



Motivation to Publish in SCOPUS and High Impact Journal Paper



Universiti Teknikal Malaysia Melaka

EXCELLENCE THROUGH COMPETENCY

- ❖ To 'clarify' the publishing process.
- ❖ To observe good practice in academic writing.
- ❖ To provide tips, insider knowledge and key questions to maximize your chances to publish in the impact journal.
- ❖ To encourage all of you to publish in JAMT.
- ❖ Follow-up: We always available to help.
- ❖ To get you sharing your knowledge, i.e. to get you writing.



- ❖ What are the **Challenges**?
- ❖ What is a **Research/Journal Paper**?
- ❖ Why We Need to **Write and Publish** a top tiered Journal Paper?
- ❖ Type of **Referred Journal Papers**
- ❖ Which is the **Suitable Journals**?
- ❖ The **Structure of a Typical Journal**
- ❖ How to **Start Writing the Good Academic Articles**

WHY WE NEED TO WRITE AND PUBLISH A JOURNAL PAPER?

- Knowledge **contribution**.
- Spreading of **research output**.
- Enhance **author prestige** - This may attract **recognition and networking** and **promotion**.
- Enhance **University/Institute recognition and reputation**-This may affect ranking, student intake and research funding.
- Demonstrate **continued technical leadership**- This technical knowledge demonstrating the level of our research.
- **Critical reviewing** by subject specialists.
- **Practical and industrial exposure** is enhanced by attributed publications.
- Developing an **international profile**.
- Enlarging **Networking**.
- **Job requirement**.
- **Personal satisfaction**.

WHAT IS YOUR PERSONAL REASON FOR PUBLISHING?

Share Knowledge

Responsibility

Requirement

Get promoted



❖ Types of journals

- ❖ Indexed Journal (**ISI and Scopus** - higher priority)
- ❖ Open **Access journals (DOAJ)**
- ❖ Other journals (Non-indexed)
- ❖ Conference proceedings (Indexed / Non-indexed)

Where to submit??

- Scope of Journal
- ISI/Scopus Indexed
- IMPACT Factor
- Journal Format
- Publication frequency
- Publication history

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Optional: refine your search by selecting up to three research fields

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| <input type="checkbox"/> Chemistry ↗ | | |

Filter

- Limit to journals with Open Access options

FIND JOURNAL

Search results (9)

Journal title **Sort by Match** Impact Factor Open Access Editorial Times Acceptance Production Times

International Journal of Thermal Sciences

Scope and information

 2,629	10 weeks	22 %	6 weeks	Optional	24 Months	\$ 3300 More info	
Match Impact	Editorial Times	Acceptance	Production Times	Open Access	Embargo period	Open Access Fee	User License

International Communications in Heat and Mass Transfer

Scope and information

 2,782	-	-	5 weeks	Optional	24 Months	\$ 2500 More info	
Match Impact	Editorial Times	Acceptance	Production Times	Open Access	Embargo period	Open Access Fee	User License

International Journal of Heat and Mass Transfer

Scope and information

 2,383	10 weeks	39 %	4 weeks	Optional	24 Months	\$ 3300 More info	
Match Impact	Editorial Times	Acceptance	Production Times	Open Access	Embargo period	Open Access Fee	User License

Case Studies in Thermal Engineering

Scope and information

 -	4 weeks	48 %	6 weeks	Yes	-	\$ 500 More info	
Match Impact	Editorial Times	Acceptance	Production Times	Open Access	Embargo period	Open Access Fee	User License

International Journal of Heat and Fluid Flow

Scope and information


 1,596	6 weeks	20 %	13 weeks	Optional	24 Months	\$ 2500 More info	
Match Impact	Editorial Times	Acceptance	Production Times	Open Access	Embargo period	Open Access Fee	User License


Experimental Thermal and Fluid Science

Scope and information

 1,99	7 weeks	30 %	8 weeks	Optional	24 Months	\$ 2500 More info	
Match Impact	Editorial Times	Acceptance	Production Times	Open Access	Embargo period	Open Access Fee	User License



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Search over **28,000** journals and **7.5** million abstracts to find the journal that's right for you

General

311 Results

<<Prev 1 2 3 4 5 ... 20 21 Next>>

Sort by



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The ASME Journal of Heat Transfer disseminates information of permanent interest in the areas of heat and mass transfer. Contributions may consist of results from fundamental research that apply to thermal energy or mass transfer in all fields of mechanical engineering and related disciplines. The ASME Journal of Heat Transfer is complementary to the ASME Journal of Applied Thermal Science and Engineering Applications, which focuses on applications.

Web of Science™ (Thomson Reuters)

Impact Factor: 1.83 | Impact Factor Year: 1

Published by ASME International

No Open Access options available | Frequency: Monthly

ISSN: 0022-1481 | EISSN: 1528-8943



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Journal Matching Options

Only journals with

Field of Study

With an Impact Factor Range ?

to

Indexed in SCI-E ?

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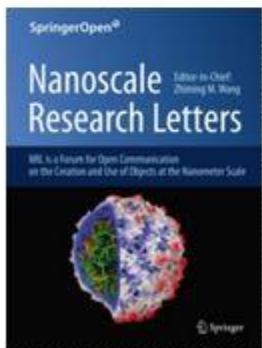
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Editor-in-Chief: Zhiming M. Wang

ISSN: 1556-276X (electronic version)

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FOR AUTHORS AND EDITORS

[2012 Impact Factor](#) **2.524**

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[Aims and Scope](#)

- ❖ The ***H-index*** is an index that attempts to measure both the **scientific productivity and the apparent scientific impact of a scientist**.
- ❖ The index is based on the **set of the scientist's most cited papers and the number of citations that they have received in other people's publications**.
- ❖ The definition of the index is that a scholar with an index of h has published h papers each of which has been cited in other papers at least h times.
- ❖ Thus, the ***h-index* reflects both the number of publications and the number of citations** per publication.
- ❖ ***H-index*** can also be applied to the **productivity and impact of a group of scientists**, such as a department or university or country.



YEAR :

OTHERS			PUBLICATIONS					RANKING & RATING	
	I/N	N	INDEX	ARTICLE	PROCEEDING	CITATION	H-INDEX	MyRA :	
MoA :			ISI :					WEBOMETRICS :	
MEM'SHIP :			SCOPUS :						
CoE :			GS :						
RG :									
GRA :								AWARDS & RECOGNITION	
STAFF (Ph.D) :			INTELLECTUAL PROPERTY		GRANTS			GOLD :	
BOOKS :			PATENT :			NO.	RM	SILVER :	
UTeM's Journals			TRADEMARK :		INTERNATIONAL :			BRONZE :	
Reseachers H-Index :			IND. DESIGN :		NATIONAL :			SPECIAL AWARD :	
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ii. $5 \leq H < 10$:			COPYRIGHTS :		PJP :			PJP :	
iii. $H < 5$:					PROD. COMMERCIALISED :			OTHERS :	

Latest Update :

- ❖ **Writing Research Paper ?????**
- ❖ **Publish in Journal ???**
- ❖ **Why bother ???**
- ❖ **Too difficult !!!**
- ❖ **I have No time !!!**
- ❖ **I have No research project / funds !!!**

- ✓ **Identify journals** relevant to your fields/areas
- ✓ **Make it a point** to submit to **the top journals first**
- ✓ Ensure your papers have **the quality required**
- ✓ Have an **internationally renown researcher/author** as research collaborators
- ✓ **Never give up!**
- ✓ Once you have **got an acceptance**, then **it will be much easier**

Inbox

Ms. Ref. No.: JMAD-D-16-07344

Title: APPLICATION OF THIXOFORMING FOR CoCrCuFeNi HIGH ENTROPY ALLOY
Materials and Design

Dear Dr. Mohd Shukor Salleh,

Given your expertise in this area, I would appreciate your comments on the above paper. I have included the abstract of the manuscript below to provide you with an overview.

You have 7 days to accept or to decline this review invitation. If you accept this invitation, your comments will be due in 14 days, from the date the invitation is accepted. If you are unable to act as a reviewer at this time, I would greatly appreciate your suggestions for alternative reviewers.

If you are willing to review this manuscript, please click on the link below:

<http://ees.elsevier.com/jmad/l.asp?i=406033&l=XLF1JOP0>

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<http://ees.elsevier.com/jmad/l.asp?i=406032&l=C5HK9T9U>

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- Rejection before review
- Rejection after review
- Other reasons for rejection

- Papers doesn't fit to the scope journal
- Paper does not make a contribution to new knowledge in the discipline
- Paper does not meet established ethical standards
- The paper is poorly written
- Paper has not been prepared according to the journal's guidelines for presentation

- Paper describes a poorly conducted study
- The research conducted was inadequate
- The literature review is inadequate
- The paper has methodological problems
- The data have been interpreted poorly
- The analysis is weak
- The paper duplicates other work/does not report on anything new



Contents lists available at ScienceDirect

Materials and Design

journal homepage: www.elsevier.com/locate/matdes



Microstructure and mechanical properties of thixoformed A319 aluminium alloy



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Materials & Design

Volume 76, 5 July 2015, Pages 169–180



Evaluation of the microstructure and dry sliding wear behaviour of thixoformed A319 aluminium alloy

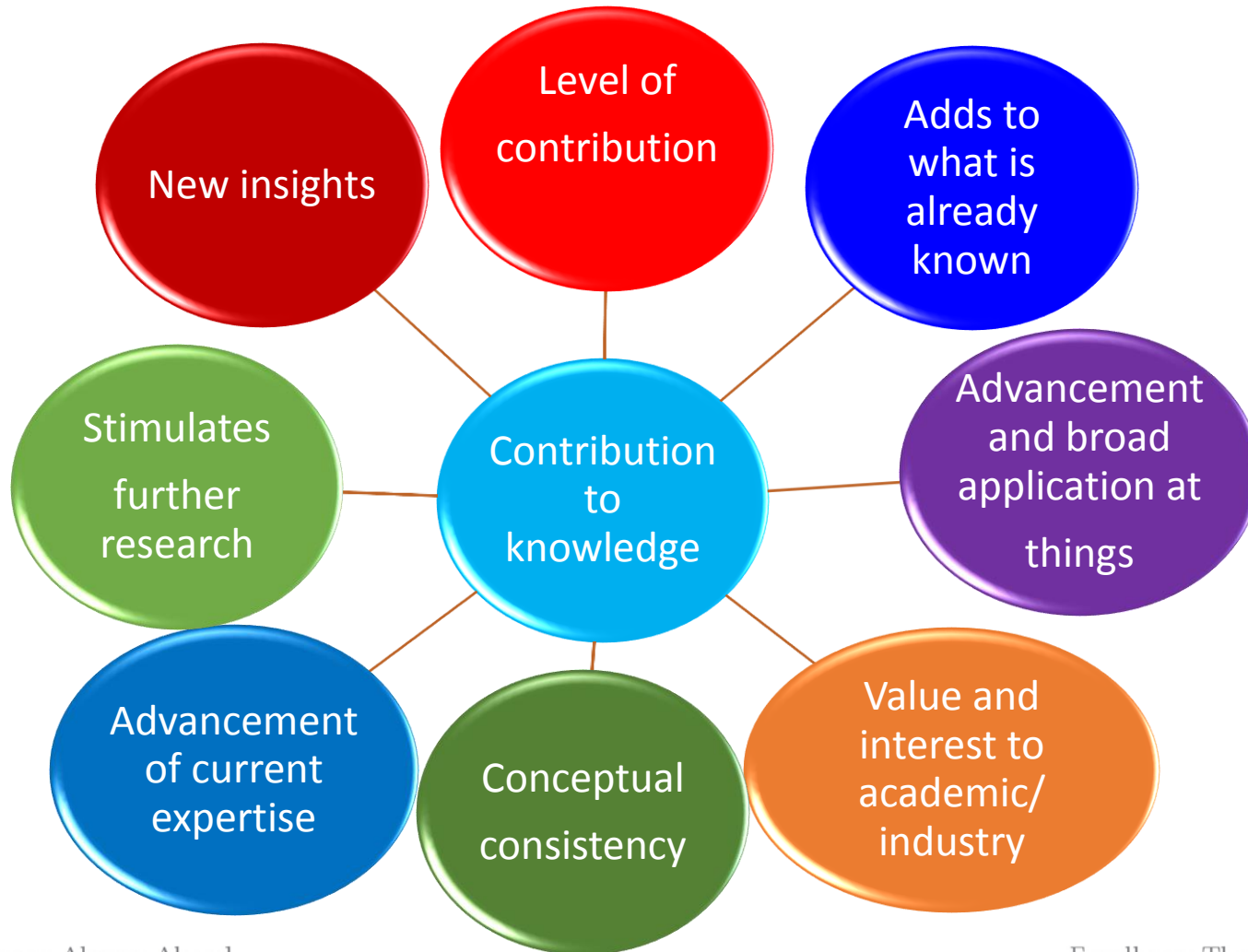
K.S. Alhawari , M.Z. Omar , M.J. Ghazali , M.S. Salleh , M.N. Mohammed 

