

MESSAGES < Public Chat

Public Chat

NOTES

Shared Notes

USERS (2)

Peter (You)

Alena Chodounská

Welcome to Navigating Scientific Resources & Staying Organized: Making it easier to write a Ph.D. dissertation, article, or proposal WS 2020/21!

This server is running NTK Conference System.

Set status

- Away
- Raise
- Undecided
- Confused
- Sad
- Happy
- Applaud
- Thumbs up
- Thumbs down

Start a private chat

Navigating Scientific Resources & Staying Organized: Making it easier to write a Ph.D. dissertation, ...

Welcome to the NTK Conference System

- CHAT**
Send public and private messages.
- WEBCAMS**
Hold visual meetings.
- AUDIO**
Communicate using high quality audio.
- EMOJIS**
Express yourself.
- BREAKOUT ROOMS**
Group users into breakout rooms for team collaboration.
- POLLING**
Poll your users anytime.
- SCREEN SHARING**
Share your screen.
- MULTI-USER WHITEBOARD**
Draw together.

Send message to Public Chat

All microphones are muted and videos are turned off by default

Make presentation full screen

NTK

50°6'14.083"N, 14°23'26.365"E

Národní technická knihovna
National Library of Technology

My First Scientific Article

Hands-on experiences from two Ph.D. candidates

Eva Karbanová and Jan Polášek

November 2022, National Library of Technology

What is your affiliation?

- A. Czech Technical University in Prague
- B. University of Chemistry and Technology Prague
- C. Czech University of Life Sciences Prague
- D. Charles University
- E. Other

Outline

1) About scientific articles

Why do we publish scientific articles?

What is scientific communication?

How does it work?

2) How to write a scientific article

How to choose a journal and type of an article

Where to look for inspiration

Tips and tricks on writing

Eva Karbanová

- Faculty of Agrobiolgy, Food and Natural Resources, CULS
- Doctoral studies in Applied Zoology at CULS
- NTK

Jan Polášek (will be introduced later)

Why do you write? What is your main reason for writing an article?

Have you ever published a scientific article?

- A. Yes, as the corresponding (lead) author
- B. Yes, as a co-author
- C. Not at all

Why do we write articles?

Formal goal: to fulfill requirements for a Ph.D. degree

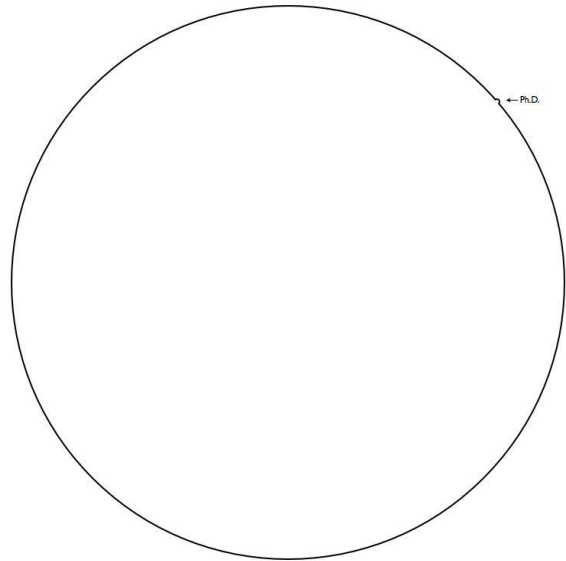
Career goal: get a job, succeed in academia
In academia, we are mainly evaluated by the quality and quantity of journal articles.

