

Journal article style thesis

- Main Introduction
- [Literature review - optional]
- Objectives
- Chapter 1 (Article 1)
 - Introduction (shorter than above)
 - Objective(s)
 - Methods (more detailed than for journal article)
 - Results and discussion (and brief conclusions)

Journal article style thesis

- Chapter 2 (Article 2)
 - Introduction (shorter than above)
 - Objective(s)
 - Methods (more detailed than for article)
 - Results and discussion (and brief conclusions)
- Chapter 3 (Article 3)
 -
- Chapter 4 (Overall Conclusions)
- References
- Appendix

Organizing

- Organize by objectives
- Talk with your major professor before you start to write
- Look at other recent theses/dissertations

Choosing a Journal

- Appropriate to content of article
 - Have similar topics been covered in that journal? Similar length?
- What audience do you want to read your article?
- What is the role of “prestige” in journal selection?
- Regional, national or international?
- Is timeliness important?
- Page charges?
- Other considerations?

Journal article outline

- Title page
- Abstract page
- Introduction
 - Objectives
- Methods
 - Field experiments
 - Lab experiments
- Results and Discussion
 - Field experiments
 - Lab experiments
- [Conclusions]

Title

- May be the only thing people see. Shows up in:
 - Literature citations
 - Literature searches
 - Your vitae
- Essential that it be:
 - Informative
 - Specific
 - Appropriate for the audience

Writing a title

- List key words
- Chose the most important key words
- Be specific
- Be complete
- Put important words first
 - (e.g., not “effects of” or “observations on”)

Writing a title (continued)

- Use common name of insect if it's an Ent. Soc. of America journal (see journal for examples)
 - Give order and family
- Otherwise, generally use scientific name
 - With some descriptive word or words (e.g., the carabid beetle *Bembidion quadrimaculatum*)

Introduction

- Two goals
 - Give readers background so they can understand the problem and the paper
 - Clearly state the problem and objectives
- Broad beginning - start at a level that most or all readers already know
- Introduce the main focus or foci
 - e.g., tell about your insect
 - Introduce your ecological system

Introduction

- Start broad and narrow down to objectives
- Perhaps give goal or goals (broad, long term)
- Specific Objectives - final paragraph
- Objectives should be specific enough to define the experimental methods
- [Some authors and journals include brief methods and results in the Introduction]

Scientific names

- Always cite the full scientific name and author the first time it is used in the abstract and again in the introduction -
 - *Genus, species*, author
- After that, the name can be abbreviated as *G. species*
- If other species in the same genus have already been listed, still give the full genus name the first time.

Citations

- Generally put citations at the end of the sentence or the end of the thought
 - Blah, blah, blah (Smith and Jones 1998, Murray 1999)
- Do not list authors as part of the text unless authorship is important (e.g., breakthrough research, unusual results)
 - Smith and Jones showed for the first time that blah blah (1998)

Citations, continued

- (PROC GLM, SAS Institute 2001) for software user's manual in text. In reference list:
 - SAS Institute. 2001. PROC user's manual, version 6th ed. SAS Institute, Cary, NC.
- List citations in chronological order
 - » (Jones 1997, Brower 1999)
- Personal communication
 - (L. J. Smith, personal communication)
 - Letter or email documentation required by editor

Citations, continued

- Unpublished data (your own)
 - (unpublished)
 - (E.G., unpublished)
- Articles that have been accepted for publication
 - Smith (in press)
- Web sites
 - By author or “anonymous”
 - List site and most recent date accessed

References cited

- See Day and Gastel chapter 15
- See your specific journal
 - Follow those guidelines exactly
- Keep a full list of references
 - condense or format (number order, etc.) during the last revision before submitting
 - Keep this full reference list for future use
- Use Zotero, End Notes, etc.

References cited

(after final revisions)

- Review all references in text to be sure they are cited in References section
- Review all references in Ref Cited section to be sure they are in text

[This is tiresome but important]

Present vs. past tense in citing previous work

- What someone did is past tense:
e.g. “Smith and Jones (1998) measured black fly populations in streams.”
- Accepted knowledge is present tense:
e.g., “Black flies inhabit streams (Smith and Jones 1998).”
- If their results were a special case: “In their study, Smith and Jones (1998) found black flies in streams. However, Brown and Cummins...”
- For your results, use past tense: “We found black flies in streams.”

