Introduction

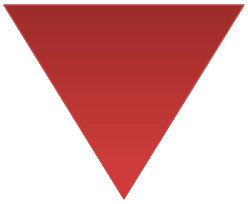
How to write it?

Introduction = Why

Make a Puzzle

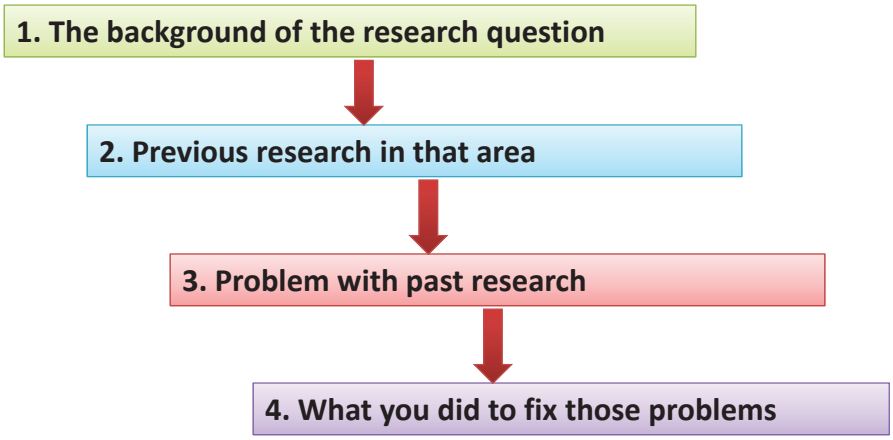
Show the Gap

General Information



Aim of the Study

Parts of the Introduction



1. The Background of the Research Question

- The most important part of the introduction
  → **the first line**
- Use the Key words of the title
- Be a journalist; try as hard as you can to hook your reader in the first line.

What You Should Not Do:
too many details

✓ **Write the first paragraph according to the aim of the study not from the basic subjects.**

Some Examples

- **Title:** Relationship between behavioral hearing thresholds and estimated auditory steady-state response thresholds in children with a history of neonatal hyperbilirubinemia
- **First line:** Despite recent advances in the care of newborns with jaundice, bilirubin toxicity remains a major issue in the field of neonatal health care and complications of severe hyperbilirubinemia, including hearing loss, are a common finding in developing countries [4].
- **Title:** Effects of Congenital Blindness of Subcortical Representation of Speech Cues
- **First line:** Blind individuals can overcome some of their sensory impairments through the development of other sensory and cognitive capabilities (Wagner-Lampl and Oliver, 1994).

2. Previous Research in That Area

- Try not to **miss** relevant articles.
- Go trough the past **10** years.
- **Choose the journal** before writing the intro.
- **Guess** the reviewers ⟹ use their articles.
- Update your search when you write the manuscript.
- Don't be pedantic.
- Do not refer to your articles too much.
- If your literature review is poor, explain why.

3. Problem with the Past Research

- What was the Problem?
  - Follow up?
  - Wrong/poor design?
  - Selection bias?
  - Poor measurement techniques?
  - Inadequate analysis?

- **Don't criticize unless your study represent an improvement.**

How to Criticize

- ***Be cautious!***
- Avoid antagonist phrases:
  - Failed to …,
  - made the mistake of …,
  - used invalid techniques …,
  - did not recognize …,

How to Criticize

- ***Be gentle!***
- Previous research did not account for the possible effect of …
- Cite another author who has criticized the prior study, it is even better to use the passive voice:
  - The results of that study have been questioned because …
  - Some have suggested that the results of this study can be interpreted as showing that ...

How to Criticize

- Sometimes there is nothing wrong with previous research, some studies found black and other found white. **Point to controversies**:
  - Of the three previous studies of this question, two found that …… whereas another study concluded that ……

4. What You Did to Fix Those Problems

- Conclusion of the introduction, **the aim of your article (hypothesis)**
- Mentioning **study design is optional** (one- sentence overview)
- No results of your own study here

Examples

- The present report **extends** the earlier case base study by examining ……
- Yet, little is known about psychological functioning … thus, this study examined …..
- We expand our prior findings by including 50 additional patients to ….

Examples of the Reviewer's Comments

- the introduction is disorganized and very difficult to follow.
- Is there a specific hypothesis you were testing? Were there any predictions?

Some Points:

- The best introduction fits on one page and half.
- Max 2 pages or 1/6 article
- Some psychiatry and psychology journals expect much longer introductions.

Some Points:

- Avoid repeated “we” s. That is something reviewers don’t like.
- Avoid unfamiliar abbreviations.
- Don’t use key words repeatedly.