Idealistic goal: to contribute to existing knowledge in my field

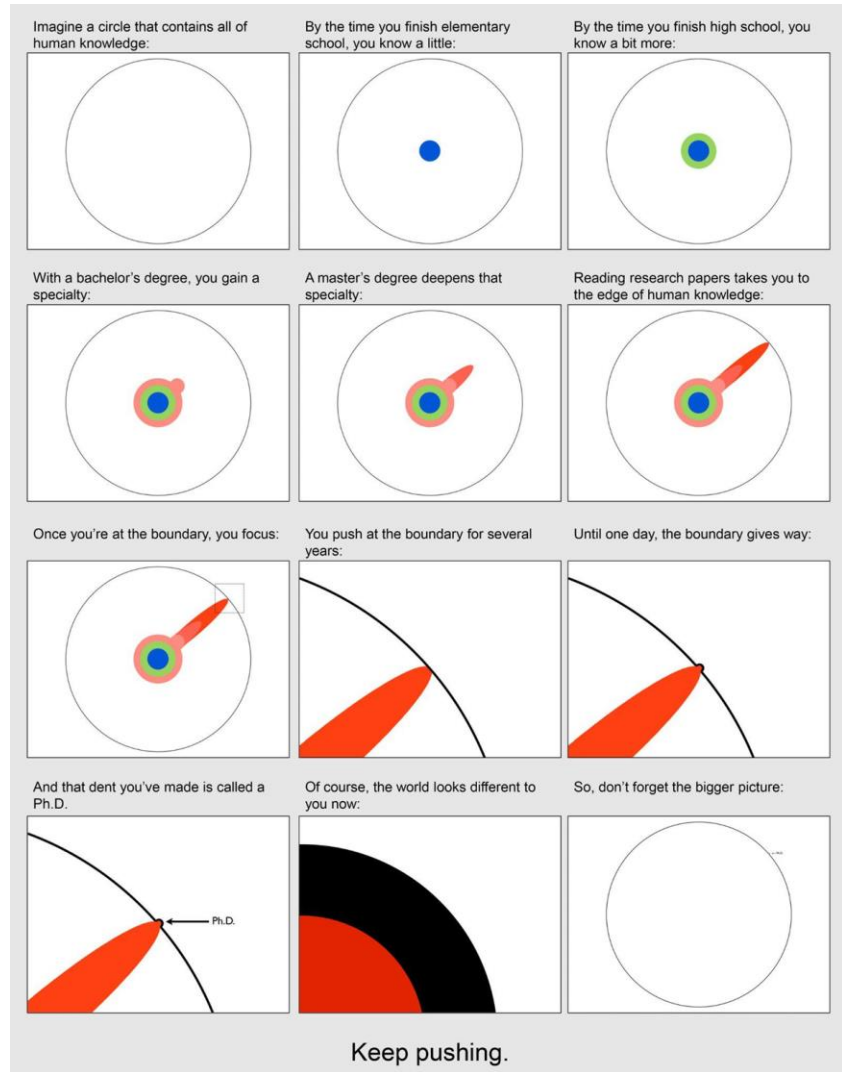


Tell your readers something useful

Your goal can be to make a dent in a circle of human knowledge



SOURCE: The Illustrated Guide to the Ph.D., created by Matt Might (<http://matt.might.net/articles/phd-school-in-pictures/>; 2012) and shared under Creative Commons license BY-NC 2.5.



What is scientific communication

- Ongoing, documented, structured dialogue between scientists (across countries, times and disciplines)
- The work of one builds upon that of others (“Stand on the shoulders of giants.”)
- **Peer review** – essential for quality control
- Becomes a **permanent record** of scientific progress
- Contains information obtained by **scientific methods**

Types of scientific articles

- Research article (original article)
- Methods article
- Review article
 - Literature review
 - Systematic review
 - Meta-analysis
- Short communication (e.g., letters)
- Discussion article (e.g., commentary)
- Case study (case report)

Some types of articles are more suitable to write in the early phase of a project, some in the later phase.

Each serves different objectives/aspects of scientific communication.

Good quality review articles are useful for scientific community and tend to get large numbers of citations.

