PREPARING A MANUSCRIPT FOR PUBLICATION

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Perhaps the most important thing for you to keep in mind when you write a manuscript which you intend to submit for publication to the Journal of Undergraduate Research in Physics is that the audience that will be reading the paper is junior or senior physics majors. They are knowledgeable about physics, but unlike you, they have not spent as much time trying to understand the specific work which is being reported in your paper. They also can read English well, and expect the paper to be written by a colleague, not a robot or an 'all-knowing' computer. There is a big difference between the comments you write in the margin of your lab notebook or what you might write in a technical brief and what you should present in a paper for publication in a scientific journal.

There is a significant difference between a Journal article and keeping a journal. Your laboratory data book should be the journal of what you did. It contains all the data, what you did (even if it was an attempt that turned out to be wrong), as well as comments as to what you were thinking at that time. The Journal article is an discussion of how you would do the research without excursions along blind alleys and hours spent collecting data that were not consistent. The reader does not have to be able to completely reproduce the work from the Journal article. The reader should be able to understand the physics and techniques of what was done.

How a person uses Journal articles to find out about new ideas in physics is often done in the following way. A computerized search, using key words in abstracts, is performed to find what work others have done in the area of interest. If the abstract seems to be about the question of interest, the body of the paper is tracked down and read. If the reader then wants to find out the finer details of how to reproduce the experiment or the derivation of some equation, the author of the paper is contacted for a personal in-depth conversation about the more subtle details.

The general style of writing that should be followed when preparing a manuscript for publication in the Journal is different from what you would submit to your English literature professor as a critique of some other work. The narrative of the paper is intended to do three things: 1) present the background necessary for the reader to appreciate and understand the physics being reported in the paper; 2) discuss the details of what you did and the implications of your work; 3) lead the reader through the work in such a way that they must come to the same concluding points that you did. When finished with your paper, the reader should not have to go back and try to decide for themselves what you did. Your narrative should lead them through your work in an unambiguous manner, telling them what to see and understand in what you did. The interpretation of the data or calculations should be done by the writer, not the reader. The interpretation of your results is the most important part of the paper.

You should take care to make sure that the material is presented in a concise logical way. You should make sure that your sentences do not have too many dependent clauses. Overly complicated sentences make the logic of an argument difficult to follow. You should choose a paragraph structure that focuses the attention of the reader on the development of the ideas.

A format which often achieves these aims is suggested below:

ABSTRACT : An abstract is a self contained paragraph that concisely explains what you did and presents any interesting results you found. The abstract is often published separately from the body of the paper, so you cannot assume that the reader of the abstract also has a copy of the rest of the paper. You cannot refer to figures or data that are presented in the body of the paper. Abstracts are used in computerized literature searches, so all key words that describe the paper should be included in the abstract.

INTRODUCTION: This is the section that sets the background for the important part of the paper. It is not just an abbreviated review of what you are going to discuss in detail later. This section of the narrative should present the necessary theoretical and experimental background such that a knowledgeable colleague, who might not be expert in the field, will be able to understand the data presentation and discussion. If you are going to use a particular theoretical model to extract some formation from your data, this model should be discussed in the introduction.

Where appropriate, factual information should be referenced using end-notes. When presenting background information, you can guide the reader to a detailed description of a particular item with the statement such as: *"A more detailed discussion of laminar flow can be found elsewhere [1]"*. If you know where there is a good discussion of some item, you don't have to repeat it, just guide the reader to the piece.

How one proceeds from this point depends upon whether the paper is about a theoretical study or is a report on an experiment. I will first suggest a format for papers about experimental investigations and then one that describes a theoretical derivation.

Experimental Investigations

THE EXPERIMENT: This section guides the reader through the techniques and apparatus used to generate the data. Schematic diagrams of equipment and circuits are often easier to understand than prose descriptions. A statement such as *"A diagram of the circuit used to measure the stopping potential is shown in Figure 6"* is better than a long elegant set of words. It is not necessary to describe in words what is shown in a diagram unless you feel that there is a very special part which should be pointed out to the reader. If special experimental techniques were developed as part of this work, they should be discussed here. You should separate the discussion of the equipment used to measure something from your results. This section should not include data presentations or discussions of error analysis.

DATA PRESENTATION AND INTERPRETATION OF RESULTS: This is the most important section of the paper. The data are the truths of your work. This section should lead the reader through the data and how errors were measured or assigned. The numerical data values are presented in tables and figures, each with its own number and caption, e.g.. *"The results of the conductivity measurements are shown in Table 3"*. It is difficult to follow narratives where the numerical results are included as part of the narrative. Raw, unanalyzed data should not be presented in the paper. All figures and tables should be referred to by their number. Any figure or table that is not discussed in the narrative should be eliminated. Items which are not discussed have no place in a paper.

