

# Identifying journals and understanding the key components of the research article in your disciplines

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## AAU-UoN British Academy Writing Workshop for Sub-Saharan Africa

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The University of  
**Nottingham**



Accra, March 2024

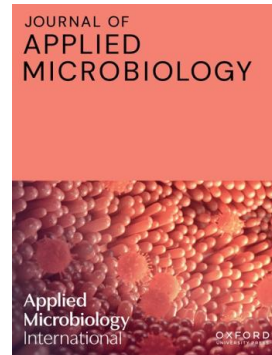
# Facilitator: Dr Yinka Somorin



Consultant



Visiting Senior Lecturer



Editorial Board Member



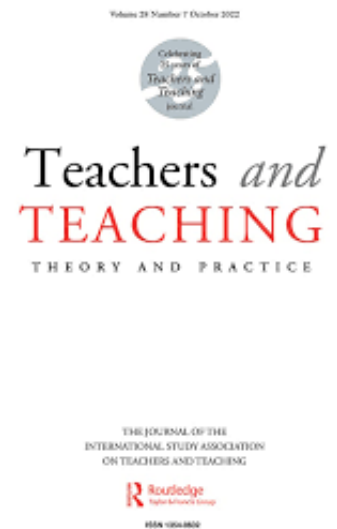
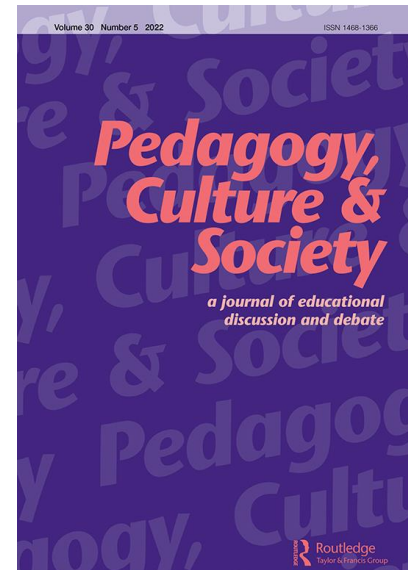
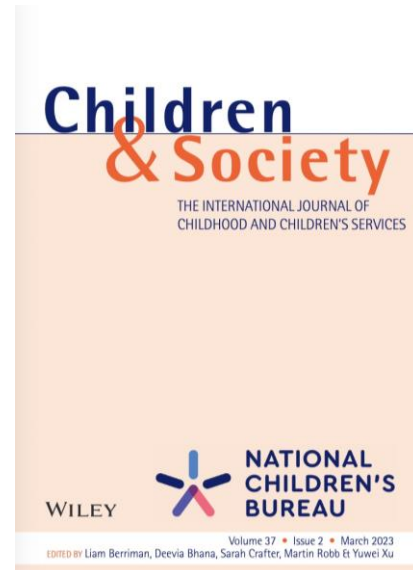
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# Facilitator: Dr Yuwei Xu