Take away message

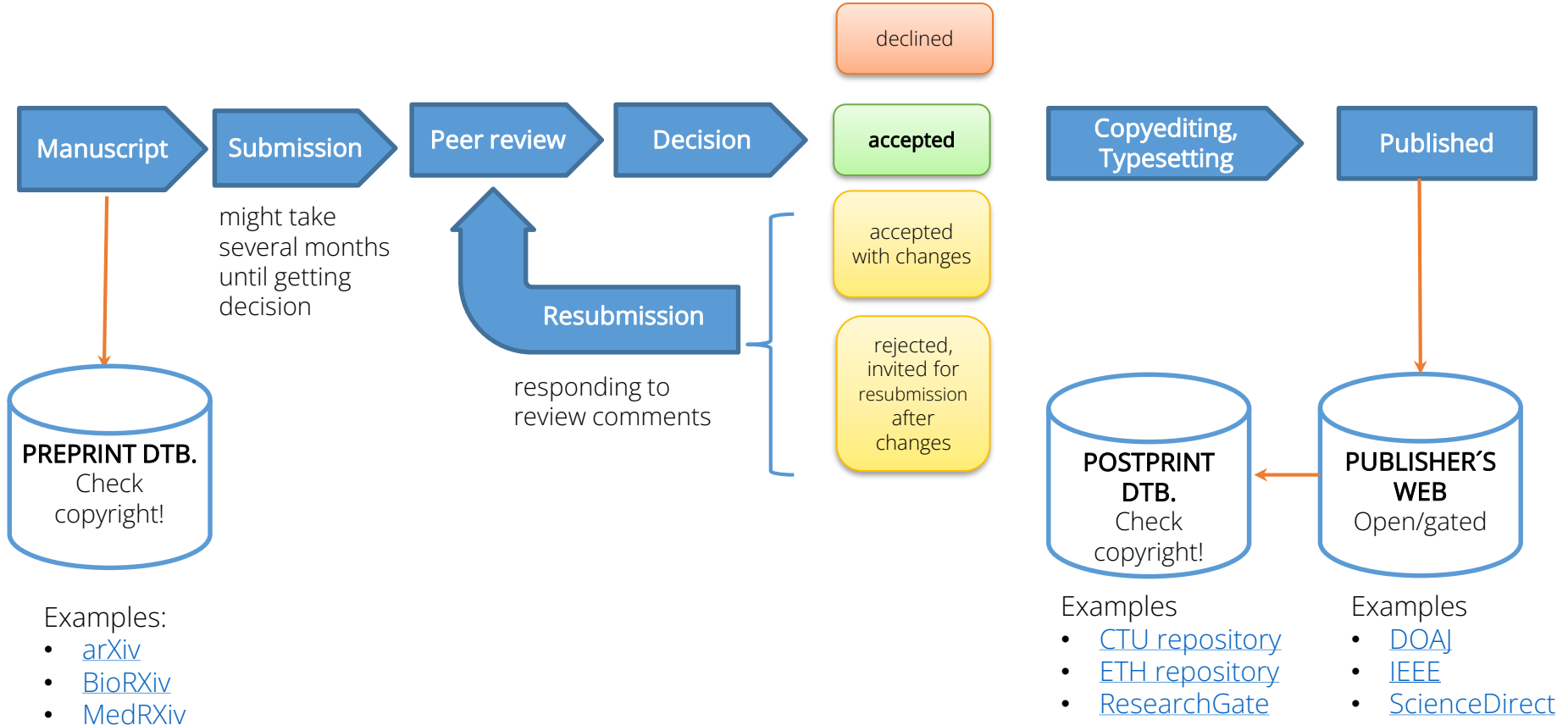
- The most important piece of information you want your audience to **hear, understand and remember**, something **new**
- Try to wrap up the whole work in one sentence
- Be **exact and quantitative** and **avoid information that is vague or relevant only to you**

“The normalised jack-knife validation error is 0.15 in 37 Austrian catchments for the period 1980-2010.”



“The model provided an excellent fit to the data.”

How do we publish? Stages of publication



Example of preprints use – when you need to present your results quickly.
Coronavirus infection on human volunteers to understand the nature of the illness.

ARTICLE

Safety, tolerability and viral kinetics during SARS-CoV-2 human challenge

› Ben Killingley, Alex Mann, Mariya Kalinova, Alison Boyers, Niluka Goonawardane, Jie Zhou, Kate Lindsell, Samanjit S. Hare, Jonathan Brown, Rebeeca Frise, Emma Smith, Claire Hopkins, Nicolas Noulin, Brandon Londt, Tom Wilkinson, Stephen Harden, Helen McShane, Mark Baillet, Anthony Gilbert, Michael Jacobs, Christine Charman, Priya Mande, Jonathan S. Nguyen-Van-Tam, Malcolm G. Semple, Robert C. Read, Neil M. Ferguson, Peter J. Openshaw, Garth Rapeport, Wendy S. Barclay, Andrew P. Catchpole, Christopher Chiu

DOI: [10.21203/rs.3.rs-1121993/v1](https://doi.org/10.21203/rs.3.rs-1121993/v1) [Download PDF](#)

LICENSE: This work is licensed under a CC BY 4.0 License. [Read Full License](#)

▼ Abstract

To establish a novel SARS-CoV-2 human challenge model, 36 volunteers aged 18-29 years without evidence of previous infection or vaccination were inoculated with 10 TCID₅₀ of a wild-type virus (SARS-CoV-2/human/GBR/484861/2020) intranasally. Two participants were excluded from per protocol analysis due to seroconversion between screening and inoculation. Eighteen (~53%) became infected, with viral load (VL) rising steeply and peaking at ~5 days post-inoculation. Virus was first detected in the throat but rose to significantly higher levels in the nose, peaking at ~8.87 log₁₀ copies/ml (median, 95% CI [8.41,9.53]). Viable virus was recoverable from the nose up to ~10 days post-inoculation, on average. There were no serious adverse events. Mild-to-moderate symptoms were reported by 16 (89%) infected individuals, beginning 2-4 days post-inoculation. Anosmia/dysosmia developed more gradually in 12 (67%) participants. No quantitative correlation was noted between VL and symptoms, with high VLs even in asymptomatic infection, followed by the development of serum spike-specific and neutralising antibodies. However, lateral flow results were strongly associated with viable virus and modelling showed that twice-weekly rapid tests could diagnose infection before 70-80% of viable virus had been generated. Thus, in this first SARS-CoV-2 human challenge study, no serious safety signals were detected and the detailed characteristics of early infection and their public health implications were shown.