Recheck

- Are the four major elements of the manuscript introduction **covered almost in four paragraphs?**
- After reading the introduction, could someone who is not familiar with the field be able to tell why you did the study, how your study has an improvement over existing knowledge?
- Do you use an objective tone when criticizing previous work?
- Do you describe how your own study addresses/fixes the problem of the previous researches?
- Is there something wired in your introduction?

Methods

How to write it?

Method's Structure

- **First Section: Study Design**
- **Second Section: Method/Study Implementation**
- **Third Section: Statistical Analysis**

First Section

- Study Design
  - Subjects/ Participants
  - Sampling Method
  - Time & Place
  - Inclusion/ Exclusion Criteria
  - Ethics (This study was approved by the Ethics Committee of the Iran University of Medical Sciences.)

Second Section

- Methods
  - Description of all parts of research
  - Precise expression of measurements and tests
    - Qualitative Instruments
      - Questionnaires/ Scales
    - Quantitative measures
      - Objective instruments
    - Both quantitative and qualitative instruments

Methods

✓Describe all used measures individually and exactly

✓Explain your new method more in the Appendix

Third Section

- Statistical Analysis
  - Express normal distribution of data
  - Express statistical test for each variable individually
  - Statistical Software
    - Name
    - Version
    - Company
  - P-value

Some Good Points

- Use subheadings
- Use related references
- Don’t refer to unpublished findings
- Reporting test power for small sample sizes (It gives more certainty to the findings)

Results

How to write it?

How Important Is the Result?

- It is the **shortest** and **most important** part of your study.
- Your ***Materials and Methods*** section shows how you obtained the results, and your ***Discussion*** section explores the significance of the results.
- Results section forms the **backbone** of the study.
- Paper will stand or fall in this section.

Important Points for Writing Results

- Simple and short
- Logical sequence
- Use subheading as necessary

Content

- **Basic results** (Descriptions)
- **Main features** of your data which allow you to discuss how **your hypothesis was or wasn't supported**.
- Must direct the reader toward the solution to the problem.

Content

- **Report negative results – they are important!**
- If you did not get the anticipated results, it may mean your **hypothesis was incorrect and needs to be reformulated**, or perhaps you have faced to **something unexpected** that warrants further study.
- **Do not fall into the trap** of thinking that results contrary to what you expected are necessarily "***bad data***". **If you carried out the work well, they are simply your results and need interpretation. Many important discoveries can be traced to "bad data".**

Content

- Text

&

- Illustrative materials (Tables and Figures)

Text

- **Use a short paragraph**, generally just a few lines, that describes the results.
  - In a relatively simple experiment with few amount of data, the text can represent the entire Results section.
- **Clear** presentation of data
- **Do not present the same material** in both the **text** and the **tables/figures**.

When Tables Use?

- Data summarization
- Presentation of large volume of findings
- Simple presentation than text
- Need to present the exact amount of findings

Table Characteristics

- Self explanatory (the meaning of every items must be obvious without referring to text)
- A descriptive title
- Appropriateness of contents
- Combine small and similar tables
- Explain any statistical test
- All tables must be numbered
- All tables must be sited in text

Example

Table 2. Mean values for sABR evaluations for congenitally blind and normal-sighted subjects (Statistically significant at $p < 0.05$)

	Normal-sighted subjects			Congenitally blind subjects			Statistical results		
	Mean	SD	*N*	Mean	SD	*N*	*F*	*p*	Partial η^2
Latencies (ms)									
V	5.90	0.23	24	6.03	0.15	26	3.800	0.060	0.106
A	6.94	0.24	24	6.99	0.27	26	0.274	0.604	0.009
C	17.65	0.62	18	17.70	0.64	22	0.040	0.893	0.001
D	21.57	0.20	24	21.16	0.58	22	4.636	**0.012**	0.182
E	30.01	0.55	24	30.29	0.29	26	2.729	0.087	0.091
F	38.86	0.22	24	38.97	0.24	26	0.986	0.181	0.055
O	48.44	0.49	22	47.13	0.45	26	4.804	**0.014**	0.194
Amplitudes (μV)									
V	0.06	0.02	24	0.14	0.03	26	41.075	**< 0.001**	0.562
A	−0.18	0.03	24	−0.20	0.08	26	0.514	0.479	0.016
C	−0.10	0.11	18	−0.05	0.03	22	2.890	0.099	0.083
D	−0.14	0.08	24	−0.16	0.09	22	0.349	0.559	0.011
E	−0.20	0.06	24	−0.32	0.10	26	12.484	**0.001**	0.281
F	−0.14	0.07	24	−0.20	0.09	26	1.898	0.178	0.056
O	−0.14	0.09	22	−0.11	0.06	26	1.731	0.198	0.051
Response RMS amp	0.091	0.03	24	0.106	0.03	26	1.301	0.262	0.039
Pre-stimulus RMS amp	0.080	0.02	24	0.052	0.01	26	8.569	**0.010**	0.349
SNR	1.13	0.33	24	1.97	0.43	26	38.388	**< 0.001**	0.545
V–A onset measures									
Duration (ms)	1.22	0.18	24	0.94	0.25	26	13.901	**0.001**	0.236
Amplitude (μV)	0.18	0.10	24	0.29	0.12	26	8.077	**0.007**	0.152
Slope	−0.21	0.06	24	−0.31	0.10	26	7.500	**0.009**	0.143
Correlation measures (ms)									
SR corr	0.17	0.08	24	0.16	0.06	26	0.575	0.452	0.012
SR lag	7.98	1.20	24	8.02	1.01	26	0.109	0.751	0.002
Spectral magnitude (μV)									
F0 amp: 103–121 Hz	0.0284	0.010	24	0.0523	0.031	26	7.446	**0.009**	0.134
F1 amp: 454–719 Hz	0.0041	0.001	24	0.0114	0.005	26	14.407	**< 0.001**	0.231
HF amp: 721–1155 Hz	0.0004	0.0001	24	0.0036	0.001	26	32.296	**< 0.001**	0.402