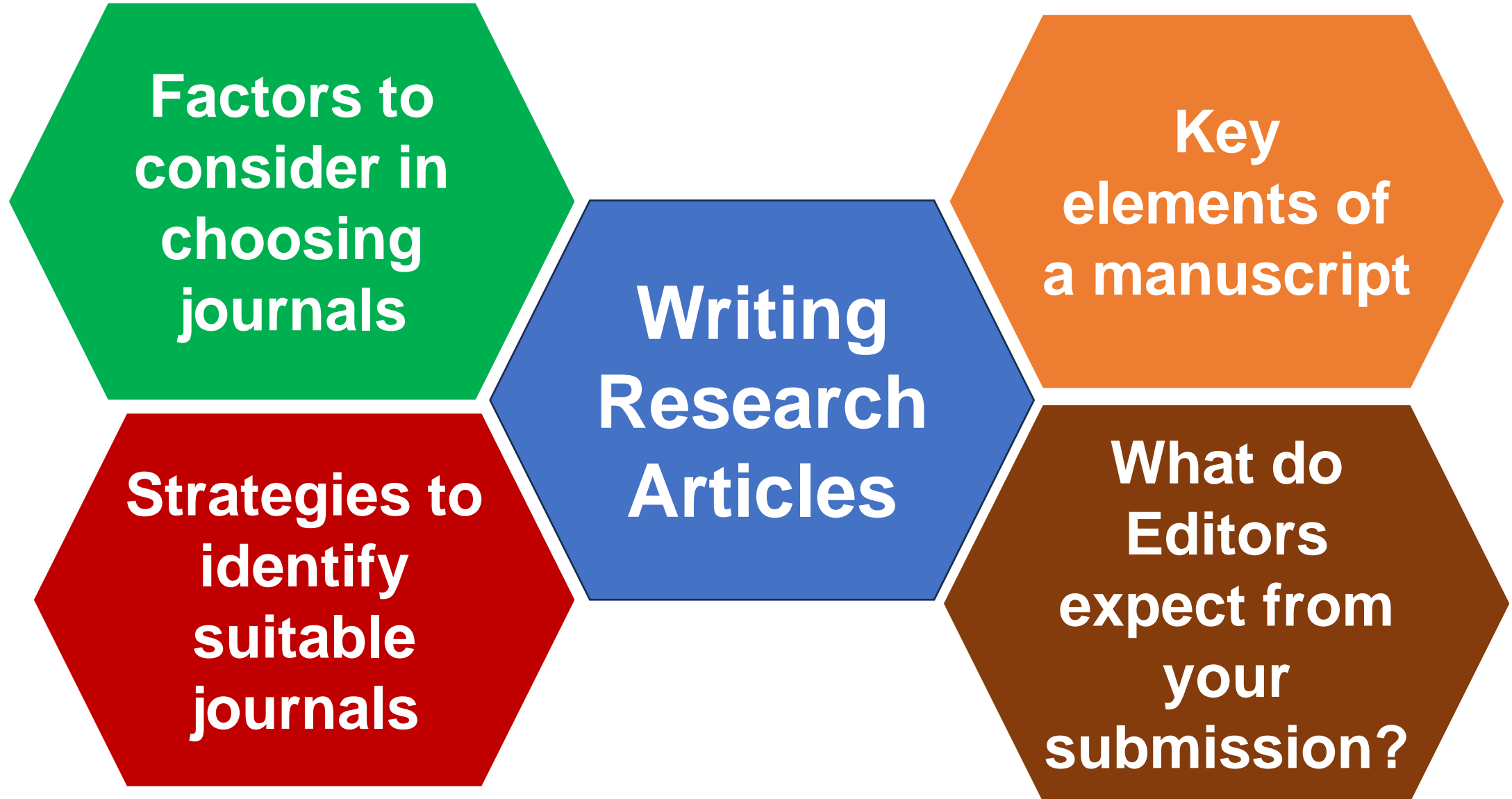


Associate Professor in Education

- An international, non-English-native writer
- An author with acceptances and REJECTIONS
- A journal editor - *BERJ*, *Children & Society*, *Teachers & Teaching*, *PCS*
- A peer reviewer for over 30 journals
- A qualitative researcher
- A global south researcher



# What this Session will cover?



# Learning Outcomes

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At the end of this session, participants should be able to:

1. Identify types of research articles.
2. Identify how to select journals to publish their manuscripts.
3. Understand the key elements of research articles.
4. Understand what editors expect to see in your manuscript.



# Types of Research Articles

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1. Original Research
2. Short Communication/Short Reports/Letters
3. Methods/Protocols
4. Case Reports
5. Discussion papers
6. Commentaries/Letters to Editor
7. Reviews/Systematic Reviews
8. Policy Reviews
9. Book Reviews



# Types of Research Articles: Original Research



AMERICAN  
SOCIETY FOR  
MICROBIOLOGY

Applied and Environmental  
Microbiology



CrossMark  
click for updates

## The General Stress Response Is Conserved in Long-Term Soil-Persistent Strains of *Escherichia coli*

Yinka Somorin, Florence Abram, Fiona Brennan, Conor O'Byrne

Microbiology, School of Natural Sciences, College of Science, National University of Ireland, Galway, Galway, Ireland

### ABSTRACT

Although *Escherichia coli* is generally considered to be predominantly a commensal of the gastrointestinal tract, a number of recent studies suggest that it is also capable of long-term survival and growth in environments outside the host. As the extraintestinal physical and chemical conditions are often different from those within the host, it is possible that distinct genetic adaptations may be required to enable this transition. Several studies have shown a trade-off between growth and stress resistance in nutrient-poor environments, with lesions in the *rpoS* locus, which encodes the stress sigma factor RpoS ( $\sigma^S$ ). In this study, we investigated a unique collection of long-term soil-persistent *E. coli* isolates to determine whether the RpoS-controlled general stress response is altered during adaptation to a nutrient-poor extraintestinal environment. The sequence of the *rpoS* locus was found to be highly conserved in these isolates, and no nonsense or frameshift mutations were detected. Known RpoS-dependent phenotypes, including glycogen synthesis and  $\gamma$ -aminobutyrate production, were found to be conserved in all strains. All strains expressed the full-length RpoS protein, which was fully functional using the RpoS-dependent promoter reporter fusion *P<sub>gadX</sub>::gfp*. RpoS was shown to be essential for long-term soil survival of *E. coli*, since mutants lacking *rpoS* lost viability rapidly in soil survival assays. Thus, despite some phenotypic heterogeneity, the soil-persistent strains all retained a fully functional RpoS-regulated general stress response, which we interpret to indicate that the stresses encountered in soil provide a strong selective pressure for maintaining stress resistance, despite limited nutrient availability.