ClinicalTrials.gov identifier: NCT04865237.

BADGES

Prescreen

PEER REVIEW TIMELINE

CURRENT STATUS: **UNDER REVIEW**

Version 1

Posted 01 Feb, 2022

METRICS

Comments: 59

PDF Downloads: 4848

HTML Views: 48163

scite_

	2
	0
	0
	0

SUBJECT AREAS

Ben Killingley, Alex Mann, Mariya Kalinova et al. Safety, tolerability and viral kinetics during SARS-CoV-2 human challenge, 01 February 2022, PREPRINT (Version 1) available at Research Square [<https://doi.org/10.21203/rs.3.rs-1121993/v1>]

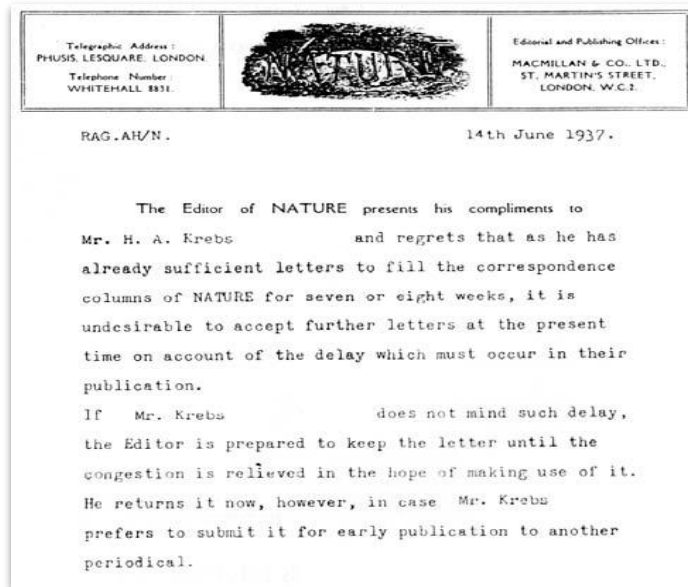
How to prepare for your first peer review

- Goal is to provide a **constructive criticism** to help authors improve their work and to assess the article's suitability for publication
- Do not take it personally, take your time to [write a proper response](#)
- Reviewer is usually a researcher from the same/similar field, who evaluates the **quality, originality, relevance** and **validity** of research

DOUBLE BLIND	SINGLE BLIND (CLOSED)	OPEN	PUBLIC/OPEN
Reviewer doesn't know author's identity. Author doesn't know reviewer's identity.	Reviewer knows the identity of the author. Author doesn't know the the identity of the reviewer.	Both identities are revealed to each other.	Both know each other. Reviewers are published. Readers may also comment on the article. e.g. E1000Research

Self-study link: [Video about peer review.](#)

Do not get discouraged by first failures. Even Nobel Prize winning researchers were sometimes rejected! Reasons for rejection of article can be various. But that doesn't mean you shouldn't take reviewer's notes seriously. Articles can always be improved.



Rejection letter from *Nature* editor, who didn't accept letter from Sir Hans Adolf Krebs on the citrid acid cycle. Authorea.com

Classical Article > J Theor Biol. 1967 Mar;14(3):255-74. doi: 10.1016/0022-5193(67)90079-3.

