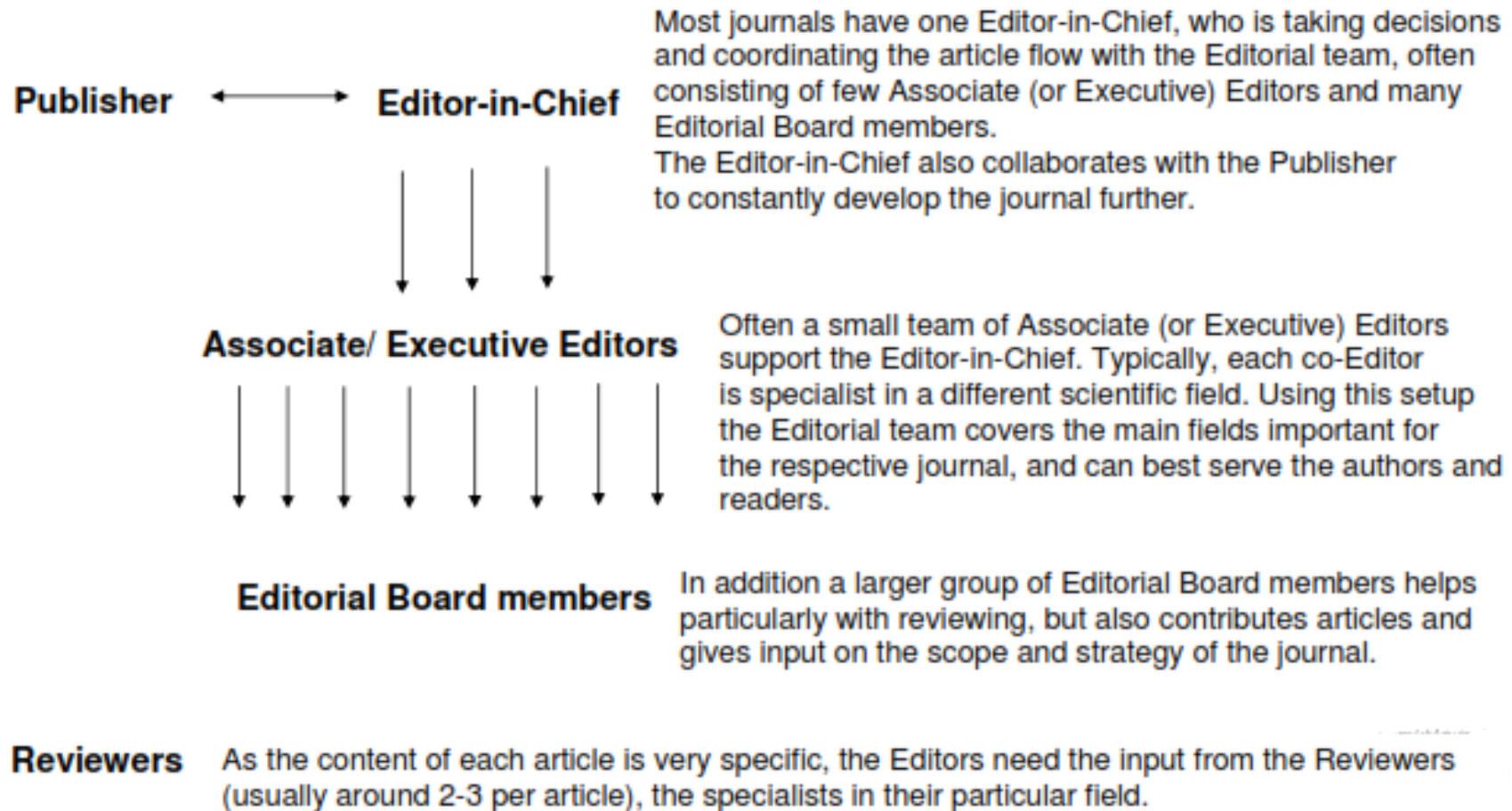
- Ensure work is new and original research
- All Authors listed on ms are aware of submission and agree with content and support submission
- Agree that the manuscript can be examined by anonymous reviewers.
- Provide copies of related work submitted or published elsewhere
- Obtain copyright permission if figures/tables need to be reproduced
- Include proper affiliation