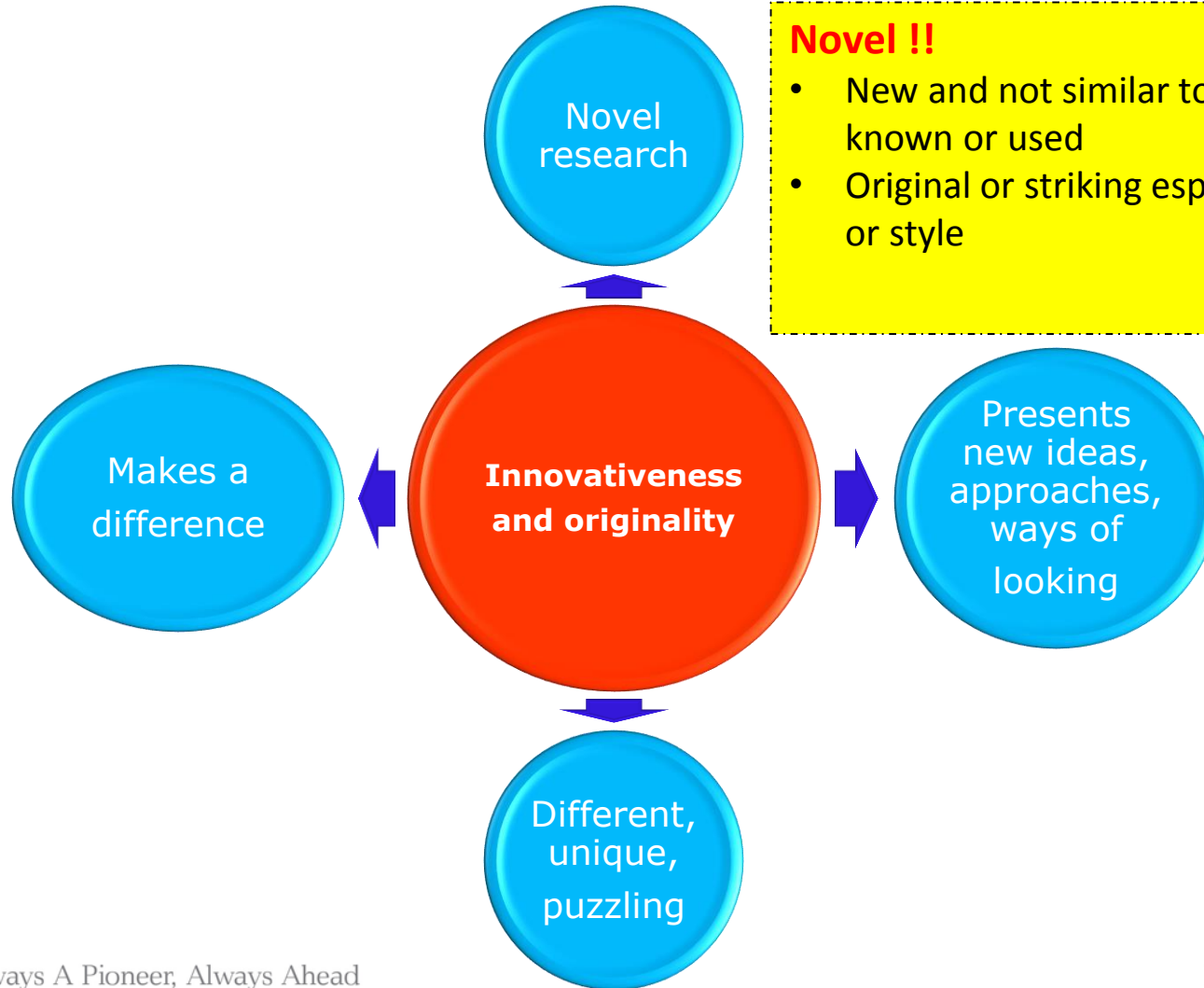
Department of Mechanical and Materials Engineering, Faculty of Engineering and Built Environment,
Universiti Kebangsaan Malaysia, 43600 Selangor, Malaysia

Received 12 October 2014, Revised 12 March 2015, Accepted 28 March 2015, Available online 28 March 2015.

- The paper is poorly written
- The author guidelines have not been followed
- The paper is over the journal's limit
- The paper has been carelessly prepared (editor may view that if the author is careless in writing, he/she must be careless also while conducting the research)

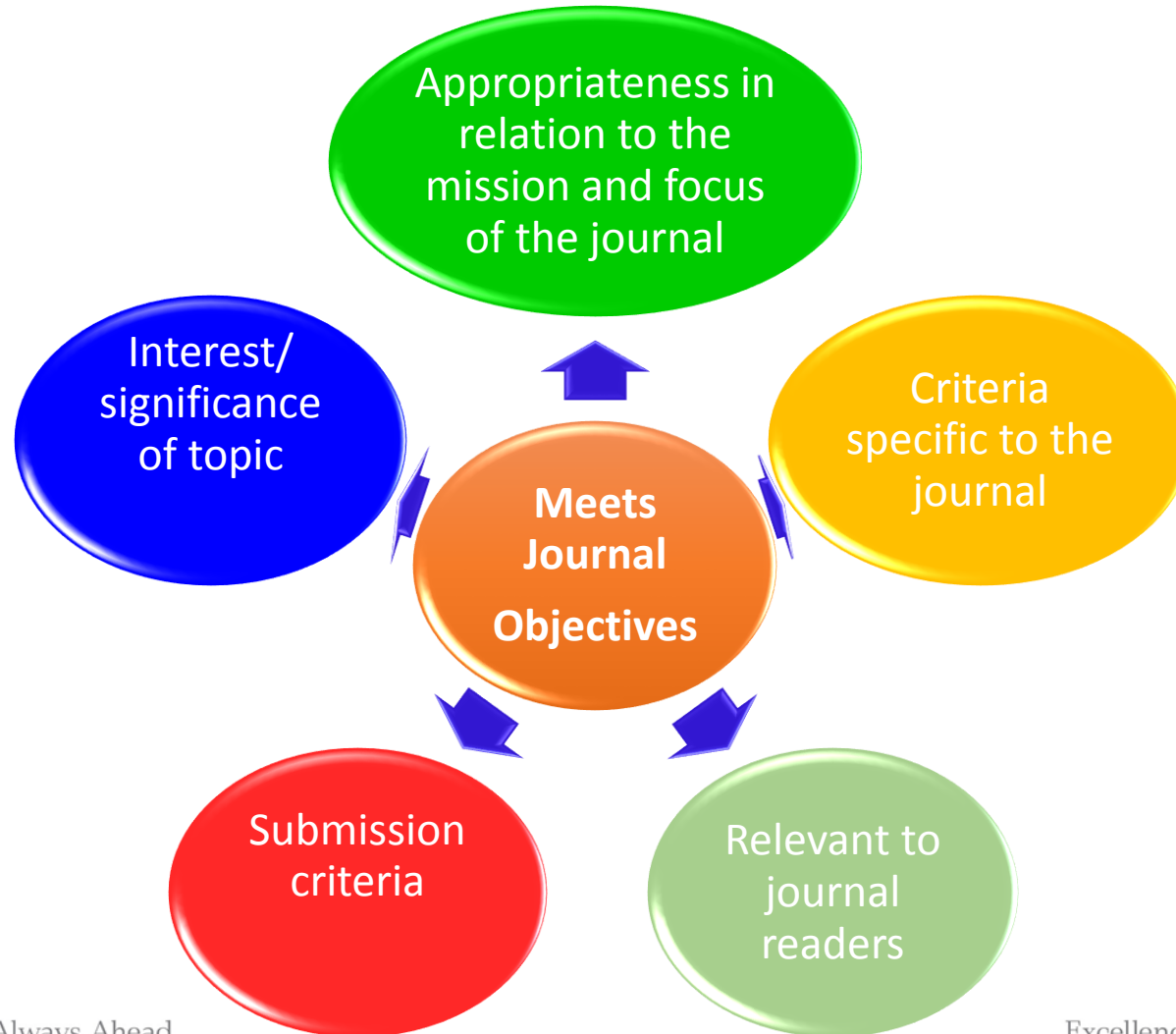
- ✓ **Contribution to knowledge**
- ✓ **Innovativeness and originality**
- ✓ **Meets journal objectives**
- ✓ **Clarity of writing**
- ✓ **Use of literature**
- ✓ **Quality of arguments**
- ✓ **Research methodology and data analysis**
- ✓ **Research implications**



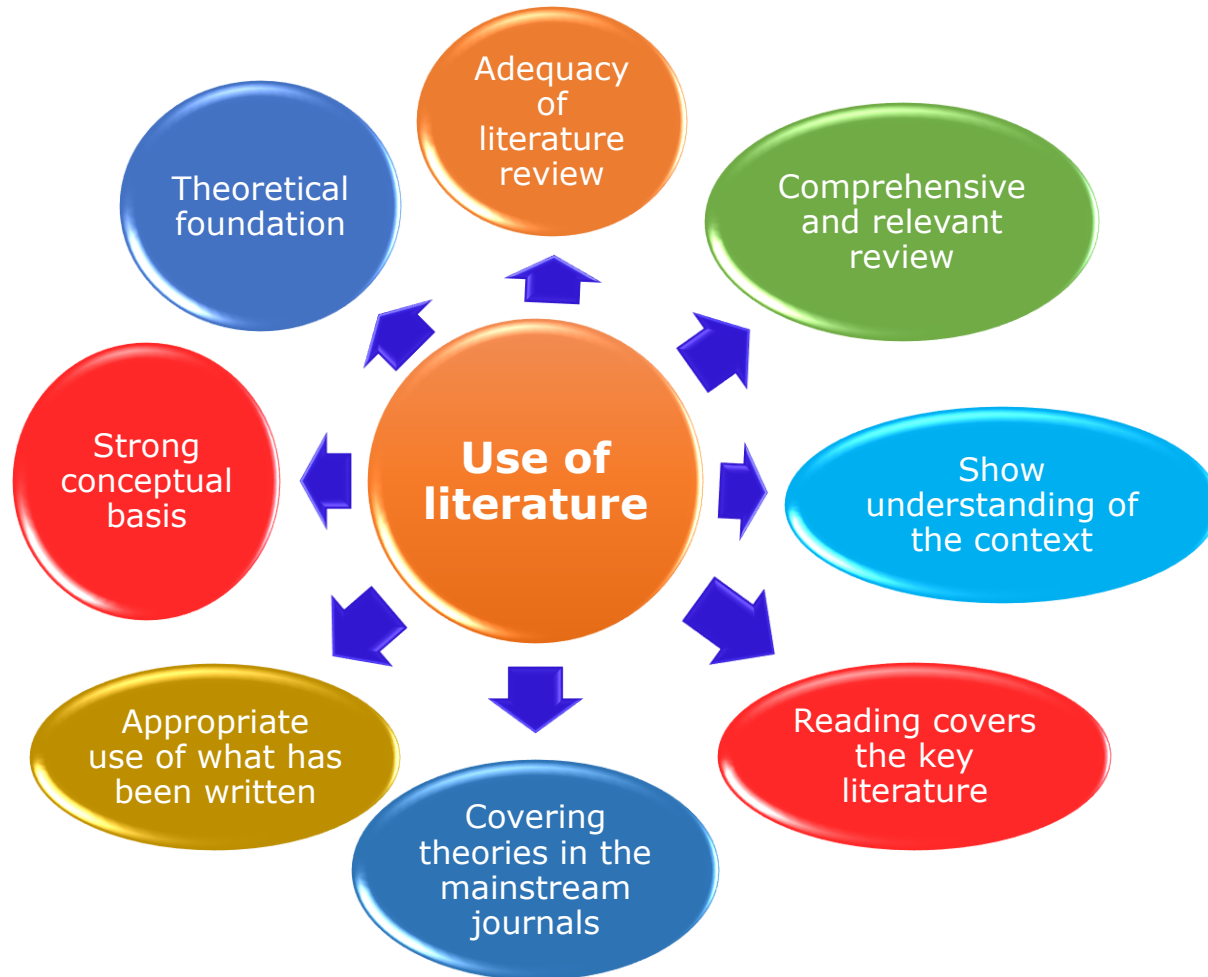


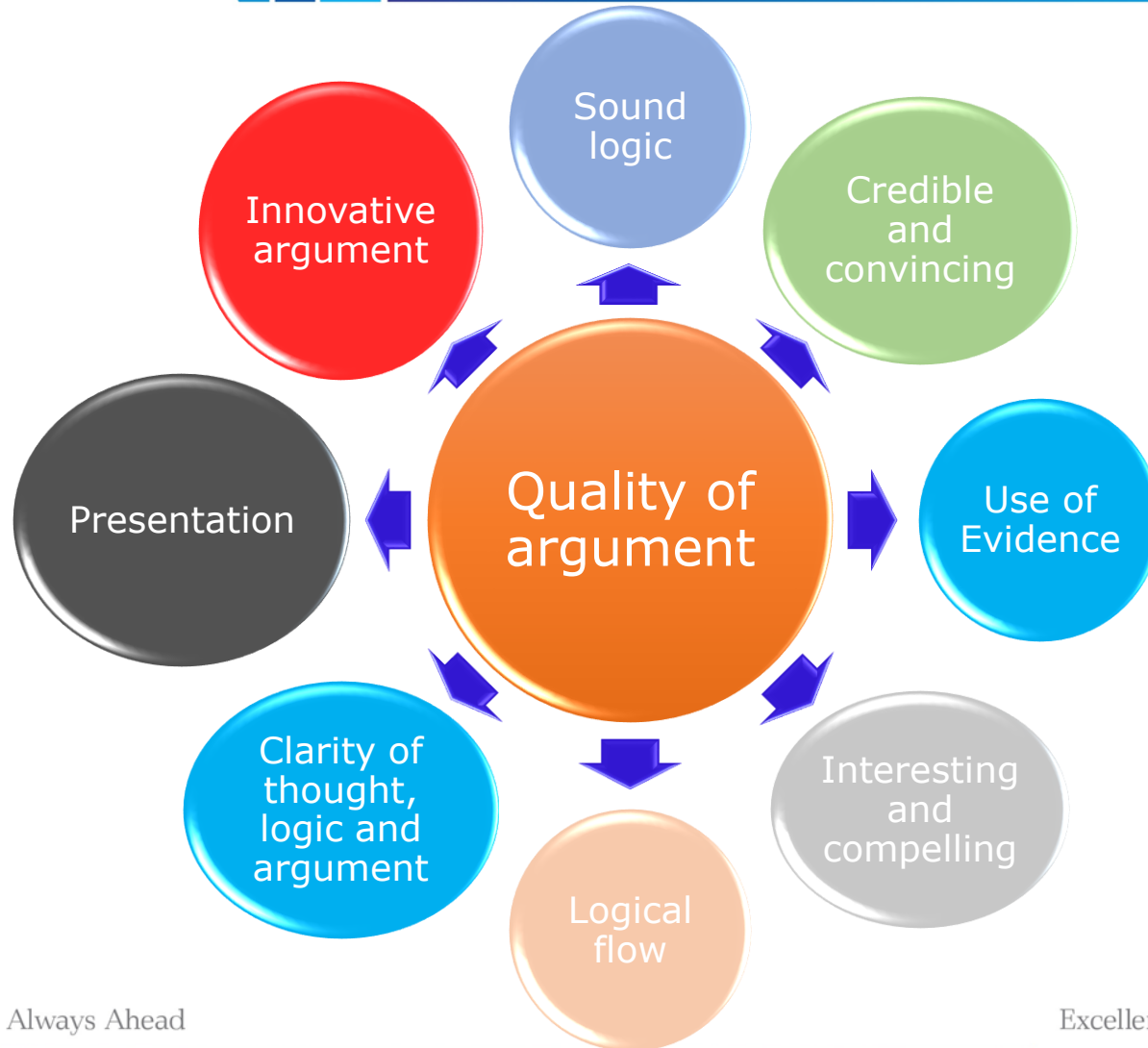
Novel !!