On the origin of mitosing cells

L Sagan¹

Affiliations + expand

PMID: 11541392 DOI: [10.1016/0022-5193\(67\)90079-3](https://doi.org/10.1016/0022-5193(67)90079-3)

Abstract

A theory of the origin of eukaryotic cells ("higher" cells which divide by classical mitosis) is presented. By hypothesis, three fundamental organelles: the mitochondria, the photosynthetic plastids and the (9+2) basal bodies of flagella were themselves once free-living (prokaryotic) cells. The evolution of photosynthesis under the anaerobic conditions of the early atmosphere to form anaerobic bacteria, photosynthetic bacteria and eventually blue-green algae (and protoplasts) is described. The subsequent evolution of aerobic metabolism in prokaryotes to form aerobic bacteria (protoflagella and protomitochondria) presumably occurred during the transition to the oxidizing atmosphere. Classical mitosis evolved in protozoan-type cells millions of years after the evolution of photosynthesis. A plausible scheme for the origin of classical mitosis in primitive amoeboid flagellates is presented. During the course of the evolution of mitosis, photosynthetic plastids (themselves derived from prokaryotes) were symbiotically acquired by some of these protozoans to form the eukaryotic algae and the green plants. The cytological, biochemical and paleontological evidence for this theory is presented, along with suggestions for further possible experimental verification. The implications of this scheme for the systematics of the lower organisms is discussed.

Groundbreaking article of Lynn Margulis on evolution by endosymbiosis was rejected by 15 journals before finally published, because the topic was too new and nobody could evaluate.

Sagan L. On the origin of mitosing cells. J Theor Biol. 1967 Mar;14(3):255-74. doi: 10.1016/0022-5193(67)90079-3. PMID: 11541392.

A scientific article is not a thesis

	BACHELOR OR MASTER THESIS	RESEARCH ARTICLE
AUTHOR		
REVIEWER		
READER		
CONTENT		

A scientific article is not a thesis

	BACHELOR OR MASTER THESIS	RESEARCH ARTICLE
AUTHOR	Student	Researcher (might be a student)
REVIEWER		
READER		
CONTENT		

A scientific article is not a thesis

	BACHELOR OR MASTER THESIS	RESEARCH ARTICLE
AUTHOR	Student	Researcher (might be a student)
REVIEWER	Supervisor, consultant, opponent	Reviewers, journal editor
READER		
CONTENT		

A scientific article is not a thesis

	BACHELOR OR MASTER THESIS	RESEARCH ARTICLE
AUTHOR	Student	Researcher (might be a student)
REVIEWER	Supervisor, consultant, opponent	Reviewers, journal editor
READER	Supervisor, opponent, colleagues, other students, sometimes restricted access ...	Journal readers, researchers, educators, journalists, decision makers and general public.
CONTENT		

A scientific article is not a thesis

	BACHELOR OR MASTER THESIS	RESEARCH ARTICLE
AUTHOR	Student	Researcher (might be a student)
REVIEWER	Supervisor, consultant, opponent	Reviewers, journal editor
READER	Supervisor, opponent, colleagues, other students, sometimes restricted access ...	Journal readers, researchers, educators, journalists, decision makers and general public.
CONTENT	Longer in general, usually broader theoretical part, does not necessarily include an experiment (depending on the field etc.)	Less theory, bringing new insights/knowledge (depending on the field etc.).

How to write a scientific article (?)

Personal experience and opinion

Jan Polášek

- Organic chemistry at MUNI Brno
- 4 years at Synthon s.r.o.
(Pharmaceutical industry)
- Doctoral studies at CUNI/IOCB
Prague
- NTK

Let us tackle the challenge!

1. How to choose a journal?
2. Learn about the chosen journal
3. Choose your form
4. Learn from others
5. Read the guidelines!
6. Writing is creative work
7. Final tips and tricks

"Ever tried. Ever failed. No matter. Try again. Fail again. Fail better." Samuel Beckett

How do I choose a journal?

- Where do you usually find relevant research?
- Ask your supervisor and peers
- Citation metrics e.g., Impact factor / Cite Score of the journal (exercise)
 - [Journal Citation Reports](#) / [Scopus Index Journal](#)
- NTK: [Bibliometric services](#)
- [Open access](#) and publication costs
- Future at stake – [Predatory journals](#)

Learning about chosen journal

- What do the most cited articles in last 5 years in the journal have in common?
- Does it “really” suit my findings?
- How does the peer review process look like?

Get in shape! (Choose your form)

- Start: Compilation of literature – Review
- During research: Unexpected finding – Short communication – Letter
- Rounded research: Wider exploration of a field – Research article
- Side quest: Report of improvements in a procedure – Methods paper

Learn from others

- Read articles of the chosen journal
 - The most cited ones in the journal in last 5 years (or less in some fields)
 - Read [critically](#) ([STEMskiller](#))
- Look also at the published work of your peers
 - Senior authors are sometimes “allowed” to bend the rules
- Understand the structure of the articles

Read the guidelines!