# Who moved your manuscript?



# The journal structure : Role of Editor and Reviewer

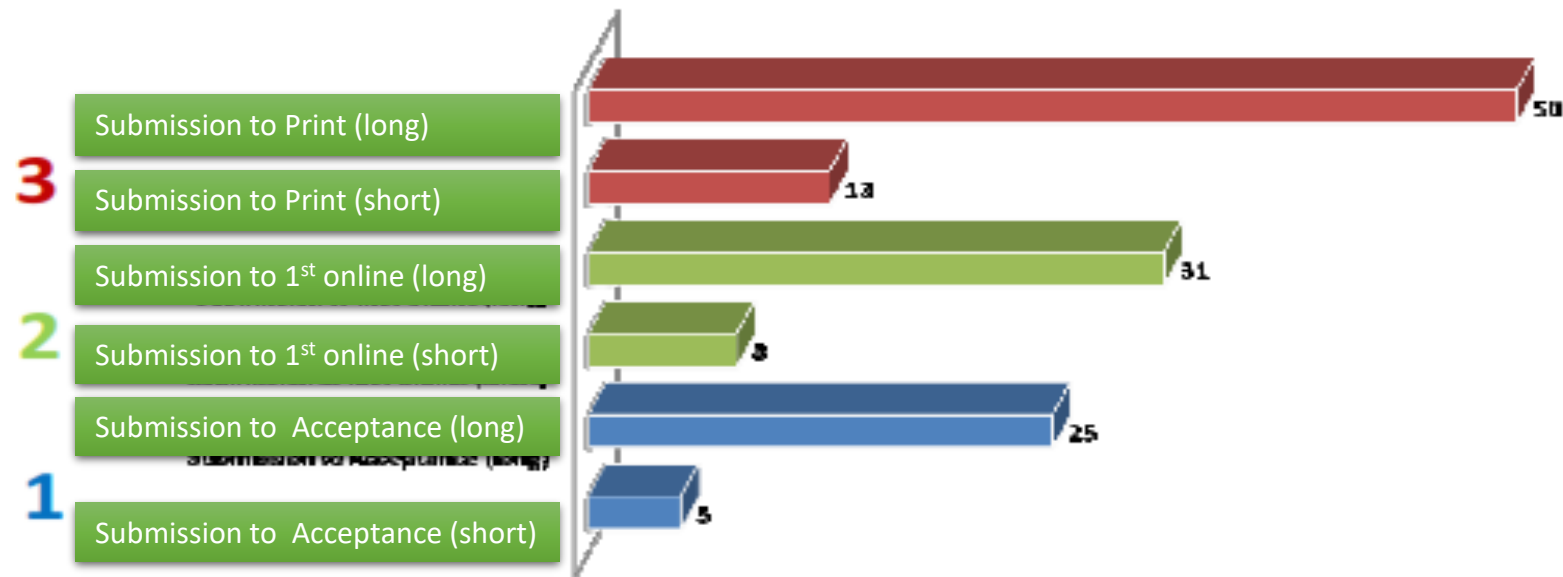




# Publishing speed

For authors looking to publish their research, the time an article takes to go through the publishing process is one of the most important consideration in selecting a journal

**Long and short publishing times (weeks)**



Many journals have now introduced a "Fast Rejection" process by the journal Editor

# Initial Editorial Review

- Many journals adopt the system of initial editorial review.
- Editors may reject a manuscript without sending it for review.

## Why?

- The peer-review system is grossly overloaded and editors wish to use reviewers only for those papers with a good probability of acceptance.
- It is a **disservice** to ask reviewers to spend time on work that has clearly evident deficiencies.

# *Best Wishes*

**Research is an extremely valuable, stimulating, challenging and satisfying task.**

**Best wishes for your continuing success.**



**TERIMA KASIH/*THANK YOU***

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