### IMPORTANCE

*Escherichia coli* has been, and continues to be, used as an important indicator species reflecting potential fecal contamination events in the environment. However, recent studies have questioned the validity of this, since *E. coli* has been found to be capable of long-term colonization of soils. This study investigated whether long-term soil-persistent *E. coli* strains have evolved altered stress resistance characteristics. In particular, the study investigated whether the main regulator of genes involved in stress protection, the sigma factor RpoS, has been altered in the soil-persistent strains. The results show that RpoS stress protection is fully conserved in soil-persistent strains of *E. coli*. They also show that loss of the *rpoS* gene dramatically reduces the ability of this organism to survive in a soil environment. Overall, the results indicate that soil represents a stressful environment for *E.*

Full-length Research  
Articles

New and original  
contribution(s) to  
knowledge

Primary literature



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bridging capacity gap in research



# Types of Research Articles: Short Communication

Brief Communications  
Letters

Original articles


Time-sensitive  
evidence

Shorter version of  
Full-length papers



Original Article

## Phylogenetic analyses of bacteria associated with the processing of *iru* and *ogiri* condiments

O.M. Ademola, T.E. Adeyemi, O.T. Ezeokoli, K.I. Ayeni, A.O. Obadina, Y.M. Somorin, A.M. Omemu, R.A. Adeleke, C.C. Nwangburuka, F. Oluwafemi, O.B. Oyewole, C.N. Ezekiel 

First published: 27 June 2018 | <https://doi.org/10.1111/lam.13040> | Citations: 10

[Read the full text >](#)

 PDF  TOOLS  SHARE

### Abstract

Analysis of the bacterial community dynamics during the production of traditional fermented condiments is important for food safety assessment, quality control and development of starter culture technology. In this study, bacteria isolated during the



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# Types of Research Articles: Research Methods

Please cite this article as: Yinka and Conor, (2017). Determination of Survival of Wildtype and Mutant *Escherichia coli* in Soil, *Bio-protocol* 7 (14): e2414. DOI: 10.21769/BioProtoc.2414.



[www.bio-protocol.org/e2414](http://www.bio-protocol.org/e2414)

Vol 7, Iss 14, Jul 20, 2017  
DOI:10.21769/BioProtoc.2414

## Determination of Survival of Wildtype and Mutant *Escherichia coli* in Soil

Yinka Somorin and Conor O'Byrne\*

Microbiology, School of Natural Sciences, National University of Ireland, Galway, Ireland

\*For correspondence: [conor.obyrne@nuigalway.ie](mailto:conor.obyrne@nuigalway.ie)

**[Abstract]** *E. coli* resides in the gastrointestinal tract of humans and other warm-blooded animals but recent studies have shown that *E. coli* can persist and grow in various external environments including

New or improved  
method/technique

Detailed description of  
the methodology

Facilitating experimental  
reproducibility



# Types of Research Articles: Case Report



WEST AFRICAN JOURNAL OF MEDICINE

CASE REPORTS



## Poisoning due to Yam Flour Consumption in Five Families in Ilorin, Central Nigeria

*Intoxication due à la consommation de farine d'igname parmi les cinq familles à Ilorin, le centre du Nigéria*

O. T. Adedoyin\*, A. Ojuawo, O. O. Adesiyun, F. Mark, E. A. Anigilaje

*Am. J. Trop. Med. Hyg.*, 94(4), 2016, pp. 829–832  
doi:10.4269/ajtmh.15-0461  
Copyright © 2016 by The American Society of Tropical Medicine and Hygiene

## Case Report: A Health Care Worker with Ebola Virus Disease and Adverse Prognostic Factors Treated in Sierra Leone

Matthew K. O'Shea,\* Katherine A. Clay, Darren G. Craig, Alastair J. Moore, Stephen Lewis, Melanie Espina, Jeff Praught,  
Simon Horne, Raymond Kao, and Andrew M. Johnston\*

*Department of Academic Medicine, Royal Centre for Defence Medicine, Birmingham, United Kingdom; U.K. Defence Medical Services  
Ebola Treatment Unit, Kerry Town, Sierra Leone; Royal Canadian Medical Services, Ottawa, Canada*

**Abstract.** We describe the management of a Sierra Leonean health care worker with severe Ebola virus disease complicated by diarrhea, significant electrolyte disturbances, and falciparum malaria coinfection. With additional resources and staffing, high quality care can be provided to patients with Ebola infection and adverse prognostic factors in west Africa.