- New and not similar to something formerly known or used
- Original or striking especially in conception or style



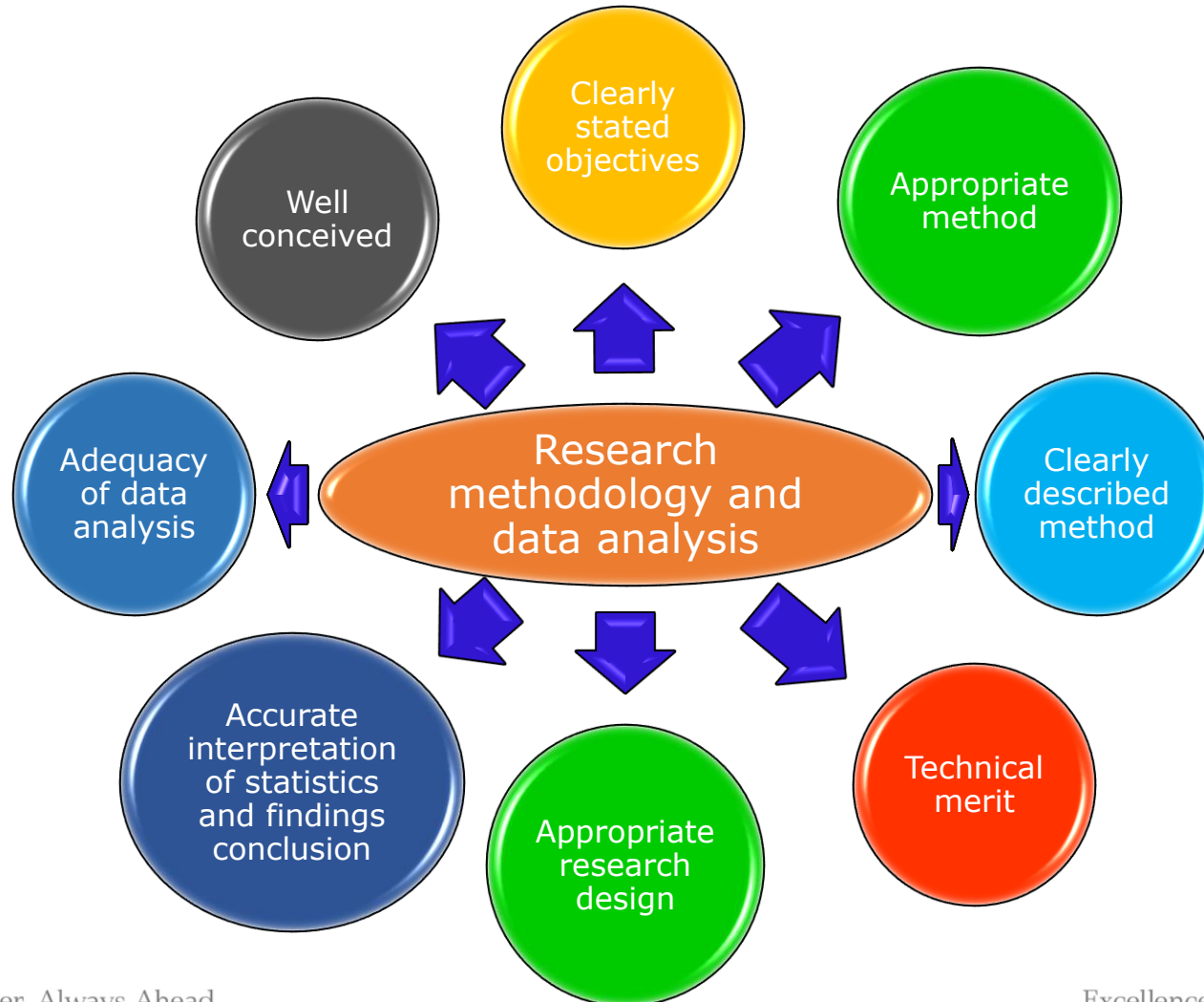






“papers are much like lawyers arguments. Building the evidence piece by piece, the authors must present a compelling argument. The process starts with the research question, and then adds a contextual or conceptual background, the identification of an appropriate message to answer the research question, the gathering of suitable data, analysis of those data, interpretation of that data and discussion of the results again, I am constantly surprised at how few authors know how to build an argument”.

What did the editors say?





- Your paper is permanent – published material enters a permanent and accessible knowledge archive – the ‘body of knowledge’
- Your paper is improved – through the interventions of editors, reviewers, sub-editors and proof-readers
- Your paper is actively promoted – it becomes available to a far greater audience
- Your writing is trustworthy – material which has been published carries a QA stamp. Someone apart from the author thinks it’s good

Retraction Watch

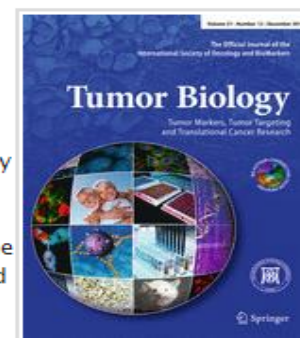
Tracking retractions as a

A new record: Major publisher retracting more than 100 studies from cancer journal over fake peer reviews

with 19 comments

Springer is [retracting 107 papers](#) from one journal after discovering they had been accepted with fake peer reviews. Yes, 107.

To submit a fake review, someone (often the author of a paper) either makes up an outside expert to review the paper, or suggests a real researcher — and in both cases, provides a fake email address that comes back to someone who will invariably give the paper a glowing review. In this case, Springer, the publisher of *Tumor Biology* through 2016, told us that an investigation produced “clear evidence” the reviews were submitted under the names of real researchers with faked emails. Some of the authors may have used a third-party editing service, which may have supplied the reviews. The [journal is now published by SAGE](#).



The retractions follow another sweep by the publisher last year, when [Tumor Biology retracted 25 papers](#) for compromised review and other issues, mostly authored by researchers based in Iran. With the latest bunch of retractions, the journal has now retracted the most papers of any other journal indexed by [Clarivate Analytics' Web of Science, formerly part of Thomson Reuters](#). In 2015, its impact factor — 2.9 — ranked it 104th out of 213 oncology journals.

Here's more from Springer's official statement, out today:



After the retractions as a result of fake peer review (amongst others) in 2015 and 2016 that involved *Tumor Biology*, the decision was made to screen new papers before they are released to production. Based on this extra screening, new names of fake reviewers were detected and in order to clean up our scientific records, we will now start retracting these affected articles.

Readability

- Does it communicate?
- Is it clear?
- Is there a logical progression without unnecessary duplication?

Originality

- Why was it written? What's new?

Credibility

- Are the conclusions valid?
- Is the methodology robust?
- Can it be replicated?
- Is it honest – don't hide any limitations of the research?
- You'll be found out.

Applicability

- How do findings apply to the world of practice?
- Does it pinpoint the way forward for future research?

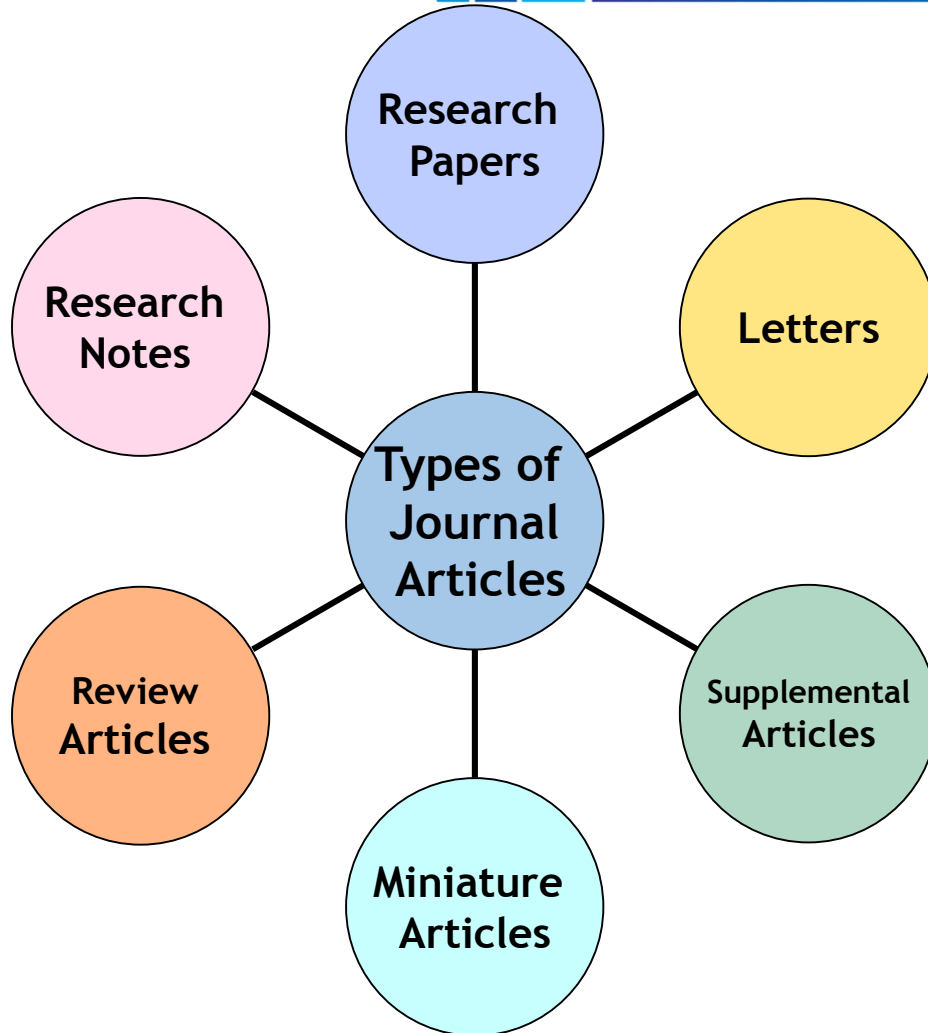
Internationality

- Does it take an international, global perspective?

- ❖ **Originality of your Idea**
- ❖ **Type of Manuscript**
- ❖ **Who is your audience**
- ❖ **Choose the right journal**
- ❖ **Author Guides**

- Have you done something new and interesting?
- Is there anything challenging in your work?
- Is the work directly related to a current hot topic?
- Have you provided solutions to any difficult problems?

If all answers are "YES", then start preparations for your manuscript



Generally

- Research **full papers**
- **Reviews** papers
- **Short communications**
- **Technical notes**

- Quick and early communications of significant, original advances
- Much shorter than full articles.

Sample Short Communications Titles

- A proposed rapid screening technique for new reverse osmosis membranes. *Desalination*, 285, p. 399-400 (2012)
- Dispersion of particulate clusters via the rapid vaporization of interstitial liquid. *Powder Technology*, 215-216, p. 223-226 (2012)

- Standard for disseminating completed research findings
- Typically 8-10 pages, 5-12 figures, 3-6 tables, 25-50 references
- Draft and submit the paper to appropriate journal
- Good way to build a scientific research career

- Critical synthesis of a specific research topic
- Typically 10+ pages, 5+ figures, 80-150 references
- Typically solicited by journal editors
- Good way to consolidate a scientific research career

Sample Review Paper Titles

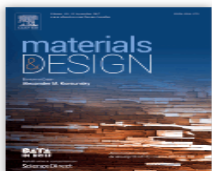
“Cross-flow microfiltration applied to oenology: A review”

“Boron removal from saline water: a comprehensive review”

“Review on solvent extraction of cadmium from various solutions”

- *It is not (only) the Impact Factor, it is (mainly) the right audience!*
- Consult the Journal homepage to learn:
 - Aims and scope
 - Accepted types of articles
 - Readership
 - Current hot topics
 - go through the abstracts of recent publications
 - **TIP: Articles in your references will likely lead you to the right journal.**

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CiteScore: **4.90**

More about CiteScore

Impact Factor: **4.364**

5-Year Impact Factor: **4.498**

Source Normalized Impact per Paper (SNIP): **2.481**

SCImago Journal Rank (SJR): **1.751**

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Journal Metrics

CiteScore: **3.05** Ⓢ

More about CiteScore

Impact Factor: **3.133** Ⓢ

5-Year Impact Factor: **2.919** Ⓢ

Source Normalized Impact per Paper (SNIP): **1.321** Ⓢ

SCImago Journal Rank (SJR): **0.961** Ⓢ

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Save your editor and reviewers the trouble of guessing what you mean

Complaint from an editor:

“[This] paper fell well below my threshold. I refuse to spend time trying to understand what the author is trying to say. Besides, I really want to send a message that they can't submit garbage to us and expect us to fix it. My rule of thumb is that if there are more than 6 grammatical errors in the abstract, then I don't waste my time carefully reading the rest.”