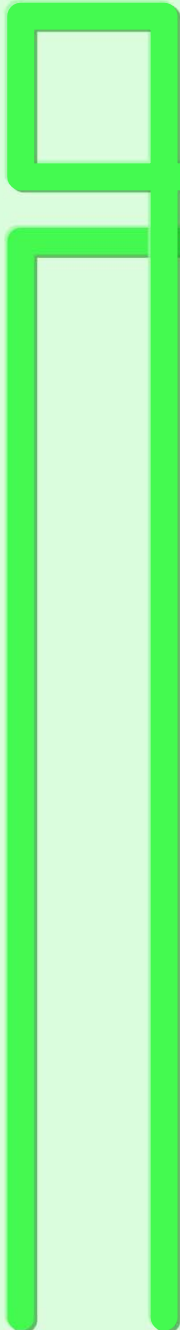
See Day and Gastel p. 191-193

Acronyms/Text abbreviations

- Acronym - a word formed from an abbreviation
- Text abbreviations (DNA)
 - Do not use abbreviations, if possible
 - » Confuses the reader
 - » Disrupts reading and interpretation process
 - Use abbreviations if they are commonly accepted in your field
 - » DNA, PCR, IPM, etc.
 - Spell out and define the first time in Intro and in Abstract

Writing Blocks

- A barrier to free expression of ideas on paper - just can't get going or keep going-
- Symptoms
 - Procrastination
 - Anxiety
 - Guilt
 - Restlessness
 - Missed deadlines
- Why do you get blocked?
 - Technical problems
 - Internal critic

- 
- Everything I do starts out a mess. You'd be embarrassed to have anybody look at it. And you just have to sit with it and push it around- and throw half of it out, and take the other half and mush that around a little bit. It just takes time. Most people just give up. *Garrison Keeler, A Prairie Home Companion*

Writing Blocks (continued)

- Unblocking at:
 - Writing the rough draft
 - » Seize a creative moment
 - » Make a writing appointment
 - Pick a time of day that is “up” for you
 - » Get started and keep going
 - Turn off your inside critic
 - » Non-stops - short timed start and stop

Writing Blocks (continued)

- » Don't get side-tracked by...
 - Telephone, email
 - Need a specific reference, spelling
 - Finding the perfect words
- » Put in notes or reminders and keep going“
...here I need to say something about xxx...”

Writing Blocks (continued)

■ Unblocking at:

- Revising and polishing

- » Now you turn on your “critic”
- » Take a break after writing and before revising
- » Put in your references, check spelling, fill in reminders
- » Change the medium (computer to print-out, different font, ?)
- » Read aloud
- » Keep previous drafts (e.g., v1, v2, etc.)
- » Get a friend to review and discuss

Revision process

■ First

- Look for overall organization, outline, logical progression
 - » Does the introduction lead the reader down to objectives
 - » Is any information left out
 - » Is there too much on a topic?
- Are there good transitions between paragraphs?
- Insert/delete/move paragraphs or sections

Revision process

■ Second

- Go back and do minor revisions
 - » Paragraph and sentence structure, spelling
 - » Fill in references, data, etc.
 - » See Day “Words and expressions to avoid”
 - » See your journal style manual

■ Finally

- Review again for overall structure, flow, details, etc.

Revision/Reviewing

- Do you ask a friend or co-worker for comments on a paper you wrote for a class?
 - Why not?
- What can other readers tell you about your writing?
- What if the reader is just stupid? Doesn't get it?
- Set up a “partnership” for reviewing each others' writing

Revision/Reviewing

- What about reviewing/critiquing papers for this class?
 - Review writing structure, style, format, etc.
 - Not a class where we do an evaluation of the science, experimental design, statistics, etc.

Revision/Reviewing

■ Reviewing in a positive manner

- Use “I messages” e.g., “This is unclear to me”, “I am having difficulty with this”,... Not, “You really screwed up here”, “You wrote this badly”, “This part sucks!”
- If something is unclear, offer a suggestion about how to fix it
- Explain why you make the suggestions/comments

Revision/Reviewing

■ Accepting reviews

- Try not to take anything personally
- It's a part of any writing process
- Remember that others in your group have as many problems with their writing as you do.
- Ask for details about why a section is confusing or why something was misinterpreted
- Don't get defensive -- "Anyone with a brain could understand this. It's perfectly clear."

Assignments

- Readings (Day and Bastel)
 - General topics (Chapters 1-6)
 - Title (Chapter 7)
 - Authorship (Chapter 8)
 - Introduction (Chapter 10)
- Title and Introduction
 - Due to your group, Matt, and Ed by Jan 27
 - Small groups meet the week of Feb 1
- Mind Maps - bring to small group meeting