

Oxford University Press – How to get published with international journals



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May 2017
Krasnoyarsk



Agenda

- University of Oxford - scholarships
- About OUP
- Resources supporting teaching and research
- EPIGEUM
- How to get published

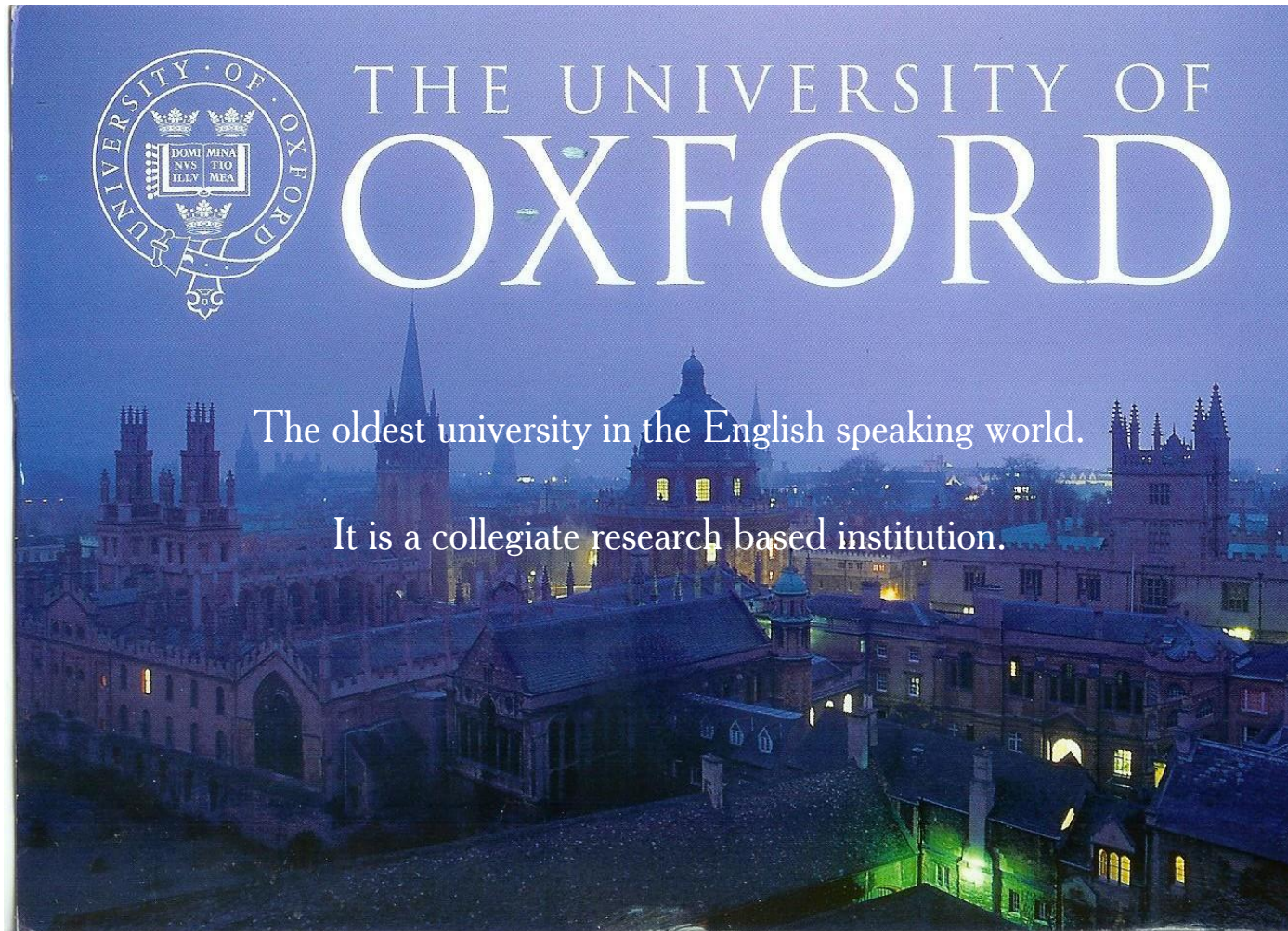


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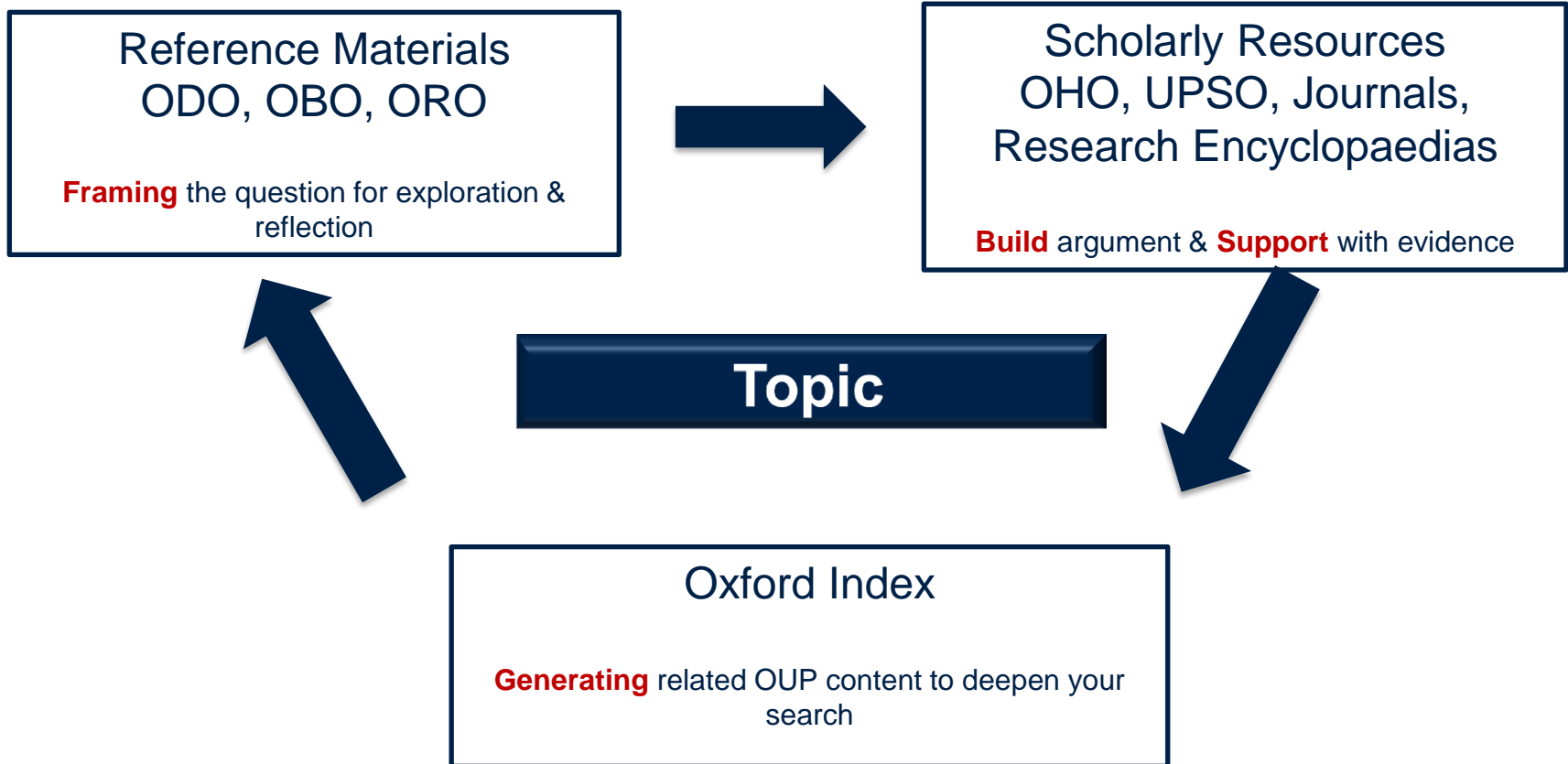