- Quality of research output
 - decide on subject area
- Decide on type of journal paper
- Read papers from that journal if your not familiar with the journal

A Key Question is:

**does what we've written
approach the subject in a
logical way?**

- Most of the publishers now offer a **completely electronic submission** process
- Article is submitted **online** and all of the **review procedure** also happens online
- Speeds up the **editorial process**
- Is invaluable for authors in low-income countries

“Many papers are rejected simply because they don’t fulfil journal requirements. They don’t even go into the review process”

- Identify a few possible target journals/series but be **realistic**
- Follow the Author Guidelines – scope, **type of paper**, word length, **references style**, etc
- Find out where to send your paper (editor, online submission e.g. Scholar One/Editorial manager).
- Check author guidelines which can be found in a copy of the journal/series or the publisher’s web site
- **Read at least one issue of the publication (Benchmarking)**
- Include a cover letter – opportunity to speak directly to the editor, convince them of the importance of your manuscript to the journal

- Write in clear and concise manner
- Do not copy text straight from other articles (plagiarism) (check using www.turnitin.com)
- Prepare article, figures and table according to the journal's 'Guide for Authors'
- Check references (use www.scopus.com; www.sciencedirect.com), Endnote; Mendeley; other systems
- For practical advice, e-mail:
authorsupport@elsevier.com

- No duplicate submissions permitted
- Appropriate identification of prior research / researchers
- Appropriate identification of co-authors
 - Include all co-workers involved
 - Obtain permission from co-authors before submitting paper
- Must be original research
 - not a rewritten version of previous paper
- Accurate results (not interpretations)

NOTE: Industry wide software “crosscheck” being rolled out to detect plagiarism, or dual submissions.

- Submit to the **right journal** (scope, speed and prestige)
- Submit **one article** only to one journal
- Check the **English!** (<http://www.proof-reading-service.com/>)
- **Pay attention to the structure**
- Pay attention to **journal requirements** (GfAs)
- **Be honest!**

- **Ethical Issues**
- **Style and language**
- **Structure** of paper
- **Components** of paper
- **Article submission/journal selection**
- Publisher's **process/peer review**

- Short words
- Short sentences
- Short paragraphs
- No jargon
- No abbreviations
- Prefer** nouns and verbs **to** adjectives and adverbs
- Cut** all duplicities/falseness/double standard

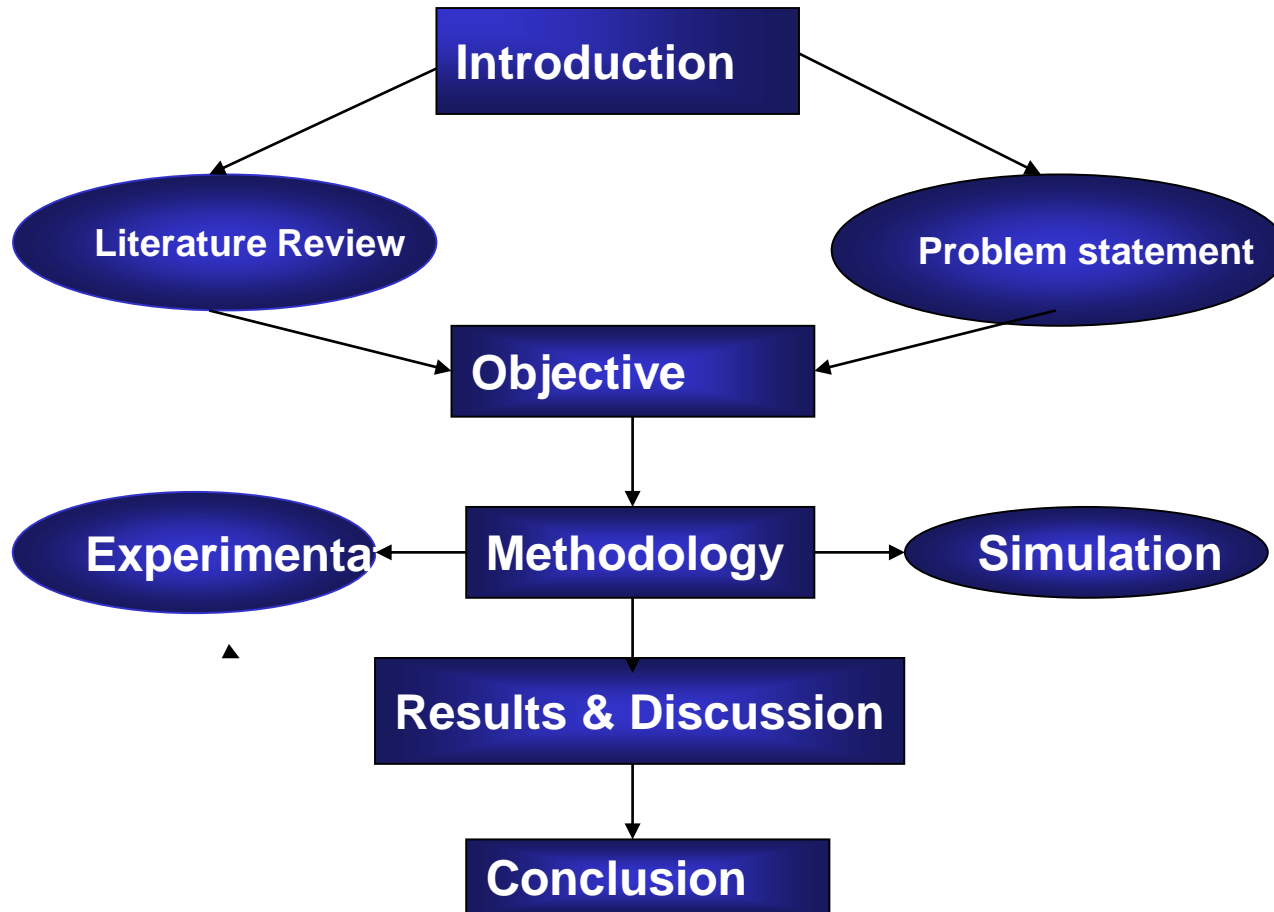
- **Avoid** figures of speech and idioms
- **Prefer** active to passive
- **Prefer** the concrete to the abstract
- Don't hassle/harass
- **Be** relaxed / comfortable
- **Don't be** too talkative /informal
- **Don't be** satisfied with yourself
- **Be careful with** slang /jargon /dialect
- **Add a dash of colour, just a dash**

The general structure of a full article

- Title
- [Abstract](#)
- Keywords
- Main text (IMRAD)
 - **I**ntroduction
 - **M**ethods
 - **R**esults
 - **A**nd
 - **D**iscussions
- Conclusions
- Acknowledgement
- Reference
- Supplementary materials
 - Highlights
 - Novelty

Make them easy for indexing and searching! (informative, attractive, effective)

Journal space is precious. Make your article as brief as possible



J. Craig Venter,^{1*} Mark D. Adams,¹ Eugene W. Myers,¹ Peter W. Li,¹ Richard J. Mural,¹ Granger G. Sutton,¹ Hamilton O. Smith,¹ Mark Yandell,¹ Cheryl A. Evans,¹ Robert A. Holt,¹ Jeannine D. Gocayne,¹ Peter Amanatides,¹ Richard M. Ballew,¹ Daniel H. Huson,¹ Jennifer Russo Wortman,¹ Qing Zhang,¹ Chinnappa D. Kodira,¹ Xiangqun H. Zheng,¹ Lin Chen,¹ Marian Skupski,¹ Gangadharan Subramanian,¹ Paul D. Thomas,¹ Jinghui Zhang,¹ George L. Gabor Miklos,² Catherine Nelson,³ Samuel Broder,¹ Andrew G. Clark,⁴ Joe Nadeau,⁵ Victor A. McKusick,⁶ Norton Zinder,⁷ Arnold J. Levine,⁷ Richard J. Roberts,⁸ Mel Simon,⁹ Carolyn Slayman,¹⁰ Michael Hunkapiller,¹¹ Randall Bolanos,¹ Arthur Delcher,¹ Ian Dew,¹ Daniel Fasul Michael Flanigan,¹ Liliana Florea,¹ Aaron Halpern,¹ Sridhar Hannenhalli,¹ Saul Kravitz,¹ Samuel Levy Clark Mobarry,¹ Knut Reinert,¹ Karin Remington,¹ Jane Abu-Threideh,¹ Ellen Beasley,¹ Kendra Biddick Vivien Bonazzi,¹ Rhonda Brandon,¹ Michele Cargilli,¹ Ishwar Chandramouliwaran,¹ Rosane Charlab, Kabir Chaturvedi,¹ Zuoming Deng,¹ Valentina Di Francesco,¹ Patrick Dunn,¹ Karen Eilbeck,¹ Carlos Evangelista,¹ Andrei E. Gabrielian,¹ Weiniu Gan,¹ Wangmao Ge,¹ Fangcheng Gong,¹ Zhiping Gu,¹ Ping Guan,¹ Thomas J. Helman,¹ Maureen E. Higgins,¹ Rul-Ru Ji,¹ Zhaoxi Ke,¹ Karen A. Ketchum,¹ Zhongwu Lai,¹ Yiding Lei,¹ Zhenya Li,¹ Jiayin Li,¹ Yong Liang,¹ Xiaoying Lin,¹ Fu Lu,¹ Gennady V. Merkulov,¹ Natalia Milshina,¹ Helen M. Moore,¹ Ashwinikumar K Naik,¹ Vaibhav A. Narayan,¹ Beena Neelam,¹ Deborah Nusskern,¹ Douglas B. Rusch,¹ Steven Salzberg,¹² Wei Shao,¹ Bixiong Shue,¹ Jingtao Sun,¹ Zhen Yuan Wang,¹ Aihui Wang,¹ Xin Wang,¹ Jian Wang,¹ Ming-Hui Wei,¹ Ron Wides,¹³ Chunlin Xiao,¹ Chunhua Yan,¹ Alison Yao,¹ Jane Ye,¹ Ming Zhan,¹ Weiqing Zhang,¹ Hongyu Zhang,¹ Qi Zhao,¹ Liansheng Zheng,¹ Fei Zhong,¹ W...

Is there a limit number of co-author????

Grad student who wrote the paper only to discover his committee did not think it should be included in his thesis

Fifth year grad student who needs this publication to fill out his CV -- did no actual work on the project

Undergrad who did the actual lab work.

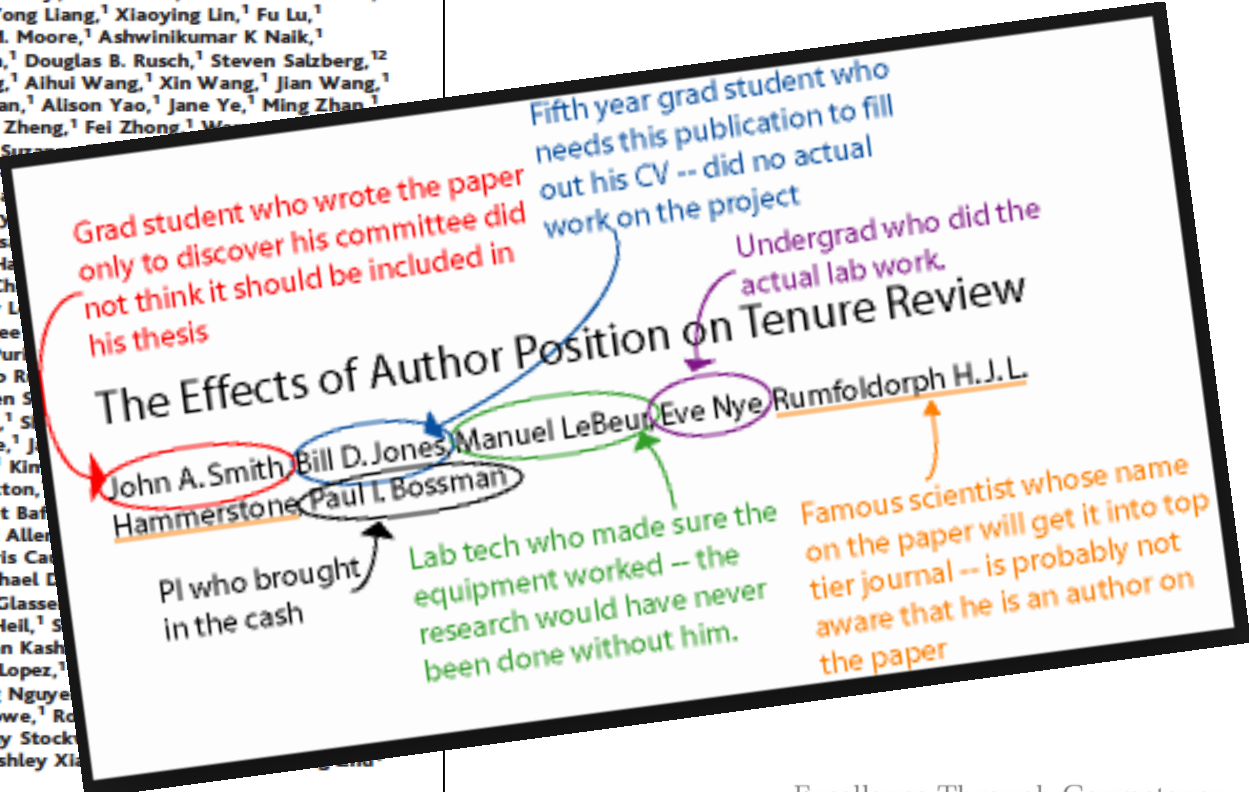
PI who brought in the cash

Lab tech who made sure the equipment worked -- the research would have never been done without him.