Statistical results from MANOVA analysis performed separately for latency and amplitude variables.
N, numbers of ears; Partial η^2, effect size estimate.

Example

Table 1 OAE, ABR and audiometric findings in the study population

Patient	Sex	Age (years)	TSB (mg/dL)	Mean PTA (dB HL)		OAE		ABR threshold (dB nHL)[a]		Wave V latency (ms)	
				Right ear	Left ear	Right ear	Left ear	Right ear	Left ear	Right ear	Left ear
1	M	5.2	32	68.3	61.7	Absent	Absent	75	70	5.91	5.85
2	F	7	20.8	76.7	76.7	Absent	Absent	NR	NR	–	–
3	M	3.8	17	100.0	103.3	Absent	Absent	NR	NR	–	–
4	F	4.7	20	80.0	80.0	Absent	Absent	NR	NR	–	–
5	M	5.6	21	93.3	101.7	Absent	Absent	NR	NR	–	–
6	M	4.8	20	96.7	90.0	Absent	Absent	NR	NR	–	–
7	F	11	38	78.3	83.3	Absent	Absent	NR	NR	–	–
8	M	3	17.5	80.0	80.0	Absent	Absent	NR	NR	–	–
9	F	3.1	19	61.7	66.7	Absent	Absent	75	80	6.00	6.05
10	F	4	19	105.0	95.0	Absent	Absent	NR	NR	–	–
11	F	2.4	48	61.7	58.3	Absent	Absent	65	65	5.61	5.65
12	F	11	38	75.0	71.7	Absent	Absent	95	95	6.07	6.00
13	M	6.2	30.5	6.7	8.3	Present	Present	30	30	5.45	5.40
14	M	3.2	26.8	10.0	6.7	Present	Present	30	30	5.43	5.41
15	F	5.7	30.3	6.7	5.0	Present	Present	30	30	5.43	5.39
16	M	5.2	32	7.5	5.0	Present	Present	30	30	5.49	5.46
17	M	5.4	27	7.5	7.5	Present	Present	30	30	5.25	5.25
18	F	10	17.2	7.5	5.0	Present	Present	30	30	5.15	5.20
19	F	6.3	20	5.0	10.0	Present	Present	30	30	5.62	5.60
20	F	10.2	27	80.0	81.6	Absent	Absent	NR	NR	–	–
21	F	3	24.4	68.3	63.3	Absent	Absent	80	75	5.93	5.85
22	M	4.4	33	5.0	10.0	Present	Present	30	30	5.41	5.43
23	M	5.9	28.3	8.3	10.0	Present	Present	30	30	5.28	5.31
24	M	4.6	18.6	6.7	5.0	Present	Present	30	30	5.80	5.72
25	M	6	21	9.2	6.7	Present	Present	30	30	5.51	5.59
26	F	4.9	20.2	5.0	5.0	Present	Present	30	30	5.72	5.69

M male, *F* female, *NR* No response

[a] In normal-hearing subjects, ABR thresholds were not recorded for intensities lower than 30 dB nHL

Use of Figures

- Support findings by better visualization and facilitate comprehension
- **Figures types**
  - Pictures
  - Diagrams
  - Graphs

Figures characteristics

- Self explanatory (the meaning of every items must be obvious without referring to text)
- A descriptive title
- Have a legend
- All features (axes, bars, lines, points, …) must be labeled
- All figures must be numbered
- All figures must be sited in text