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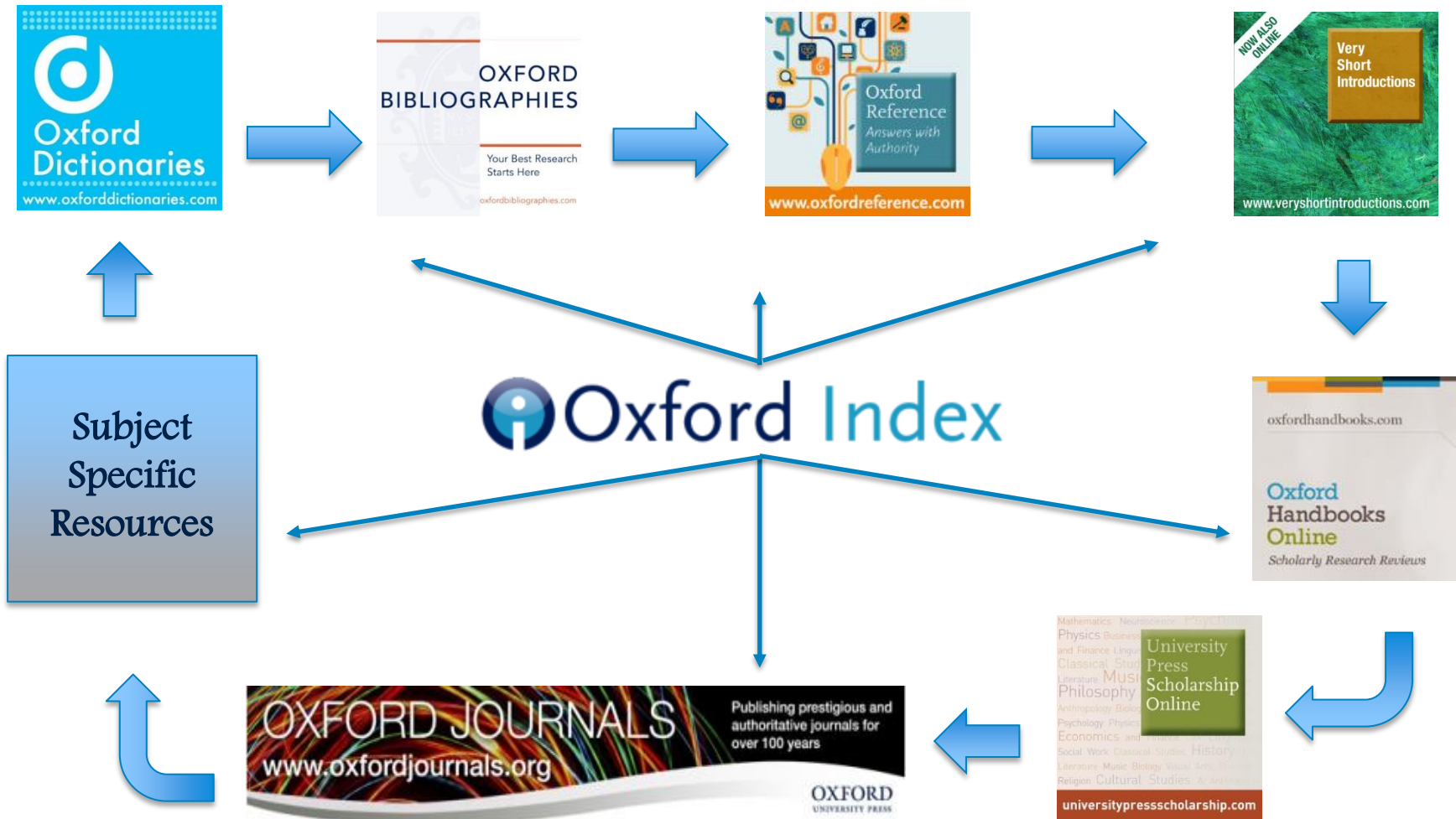
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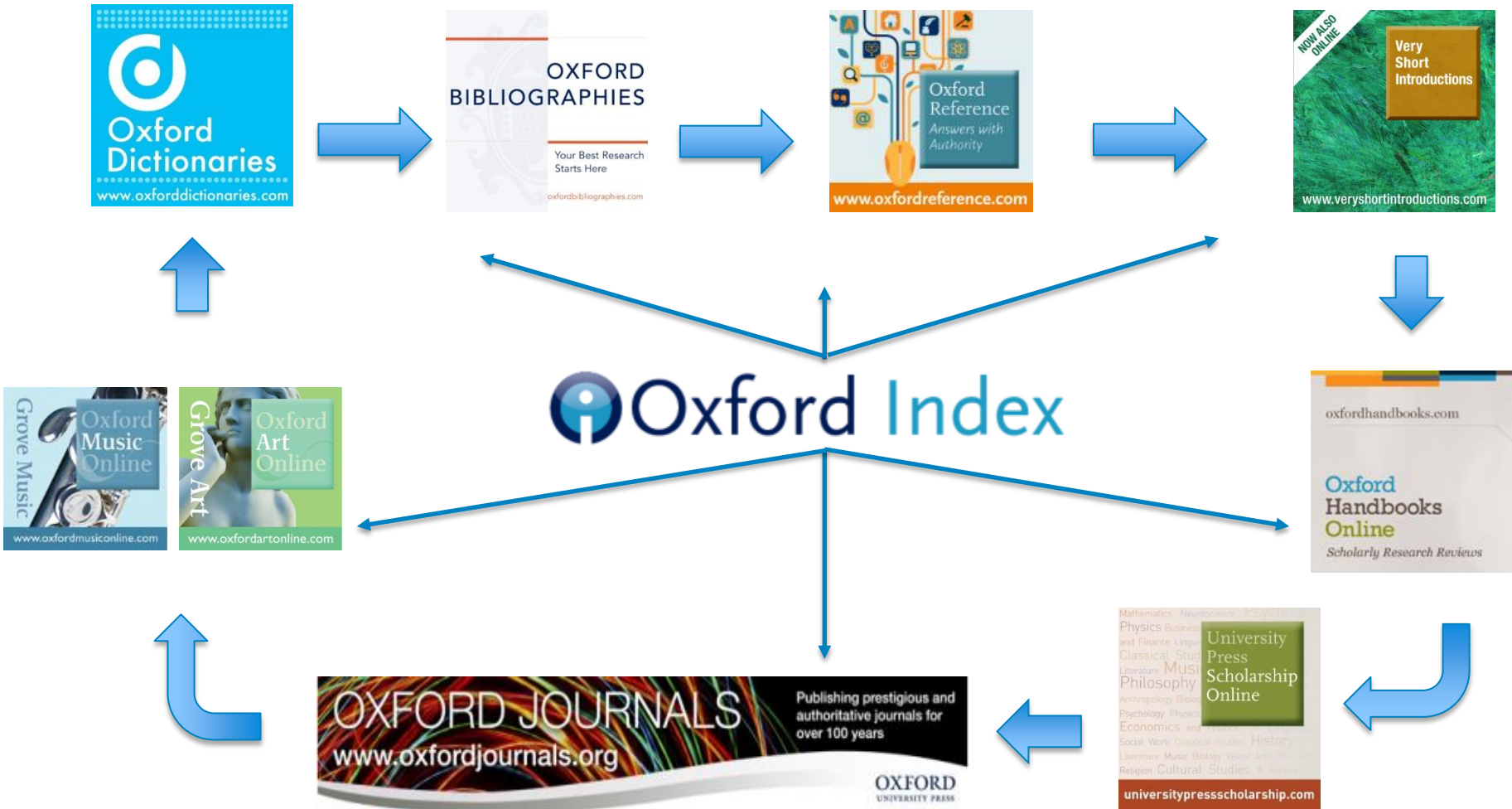
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"'tis bitter cold and I am sick at heart': establishing the relationship between outdoor temperature, blood pressure, and cardiovascular mortality