Famous scientist whose name on the paper will get it into top tier journal -- is probably not aware that he is an author on the paper

The Effects of Author Position on Tenure Review

John A. Smith, Bill D. Jones, Manuel LeBeun, Eve Nye, Rumfoldorph H. J. L., Hammerstone, Paul I. Bossman



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NATURE | RESEARCH HIGHLIGHTS: SOCIAL SELECTION



Fruit-fly paper has 1,000 authors

nature

International weekly journal of science

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News & Comment > News > 2015 > October > Article

NATURE | NEWS



Physics paper sets record with more than 5,000 authors

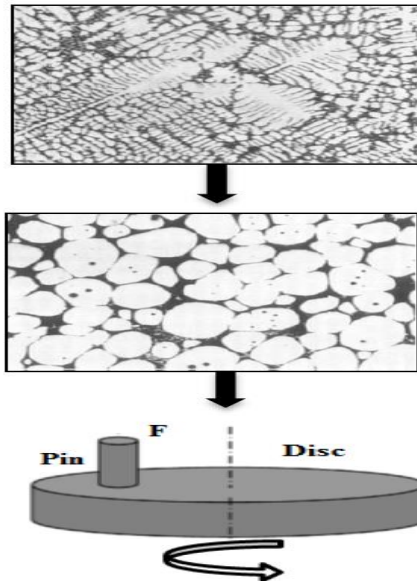
A physics paper with 5,154 authors has — as far as anyone knows — broken the record for the largest number of contributors to a single research article.

Only the first nine pages in the 33-page article, published on 14 May in *Physical Review Letters*¹, describe the research itself — including references. The other 24 pages list the authors and their institutions.

- May be mandatory for your journal
- 3-5 bullets that convey the core findings of the article
- Maximum 85 characters (including spaces) per bullet point

- The shape factor of α -Al increased when Mg amount is increased.
- T6 heat treatment has increased the strength of the thixoformed alloys.
- The elongation after T6 heat treatment is even significantly improved..
- Thixoformed alloy with high Mg content shows a brittle type fracture.

- May be mandatory for your journal
- Summarize article content in a concise, pictorial form



TITLE

Title – what is the paper broadly about?

- Your opportunity to attract the reader's attention.
- Reviewers will check whether the title is specific and whether it reflects the content of the manuscript.
- **Editors hate titles** that make no sense or fail to represent the subject matter adequately;

□ Effective titles

- Identify the **main issue** of the paper
- Begin with the **subject of the paper**
- Are **accurate, unambiguous, specific and complete**
- Are **as short as possible**

Should be **SIMPLE, CONCISE, EXPRESSIVE AND INFORMATIVE**

Should **BE SPECIFIC** in describing the study

ATTRACTIVE

ACCURATELY REFLECT the investigation

Should be **LABEL, NOT A SENTENCE**

SELECT THE WORDS in title carefully for clarity and accuracy

Avoid **ABBREVIATIONS AND TECHNICAL JARGON IF POSSIBLE**

Avoid **PHRASES**

Tips: Highlight the "strength" of your paper

Ex: **Experimental and Numerical Study** of Thermo-Hydraulic Performance of Circumferentially Ribbed Tube with Al_2O_3 Nanofluid

Ex: The **Effect** of Mg addition in Al-Si thixoformed alloys

Ex: The **Significant Effect** of Turbulent Characteristics on Heat Transfer Enhancement using Nanofluids: A **Comprehensive** Review

Ex: **Recent** Progress on Lattice Boltzmann Simulation of Nanofluids: A Review



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Microstructure and mechanical properties of thixoformed A319 aluminium alloy



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Volume 76, 5 July 2015, Pages 169–180



Evaluation of the microstructure and dry sliding wear behaviour of thixoformed A319 aluminium alloy

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The effects of Mg addition on the microstructure and mechanical properties of thixoformed Al–5%Si–Cu alloys



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Transactions of Nonferrous Metals Society of China

Volume 26, Issue 8, August 2016, Pages 2029–2042



Microstructural evolution and mechanical properties of thixoformed A319 alloys containing variable amounts of magnesium

M.S. SALLEH^a, M.Z. OMAR^b, K.S. ALHAWARI^b, M.N. MOHAMMED^c, M. A. MAD ALI^a, E. MOHAMAD^a

 Show more

[https://doi.org/10.1016/S1003-6326\(16\)64321-2](https://doi.org/10.1016/S1003-6326(16)64321-2)

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- Affiliation: Give the whole address when writing the affiliation of each author.
- E-mail address is also very useful (increasingly required by journals)
- Sometimes Phone and Fax number also important

- Write out first names or only use initials?
 - Check the guidelines of the journal you propose to publish in.
- Full name is of advantage if
 - There is another scientist with your Surname and first initial
 - You are a woman in a male-dominated field. Specially important if you are the only author, so that your work isn't cited.

Abstract

Introduction/Motivation (optional)

- Importance of your work, the difficulty of the area, the impact it might have if successful

Problem statement/study case

- What problem are you trying to solve. What is the scope of your work

Approach

- How did you go about solving or making progress on the problem. Did you use simulation, analytical model or prototype construction. What important variables did you control, ignore or measure.

Results

- What is the answer

Conclusion (optional)

What are the implication of your answer



• Good Abstract

- **Aim/ Objectives/ purposes of study (C) [1-2 sentences]**
- **Scope of the research/ significance of study [2-3 sentences]**
- **Describe the methodology used (C) [2-3 sentences]**
- **Summarize most important results (c) [2-3 sentences]**
- **Conclusion, practical implications, and recommendation (C) [1-2 sentences]**
- Avoid acronyms and mathematical symbols

Write a very strong abstract !



SELF-CONTAINED

Not include **NEEDLESS INFORMATION**

A clear abstract will **STRONGLY INFLUENCE** if your work is considered further

Length limits are strict: (100-200 words)

Only include **INFORMATION AND CONCLUSIONS** that are contained in the main paper

Avoid include **MATHEMATICAL EQUATION OR FORMULA**

Avoid **LONG INTRODUCTORY OR EXPLANATORY** material

Do not include any **BIBLIOGRAPHIC, TABLE, OR FIGURE, REFERENCE, NO BULLET** paragraphs.

Write in the **THIRD PERSON**

Answer the following **SPECIFIC QUESTIONS:**

- What was done?
- Why was it done?
- How was it done?
- What was found?
- What is the significance of the findings?

Missing **CONTEXT/BACKGROUND**

Missing **PURPOSES/OBJECTIVES**

Missing **CONCLUSIONS**

Missing **IMPLICATIONS/APPLICATIONS**

introduction

Study case

Approach

Results

Thixoforming is a viable technology for forming alloys in a semisolid state into near net-shaped products. In the present study, the effect of a thixoforming process on the microstructure and mechanical properties of A319 aluminium alloy was investigated. The ingots obtained from the cooling slope were thixoformed in a press after they remained at 571 C for 5 min, yielding a microstructure predominantly composed of α -Al globules and inter-globular Si particles. Some of the thixoformed samples were treated with an ageing process (T6) and then, hardness and tensile samples were prepared from the as-cast, as-thixoformed and thixoformed T6. All the thixoformed samples were characterised using optical microscopy, scanning electron microscopy (SEM), energy dispersive X-ray (EDX) X-ray diffraction (XRD) as well as hardness measurements and tensile tests. The results indicate that the mechanical properties of the thixoformed A319 alloy increased after the T6 heat treatment (hardness of 124.2 -3.2 HV, tensile strength of 298 -3.0 MPa, yield strength of 201 \pm 2.6 MPa and elongation to fracture of 4.5 \pm 0.3%). The fracture samples from the tensile test were analysed, revealing that the iron-rich intermetallic observed in the samples reduced the tensile strength and ductility of the thixoformed A319 alloys.

Keywords – mainly used for indexing

- It is the **label** of your manuscript.
- Avoid words with a **broad meaning**.
E.g., the word “soil” in “*Soil Biology & Biochemistry*” should not be selected as a keyword.
- Only abbreviations **firmly established** in the field are eligible (e.g., DNA).
- Check the **Guide for Authors!** (for Example, “Wear” journal).
- Try to avoid compound words

- Usually included under the title or abstract.
- Should be three to six words, which headline the subject matter.
- There are very important but often added as after thought
- Must get them right if we want our paper to be found in searches, read and cited.
- When writing keywords, think about the subject matter and categories we might use in a literature search of this topic.

Keywords:

Heat transfer correlation

Hydrogen

Direct injection

Injection timing

Equivalence ratio

Keywords:

Hydrogen-fueled engine

Time-averaged heat transfer

Equivalence ratio

Direct injection

Nusselt number

Reynold's number

Introduction

- Should introduce the subject area – generally

Should include:

Background of the study

Bring the reader from what is commonly understood to the point of appreciating the questions your research attempts to answer.

Literature review

Provide detailed background knowledge of earlier work

Covering the latest development in the field.

Provide an critical evaluation of methodologies used.

Introduce the ideas that led to the present work.

Objectives or scope

Normally at the end of this section and rationale that lead you to do this research.

- **Clearly state the:**
 - Problem being investigated
 - Background that explains the problem
 - Reasons for conducting the research
- Summarize relevant research to provide context
- State how your work differs from published work
- Identify the questions you are answering
- Explain what other findings, if any, you are challenging or extending
- Briefly describe the experiment, hypothesis(es), research question(s); general experimental design or method
- Don't try to show readers that you have read everything

INTRODUCE THE TOPIC

RELATE TO CURRENT
KNOWLEDGE

INDICATE THE GAP

INTRODUCE YOUR WORK

STATE RESEARCH
QUESTIONS AND
OBJECTIVES

LOGICAL
FRAMEWORK

Excellence Through Competency

- Editors like to see that you have provided a **perspective consistent** with nature of the journal.
- You need to **introduce the main scientific publications** on which your work is based. (Cite a couple of original and **important works**, including recent review articles)
- However, they **hate improper citations** of too many references **irrelevant to the work**, or **inappropriate judgments** on your own achievements.
- They will think that you **have no sense of purpose** at all!

COMMON WEAKNESSES

Unclear **RESEARCH QUESTIONS**

Ambiguous **OBJECTIVES**

Indefinite **HYPOTHESIS**

Does **NOT PROVIDE JUSTIFICATIONS** of the study

Does **NOT PROVIDES BENEFITS** of the study

Scopes is **NOT ADEQUATELY DESCRIBED**

INSUFFICIENTLY DEFINED VARIABLES (common in the social sciences studies)

ASK YOURSELF?

What do you **ALREADY KNOW** in the area concerned?

What are the **EXISTING THEORIES**?

Are there **ANY INCONSISTENCIES OR OTHER SHORTCOMINGS**?

What views **NEED TO BE (FURTHER) TESTED**?

What **EVIDENCE IS LACKING, INCONCLUSIVE, CONTRADICTORY OR TOO LIMITED**?

WHY STUDY (FURTHER) the research problem?

4-3-4-1 TECHNIQUES

CONCEPTUAL/THEORETICAL QUESTIONS

- What is **ALREADY KNOW** in the immediate area of concern?
- What are **the EXISTING THEORIES** that help explain the fact?
- What are the **CHARACTERISTICS OF THE KEY CONCEPTS** or the **MAIN FACTORS OR VARIABLES?**
- What are **THE RELATIONSHIPS BETWEEN THESE KEY CONCEPTS, FACTORS, OR VARIABLES?**

EMPIRICAL QUESTIONS

- How do WE KNOW** what we know?
- WHAT RESEARCH APPROACHES** have been used to study the event?
- What are the **METHODOLOGICAL STRENGTHS, SHORTCOMINGS / LIMITATIONS?**

ASSESSMENT QUESTIONS

- Where are there **INCONSISTENCIES** or other **SHORTCOMINGS** in our **knowledge and understanding?**
- What views **NEED TO BE (FURTHER) TESTED?**
- What **EVIDENCE IS LACKING, INCONCLUSIVE, CONTRADICTIONARY OR TOO LIMITED?**
- Why STUDY (FURTHER)** the research problem?

FOCUS QUESTION

- What **CONTRIBUTION CAN THE PRESENT STUDY** be expected to make to the knowledge base?

Do **NOT IDENTIFY THE GAPS** in the literature

WHAT CONTRIBUTION CAN BE EXPECTED TO MAKE the knowledge base?

Argues **THAT NOT ENOUGH IS YET KNOWN** about the topic.

Do not provide **IDEAS FOR GENERATION OF NEW KNOWLEDGE.**

NO CONCLUSION DRAWN from the literature review.

Watch for the following:

- Never use **more words than necessary**.
- Never make this section into a **history lesson**.
- Long introductions put **readers off**.
- Introductions of Letters Short Communications) are **even shorter**.
- We all know that you are keen to **present your new data**.
- But do not forget that you need to give the **whole picture at first**.
- Do not **mix introduction** with results, discussion, and conclusion.
- Always **keep them separate** to ensure that the manuscript flows logically from one section to the next.
- Expressions such as "novel", "**first time**", "first ever", "paradigm-changing" are not preferred. Use them **carefully**.

- The introduction serves as an orientation for readers, giving them the perspective they need to understand the detailed information coming in later sections.
- Introduction section should **contain review of up to date literature.**
- This section should **explain the novelty of the work.**
- It should also discuss the **objective and significance of the work.**
- This section should not normally exceed four typed pages (double spaced)

First Stage: general statements about a field of research to provide the reader with a setting for the problem to be reported.

General reference to previous research or scholarship: research topic prominent

The X problem has been extensively studied.

Xs have been studied extensively in vitro, using ...

X has been intensively investigated recently due to its ...

Markers for the prediction of X have been widely investigated.

X has also been shown to reverse the anti-inflammatory effects of Y in ...

Factors thought to be influencing X have been explored in several studies.

The geology of X has been addressed in several small-scale investigations and ...

The roles of X have been studied extensively (Jones, 1989; Johnson, 1994; Smith, 1998).

The causes of X have been widely investigated (Jones, 1987; Johnson, 1990; Smith, 1994).

X has been identified as a major contributing factor to the decline of many species of ... (1).

The relationship between X and Y has been widely investigated (Smith, 1985; Jones, 1987, ...