In medical sciences

Original observations  
that advance medical  
knowledge

Detailed report of the  
signs, symptoms,  
diagnosis, treatment, and  
follow-up of an individual  
patient.



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# Types of Research Articles: Discission Papers

Received: 30 November 2022 | Accepted: 27 December 2023  
DOI: 10.1002/berj.3968

ORIGINAL ARTICLE

BERJ  BERA

## Young children’s right to be heard on the quality of their education: Addressing potential misunderstandings in the context of early childhood education

Laura Lundy<sup>1,2</sup> | Colette Murray<sup>3</sup> | Kylie Smith<sup>4</sup> | Carmel Ward<sup>1</sup>

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<sup>2</sup>School of Law, University College Cork, Cork, Ireland

<sup>3</sup>Technological University Dublin, Dublin, Ireland

<sup>4</sup>Melbourne Graduate School of Education, University of Melbourne, Parkville, Victoria, Australia

### Correspondence

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### Abstract

In early childhood education many researchers and professionals across the world have embraced the United Nations Convention on the Rights of the Child’s requirement to include young children in decision-making. In the context of ongoing discussion about young children’s capacity to share their views and opinions about matters affecting them, there is often a focus on demonstrating ‘evidence’ that young children can participate in decision-making as capable meaning-makers in their own lives, defying traditional paternalistic approaches and assumptions. While acknowledging the important work that has been undertaken to support children’s participatory rights, this article seeks to raise questions about whether understanding the right of young children to be heard, particularly in relation to the quality of their education, may have been subject to a form of ‘rights inflation’ that has extended the scope of the application of the right beyond the parameters of the legal framework and/or promoted an interpretation which exceeds what the text of the Convention can bear. In this article, we explore three possible misrepresentations relating to young children’s participation in decision-making related to the quality of education: (1) that all children can, should and want to have opportunities

EDUCATIONAL PHILOSOPHY AND THEORY  
<https://doi.org/10.1080/00131857.2021.2009341>

 Routledge  
Taylor & Francis Group

### DISCUSSION

#### Infantographies

Marek Tesar<sup>a</sup>, Margarita Ruiz Guerrero<sup>b</sup>, Eeva Anttila<sup>c</sup>, Jan Newberry<sup>d</sup>, Anette Hellman<sup>e</sup>, John Wall<sup>f</sup>, Charla Rochella Santiago-Saamong<sup>g</sup>, Linnea Bodén<sup>h</sup>, Hui Yu<sup>i</sup>, Atsushi Nanakida<sup>j</sup>, Claudia Diaz-Diaz<sup>k</sup>, Yuwei Xu<sup>l</sup>, Susanna Trnka<sup>m</sup>, Veronica Pacini-Ketchabaw<sup>n</sup>, Fikile Nxumalo<sup>o</sup>, Zsuzsa Millei<sup>p</sup>, Karen Malone<sup>q</sup> and Sonja Arndt<sup>r</sup>

<sup>a</sup>Faculty of Education and Social Work, The University of Auckland, Auckland, New Zealand; <sup>b</sup>Woodring College of Education, Western Washington University, Bellingham, WA, USA; <sup>c</sup>Theatre Academy, University of Arts Helsinki, Helsinki, Finland; <sup>d</sup>Anthropology Department, University of Lethbridge, Lethbridge, Canada; <sup>e</sup>Department of Education, Communication and Learning, University of Gothenburg, Göteborg, Sweden; <sup>f</sup>Rutgers University, New Brunswick, NJ, USA; <sup>g</sup>Department of Family Life and Child Development, University of the Philippines Diliman, Quezon City, Philippines; <sup>h</sup>Department of Child and Youth Studies, Stockholm University, Stockholm, Sweden; <sup>i</sup>School of Education, South China Normal University, Guangzhou, China; <sup>j</sup>Graduate School of Humanities and Social Sciences, Hiroshima University, Higashihiroshima, Japan; <sup>k</sup>Department of Educational Studies, Faculty of Education, The University of British Columbia, Vancouver, BC, Canada; <sup>l</sup>School of Education, University of Nottingham, Nottingham, UK; <sup>m</sup>Anthropology, The University of Auckland, Auckland, New Zealand; <sup>n</sup>Faculty of Education, Western University, London, Canada; <sup>o</sup>Ontario Institute for Studies in Education, University of Toronto, Toronto, Canada; <sup>p</sup>Faculty of Education and Culture, Tampere University, Tampere, Finland; <sup>q</sup>Department of Education, Swinburne University of Technology, Melbourne, Australia; <sup>r</sup>Melbourne Graduate School of Education, University of Melbourne, Melbourne, Australia