A Theoretical Study

THE MODEL: This part should consist of a theoretical development of the constructs used to model the physical system

under investigation. Formulae should be on separate lines and numbered consecutively. The letters or symbols used in the equations should be identified in the narrative, e.g.. *The potential can be approximated as:*

$$W \approx Z - \sigma(\rho) \ , \qquad (1)$$

where Z is the number of protons and σ is the screening constant that is dependent on the charge density, ρ, of the inner electrons of the K and L shells. If you wish to use this formula at a later time in the narrative, you refer to it by its number, e.g.. "*The straight line fit shown in Figure 3 means that we can use Equation 1 to extract a value of...*"

CALCULATIONS: This section presents a summary and discussion of the numerical results calculated from the model. The results should be presented in tables or graphs, each with a caption. A table or graph that is not discussed in the narrative should be eliminated. Data that are not interpreted by the writer have no place in a paper. One should reference numerical results that are used in the calculations and come from previous work done by others .

The following sections pertain to both types of papers.

CONCLUSIONS: It is indeed rare that one can come to clear and meaningful conclusions in one paper. I do not know of many papers where this section should be included.

REFERENCES: All references, numbered in order from beginning to end of the paper, are collected together at the end of the paper. You should be aware of the following format:

If the reference is a text-

1. A.J. Smith and Q.C.S. Smythe, Electromagnetic Theory, Addison Wesley, New York, (1962), p. 168.

If the reference is a journal-

2. J. Boswain, Journal of Results, 92, (1968), pp. 122-127.

If the reference is unpublished-

3) R.J. Ralson, private communication.

ACKNOWLEDGMENTS: This short section should acknowledge the help received (that is not referenced in the previous section) from others. This is where you would give credit to a lab partner or someone in the machine shop who helped you build a piece of equipment.

OTHER ADVICE

TABLES AND FIGURES are placed by the layout editors at the corners of the page to make the format attractive and easy to read. Often a figure is not on the same page as the discussion of the figure. Each table or figure should be numbered and have a caption which explains the figure. Readers scan papers by looking at the figures and data tables before they read the narrative of the work. Take care to put enough information in the caption of a figure or table so that the reader can get some feeling for the meaning of the data presentation. All lines shown on graphs should be identified, e.g.. *"The dashed line is drawn to guide the eye"* or *"The solid line is a fit to the data using the Ising model"*

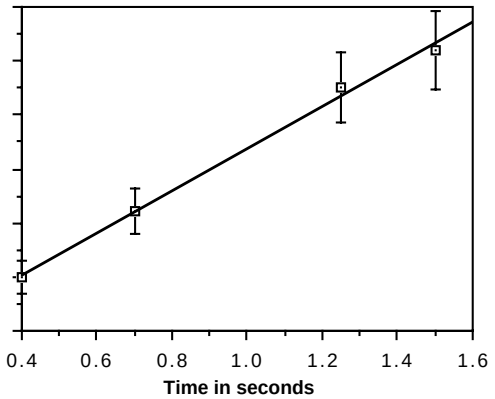

Figure 1

A graph of the measured thrust of a D-2 model rocket engine as a function of time. The line drawn is the least squares fit straight line to the data.

State	*Experimental eV*	*Theoretical eV*
3S	*5.15±.01*	*5.13*
4S	*1.89±.02*	*1.93*
3P	*2.96±.02*	*3.02*

Table 1

Energy states found in the numerical search. The accepted values for these states are also listed.

An example of a graph of a set of data is shown in Figure 1. The graph is sized by the range of data points. The bottom left point does not have to be the point (0,0). Error bars are shown with the data points. A graph with all the data points clustered in one small corner and lots of white space does not help the reader get a feeling of the dependence of your data. Be careful that the figures you present are not too busy; too much information on a figure makes it difficult to pick out the important parts.

NUMBERS AND UNITS Any experimentally measured data presented in tables (such as shown in Table 1), should include an uncertainty. You should use scientific notation when presenting numbers, $(7.34 \pm .03)\text{x}10^7$ eV. Take care that you have the correct number of significant digits in your results; just because the computer prints out 6 digits does not mean that they are significant. You should use the MKS system of units.

STYLE It is often helpful to make a flow chart of your paper before you write it. In this way, you can be sure that the logical development of your presentation does not resemble two octopuses fighting, but that it is linear.

One generally writes the report in the past tense. You already did the experiment. You also should use the third person neuter case. Even though you might have done the work by yourself, you use "we". e.g.. *"We calculated the transition probability for..."* It is often confusing when you begin sentences with conjunctions. Make sure that each sentence is a clear positive statement rather than an apology.

There are a few words or phrases you should be careful of using. ***Fact*** - this is a legal word. I am not sure what it means in physics. ***Proof or prove*** - These words are meaningful in mathematics, but you can't prove something in physics, especially experimental physics. ***The purpose of this experiment is...*** Often it is necessary to do the experiment to complete the requirements for your degree. You do not need to discuss the purposes of the experiment. ***One can easily show that...*** - Don't try to intimidate the reader. What if the reader finds it difficult to show? Remember that the reader of your paper is a senior in college! ***It is obvious that... or One clearly can see....*** - Such statements only intimidate the reader that does not find your work trivial. What is obvious to someone who has spent a lot of time thinking about it may not be obvious to the reader of your paper. ***Data*** is the plural form of the noun datum. *"The data are ..."* or *"The data show that ...."*