Example

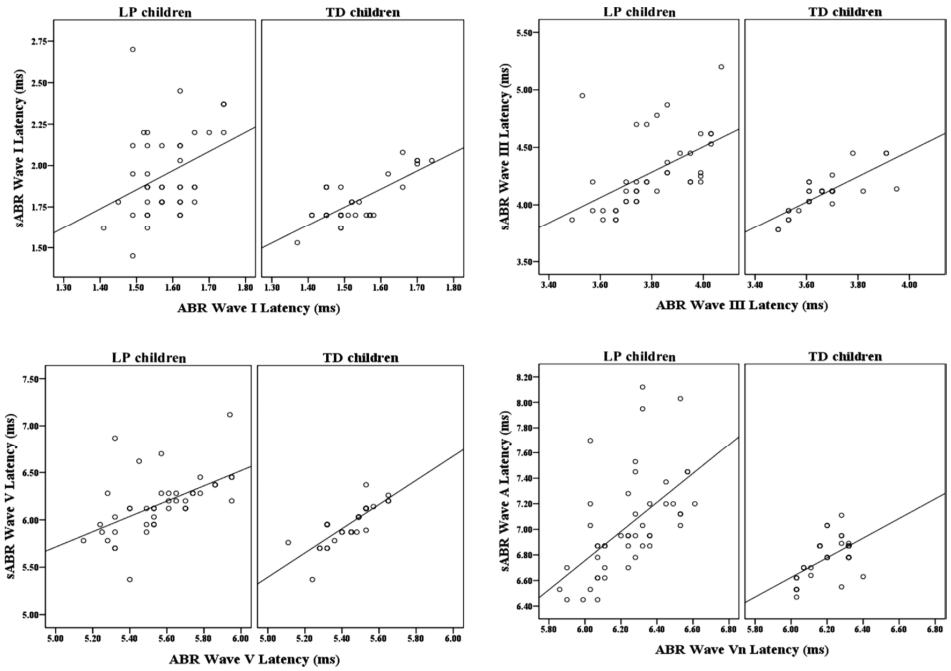


Fig. 3. Correlation between wave latencies (ms) of I, III, V and Vn in click ABR and I, III, V and A in sABR in each group. The horizontal axis is click ABR wave latencies (ms) and the vertical axis is sABR wave latencies (ms).

Example

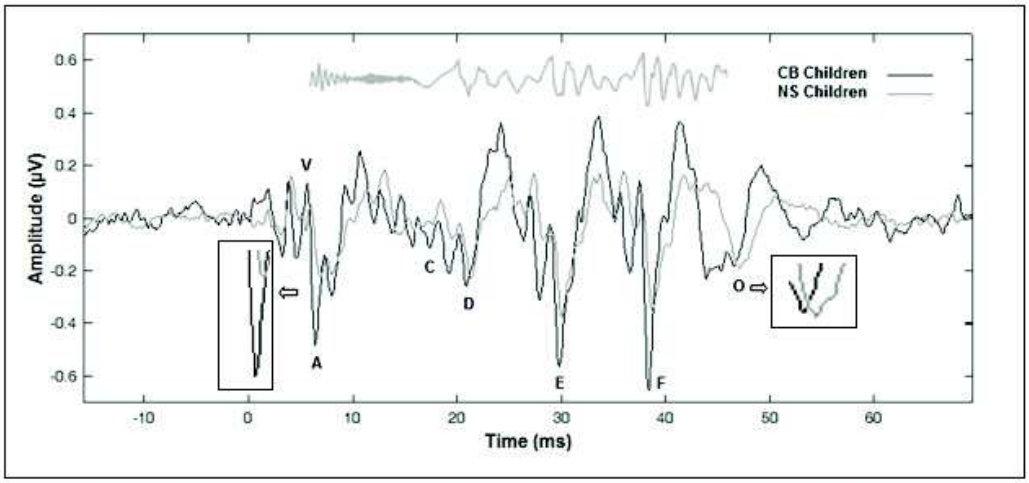


Fig. 1. Grand average waveforms for the sABR. Mean waveforms are shown for CB children (gray line) and NS group (black line). The major sABR peaks V, A, C, D, E, F, and O are labeled. The stimulus waveform is plotted above with a delay of 7 ms (CB: congenitally-blind, ms: millisecond, NS: normal-sighted, sABR: speech auditory brainstem response, μV: microvolt).