#### An introduction

Infantographies. There has been a long-standing academic debate by scholars, thinkers and educators around the notions of ‘who is a child’ and ‘what is childhood’. For the purpose of this collective paper, this field is referred to as Infantographies. This paper is part of a series of collective papers that have positioned the child and childhood at the center of academic and philosophical inquiry. The series was started by the collective piece ‘Infantologies’ (Peters et al., 2020), which set the tone for the re-thinking and critically examining philosophical, discursive and material aspects of childhoods. This was followed by ‘Infantologies II’ (Gibbons, Peters, Stewart, et al., 2021), and further collective projects have emerged, including ‘Infantilisations’ (Tesar, Peters, White, Charteris, et al., 2021), ‘Infantasies’ (Gibbons, Peters, Delaune, et al., 2021), ‘Infanticides’ (Tesar, Peters, White, Arndt, et al., 2021), and most recently ‘Infantmethodologies’ (Tesar, 2021b), which considered the intersections of the infant and methodologies.

Who is a child and what is childhood? These are not easy questions to address, yet they are questions that every adult could potentially answer. Every adult was once a child and we all have some form of understanding and conceptualization of childhood; albeit these may be rooted in different ontologies and draw on diverse epistemes. As such, these questions are related to our own axiologies and must be seen as a philosophical proposition (Tesar, 2021a). Part of this proposition is that we all should feel that we have expertise in answering this question. Philosophers, thinkers, and educators have also been pondering over these questions and the concerns they raise. How can we think about the rationalities of development and the

Papers that contribute to important conceptual development in the field – not necessarily based on empirical research data.

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Br Educ Res J. 2024;00:1–15.

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# Types of Research Articles: Letter to the Editor




Food Control

Volume 73, Part B, March 2017, Pages 245-246



Letter to Editor

## Microtiter plate assay methods of classification of bacterial biofilm formation

Olumide A. Odeyemi 

Aquaculture Microbiology Laboratory, Ecology and Biodiversity Centre, Institute for Marine and Antarctic Studies, University of Tasmania, Launceston, Australia

Received 23 July 2016, Available online 3 September 2016, Version of Record 16 December 2016.

A brief report of research findings of interest to the journal scope and readership.

Substantial critique of a previously published article in a journal.


Provides new insight, offers alternate theories, or requests clarification



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# Types of Research Articles: Reviews

## Traditionally Processed Beverages in Africa: A Review of the Mycotoxin Occurrence Patterns and Exposure Assessment

Chibundu N. Ezekiel , Kolawole I. Ayeni, Jane M. Misihairabgwi, Yinka M. Somorin, Ihuoma E. Chibuzor-Onyema, Oluwawapelumi A. Oyedele, Wilfred A. Abia, Michael Sulyok, Gordon S. Shephard, and Rudolf Krska

**Abstract:** African traditional beverages are widely consumed food-grade liquids processed from single or mixed grains (mostly cereals) by simple food processing techniques, of which fermentation tops the list. These beverages are very diverse in composition and nutritional value and are specific to different cultures and countries. The grains from which

Summary of knowledge  
on a topic

Highlighting the state-of-  
the-art and perspectives  
for advancing the field

Mostly invited submission

Highly cited

## Systematic Review & Meta-Analysis





# Type of Research Articles: Book Reviews

DOI: 10.1111/chso.12840

BOOK REVIEW

Children & Society  WILEY

## The social organization of South Asian immigrant women's mothering work

By Ferzana Chaze, Newcastle upon Tyne: Cambridge Scholars Publishing, 2017. pp. 246, hardcover. ISBN: 978-1527502840

Rashmee Karnad-Jani<sup>1,2</sup>

<sup>1</sup>Student Services, York Region District School Board, Aurora, Ontario, Canada

<sup>2</sup>Alumna - Leadership, Higher and Adult Education, Ontario Institute for Studies in Education, University of Toronto, Toronto, Ontario, Canada

Email: rashmee.karnad.jani@mail.utoronto.ca

In *The Social Organization of South Asian Immigrant Women's Mothering Work*, Ferzana Chaze (2017) takes up the invisibilized gendered labour done in families as explicated by Griffith and Smith (2005). She examines the processes that contribute to the changes that South Asian women are required to make to their mothering work after immigrating to Canada due to the mothering discourse that is guided by the Standard North American Family (SNAF) ideological code (Smith, 1993) pervasively prevalent in social, academic and professional settings.