R.M. Bruno · S. Taddel
DOI: <http://dx.doi.org/10.1093/eurheartj/ehv024> First published online: 9 March 2015

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This editorial refers to 'Outdoor temperature, blood pressure, and cardiovascular disease mortality among 23 000 individuals with diagnosed cardiovascular diseases from China', by L. Yang *et al.* on page doi:10.1093/eurheartj/ehv023

In this issue of the journal, Yang and co-authors explored the relationship between outdoor temperature, blood pressure (BP) values, and cardiovascular (CV) mortality in the China Kadoorie Biobank cohort, a large cohort including ~500 000 adults from both rural and urban regions prospectively followed up for ~7 years. The analysis presented in this article considered ~23 000 individuals with previous CV events. The main finding was a strong relationship between monthly outdoor temperature and office BP: mean systolic BP was 9 mmHg higher in winter than in summer, and, at an outdoor temperature above 5°C, systolic BP was 6.2 mmHg higher for each 10°C decrease in temperature. Since BP was associated with increased CV mortality and there was a 41% increase in CV mortality during winter, the authors suggested that cold outdoor temperature might favour CV mortality at least in part by increasing BP values. ◊

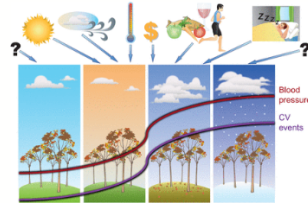


Figure 1
Environmental temperature, seasonality, and cardiovascular (CV) health: possible interactions. Seasonality is associated with significant changes in blood pressure and CV mortality. However the underlying mechanisms leading to this outcome are unclear, including outdoor temperature, but also sunlight exposure, weather conditions and air pollution, socioeconomic status, changes in dietary and

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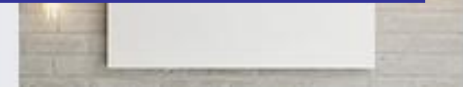
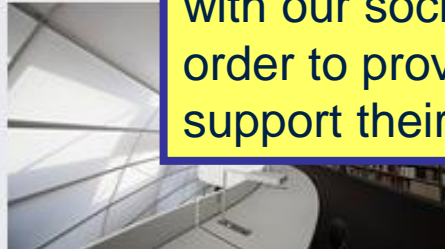
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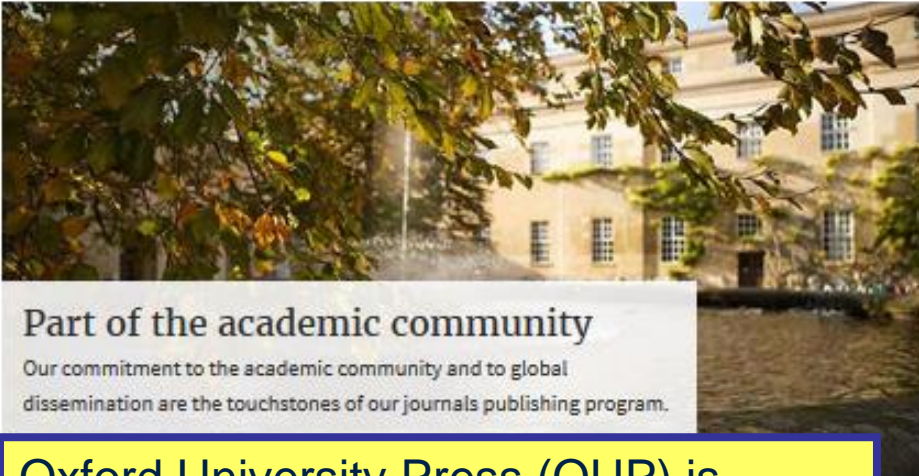