Example

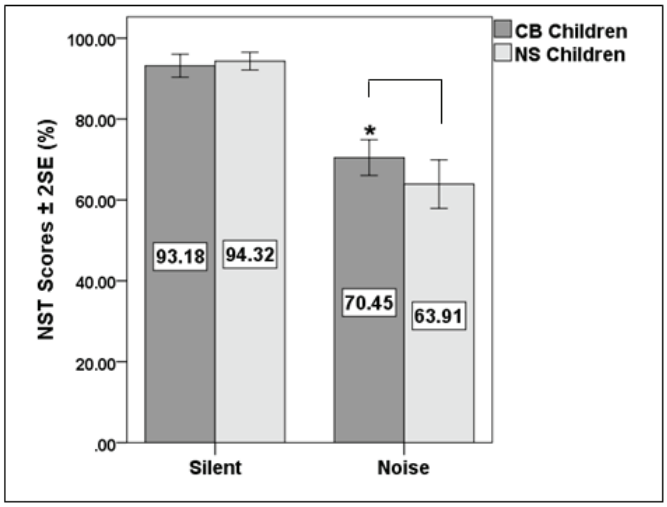


Fig 3. The mean (±2SE) of NST in silent and noise situations for the two groups (CB: congenitally-blind, NS: normal-sighted, NST: nonsense syllable test). Asterisk indicates *p<0.05.

Logical Sequence of Data Presentation

- **Descriptive results**
  - Basic variables
  - Outcome variables
- **Analytic results**
  - Simple
  - Complex

Types of Variables

- **Dichotomous:** can have only on of two value (yes-no, dead-alive, male-female)
- **Categorical:** can have a limited number of mutually exclusive possibilities (poor, fair, good, excellent)
  - **Use both number and the percentage**
- **Continuous:** theoretically have an infinitive number of values (weight, length, serum glucose level)
  - **Normal distribution: Range (Min-Max), Mean ± SD**
  - **Not normal distribution: Range, Median, & the inter quartile range of q1 (25%) and q3 (75%)**

Analytic Results

- Analytic results involve a **comparison of two or more variables** or groups.
- Statistical test summaries (**test name, p-value**) must be reported parenthetically (**test statistic is optional**)

Important Notes

- No method description
- No interpretation of data
- No reference
- Using the (simple) past tense

> In this study, sABR wave latency was significantly shorter in blind subjects than in normal-sighted subjects in response to D ($p = 0.012$) and O ($p = 0.014$) waves and the same results were observed in duration ($p < 0.001$), amplitude ($p = 0.015$) and slope ($p = 0.004$) of the V–A complex, and in amplitudes of F0 ($p = 0.009$), F1 ($p < 0.001$) and HF ($p < 0.001$) in spectral measures.

- **Do No use the same data in both text and table/figure.**
- **Use the actual amount of p-values** (3 digits) for significant findings.
- Reporting non-significant p-values is optional (p= 0.000 ⟹ p<0.001).
- **All variables** in the Methods should be described in the Results.

Discussion

How to write it?

Characteristics

- The **most difficult part** of an article
- The **least formalized** part of an article
- It is **not repeating the results**
- It is the practice of logic and discipline
- Since sometimes results are self-explanatory, many find it difficult to know what other materials are needed to add to this section.

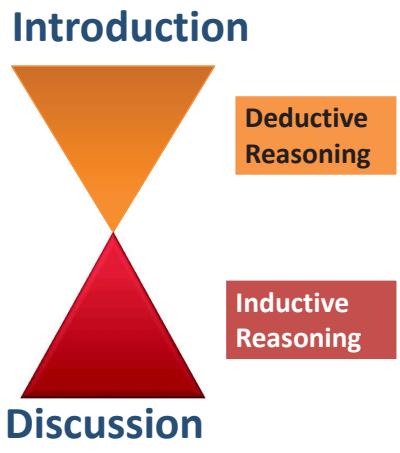
What You should Do

- **Simply:**
  - **Discussion is where you**
    - ***Refer*** to your results …
    - ***Explain*** your results …
    - ***Interpret*** your results in light of other work in field
    - ***Explain*** whether data support your hypothesis
    - ***Explain*** related scientific facts
    - ***Derive conclusion*** based on your findings and about the process you're studying
    - ***Explore*** the theoretical and practical implications of your findings