Second Stage: More **specific statements** about the aspects of the problem already studies by other researchers. (**literature review**)

1. Author as a subject

Jones *et al.* (2001)

compared the rate of ...
labelled these subsets as ...
measured both components of the ...
used a survey to assess the various ...
identified parents of disabled children as ...
set up a series of virtual experiments using ...
examined the flow of international students ...
carried out a number of investigations into the ...
studied the effects of X on unprotected nerve cells.
analysed the data from 72 countries and concluded that ...
interviewed 250 undergraduate students using semi-structured ...
performed a similar series of experiments in the 1960s to show that ...
reviewed the literature from the period and found little evidence for this ...
conducted a series of trials in which he mixed X with different quantities of ...
investigated the differential impact of formal and non-formal education on ...

Second Stage: More **specific statements** about the aspects of the problem already studies by other researchers. (**literature review**)

2. Time frame reference

In 1959, a seminal article was published entitled ...

In 1889, Brown performed a bilateral ablation of the ...

In 1859, the publication of X had a major impact on ...

In 1965, Jones published his major historic survey of ...

In 1975, Smith *et al.* published a paper in which they described ...

In 1984, Jones *et al.* made several amino acid esters of X and evaluated them as ...

In 1981, Smith and co-workers demonstrated that X induced in vitro resistance to ...

In 1990, Patel *et al.* demonstrated that replacement of H₂O with heavy water led to ...

In 1990, Al-Masry *et al.* reported a new and convenient synthetic procedure to obtain ...

Thirty years later, Smith (1974) reported three cases of X which ...

In the 1950s, Gunnar Myrdal pointed to some of the ways in which ...

Following World War 1, Fleming actively searched for anti-bacterial agents.

Almost 20 years ago, Jones (1985) formulated his X theory, centred around ...

Second Stage: More **specific statements** about the aspects of the problem already studied by other researchers. (**literature review**)

3. Research topics as subject

A seminal study in this area is the work of ...

One study by Smith (2014) examined the trend in ...

A recent study by Smith and Jones (2012) involved ...

A recent systematic literature review concluded that ...

A longitudinal study of X by Smith (2012) reports that ...

Preliminary work on X was undertaken by Abdul Karim (1992).

A key study comparing X and Y is that of Smith (2010), in which ...

The first systematic study of X was reported by Patel *et al.* in 1986.

Detailed examination of X by Smith and Patel (1961) showed that ...

Analysis of the genes involved in X was first carried out by Smith *et al.* (1983).

A significant analysis and discussion on the subject was presented by Smith (1988).

The study of the structural behaviour of X was first carried out by Rao *et al.* (1986).

A small scale study by Smith (2012) reached different conclusions, finding no increase in ...

The study by Jones (1990) offers probably the most comprehensive empirical analysis of ...

Second Stage: More **specific statements** about the aspects of the problem already studies by other researchers. (**literature review**)

4. Research objectives as subject

In an analysis of X, Smith *et al.* (2012) found ...

In a follow-up study, Smith *et al.* (2009) found that ...

In an investigation into X, Smith *et al.* (2012) found ...

In a comprehensive study of X, Jones (2001) found that ...

In a study conducted by Smith (1978), it was shown that ...

In studies of rats given X, Smith and colleagues found that ...

In another major study, Zhao (1974) found that just over half of the ...

In a study which set out to determine X, Smith (2012) found that ...

In a randomised controlled study of X, Smith (2012) reported that ...

In a large longitudinal study, Smith *et al.* (2012) investigated the incidence of X in Y.

In one well-known recent experiment, limits on X were found to be (Al-Masry, 2013)

Second Stage: More **specific statements** about the aspects of the problem already studies by other researchers. (**literature review**)

5. Statement

The roles of X have been studied extensively (Jones, 1989; Johnson, 1994; Smith, 1998).
The causes of X have been widely investigated (Jones, 1987; Johnson, 1990; Smith, 1994).
X has been identified as a major contributing factor to the decline of many species of ... (1).
The relationship between X and Y has been widely investigated (Smith, 1985; Jones, 1987, ...

Second Stage: More **specific statements** about the aspects of the problem already studied by other researchers. (**literature review**)

CRITICAL REVIEW ON THE

Highlighting contradict findings

However, a number of studies show that significant differences do exist, albeit findings are somewhat contradictory.

Author found differences suggesting that....

In contrast, Author concluded that

In contrast, the study by Author indicated that

The above findings contradict the study by Author. Author examined...

However, interestingly, this is contrary to a study conducted by Author.

Despite prior evidence [2],....

These results were contradicted by the experiments of Author who considered

However, it was later shown by Author that

Second Stage: More **specific statements** about the aspects of the problem already studied by other researchers. (**literature review**)

Highlighting similar findings

The research study by Author also found

Author also found that

Furthermore, Author concluded that

Furthermore, Author showed that

In addition, according to Author ...

In addition, Author showed that ...

The finding is consistent with findings of past studies by Author, which

The above finding is consistent with the study by Author. Author examined...

Research finding by Author also points towards..

...is consistent with literature [4].

Second Stage: More **specific statements** about the aspects of the problem already studies by other researchers. (**literature review**)

Similarly, Author found ...

Author added that the

This is supported by Author study which reveal that

Author also provided ...

.... and found similar results to those obtained by Author.

In addition to work of Author A, Author B provides ...

..... by Author also showed similar results.

This is consistent with the of Author, which showed that

Nevertheless, study by Brosnan and Lee (1998) found the opposite to be true.

Although their study showed no gender difference in computer anxiety, in the United Kingdom sample, males reported more computer anxiety than the females in the Hong Kong sample. Fogarty (1996) found that even though there was no significant gender differences in role conflict and role ambiguity, males were found to significantly experience higher level of role overload compared to the females. These findings are supported by the findings of Nobile and McCormick (2007) and Ragu-Nathan *et al.* (2008) which showed that males significantly experienced higher level of stress than their females' counterpart.

On the other hand, Martocchio and O'Leary (1989) claimed that men and women did not experience stress differently, both psychological and physiological

stress in the workplace, which is consistent with the findings of Ivancevich *et al.* (1983). Similar results were also reported in the studies of Ibrahim *et al.* (2007) and Barkhuizen and Rothmann (2008). The findings of Burke (2008) supported these findings as her study showed no significant gender difference in the technological stress experienced by the baccalaureate nurse educators in Louisiana.

In addition, Burke (2005) also reported that the level of technological stress experienced by her respondents did not significantly differ according to other demographic variables (age, ethnic origin, education level, working experience, and computer experience). Furthermore, Ibrahim *et al.* (2007) did not find any significant difference in stress level with respect to the types of occupation held by their respondents while Barkhuizen and Rothmann (2008) noted no significant difference in workplace stress in terms of age.

In contrast, Ivancevich *et al.* (1983) discovered that the employees who were more senior and who were higher in the organisational hierarchy perceived greater stress compared to the others. Meanwhile, Martin *et al.* (2001) also discovered significant age differences in the stress level measured. Nevertheless, younger participants were found to experience more stress in the financial and environmental domains whilst the older participants experienced more stress in the health domain. In Nobile and McCormick (2007) study, it was revealed that occupational stress among teachers decreased with age. Teachers in the 20-30 age category were significantly more stressed with student discipline issues.

Moreover, Nobile and McCormick's (2007) study also indicated significant differences based on employment position in school in the information domain of



Third Stage: Statements that indicate the need for more investigation. (Research gap/novelty of the study)

To date, Surprisingly,	X	has (still) not (yet) been	closely formally empirically extensively scientifically systematically comprehensively	studied. examined. investigated.
---------------------------	---	----------------------------	--	--

There is a	current relative general notable surprising	paucity	of studies of well-controlled studies	investigating ... describing how ... that seek to identify predictors of
			of empirical research of high-quality research	in the field of ... focusing specifically on ... on the current prevalence of ...
			of scientific literature of evidence-based literature	specifically relating to ... on the experiences of ... describing the impact of ...

Third Stage: Statements that indicate the need for more investigation. (Research gap/novelty of the study)

(Very) few studies have
Few published studies have

explored ...
focused on ...
controlled for ...
examined how ...
compared trends in ...
attempted to define ...
examined the role of ...
measured X in humans.
evaluated the effects of X on...
assessed the implications of ...
examined the consequences of ...
actually examined the impact of ...
provided quantitative evidence of ...
systematically evaluated the use of ...
attempted to quantify the impact of ...
adequately tested the effectiveness of ...
addressed the long term psychological effects of ...
been published that specifically assess the use of ...
been large enough to provide reliable estimates of ...
been conducted to determine the possible effects of ...

Third Stage: Statements that indicate the need for more investigation. (Research gap/novelty of the study)

There is little published data on ...

No previous study has investigated X .

The use of X has not been investigated.

There has been no detailed investigation of ...

There has been little quantitative analysis of ...

Data about the efficacy and safety of X are limited.

Up to now, far too little attention has been paid to ...

A search of the literature revealed few studies which ...

The impact of X on Y is understudied, particularly for ...

Few studies have investigated X in any systematic way ...

So far, very little attention has been paid to the role of X

So far, however, there has been little discussion about ...

In addition, no research has been found that surveyed ...

Surprisingly, the effects of X have not been closely examined.

Surprisingly, X is seldom studied and it is unclear to what extent ...

In contrast to X, there is much less information about effects of ...

X has hitherto received scant attention by scholars of the Y period.

A systematic understanding of how X contributes to Y is still lacking.

Despite the importance of X, there remains a paucity of evidence on ...

There have been no controlled studies which compare differences in ...

To date, the problem has received scant attention in the research literature.

To date, there are few studies that have investigated the association between ...

To date, no large-scale studies have been performed to investigate the prevalence of

Although studies have recognized X, research has yet to systematically investigate the effect of ...

Since the publication of X forty years ago, there has only been a limited amount of original research into the history of ...

Third Stage: Statements that indicate the need for more investigation. (Research gap/novelty of the study)

necessary to consider solutions to avoid potential sedimentation of the solid phase.

In particular, no investigation has been made on the nanofluid stability inside solar collectors. Therefore, the aim of this work is to analyze sedimentation inside flat plate solar collectors and to test a suitable solution to prevent it. For this purpose, the stability of several nanofluids was investigated to select the most stable suspension. In addition, an experimental campaign has been carried

future works in this field. In addition, the existing challenges of using nanofluids in solar energy applications are discussed. Finally, the authors wish to mention that in contrast with the comprehensive references on nanofluids mentioned above much less is known about the application of nanofluids in solar energy applications. It should be reiterated here that, as this is the first systematic review paper on this subject, it is desirable to provide as complete details as possible. However, in an attempt to reduce the overall length of the paper, without compromising the technical quality, only some very important questions for problems of practical applications have been briefly described.

working fluid of DASC. Therefore, CNTs is the best method for dispersion [15,20,21].

The objective of this study is to characterize the dispersion stability, optical properties and thermal conductivity of CNT suspension in water for application in low-temperature DASC. Due to the inherent hydrophobic nature of CNTs, a new dispersion procedure (treating CNTs at alkaline media) has been used to prepare nanofluids. To the author's knowledge, aqueous suspension based on alkaline functionalized CNT (f-CNT) have not been applied to date as an absorber fluid in a sunlight harvesting device.

efficiency improvement up to 5%.

Very few studies on the thermal performance evaluation of flat plate solar collector with nanofluids are available, such no study on full size (1.4 m²) tilted DASC with actual outdoor condition is available. An attempt has been made in the present paper, to experimentally study the effect of Al₂O₃-H₂O nanofluid flowing as thin film

Third Stage: Statements that indicate the need for more investigation. (Research gap/novelty of the study)

increased.

On the basis of the comprehensive literature review, the entropy generation, the exergy destruction and the pressure drop analysis of flat plate solar collectors using nanofluid as an absorbing medium had rarely been reported. The main objectives

for improvement capabilities and pressure drop of an absorbing medium with suspended oxides in water inside a flat plate solar collector. On the basis of the broad literature review, the entropy generation, the exergy destruction and the pressure drop analysis of a flat plate solar collectors using SWCNT nanofluid as a working medium were rarely reported.

The main aim of this study is on the expanded exergy, entropy generation, the exergy destruction and the pressure drop analysis for a flat plate solar collector using different nanofluids with different flow rates and volume fractions.

collector. A review of the literature shows that there is no work on the flat-plate solar collector performance using CuO/water as the working fluid. For this purpose, a commercial flat plate collector is selected to carry out the experiments in North-East of Iran during summer 2012. The effect of the absorbing medium mass flow rate on the collector efficiency is investigated. The efficiency values of nanofluid and water (as two working fluids) are compared.

Fourth Stage: Very specific statements giving the **purpose/objectives** of the writer's study.

Focus, Aim, Objective:

The objective of the present work paper is to investigate ...

In this work we propose a simulation which uses ...

The objective of this study is to develop ...

This paper will focus on/examine/give an account of

The objectives of this paper are to determine whether

This paper seeks to address the following questions:

This paper critically examines/discusses/traces

The aim of this paper is to determine/examine

The aim of this study was to evaluate and validate

The present study examined numerically the

This study was spawned from the lack of research of

The objective of this paper is to numerically study

Significant of the study

To accomplish this aim and to respond to a recent call for research to...

The findings of this study will help.....

The contribution of this study is obvious as the resulting outcomes can be capitalized as
guidelines to

The current study contributes to our knowledge by addressing four important issues. First,

Methods and materials

Describe how the problem was studied

- Include detailed information, so that a **knowledgeable reader** can reproduce the experiment.
- Previously published procedures **need not be described** in depth:
 - Cite methods and note any changes to the protocol and/or
 - Provide detailed methods in Supplemental Material
- Identify the equipment and materials used
 - Provide source and related product information (company, molecular weight etc)
- Write out full chemical/biological compound names (followed by abbreviation) then use abbreviations throughout paper
- Make sure that all symbols are defined.
- Reviewers will **criticize incomplete or incorrect descriptions** (and may recommend rejection).