- Journals usually have guidelines for authors
- Read the guidelines (e.g., [JACS](#))
 - Can be quite extensive
 - Fast formats can be available
 - Format of citations, graphs and figures
 - Authorship and data management instruction (repositories)
 - Frustrating to be turned away for formal reasons

Typical structure of a scientific article

(I.M.R.A.D. structure)

	Title	What is it about?
	Abstract	What was done in a nutshell?
I	Introduction	Why did you do it?
M	Methods / Theory	How did you do it?
R, A	Results, Analysis	What did you find?
D	Discussion	What does it mean?
	Summary and conclusions	What have you learned, what are the major findings?
	Acknowledgements	Who helped you?
	References	Upon whose work did you build yours?
	Appendices	Additional information

Scalable Birch reduction with lithium and ethylenediamine in tetrahydrofuran

James Burrows, Shogo Kamo, Kazunori Koide*

The Birch reduction dearomatizes arenes into 1,4-cyclohexadienes. Despite substantial efforts devoted to avoiding ammonia and cryogenic conditions, the traditional, cumbersome, and dangerous procedure remains the standard. The Benkeser reduction with lithium in ethylenediamine converts arenes to a mixture of cyclohexenes and cyclohexanes; this is operationally easier than the Birch reduction but does not afford 1,4-cyclohexadienes. Here, we report a Birch reduction promoted by lithium and ethylenediamine (or analogs) in tetrahydrofuran at ambient temperature. Our method is easy to set up, inexpensive, scalable, rapid, accessible to any chemical laboratory, and capable of reducing both electron-rich and electron-deficient substrates. Our protocol is also compatible with organocuprate chemistry for further functionalization.

Dearomatization is widely used in chemical synthesis (7). The Birch reduction dearomatizes arenes into 1,4-cyclohexadienes with lithium, sodium, or potassium in liquid ammonia at -33°C (Fig. 1A) (2, 3) and has been employed throughout the pharmaceutical industry (4, 5), perfumery industry (6, 7), and academia (8–11).

Liquid ammonia must be prepared with specialized equipment and carefully dissipated after the reaction is complete. Both steps are time consuming; for example, removal of 1 L of liquid ammonia (850 L as gas) can take up to 12 hours (12), and as much as 7.5 L of liquid ammonia per mole of substrate may be needed (5, 13). Even on a 3.5-mmol scale, the

Birch process requires 7 hours from setting up equipment to the completion of biphasic extraction (14). These logistical challenges make it difficult to perform multiple Birch reductions in parallel. Also, the liquid ammonia solvent has long been deemed necessary to solubilize alkali metals to form the solvated electron.

To overcome these challenges, researchers have developed ammonia-free conditions. For example, the Benkeser group used lithium and neat ethylamine, ethylenediamine, or a mixture of primary and secondary amines, providing a mixture of over-reduced products, and did not use any other solvents (Fig. 1B) (15–17). Arenes could be reduced to the Birch-type products with lithium in a mixture of methylamine and isopropanol, but overreduction appeared inevitable (18). Benzoic acid was reduced to benzaldehyde in 25% yield in the presence

of lithium, methylamine, and ammonium nitrate (19). The benefit of ethylenediamine as a solvent for dissolving metal reductions was also demonstrated by others (20). The Dolby group reduced three substrates to the corresponding Birch-type products in 45% to quantitative yield using lithium, ethylenediamine, *n*-propylamine, and *t*-butanol (4). This method was moderately successful in one instance (21) and was not effective in the *N*-deosylation of a challenging substrate (22). Donohoe and House reported the reduction of electron-deficient arenes and heterocycles using di-*tert*-butylbiphenyl (\$1000/mol; Sigma-Aldrich) and lithium at -78°C (Fig. 1C) (23). Their method was highly oxygen sensitive and as lengthy as the standard Birch procedure (14). An's method (Fig. 1D) requires sodium and 3 to 9 equivalents of 15-crown-5 (\$1579/mol; Sigma-Aldrich) and is limited to electron-rich or neutral substrates (24). The Baran group described an electrochemical reduction of electron-rich arenes (Fig. 1E) with 3.5 to 10 equivalents of tri(pyrrolidin-1-yl)phosphine oxide (\$5040/mol; Sigma-Aldrich) and 3 equivalents of 1,3-dimethylurea (\$5/mol; Sigma-Aldrich), both of which must be removed from the product by column chromatography (13). Their 0.45-mol scale reaction took 3 days in a flow reactor without tri(pyrrolidin-1-yl)phosphine oxide (13). The Suga group treated arenes with lithium and ethylenediamine in tetrahydrofuran (THF) or Et₂O but did not isolate 1,4-cyclohexadiene products (25, 26) and indicated that THF might be a ligand for a lithium ion (25).