Set into eight concise chapters, this book begins by discussing institutional ethnography as an alternative sociology and the problematic of the research. Chaze also discusses topics such as the notion of visible minority in relation to immigration and the challenges inherent to immigrant settlement including foreign credential recognition and language barriers alongside lack of what is known as the Canadian Experience necessary for employment. In doing so, Chaze brings into view the impacts on families that usually result in referrals to social work and immigrant settlement services by school-based education workers when people arrive or when their needs are highlighted through their children's real and perceived struggles in school based settings. By situating mothering as work and putting it in conversation with feminist epistemologies, Chaze highlights the importance of noticing the lived realities of families especially South Asian immigrant women in Canada and in doing so disrupts and problematizes the race-neutral notions of immigration and settlement that prevail in commonsensical ways. The book also contains an interview with an elementary school teacher who presents a view from the other side as someone who interacts with immigrant women and is a service provider through the shared presence of the student/child between the two roles. Chaze sheds light on invisibilized issues of the work done everyday in families such as cooking, caring for children, teaching cultural and religious values to children, and protecting them as this work is done in relation to schooling. The need for information experienced by South Asian immigrant mothers is an important aspect highlighted in the book as educational settings are different from their home countries and in Canada even when there may not be an English language barrier.

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Children & Society, 2024;00:1–2.

wileyonlinelibrary.com/journal/chso | 1

- Short but critical review of new books published in the field
- A way to promote the books
- A way for less experienced authors to get an experience of the publication process



# Type of Research Articles: Policy Review

## - Timely responses to new and emerging policies

Accepted: 9 November 2020

DOI: 10.1111/cho.12430

ORIGINAL ARTICLE

Children & Society ncb Wiley

### The impact of the COVID-19 pandemic on the mental health and well-being of children and young people

Helen Cowie<sup>1</sup>   | Carrie-Anne Myers<sup>2</sup> 

<sup>1</sup>Faculty of Health and Medical Sciences, University of Surrey, Surrey, UK

<sup>2</sup>Department of Sociology, City, University of London, London, UK

#### Correspondence

Helen Cowie, Faculty of Health and Medical Sciences, University of Surrey, 75 Acacia Grove, New Malden, Surrey KT3 3BU, UK.  
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#### Abstract

The COVID-19 pandemic has had an enormous impact across the world. In this discussion paper, we examine the effect that lockdown has had on the mental health and well-being of children and young people. We write from a UK perspective in the light of the international evidence. Many of the discussion points raised resonate globally. We discuss how these issues can be dealt with and set out potential solutions as we emerge from this global crisis.

#### KEYWORDS

children and young people, connectedness, COVID-19, emotional well-being, mental health

#### INTRODUCTION

The COVID-19 pandemic, the biggest health crisis for generations, has affected more than 200 countries around the world. In China, for example, whole cities were placed under mass quarantine, with many individuals returning from other countries being required to self-isolate at home. There were precedents for such mass restrictions, for example, during the 2003 severe acute respiratory syndrome (SARS) outbreak and the 2014 Ebola outbreak in West African countries. Accordingly, in March 2020, the government of the United Kingdom (UK) (comprising England, Northern Ireland, Scotland and Wales) took drastic steps to contain the virus, including restriction on movement, lockdown of people in their homes (apart from one brief outing per day for exercise and necessary trips to buy food and for medical purposes) unless they were deemed to be key workers, and the closure of most workplaces, schools and shops, other than those selling essential supplies.

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slido



How did you identify the journals  
you published in?

ⓘ Start presenting to display the poll results on this slide.

# How did you decide which journal?

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Highly reputable journals in your field

Highly cited journals in your field

Citation Metrics



The main principle is to “not use journal-based metrics as surrogate measures of the quality of individual research articles, to assess an individual scientist’s contributions, or in hiring, promotion, or funding decisions”.

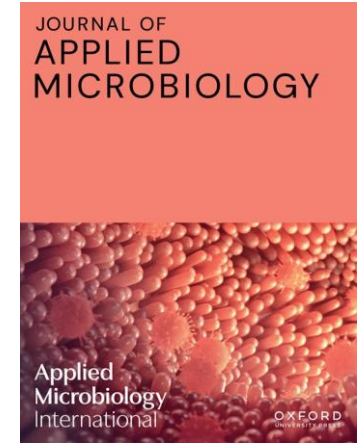
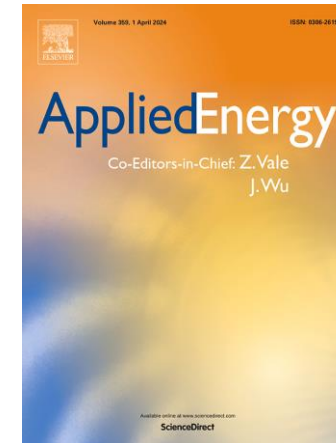
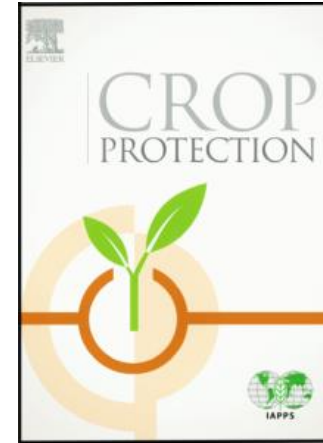
# Factors to consider in choosing a journal

What is the Scientific Content?