METHODS

- **EXPERIMENTAL**
 - Equipment, materials and method
- **MODELING**
 - Assumption, mathematical tools and method
- **COMPUTATION/NUMERICAL**
 - Inputs (B.C and I.C.) , computational tools and method

Explain what is **ESPECIALLY DIFFERENT ABOUT METHOD**

Give **SUFFICIENT DETAIL** that the reader can reproduce

For well-known methods: **NAME OF METHOD, CITATION OF REFERENCE**

For methods **PREVIOUSLY DESCRIBED** but not well known: **BRIEF DESCRIPTION OF METHOD, CITATION OF REFERENCE**

For methods that **yourself develop**: **RELATIVELY DETAILED DESCRIPTION**

Should be written in **PAST TENSE**

May include tables and figures—

- **FLOWCHARTS**
- **DIAGRAMS OF APPARATUS (adopted form)**
- Tables of **EXPERIMENTAL CONDITIONS**

How will you demonstrate that your **EXPERIMENT DESIGN OR METHODOLOGICAL APPROACH** is

- thoroughly and accurately,
- valid and
- relevant to your research?

Documents **ALL METHODS PERFORMED** in your study

Summarize in **your OWN WORDS** what you did

Describe in **DETAIL HOW THE RESULTS** were obtained so that a peer can repeat procedure

It should be **REPRODUCIBLE**

For materials considered following **THREE IMPORTANT POINTS**

- Exact technical specification
- Quantities
- Preparation method and source

For industrial products, **AVOID TRADE NAMES** unless the nature of the product differ from one to another company

Use **SCIENTIFIC NOMENCLATURE**

Try to **MAKE SUB-HEADINGS** of the section consistent with the result

Methodology need to be **DESCRIBED IN DETAIL**. More details is required for **UNUSUAL AND INNOVATIVE PROCEDURES**

Remember that this section **SHOULD DESCRIBE THE METHOD ONLY**. It should **NOT PRESENT THE RESULTS**

Statistical analysis must be pertain and thorough enough **TO ENSURE THE ACCURACY OF THE CONCLUSIONS**

DEGREE OF FREEDOM, LEVEL OF CERTAINTY should be reported in order **TO FACILITATE EVALUATION OF CONCLUSIONS**

RAW DATA ARE NEVER INCLUDED in scientific paper unless they are needed to **GIVE EVIDENCE FOR SPECIFIC CONCLUSIONS** or summation of the data

ANALYSIS EXPERIMENTAL DATA then **present them in the FIGURE/TABLE** and/or **descriptions of the OBSERVATIONS**

FIGURES ARE PREFERABLE TO TABLES and **TABLES ARE PREFERABLE TO STRAIGHT TEXT**

Present the converted data, **MAKE A POINT CONCISELY** and **CLEARLY**. The **TABLE AND FIGURE SHOULD THEN BE PRESENTED, COMPLETE WITH TITLE**.

Avoid **EXCESSIVE PRESENTATION DATA/ RESULTS WITHOUT ANY DISCUSSION**

Discuss how data **COMPARE OR CONTRAST WITH PREVIOUS RESULTS**

CITES EVERY ARGUMENT with previous work

Do **NOT DRAW CONCLUSIONS** in the results section

The most common mistakes in this section are the inclusion of **UNNECESSARY DATA AND THEIR DOUBLE PRESENTATION**

Results

- Generally, tables give the actual **experimental results**.
- Graphs are often used for comparison of experimental results with those of previous works, or with calculated/theoretical values.
- No illustrations should duplicate the information described elsewhere in the manuscript.

- Illustrations should be used for **ESSENTIAL** data only.
 - **Comment from an Editor: Can't you describe the results of Fig. 13 in the text, since this figure does not show much information of interest? You should realize that space is valuable!!**
- The legend of a figure should be brief.
- It should contain sufficient explanatory details to make the figure understood easily without referring to the text.
 - **Indication from a reviewer: readers often look at the figures first and many times go no further.**

APPEARANCES COUNT!

- Un-crowded plots: 3 or 4 data sets per figure; **well-selected scales**; appropriate axis label size; **symbols clear to see** and data sets easy to differentiate.
- Each photograph must have a **scale marker** of the professional quality on one corner.
- Use **color ONLY** when necessary. If different line styles can clarify the meaning, **never use colors** or other **thrilling effects**.
- Do not include **long boring tables!** (e.g., chemical compositions of emulsion systems)

An example of an unreadable figure with the unnecessary usage of color



Fig.1 TEM image of purified MWNTs

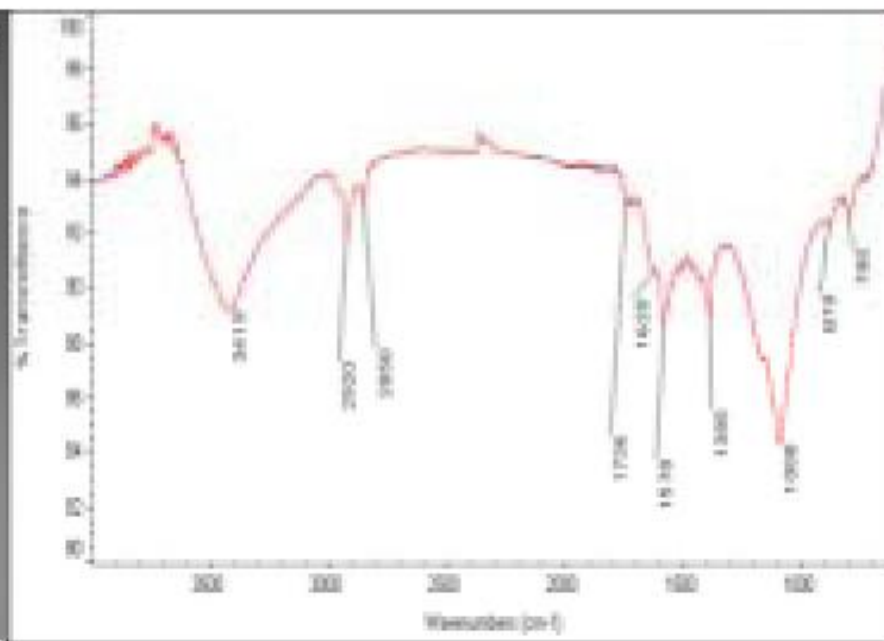
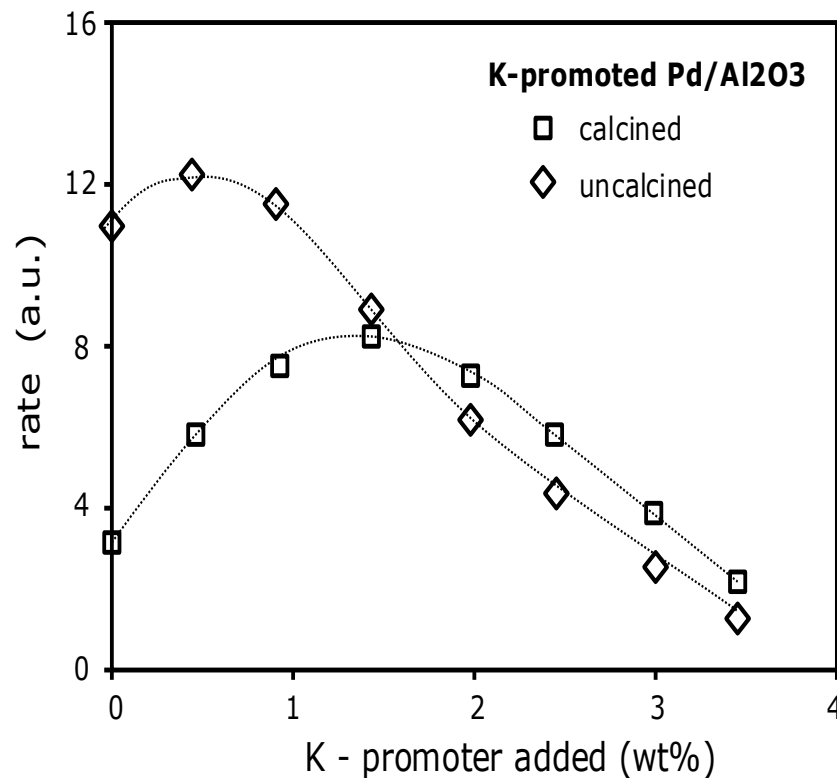
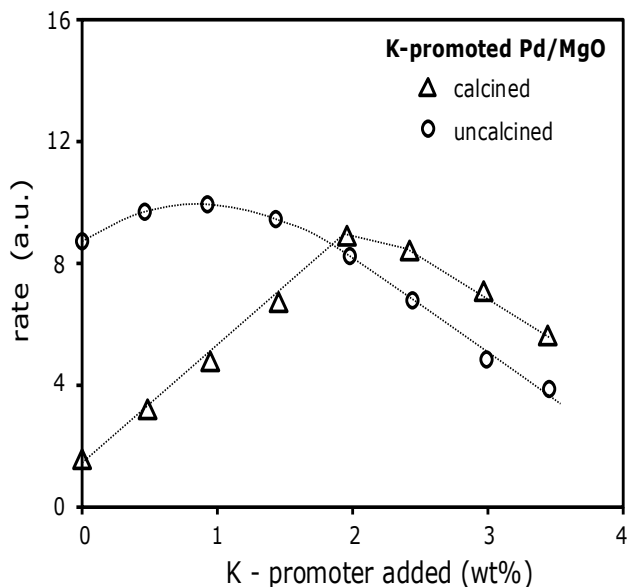


Fig.2 FTIR spectra of purified MWNTs

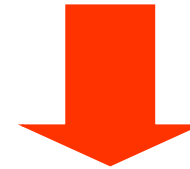
Best!



- **List all the** Tables and Figures Titles **on a separate page**
- **Each** Tables and Figures **is on a separate page**
- Presents results of research
- Should be independent of text
- Titles should be specific
- Should be clear and include all units
- Should include some statistical understanding
 - Decimal places
 - Statistical analysis i.e. SD

Depth	Gravel	Sand	Mud
5 m	3,42%	81.41%	15,17%
50 m	2,5%	58.42%	39.08%
100 m	0,0%	32.5%	67.5%

Revision of the table



Water depth (m)	Gravel (%)	Sand (%)	Mud (%)
5	3.4	81.4	15.2
50	2.5	58.4	39.1
100	0	32.5	67.5

- What** might it mean?
- What is an overall finding?**
- What are the strengths and weaknesses of the study in relation to other studies?**
- Why might we have got different results?**
- What might the study mean?**
- What questions remain unanswered and**
- What next?**

What the results mean

- It is the most important section of your article.
- A huge numbers of manuscripts are rejected because the Discussion is weak.
- Make the Discussion corresponding to the Results. But do **not repeat** the results.
- You need to compare the published results with yours.
- DO NOT ignore work in disagreement with yours – challenge it and **convince the reader** that you are correct or better.

Check for the following:

- How do these results relate to **objectives outlined** in the Introduction section?
- Do the data support your hypothesis?
- Are your results consistent with what other investigators have reported?
- Discuss **weaknesses and discrepancies**. If your results were unexpected, try to explain. Why?
- Is there **another way to interpret** your results?
- What **further research** would be necessary to answer the questions raised by your results?
- Have you explained what is **new without overstating**?

Watch out for the non-quantitative words!

Low/high; Extremely; Enormous;
Rapidly; Dramatic; Massive;
Considerably; Exceedingly; Major,
minor; ...

ANSWER RESEARCH
QUESTIONS

SUPPORT AND DEFEND
ANSWERS WITH RESULTS

EXPLAIN:

- Conflicting results you got
- Unexpected findings
- Discrepancies with other research

STATE LIMITATIONS
OF THE STUDY

STATE IMPORTANCE
OF FINDINGS

ESTABLISH NEWNESS

ANNOUNCE FURTHER
RESEARCH

Answer **RESEARCH QUESTION**

Give **SUMMARY OF FINDINGS**

UNEXPECTED FINDINGS

Establish **NEWNESS (NEW KNOWLEDGE)**

Explain **DISCREPANCIES**

FURTHER RESEARCH AND IMPLICATIONS

(A GOOD ARTICLE IS THE ONE THAT IS READER READ AND CITED)

NO DISCUSSION

- Comparison are made between current and previous findings

NO POSSIBLE EXPLANATIONS for unexpected findings

Does **NOT GIVE NEW INFORMATION**

MAKE CONCLUSIONS that is **NOT SUPPORTED BY THE DATA/ANALYSIS**

- Results and discussions section is the most important
- Part of the manuscript in which critical analysis of the results are done.
- Any limitations of the results presented or techniques used in the study are to be highlighted in this section.
- Care should be taken to avoid any errors of logic and facts.
- Sufficient number of Figures and Tables with good quality

Discussion of Results

The discussion of the results begin with ...

This finding highlights...

The finding of the present study suggest that

The findings suggest that

The finding provides evidence that ...

This study indicates that ...

The results of the present study also suggest that..

The present findings also suggest that ...

Our finding revealed that ...

Among the plausible explanations for these findings is that

The most striking result to emerge from the data is that

Interestingly, this correlation is related to

The correlation between X and Y is interesting because

The more surprising correlation is with the

The single most striking observation to emerge from the data comparison was

Reference to previous research: support

These results agree with the findings of other studies, in which ...

These results are consistent with those of other studies and suggest that ...

The results of this study will now be compared to the findings of previous work.

The results of this study are in keeping with previous observational studies, which ...

These results

further support the idea of ...

confirm the association between ...

are consistent with data obtained in ...

match those observed in earlier studies.

are in agreement with those obtained by ...

are in line with those of previous studies.

are in accord with recent studies indicating that ...

seem to be consistent with other research which found ...

mirror those of the previous studies that have examined ...

are consistent with those of Smith and Jones (2015) who ...

are in agreement with Smith's (1999) findings which showed ...

support previous research into this brain area which links X and Y.

corroborate the ideas of Smith and Jones (2008), who suggested that ...

Highlight your findings!!!!