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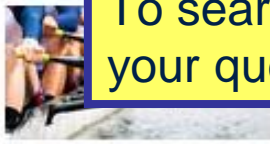
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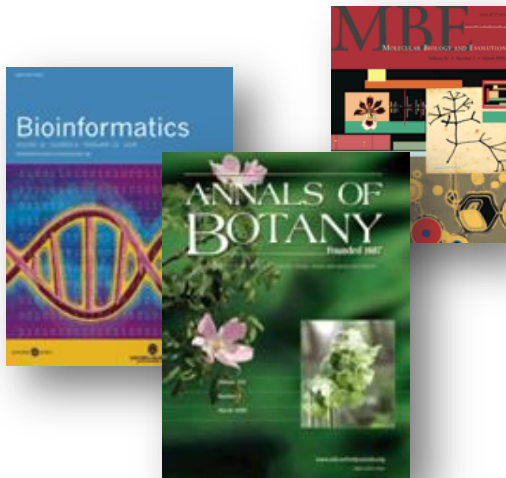
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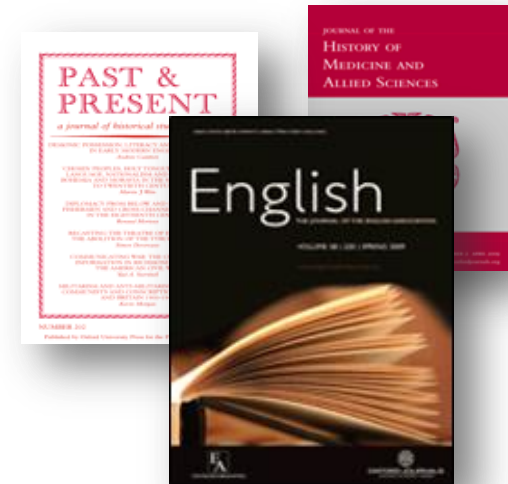


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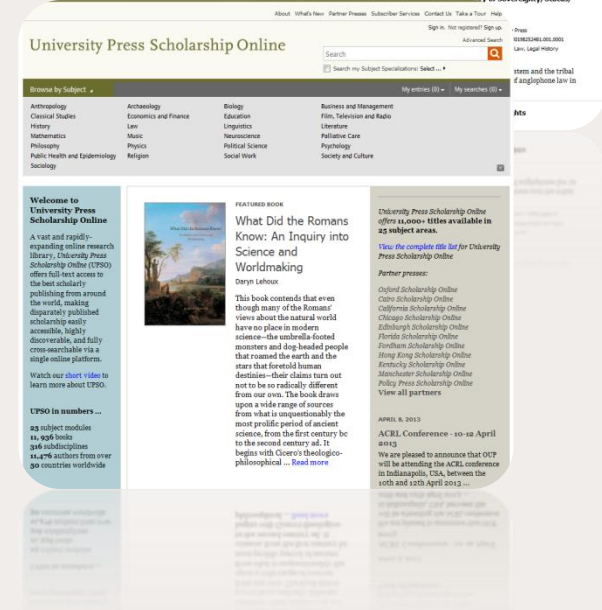
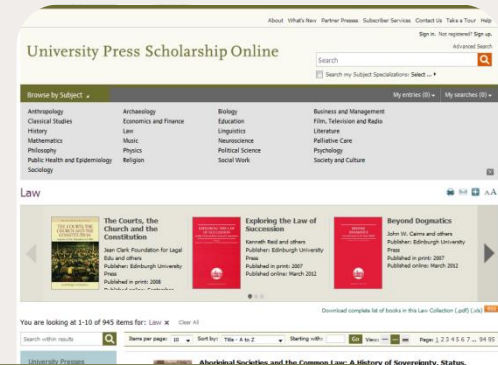
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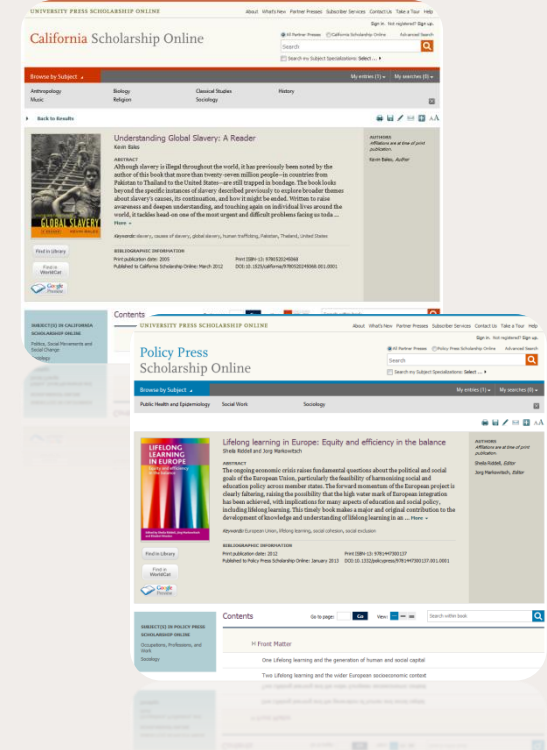
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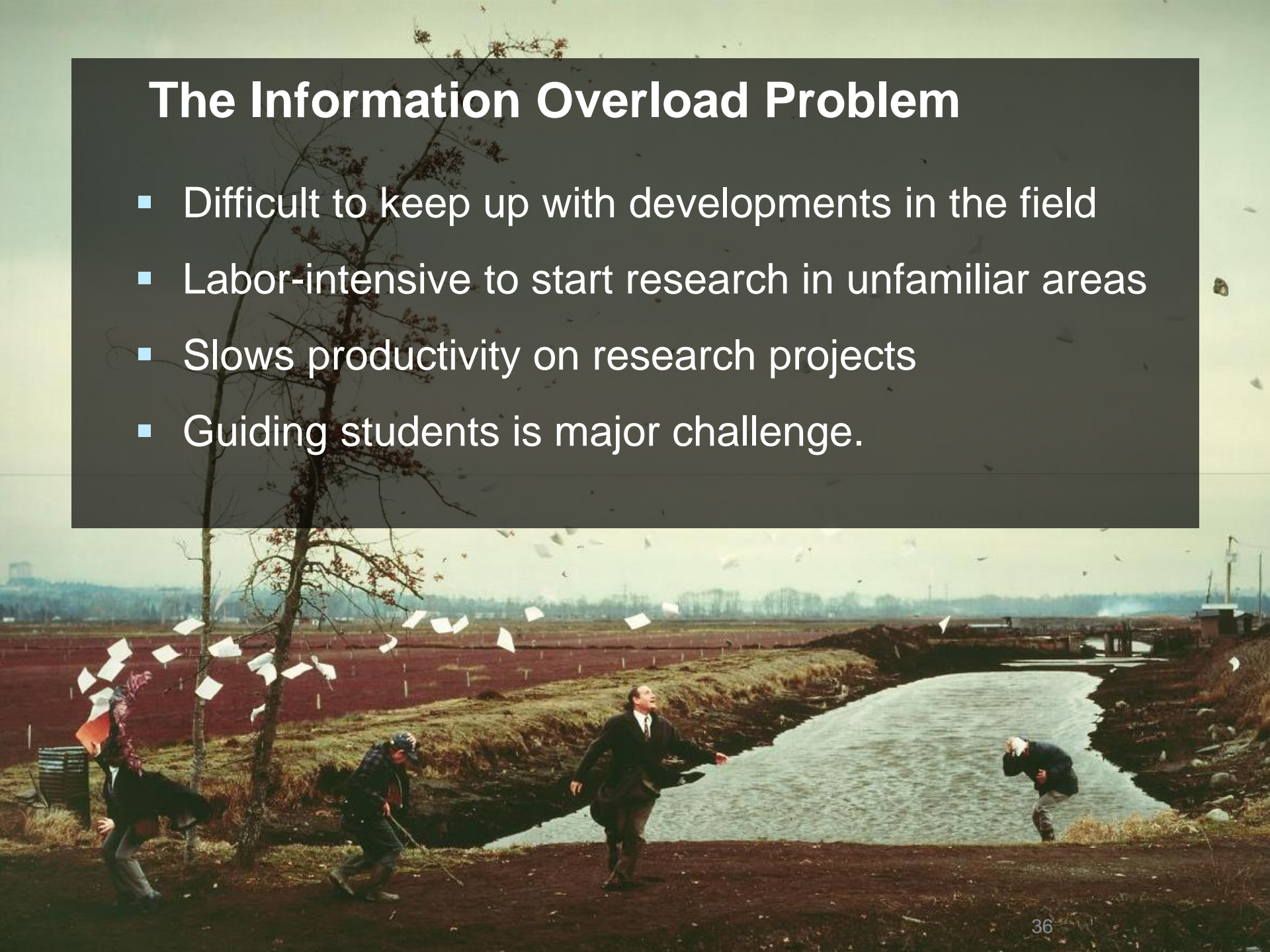
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The image displays two screenshots of the Oxford Bibliographies website. The top screenshot shows the main navigation and a grid of subject categories under 'Browse by Subject', including African Studies, American Literature, Anthropology, and many others. The bottom screenshot shows a detailed article page for 'Aeschylus', featuring an introduction, related articles, and forthcoming articles.