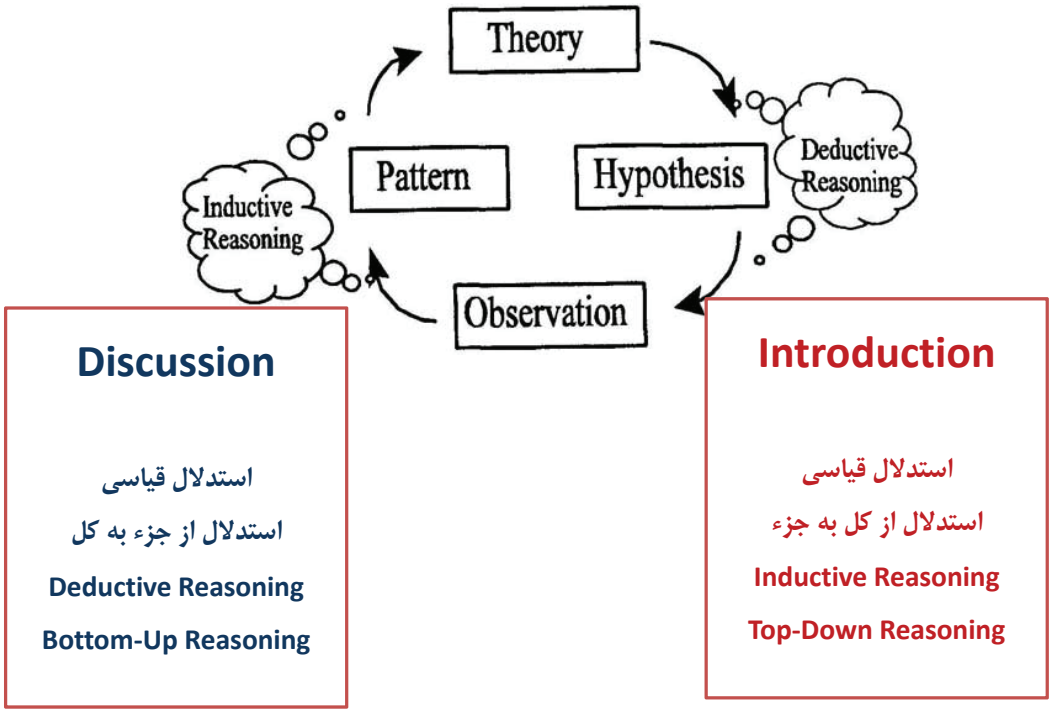
General Structure of Article

Remember the **inverted triangle** of the introduction …!

Discussion has a triangle as well, but it is not inverted, it is a **straight triangle** …!



Reasoning



Discussion

استدلال قیاسی

استدلال از جزء به کل

Deductive Reasoning

Bottom-Up Reasoning

Introduction

استدلال قیاسی

استدلال از کل به جزء

Inductive Reasoning

Top-Down Reasoning

General Structure of Article

- In the introduction you begin with **general issues** and continue to get the **aim of the study**.
- Discussion contains several parts in no particular order but roughly **moving from specific** (related to your experiment only) **to general** (how your finding fit in the larger scientific community).

Components

1. **Main findings** (1st paragraph)
2. **Interpretation / Mechanism** (next paragraphs):
   - ***Explain*** your results …
   - ***Interpret*** your results in light of other work in this field
   - ***Explain*** whether data support your hypothesis
   - ***Explain*** the negative opinions
   - ***Explain the*** related scientific facts
3. **Study limitations** (an individual paragraph)
5. **Conclusion** (last paragraph of the paper)

First paragraph

- **There are three ways to start the first paragraph:**
  - **Summarize the main findings**
  - **Start by some descriptive data**
  - **Start by responding the first finding**

Following paragraphs

- **Answer research question**
  - ***Explain*** your results …
  - ***Interpret*** your results in light of other work in this field
  - ***Explain*** whether data support your hypothesis
  - ***Explain*** the negative opinions
  - ***Address to the*** related scientific facts
- **Study limitations**
- **Conclusion**

Last paragraph = Conclusion

- Express **main study results** generally
- Address to **clinical and/or research applications** of the study
- Announce **further research**

Sample of Discussion paragraphs

SNR was obtained as the mean amplitude of the response divided by the mean amplitude of the pre-stimulus activity (Krizman et al., 2012). This value was significantly higher in blind subjects than in normal-sighted individuals. According to the SNR results and the similarity of the RMS amplitude values calculated for both groups, this difference occurs from the lower amplitude of pre-stimulus activity in the blind group. This lower level during pre-stimulus recordings in the blind group may relate to attention enhancements previously reported in the blind (Kujala et al., 1997; Hugdahl et al., 2004). However, given the lack of measurements on auditory attention in this study, this idea requires further investigation.

CONCLUSION

A review of previous research on the effects of congenital blindness on brain functions shows that there are a large number of studies that focus on cortical structures, while little attention has been devoted to subcortical structures. The present study investigated congenitally blind subjects and a control group that were matched in terms of sex, age, literacy and job variables. Findings revealed no remarkable difference in click ABR between the two groups, but congenitally blind subjects achieved better results in both the source and filter classes of sABR. It is possible that these subjects had enhanced neural representation of vocal cord vibrations, better neural synchronization, and faster response to neural encoding of the onset and offset parts of speech stimuli at the brainstem level. These findings result from compensatory mechanisms involved in neural reorganization in blind subjects and are influenced from top-down corticofugal connections with the auditory and visual cortices (cortical feedback) (Banai et al., 2005). The current results encourage future studies in this area to develop a better understanding of the effects of sensory deprivation and concepts such as skill acquisition, long-term experience, and neural compensatory mechanisms in blind individuals.