Despite these efforts, the original, cumbersome, and dangerous Birch protocol remains the current standard (14, 27). Because of the

Scalable Preparation of Methylated Ando-Type Horner–Wadsworth–Emmons Reagent

Robert K. Bressin,¹ Julia L. Driscoll, Yanping Wang, and Kazunori Koide^{1*}

Department of Chemistry, University of Pittsburgh, 219 Parkman Avenue, Pittsburgh, Pennsylvania 15260, United States

Supporting Information

ABSTRACT: The Horner–Wadsworth–Emmons (HWE) reactions are vital to the chemical synthesis of complex molecules, forging a carbon–carbon double bond in the generation of α,β -unsaturated enoates from aldehydes or ketones. Despite their frequent use, the *Z*-stereoselective formation of α,β -unsaturated esters from aldehydes have been mostly limited to the use of the commercially available Still–Gennari reagent. Ando developed an alternative reagent to achieve the same formation with less expensive reagents. However, an α -methylated Ando–HWE reagent has remained difficult to prepare, hindering a reliable route to α,β -disubstituted *Z*-enoates. Here, we report the development of a preparative synthesis of a methylated Ando–HWE reagent for the highly *Z*-selective HWE reaction. Costing \$0.49/mmol, this synthesis is significantly cheaper than the currently available Still–Gennari reagent (\$11/mmol, Millipore Sigma 2018). The purification procedure does not require chromatography, with recrystallization as the only purification method, making it highly amenable to large-scale production.

KEYWORDS: olefination, Wittig reactions, synthetic methods, alkylation, Horner–Wadsworth–Emmons reaction

this reagent costs \$1.00/mmol, even without including the cost of purification. Alternatively, the Ando group developed reagent **1b** using electron-withdrawing aryl groups on the phosphorus atom, which presumably accelerate the formation of a *cis* oxaphosphetane, leading to formation of the *Z*-olefin with high stereoselectivities.² These bis(*O*-aryl) phosphonates and their associated reagents cost less to prepare, and the preparation is scalable. Touchard exploited the wide availability of phenols to develop phosphonate **1c**, which could be isolated in a pure form as a solid.^{25,26} α -Alkylation of these reagents has been demonstrated with several examples in DMSO using NaH and haloalkanes; however, these reactions typically proceed with modest yields (~65%) and require column chromatography.^{27,28} Despite poor synthetic accessibility, these α -alkylated reagents demonstrated similar *Z*-selectivity as the unsubstituted bis(*O*-aryl) phosphonates in the HWE reaction.

To harness the HWE reaction as a reliable route to trisubstituted *Z*- α,β -unsaturated enoates, it is necessary to develop a method to selectively monoalkylate phosphonates such as **1c**. In this manuscript, we report a scalable and inexpensive method for the preparation of the α -substituted phosphonate **2c** for *Z*-selective olefination reactions.

RESULTS AND DISCUSSION

To develop the required monoalkylation method, phosphonate **1c** was prepared according to the literature.²⁵ The two unsolved problems were the chemoselectivity for the formation of compounds **2c** and **4** and the overall yield of the reaction. A series of bases, solvents, and additives were screened to determine the optimal conditions to maximize formation of **2c**. Treatment of **1c** with MeI and NaH in DMF led to a mixture of the starting material, the desired monomethylated product **2c**, and the undesired dimethylated product **4** as previously noted by Ando (run 1, Table 1).²⁷ The use of DBU gave a better chemoselectivity between **2c** and **4**, but only with 67% conversion (run 2). To activate MeI, we tested AgNO₃ (run 3) and Ag₂O (run 4) and found that the latter was more efficient, providing a mixture of **2c** and **4** in 92% conversion with a ratio of 93:7.

INTRODUCTION

Methods for generating new carbon–carbon bonds are powerful reactions that are widely used in the synthesis of complex molecules. The Horner–Wadsworth–Emmons (HWE) olefination has found widespread use in generating predominantly *E*- α,β -unsaturated esters from aldehydes. The generation of a *Z*-enoate has been more difficult, but two types of reagents have been developed to obtain this selectivity: the Still–Gennari reagent, (2,2,2-trifluoroethyl)phosphonoester **1a**¹ and Ando-type reagents, bis(*O*-aryl)phosphonates **1b**.² As shown in Scheme 1, α -alkylation of these types of reagents (step 1) followed by an HWE reaction (step 2) will generate