Journal Scope

Readership of Journal

What is most important to you about your manuscript?



**ACCESS MICROBIOLOGY**  
an open research platform



# Strategies for choosing a journal



[ThinkCheckSubmit](#)

Are you submitting your research to a [trusted journal](#)?

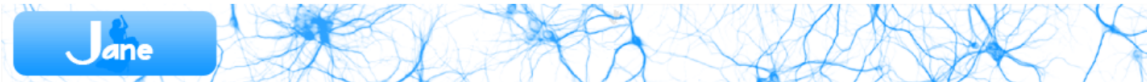
Be aware of [predatory or pseudo-journals](#)

[Check the details](#) of the journal.



# Strategies for choosing a journal

## Journal Suggestions



These journals have articles most similar to your input:  
"Analysis of the bacterial community dynamics during the production of traditional fermented condimen..."

Confidence	Journal	Article Influence	Articles
	Letters in applied microbiology <span>Medline-indexed</span>	0.5	Show articles
	Frontiers in microbiology <span>High-quality open access</span> <span>PMC</span>	1.4	Show articles
	International journal of food microbiology <span>Medline-indexed</span>	1.0	Show articles
	Indian journal of microbiology <span>PMC</span>	0.2	Show articles
	Saudi journal of biological sciences <span>High-quality open access</span> <span>PMC</span>	0.4	Show articles
	3 Biotech <span>PMC</span>	0.2	Show articles
	World journal of microbiology & biotechnology <span>Medline-indexed</span>	0.4	Show articles
	BMC microbiology <span>High-quality open access</span> <span>Medline-indexed</span> <span>PMC</span>	1.0	Show articles
	Microbial ecology <span>Medline-indexed</span>	1.0	Show articles
	Environmental monitoring and assessment <span>Medline-indexed</span>	0.4	Show articles
	Archives of microbiology <span>Medline-indexed</span>	0.5	Show articles
	PLoS neglected tropical diseases <span>High-quality open access</span> <span>Medline-indexed</span> <span>PMC</span>	1.4	Show articles
	Journal of food science and technology <span>PMC</span>	0.3	Show articles
	Medical and veterinary entomology <span>Medline-indexed</span>	0.7	Show articles
	Journal, genetic engineering & biotechnology <span>High-quality open access</span> <span>PMC</span>		Show articles
	MicrobiologyOpen <span>High-quality open access</span> <span>Medline-indexed</span> <span>PMC</span>	0.7	Show articles
	Frontiers in pharmacology <span>High-quality open access</span> <span>PMC</span>	1.2	Show articles