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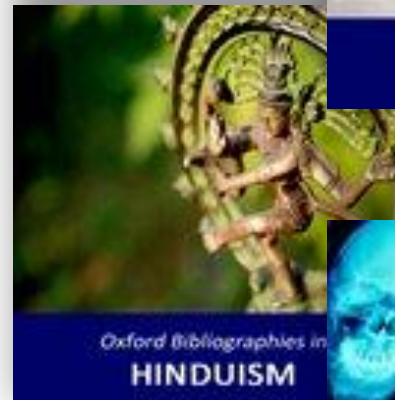
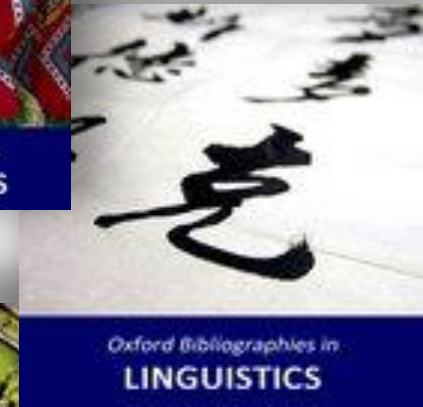
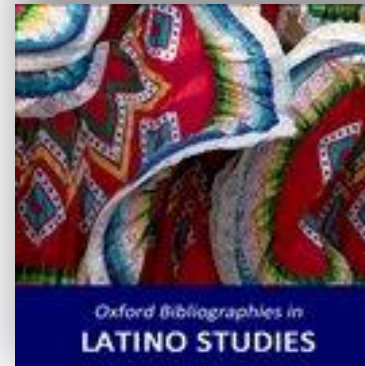
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Russian Literature: A Very Short Introduction

Catriona Kelly

Abstract

Russian Literature: A Very Short Introduction explores the place and importance of literature in **Russian** culture. How and when did a **Russian** national literature come into being? What shaped its creation? How have the **Russians** regarded their literary language? This VSI uses the work and treatment of the poet and novelist Pushkin, 'the **Russian** Shakespeare', as a way of illustrating the wider themes and concerns of **Russian** literature. Why are **Russian** writers venerated, and how have they been interpreted inside **Russia** and beyond? The influence of folk tale traditions, orthodox religion, and the ... [More](#)

Keywords: culture, Gustave Flaubert, Johann Wolfgang von Goethe, prose, Percy Bysshe Shelley, Richard Brinsley Sheridan, Short Story, socialist Realism

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Print Publication Date: Aug 2001
Published online: Sep 2013