Sample of study limitations

This study was performed on 15 deaf children who received cochlear implants at the AmirAlam Cochlear Implant Center. The limitations of this study include the small sample size and short period of follow-up. Given that the families of hearing-impaired children are referred to the cochlear implant center from various regions of Iran, and due to poor cooperation from the other families, it is difficult to follow up larger groups of children for a longer period of time. Continued research with larger numbers of children over longer intervals of intervention is required for a more complete evaluation of the benefits of aural rehabilitation in order to counsel the parents of children who underwent cochlear implantation. In addition, subjective observation of progress with regard to the developmental skills of children based on their parents' completion of the Newsha Developmental scale results in a bias on the part of the parents caused by their expectation levels following implantation. However, we used a homogenous sample of parents in terms of educational level and attempted to ensure that the parents understood each item of the scale correctly through sufficient and detailed illustration of those items.

Some advices

- Emphasize the **new and important aspects** of the study
- If your method is new and strange, **explain more and try to defend it.**
- **Compare and contrast** the results with other relevant studies.
- **State the limitation** of study.
- Be sure that **all conclusions are supported by results.**

Don Not … !

- **Do not omit other previous evidences** to show your study is unique … **don't magnify it**.
- **Do not** explain the concepts more than what is necessary.
- Discussion part is not for the review of literature .
- **Do not** be shy! Discuss the theoretical implications and practical applications of your work.
- Keep the discussion to the results, **do not go beyond data**.
- **Don't over generalization**.
- Avoid speculation that can not be tested in the foreseeable future.

Tense

- **Past tense:**
  - Your current results
  - Previous studies
- **Present tense:**
  - Interpretation of your results
  - Results of previous studies that are well-known and confirmed (Scientific Facts)

Acknowledgment & References

Acknowledgment

- **Collate acknowledgements in a separate section** at the end of the article before the references
- List here those individuals who provided help during the research (e.g., providing language help, writing assistance or proof reading the article, etc.). Formatting of funding sources
- **List funding sources** in a standard way to facilitate compliance to funder's requirements:
  - **Sample:** This work was supported by the National Institutes of Health [grant numbers xxxx, yyyy]; the Bill & Melinda Gates Foundation, Seattle, WA [grant number zzzz]; and the United States Institutes of Peace [grant number aaaa].

Abstract

How to write it?

& Cover Letter

How important is the Abstract?

- Give the **first point of view** to the reader from the article.
- Give the first point of view about the **quality of the article.**
- Many people read **just** the abstract.
- **Encourage** readers to read the other parts of the paper.

Characteristics

- It is the **last part** of the article that is written.
- It should be a good **brief** of the entire article.
- Usually has less than 250 words.

Abstract components

- **Introduction:**
  - **Background of the study**
  - **Object or aim of the study**
- **Material and Methods**
- **Main Results**
- **Conclusions**
- **Significance of the study**
- **Key words**

Characteristics of the non-structured Abstract

- Usually has less than 150 -200 words
- Has just one paragraph
- Has an integrated and continuous sequence
- **Signal words** can use to show it's different parts, like as:
  - We asked whether…
  - To answer this question, we…
  - Findings reveal that…
  - It can conclude that… (or thus…)
  - We suggest that…

Do Not … !

- References
- Abbreviations
- Specific terms
- Not important statistics
- Compare with prior studies
- Refer to table/figure
- Unnecessary background or explanation of research methods

Key Words

- Are too important to find your article in general data bases
- They **must be specific and definite**.
- **General words** usually use in interdisciplinary studies
- **Mesh** is a good method to define the best key words
- Also **related articles** can be used

MEDICAL SUBJECT HEADINGS MeSH

http://www.ncbi.nlm.nih.gov/mesh
http://www.nlm.nih.gov/mesh/MBrowser.html

Title

- **Characteristics**
  - Journals usually have **word limitation** for both title and running title.
  - t is **not** the same title of proposal / thesis.
  - It should be **abstract**, **intriguing** and **attractive.**
  - It shows aim of the study (main variable).
  - Before finalize it, make review on the related topics.

Title

- **Choose what type you want to use**
- ***Declarative titles:*** State the **main findings or conclusions** (e.g. 'A three-month weight loss program increases self-esteem in adolescent girls'
  - Declarative titles are generally used in **research articles** and they convey the largest amount of information.
- ***Descriptive titles:*** *D*escribe the **subject of the article** but do not reveal the main conclusions (e.g. 'The effects of family support on patients with dementia').
  - descriptive titles seem to be **most common type in journals**
- ***Interrogative titles:*** Introduce the subject in the form of **a question** (e.g. 'Does cognitive training improve performance on pattern recognition tasks?')
  - Interrogative titles, on the other hand, are less common and they are more suitable for literature **review articles**.

How to formulate your title?