Important references cited

Special Issues of Journals

Call for Papers

Editors/Editorial board members





# Key Elements of Research Article

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Introduction

*(Literature Review/  
Conceptual Framework)*

Materials & Methods

Results

Discussions

Conclusion

References

Instructions for authors

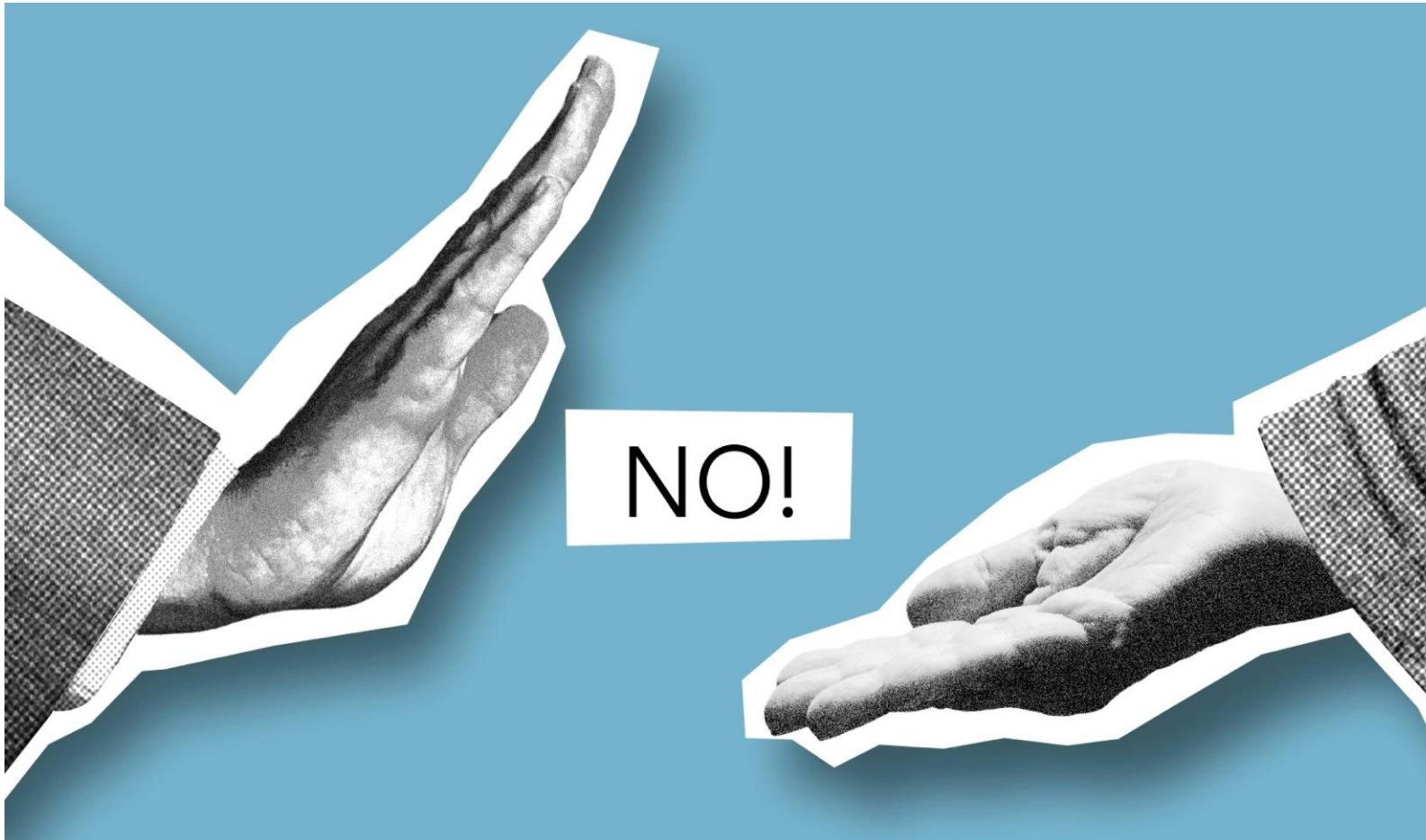
Depends on the article type

1. Full-Length articles
2. Short Communication/Letters
3. Methods/Protocols
4. Case Report
5. Commentary/Letter to Editor
6. Reviews/Systematic Reviews



# Question?

What are the reasons for the rejection of manuscripts by journals?



# Expectations from the Editorial Office

## Co-authors Share the Responsibility, Too



Cite This: *ACS Energy Lett.* 2024, 9, 798–799



Read Online

ACCESS |

Metrics & More

Article Recommendations

*“Everyone wants to be a co-author, but no one wants to read the article”—this phrase strikes a chord when we come across poorly composed articles being submitted for publication. Increasingly our editorial office is seeing submissions with missing figures, with wrong citations of figures, with poorly drawn figures containing hard to read data and text, with multiple panel figures with no detailed discussion of individual data sets in the main text, or with poorly composed (or even inaccurate) figure captions. During the prescreening of the manuscripts, these missing items are identified and communicated to authors. When issues are minor, we request a revised file from authors. In other instances, we return the manuscript without further consideration. Such sloppiness in composing a manuscript raises a simple question, “Why do co-authors fail to catch obvious mistakes before submission?” In addition, one wonders, did the co-authors simply approve the submission without going through the article and carefully checking all parts? What responsibilities should a co-author exercise prior to submission of a manuscript?*

The contribution of a co-author is not limited to engaging in a research project; it also extends to publishing the work in an effective way. Whereas the corresponding author takes the major responsibility of coordinating the writing efforts and communicating with the journal, co-authors equally share the



Figure 1. Co-authors checking the manuscript and getting it ready



# What do Editors expect from your submission?



**Concise Cover Letter**

**Within scope?**

**Well-written manuscript**

- 1. Author Guidelines**
- 2. Free of Plagiarism**
- 3. English grammar & structure**
- 4. Data presented validate the research objectives**



# Recap

---

1. Mention the types of research articles
2. Identify how to select journals to publish their manuscripts
3. Itemize the key elements of research articles
4. Describe what editors expect to see in your manuscript