Catriona Kelly, author
Fellow of New College,
Oxford, and Tutor in
Russian
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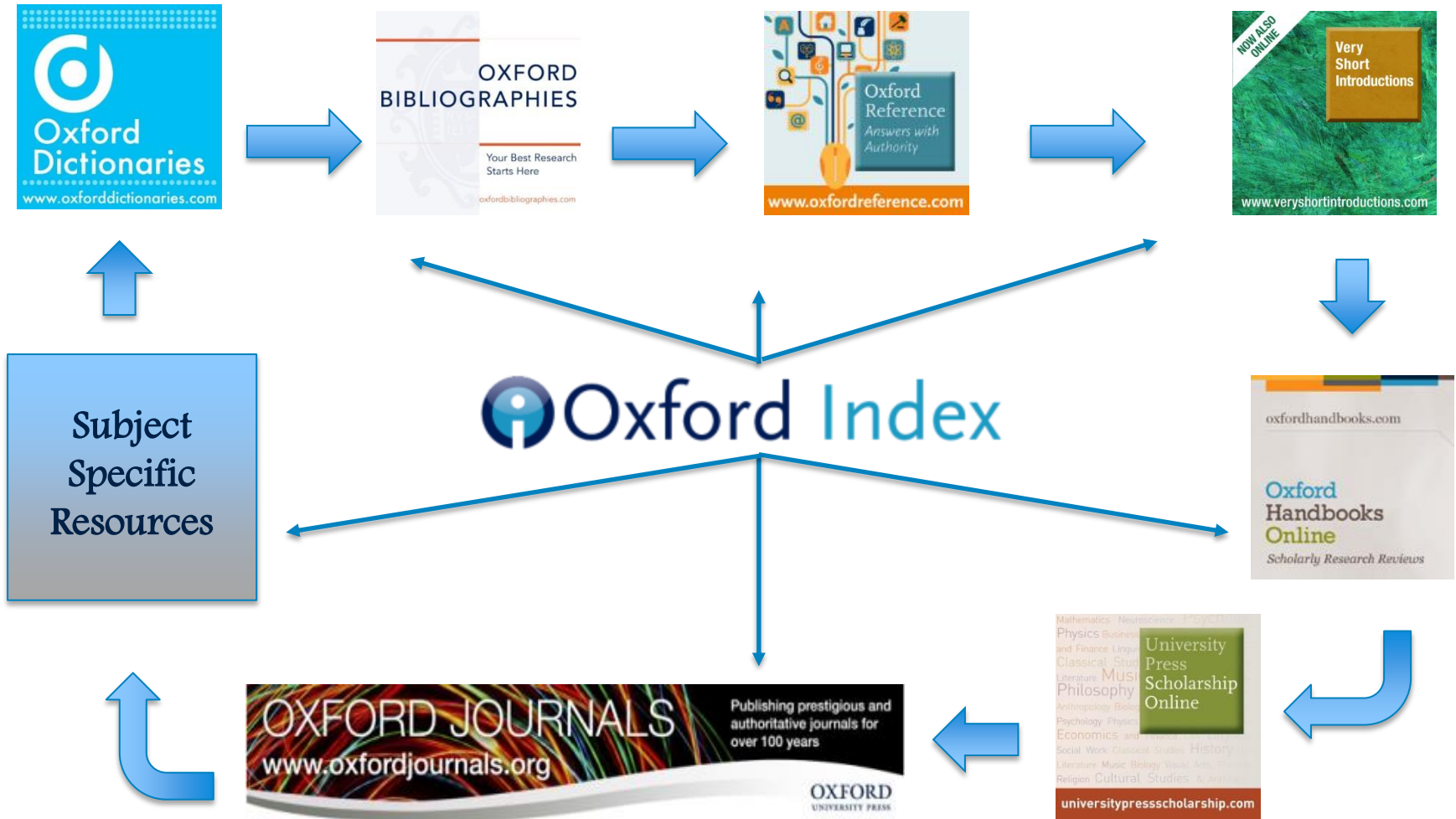
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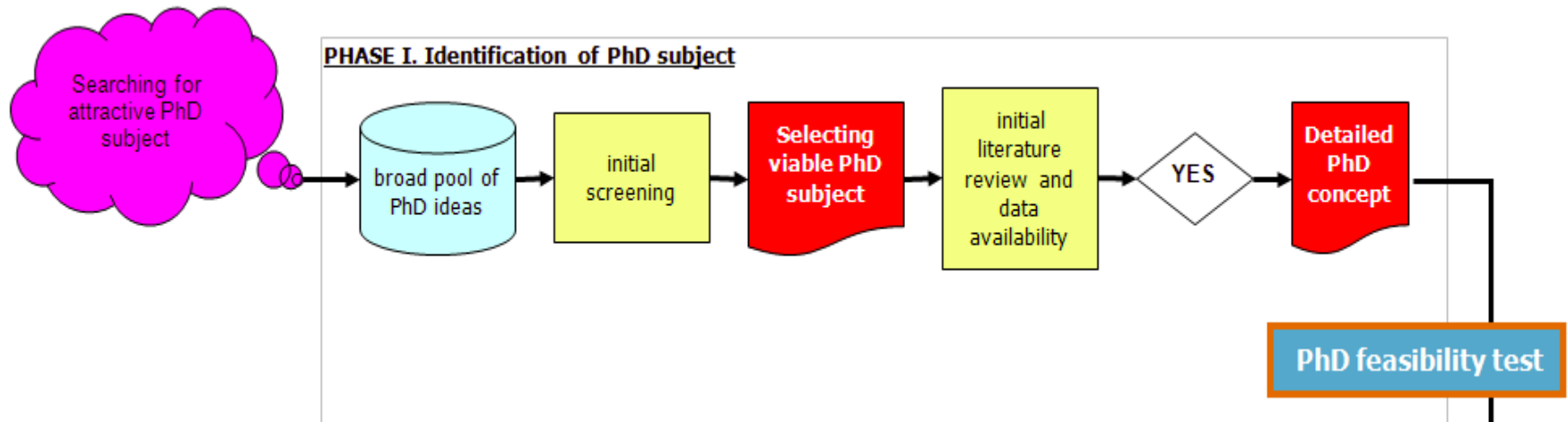
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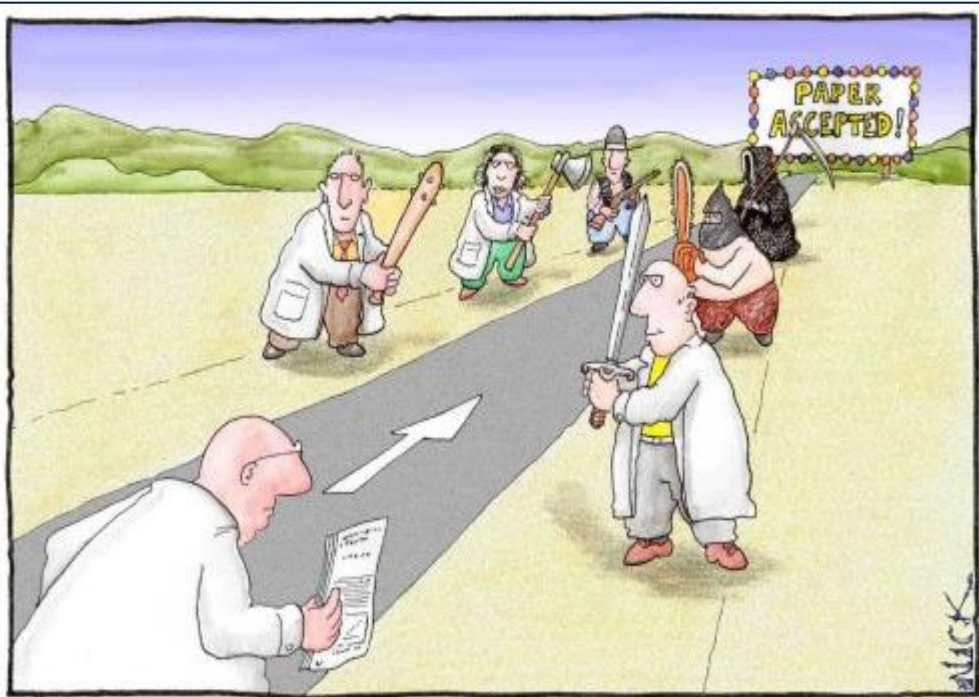
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What makes a good paper?