Here are a few tips:

- **Follow the guidelines:**
- **Avoid titles that are too long.**
  - Longer titles can be more difficult to remember and, as Jamali and Nikzad (2011) found, articles with longer titles are downloaded slightly less than those with shorter title.
- You can sometimes use **a colon** to add additional information to the title, such as the methodology that was used (e.g., 'Brain activation during perception of face-like stimuli: A fMRI study').
- **Do not use acronyms** in the title without spelling them out (Hartley, 2012).
  - Readers who are not familiar with their meaning may simply skip your article even though it's relevant to their search.
- **Irony and humor** in the title may help you attract more readers but they should be avoided most of the time (Hartley, 2008).
  - They may not be understood by readers who are not native speakers and they also tend to be culture-specific. Moreover, your article will probably appear less often in the search results.

Cover Letter

- Briefly explain the conceptual advance provided by the findings and their significance to a broad readership.
- Furthermore, cover letter includes the agreement to the ethical standards: "I have read and have abided by the statement of ethical standards for manuscripts submitted to Neuroscience".
- In addition, indicate that all authors have approved the final article.

Sample cover letter for submission of a paper to a scientific journal

[Date]

Dear Dr. [Editor name],

I/We wish to submit a new manuscript entitled "[title of article]" for consideration by the [journal name].

I/We confirm that this work is original and has not been published elsewhere nor is it currently under consideration for publication elsewhere.

In this paper, I/we report on _____. This is significant because _____. The paper should be of interest to readers in the areas of _____.

[Please explain in your own words the significance and novelty of the work, the problem that is being addressed, and why the manuscript belongs in this journal. **Do not** simply insert your abstract into your cover letter! Briefly describe the research you are reporting in your paper, why it is important, and why you think the readership of the journal would be interested in it.]

Please address all correspondence concerning this manuscript to me at [email address].

Thank you for your consideration of this manuscript.

Sincerely,

[Your Name]

[Your Affiliation]

[Your Address]

Some key Points

Some Key Points

- **Search for an appropriate journal based on:**
- **Scope of the journal**
- **Subject of the study**
- **Instruments:**
  - Subjective instruments: Questionnaires, Behavioral tests, …
  - Objective instruments: Electrophysiological tests, Imaging, …
- **Multidisciplinary nature of your study**
- **Impact factor**
- **Innovation**
- **Use Web of Science to find frequent journals in that field.**

Select an appropriate journal for submission: an example

Select an appropriate journal

based on Impact factor and relevance with your subject

No	Journal	Example	If
8	*Hearing Research*	Musicians change their tune: how hearing loss alters the neural code	2.74 e
8	*Neuroscience*	The auditory brainstem is a barometer of rapid auditory learning	3.122 e
7	*Clinical neurophysiology*	Developmental changes in resting gamma power from age three to adulthood	3.144 e
6	*Journal of Neuroscience*	A little goes a long way: how the adult brain is shaped by musical training in childhood	7.11
4	*Cortex*	Specialization among the specialized: auditory brainstem function is tuned in to timbre	6.16 e
3	*Cerebral cortex*	Training to improve hearing speech in noise: Biological mechanisms	6.82
3	*Neuroreport*	Subcortical representation of speech fine structure relates to reading ability	
3	*Behavioral and Brain Function*	Subcortical processing of speech regularities predicts reading and music aptitude in children	2.78
2	*Journal of Cognitive Neuroscience*	Perception of speech in noise: Neural correlates	4.49
2	*European Journal of Neuroscience*	What subcortical-cortical relationships tell us about processing speech in noise	3.65
2	*PlosONE.*	Hearing it again and again: on-line subcortical plasticity in humans.	3.73
2	*Audiology Neurotology*	Stimulus rate and subcortical auditory processing of speech.	2.46
2	*Trends in Neuroscience*	Brainstem origins for cortical "what" and "where" pathways in the auditory system	13.58 e
2	*Brain*	Correlation between brainstem and cortical auditory processes in normal and language-impaired children.	9.915
2	*JSLHR*	Auditory brainstem response to complex sounds predicts self-reported speech-in-noise performance.	1.97
1	*International Journal of Otolaryngology.*	The potential role of the cABR in assessment and management of hearing impairment.	1.47
1	*Ear and Hearing*	Musical training during early childhood enhances the neural encoding of speech in noise	3.84
1	*Journal of Neurophysiology*	Human inferior colliculus activity relates to individual differences in spoken language learning	3.32

Some Key Points

- **Plagiarism**
  - **Definition:** Plagiarism is the appropriation of another person's idea, processes, results, or words without giving appropriate credit.
  - **Self-plagiarism:** Redundant and duplicate publication
  - **Note:** You may be punished even if you didn't know the rules, so you have to know publication ethics.
  - Use of **quotation marks**
  - For more information:

    http://facpub.stjohns.edu/~roigm/plagiarism/index.html