Unexpected outcome

What is surprising is that ...

Surprisingly, X was found to ...

One unanticipated finding was that ...

Surprisingly, no differences were found in ...

This finding was unexpected and suggests that ...

It is somewhat surprising that no X was noted in this condition ...

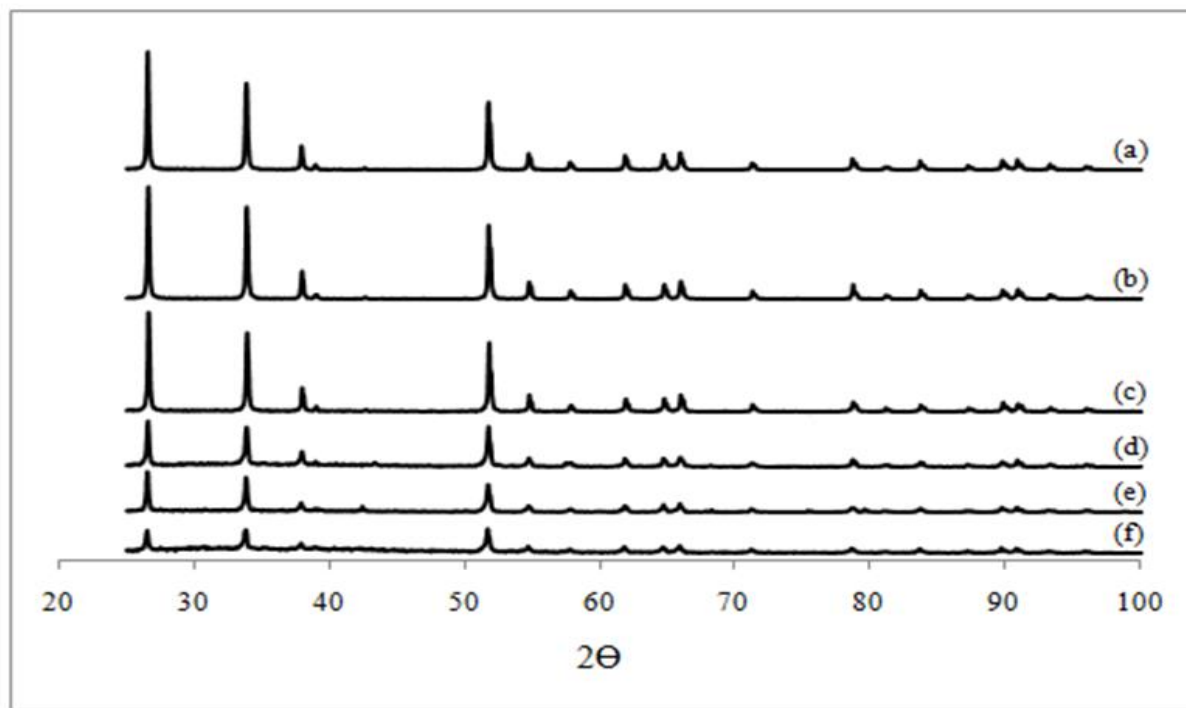
These findings are somewhat surprising given the fact that other research shows ...

Contrary to expectations, this study did not find a significant difference between ...

However, the observed difference between X and Y in this study was not significant.

However, the ANOVA (one way) showed that these results were not statistically significant.

Fig. 7. XRD patterns of catalysts calcined at different temperature for 2 hours; (a) Un-sulfated SnO₂ (b) 500°C for SO₄²⁻/SnO₂, (c) 400°C for SO₄²⁻/SnO₂, (d) 300°C for SO₄²⁻/SnO₂-Al₂O₃ (3), (e) 300°C for SO₄²⁻/SnO₂-SiO₂ (3) and (f) 300°C for SO₄²⁻/SnO₂.



Conclusion

How the work advances the field from the present state of knowledge

- Without a clear conclusion section reviewers and readers will find it difficult to judge the work, and whether or not it merits publication in the journal.
- DON'T REPEAT THE ABSTRACT, or just list experimental results. Insignificant statements of your results are unacceptable in this section.
- You should provide a clear scientific justification for your work in this section, and indicate uses and extensions if appropriate.
- Moreover, you can suggest future experiments and **point out those that are underway.**

- An example:

In conclusion, our results obtained with mice increase the knowledge on CPF-induced adverse effects, up to now limited to rats. They seem to suggest that not all the CPF effects measured in rats and the related doses can be directly extrapolated to mice, which seem to be more susceptible at least to acute treatment. Even though many questions still remain open, our findings show that the mouse could be considered a suitable experimental model for future studies on the toxic action of organophosphorus pesticides focused on mechanisms, long term and age-related effects.

- Contribution to the particular area

- Practical significance

- Future work clearly stated

THREE THINGS IN THE CONCLUSION SECTION

SUMMARIZES the FINDINGS

Summary of CONTRIBUTIONS

Future research (RECOMMENDATION FOR FUTURE WORK)

Conclusions are **NOT A WORDY SUMMARY** of the study

It is **SHORT, CONCISE STATEMENTS** of the conclusions that you have made

It helps to organize these as **SHORT NUMBERED PARAGRAPHS**

Ordered from MOST TO LEAST IMPORTANT

All conclusions should be **DIRECTLY RELATED TO THE RESEARCH QUESTION.**

Restatement of aims

This paper has argued that ...

This essay has discussed the reasons for ...

In this investigation, the aim was to assess ...

The main goal of the current study was to determine ...

The purpose of the current study was to determine ...

This project was undertaken to design ... and evaluate ...

The present study was designed to determine the effect of ...

The second aim of this study was to investigate the effects of ...

Returning to the question posed at the beginning of this study, it is now possible to state that ...

This study set out to

predict which ...
establish whether ...
determine whether ...
develop a model for ...
assess the effects of ...
investigate impact of ...
better understand the ...
find a new method for ...
evaluate how effective ...
assess the feasibility of ...
test the hypothesis that ...
explore the influence of ...
gain a better understanding of ...
objectively measure and assess ...
examine the relationship between ...
compare the two ways of treating ...
critically examine the ways in which ...
evaluate a new method of measuring ...
provide the first systematic account of ...
understand the views and experiences of ...
review in detail the available information on ...

Summarising research findings

This study has identified ...

This study has shown that ...

The research has also shown that ...

The second major finding was that ...

These experiments confirmed that ...

X made no significant difference to ...

This study has found that generally ...

The investigation of X has shown that ...

The results of this investigation show that ...

X, Y and Z emerged as reliable predictors of ...

Multiple regression analysis revealed that the ...

The most obvious finding to emerge from this study is that ...

The relevance of X is clearly supported by the current findings.

One of the more significant findings to emerge from this study is that ...

The main finding can be summarized as follow: 1..2..

The following conclusions can be made: 1..2...

Important conclusions drawn from this work include: 1...2...

The following conclusions were obtained. 1)....2)..

Analysis of the computed results show the following: 1).....2)...

In summary, the current study unveils just the tip of iceberg of

The following is a summary of conclusions. 1...2)...

Significance of the findings

The evidence from this study suggests that

The results of this study indicate that

The findings of this study suggest that

The X that we have identified therefore assists in our understanding of the role of

These findings enhance our understanding of

This research will serve as a base for future studies and

The current findings add substantially to our understanding of

The current findings add to a growing body of literature on

The study has gone some way towards enhancing our understanding of

The present study, however, makes several noteworthy contributions to

The findings from this study make several contributions to the current literature. First,...

Recommendations for further work

This research has thrown up many questions in need of further investigation. Further work needs to be done to establish whether

It is recommended that further research be undertaken in the following areas: Further experimental investigations are needed to estimate

What is now needed is a study involving

More broadly, research is also needed to determine

Further research might explore/investigate

Further research in this field/regarding the role of X would be of great help in

Further investigation and experimentation into X is strongly recommended. A number of possible future studies using the same experimental set up are apparent. It would be interesting to assess the effects of

More information on X would help us to establish a greater degree of accuracy on this matter.

If the debate is to be moved forward, a better understanding of needs to be developed.

These findings provide the following insights for future research:

- Should consider to acknowledge any help and assistance, such as research grant, scholarship, special permission, people who helped to review, comments, etc.

- **Relevant and recent**
- **Be highly selective**
- **Read the references**
- **Do not misquote**
- **Use correct style for journal**

Typically, there are more mistakes in the references than any other part of the manuscript. It is one of the most annoying problems, and causes great headaches among editors...

- Cite the main scientific publications on which your work is based
- Do not over-inflate the manuscript with too many references – it doesn't make a **better manuscript!**
- Avoid excessive self-citations
- Avoid excessive citations of publications from the same region.

- Make the reference list and the **In-text citation conform strictly** to the style given in the Guide for Authors!!!
- Presentation in the **correct format** is the **responsibility of the author**, not the Editor!
- **Checking the format** is normally a large job for the editors. Make their work easier and they will **appreciate the effort**.
- Check the following:
 - **spelling of author names, year of publications**
 - Usages of "et al.", and punctuations.



Comments from a frustrated editor: (Learn from them...)

- *Your list of references is a **total mess!!** Take a very careful look at articles in our **journal** and **print your references accordingly**. Thus, do not use the word 'and' between names of authors. Do not use a comma after the name of the journal. Do never use *et al.* in a reference. You **MUST mention all authors!!!** Do not mention the last page of an article; the first page is sufficient in our journal. And so on, and so on!!*

Direct and short sentences are preferred!

- Long sentences will not make the writing more professional. They only confuse readers.
 - Nowadays, the average length of sentences in scientific writing is about 12-17 words.
 - It is said that we read one sentence in one breath. Long sentences obstruct readers.
 - One idea or piece of information per sentence is sufficient. Avoid multiple statements in one sentence.

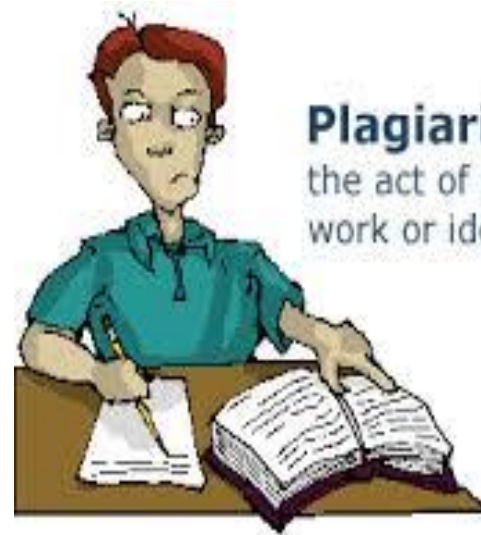
Problems with long sentences:

- Inappropriate use of passive voice or dummy clauses (e.g., “It has been found that there had been many ...”) makes sentences complex.
- Bad structure of sentences with wrongly used conjunctive words or dangling modifiers. (e.g., “because..., so...”, “Although..., but...”, “considering..., it is...”)
- Excessive use of subordinate clauses in one sentence. (e.g., “It has already been found that when...there would be ... which...while...”)
- Mixing different levels of parallelisms connected by “and” in one sentence.

- | | |
|------------------------------|----------------------|
| ➤ As far as ... is concerned | → As for |
| ➤ At the present time | → At present, or now |
| ➤ By means of | → By |
| ➤ In order to | → To |
| ➤ In view of the fact that | → Since; because |
| ➤ Red in colour | → Red |
| ➤ Small in size | → Small |
| ➤ Until such time as | → Until |
| ➤ Adequate enough | → Adequate |
| ➤ Research work | → Research, or work |
| ➤ Schematic diagram | → Scheme, or diagram |
| ➤ ... | |

Ethical Aspect:

- Plagiarism
 - Any text in the paper.
 - Tables, figures.
 - Zero tolerance.
- **Self-plagiarism**
 - Is this paper look similar to your previous one?
 - Copy-and-paste.
- Quotation and **Paraphrase**.
- Plagiarism checking tools.



Plagiarism:

the act of presenting another's work or ideas as your own.



Presentation Aspect:

- Write paper for you only!
 - **Suppose reviewers** have known everything you know.
- **Lacking of context**
 - Lacking of **problem definition** or crowded with them.
 - Lacking of **literature review** or unfairly diminish others work.
- **Purely descriptive**
 - **No alternative, no comparison, no comments** just “we did this, we did that...”

Presentation Aspect:

- **Bad structured**
 - **Unbalance** in parts.
 - Include **irrelevant or unnecessarily** long contents.
 - **Incoherence/illogical**.
- Incomprehensible writing
 - Many **acronyms and abbreviations**.
 - **Inconsistence in notation** usage.
 - **Use footnote** more than text.

Language Aspect:

Academic writing is a discipline!

- Writing paper with **colorful language**
 - **Straight and simple.**
- Write long and complex sentences
 - **KISS** – Keep it short and simple
- Context repetition
 - **Should not repeat** ourselves.
- **Inconsistent tense** in a paragraph

Language Aspect:

Academic writing is a discipline!

- **Active** vs. **Passive** voice
 - **Social Science research** tends to use **more active voice** while **formal English** tends to **use passive**.
- **Bad word choice**
 - Over-sell/over-generalize words (e.g “paradigm”)
 - Buzz words (cool but shallow).
 - Controversy words.
- **Typos and bad graphics**

- Attention to detail
- Check and double check your work
- Consider the reviews
- English must be as good as possible
- Presentation is important
- Take your time with revision
- Acknowledge those who have helped you
- New original and previously unpublished
- Critically evaluate your own manuscript
- Ethical rules must be obeyed

- Read **journal guidelines – again and again**
- Create a **single word document**
 - **Cover page**
 - **Separate abstract page**
 - **Text**
 - **Separate table and figure pages**
 - **Figure captions**
 - **References**

- Don't forget to include a **shortened manuscript title** on the cover page
- Acknowledgements
 - **Sponsors**
 - **Technical assistance**
- Authors/Corresponding Author
 - Which order!!!
 - Student, Post-doc and Supervisor??



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Question???