HINT: Editors and reviewers look for ...

-
- Originality – what's **new** about subject, treatment or results?
 - Relevance to and extension of existing knowledge
 - Research methodology – are conclusions valid and objective?
 - Clarity, structure and quality of writing – does it communicate well?
 - Sound, logical progression of argument
 - So what?' factors!
 - Recency and relevance of references
 - **Adherence to the editorial scope and objectives** of the journal
 - A good title, keywords and a well written abstract

Co-authorship?

-
- With supervisor, different departments or institutions
 - Exploits individual strengths
 - Especially useful for cross-disciplinary research
 - Demonstrates the authority and rigour of the research
 - Increases potential pool of citations

But remember

- Ensure paper is edited so that it reads as one voice
- Identify the person responsible for closing the project
- Agree and clarify order of appearance of authors

Peer Review:

-
- Peer Review is important to assess your work before submitting it.
 - Have fellow colleagues, tutors, scholars look at your work and give you feedback to avoid desk rejection. You do not want to be refused by appearing uninformed concerning your submission.
 - Always expect that you would have to amend, alter and revise your paper to submit a more accurate version.

Plagiarism and referencing

-
- Plagiarism (from the Latin *plagium* meaning ‘a kidnapping’) is the act of taking someone else’s work and pretending it is yours. It is considered fraud!
 - It isn’t always detected in peer review but electronic tools can help

Revising

-
- A request for revision is good news!
 - You've avoided a desk reject and you are in the publishing cycle
 - Nearly every published paper is revised at least once
 - So now, *close the deal!*
 - **Acknowledge** the editor and set a revision deadline
 - **Clarify** if in doubt – 'This is what I understand your comments to mean...'
 - Meet the revision **deadline**
 - Attach a **covering letter** showing how you met the reviewers' requests (or if not, why not)

Dealing with the comments:

-
- Answer as completely as possible
 - Answer politely, be tactful and not with emotive language
 - Answer with evidence
 - If you feel the reviewer has misunderstood then address the point with a good argument explaining why the reviewer is mistaken
 - It may be the reviewers are conflicted on a point
 - It is ok to use one reviewer to argue against another



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The principal goals of editing biomedical publications are to select, improve, and disseminate information that will advance the art and science of the discipline covered by the publication. For example, biomedical publications are a major source of information for the improvement of medical care. In addition to initial transmission to readers at the time of publication, information from journal articles is often carried by the public media. Published articles influence educators and opinion leaders, who transmit the information to many persons who do not read the original publications. Medical journal articles can also be subsequently accessed by clinicians and researchers seeking information about particular topics. Such searches are facilitated by online search engines (see 25.0, Resources) and provide the information essential to practicing evidence-based medicine,¹ in which patient-care decisions are informed by acquiring and assessing the relevant medical literature. These myriad uses of biomedical literature indicate the importance of the procedures to improve quality involved in editorial assessment and processing.

In case of rejection:

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DON'T

GIVE UP!

If your article is rejected

-
- **Ask why**, and listen carefully!
Most editors will give detailed comments about a rejected paper. Take a deep breath, and listen to what is being said
 - **Try again!**
Try to improve the paper, and re-submit elsewhere. Do your homework and target your paper as closely as possible
 - **Don't give up!**
At least 50% of papers don't get published. Everybody has been rejected at least once
 - **Keep trying!**

How to sell your work

-
- Use a **short descriptive** title containing main keyword – don't mislead
 - Write a clear and descriptive abstract containing the main keywords and following any instructions as to content and length
 - Provide **relevant and known** keywords – not obscure new jargon
 - Make your references **complete and correct** – vital for reference linking and citation indices
 - All of this will make your paper more discoverable which means more dissemination and possibly more citation

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Abstract



In this age of electronic data dissemination and retrieval, in which abstracts are typically indexed and freely available, a well-written abstract has become increasingly important in directing readers to articles of potential clinical and research interest. The abstract of a research report summarizes the main points of an article: (1) the study objective or background, (2) the study design and methods, (3) primary results, and (4) principal conclusions. For scientific studies and systematic reviews, narrative expressions, such as “X is described,” “Y is discussed,” “Z is also reviewed,” do not add meaning and should be avoided. Results should be presented in quantitative fashion, but authors and editors should be scrupulous in verifying the accuracy of all data and numbers reported and ensuring consistency with the results published in the full article.⁷

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Librarians – find out how this affects you by viewing our: [Migration Pack](#)

What is the *AMA Manual of Style*?

- A must-have guide for anyone involved in medical or scientific publishing
- An essential, one-stop resource providing quick access to authoritative information.
- Everything you need to produce well-organized and clear manuscripts

The screenshot shows the homepage of the AMA Manual of Style website. At the top, there is a navigation bar with links for 'About', 'Style Quizzes', 'Updates', 'Subscriber Services', 'Contact Us', 'Take a Tour', 'Help', and 'SI Conversion Calculator'. On the right side of the navigation bar, it says 'Welcome, Rachel Fenwick', 'My Work', and 'Sign Out'. Below the navigation bar is a large banner with the text 'AMA MANUAL OF STYLE' and 'A Guide for Authors and Editors'. To the right of the banner is a search box with the text 'Advanced Search' and a search icon. Below the banner is a dark blue bar with 'Contents' on the left and 'My Content (11)' and 'My Searches (4)' on the right. The main content area is divided into three columns. The left column has a header 'OXFORD UNIVERSITY PRESS - MAIN ACCNT' and a section titled 'Welcome to the AMA Manual of Style' with the text 'Everything you need to produce well-organized and clear manuscripts'. The middle column has a header 'AMA Manual of Style' and 'THE JAMA NETWORK' and contains the main text: 'The AMA Manual of Style is a must-have guide for anyone involved in medical and scientific publishing. 2012 sees the migration of this indispensable resource onto a new, enhanced interface. Our mission is to bring you an improved user experience while continuing to deliver the best quality content in an easy-to-use format. With improved search and browse facilities, redesigned My Style personalization features, and a fresh new look and feel, the AMA Manual of Style continues to be the go-to resource for producing articles and research papers that are well-organized and authoritative. Visit the Table of Contents'. Below this is a section 'CONNECT TO THE AMA:' with a 'Tweets' section showing a tweet from @AMAManual and an 'AMA STYLE Insider' section with a 'Special Offer' for the print version. The right column has a section 'Announcing an all-new user experience:' with sub-sections for 'Users', 'Librarians', and 'Find out how to subscribe', and a 'NEWS' section with a 'Special Offer' for the print version.