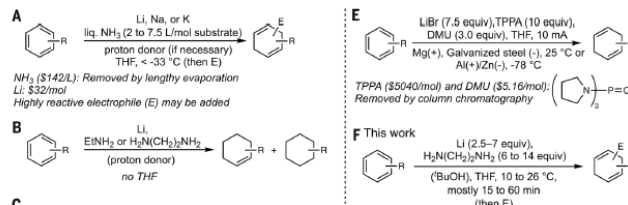


Fig. 1. Previous Birch reductions and this work. (A) General Birch reduction. (B) Benkeser's ammonia-free Birch reduction. (C) Donohoe's ammonia-free Birch reduction. (D) An's ammonia-free Birch reduction. (E) Baran's electrochemical reduction. (F) This work. liq., liquid; EWG, electron-withdrawing group; DBU, 4,4'-di-*tert*-butylbiphenyl; TPPA, tri(pyrrolidin-1-yl)phosphine oxide; DMU, 1,3-dimethylurea.

BURROWS, James, SHOGO KAMO, a Kazunori KOIDE. Scalable Birch reduction with lithium and ethylenediamine in tetrahydrofuran. *Science*. 2021, 374(6568), 741–746. ISSN 0036-8075. Dostupné z: doi:10.1126/science.abk3099

BRESSIN, Robert K., Julia L. DRISCOLL, Yanping WANG, a Kazunori KOIDE. Scalable Preparation of Methylated Ando-Type Horner–Wadsworth–Emmons Reagent. *Organic Process Research & Development*. 2019, 23(2), 274–277. ISSN 1083-6160. Dostupné z: doi:10.1021/acs.oprd.8b00423

Writing is creative work pt. 1

- Writing is deeply creative and personal work
- Be open to critique
- It can be rushed...BUT...
- Respect yourself – get space

Writing is creative work pt. 2

- Align with the structure of the chosen journal
- There is no need to start with what comes first in the article, but outline helps
- Write what is familiar then be more adventurous
- Start humbly and as clearly as you can and later adorn your writing
 - High number of comments does not mean that your work is bad
- Writing and rewriting is part of the process
- Academic writing is acquired skill

Tips & tricks vol. 1

- Cite original data
 - An article with experimental data confirming the claim
 - May be unwise to cite reviews and books – propagation of errors
 - For books and reviews include the page number
- Paywalls
 - There are ways how to access the content
 - [eResources](#)
 - [Document delivery](#)

Tips & tricks vol. 2


- Negotiate [authorship](#) clearly and transparently
- Acknowledge contributions
- Ask a colleague from slightly different field to read your manuscript
- Anyone is susceptible to bias
- Handle your experimental data so you have easier time when publishing those

Keep in mind while writing...

Before writing, **consider who is your audience:**

- What is the **target group** (readers) of the chosen journal?
- What is the **scope of the journal?** Is it general or very specific? Does it fit my topic?
- Is the purpose of the journal to inform about new methods, cases etc. rather than about findings?
- How knowledgeable are readers in my field? (multidisciplinary audience)

Keep in mind while writing...

- Take away message
 - Keep track of your resources
 - Structure
 - Language and style
 - Clear, accurate, brief
 - Reproducibility
 - [Reproducibility crisis](#)
- 
- [Citation management tools](#)
 - Search for similar articles via [Google Scholar](#) or [NTK Discovery Tool \(webinars\)](#)

Language tips

- Keep it simple and clear
- Avoid redundancy and duplicities
- Everything should be clear/defined
- Accurate description of an experiment allows its reproducibility
- Choose the right tense
 - When reporting what has been done, use past tense
 - Present tense – general truths
 - Future tense – perspective
- **Rewriting is a necessary part of the process**

Reduce wordiness:

small ~~in~~-size
true facts
adequate enough
aggregate together
near to

In the future, corresponding regions of the fear circuit observed in this study could serve as a basis for further study.

x

Corresponding regions of the fear circuit observed in this study could serve as a basis for further study.

Tissue examination was done by light microscopy.

x

Tissues were examined by light microscopy.

Useful links

[Consultations](#) – for anyone who is interested in speaking with one of our information specialists on topics connected to searching, writing and publishing

[STEMskiller](#) – annotated early career researcher skills map with links to educational resources

[Bibliometric services](#) – consultations, evaluations of metrics etc.

Contacts

Eva Karbanová

eva.karbanova@techlib.cz

tel. + 420 771 230 945

Jan Polášek

jan.polasek@techlib.cz

tel. + 420 232 002 603

Thank you for your attention!