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To add a chapter to an online course pack or reading list, COPY and PASTE the DOI to the end of the standard URL prefix. Eg.

10.1093/jama/9780195176339.001.0001

1 Students who click on this URL will be taken straight to this section

2 DOIs are unique and permanent so you don't need to worry about broken links

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- Epigeum is a spin out from Imperial College London
- Developed pedagogy and innovative courseware based on research from Imperial's College's Business School teaching and learning unit



- Epigeum became a wholly owned subsidiary and part of the Oxford University Press on 22nd May 2015

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Quotations- Portfolio activities – Documents - Advice - Key terms
Links to further reading – Add your context

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Throughout the course you will find 'pods' to the right of the screen, including...

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Additional activities are provided throughout the course in 'Portfolio activity'...

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Before you begin this course, take a moment to...

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Useful advice

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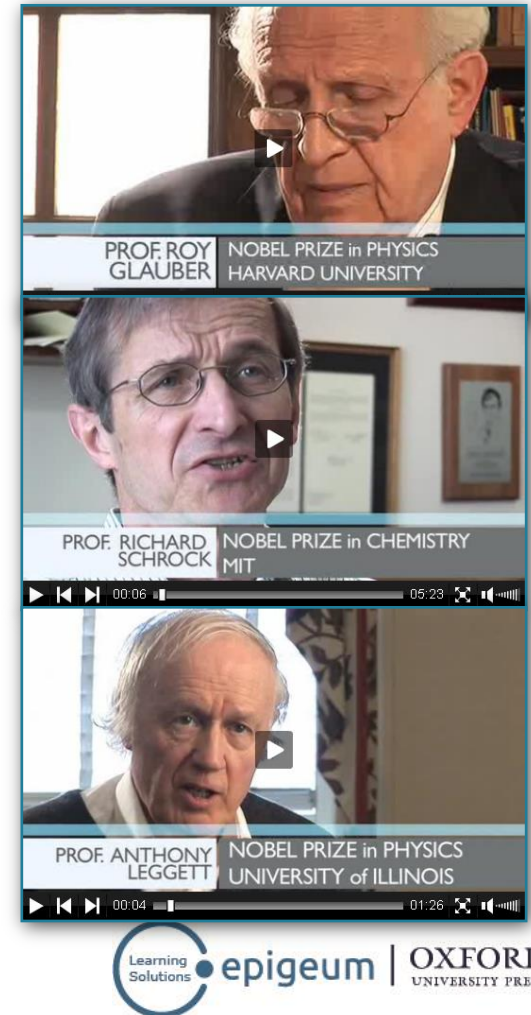
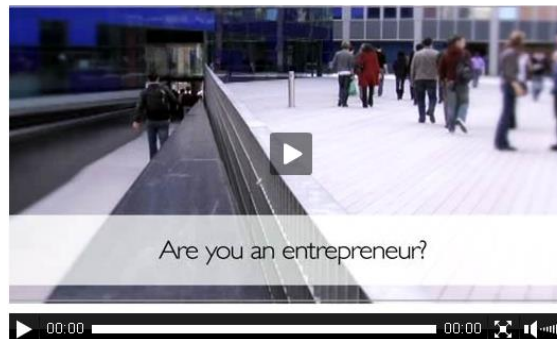
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 - Expert interviews
 - Case study/practitioner interviews
 - Explanatory video



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To be published: **Apr 2017**

60-75 Minutes Core activities	1 Hour Additional activities
---	--

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University Leadership and Management

Published on: **Jul 2012**

21 Hours Core activities	45 Hours Additional activities
------------------------------------	--

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Our courses: Studying

Academic Success: Skills for Learning, Skills for Life
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Core activities

10 Hours
Additional activities

English for Academic Studies
Published on: Jul 2015

23 Hours
Core activities

Over 80 Hours
Additional activities

EAP Foundations: Developing Key Skills in English for Academic Purposes
To be published: Sep 2017

40+ Hours
Core activities

Consent Matters: Boundaries, Respect, and Positive Intervention
Published on: Jul 2016

60-75 Minutes
Core activities

1 Hour
Additional activities

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Avoiding Plagiarism
Published on: Jul 2014

1 Hour
Core activities

Avoiding Plagiarism [North American version]
Published on: Nov 2015

1 Hour
Core activities

Research and Writing Skills for Dissertations and Projects: An Introduction
To be published: Jan 2017

5 Hours
Core activities

10 Hours
Additional activities

Skills and Attributes for Career Success: Developing an Enterprising Mindset
To be published: Mar 2017

7.5 Hours
Core activities

15 Hours
Additional activities

 In Development

 In Development

Student Success [US version]
Published on: Aug 2016

7.5 hours
Core activities

Over 30 hours
Additional activities

Our courses: Teaching

Blended Learning

Published on: Jun 2016

12 Hours, 30 minutes

Core activities

26 hours, 45 minutes

Additional activities



University and College Teaching

Published on: Nov 2011

27 Hours

Core activities

256 Hours

Additional activities



Learning Technologies Online

Published on: Feb 2010

13 Hours

Core activities



Teaching and Assessment for Nursing and Allied Health Educators

Published on: Sep 2015

5.5 Hours

Core activities

At least 40 Hours

Additional activities



Teaching Online

Published on: Apr 2014

14.5 Hours

Core activities

57.5 Hours

Additional activities



Teaching and Assessment for Medical Educators

Published on: Sep 2015

6.5 Hours

Core activities

At least 35 Hours

Additional activities



Teaching and Assessment for Medical Educators [US]

Published on: Oct 2015

Over 4 Hours

Core activities

26 Hours

Additional activities



Teaching and Assessment for Nursing and Allied Health Educators [US Version]

Published on: Oct 2015

Over 3.5 Hours

Core activities

30 Hours

Additional activities



Our courses: Research

Human Subjects Protection

Published on: Jan 2013



120 Minutes

Core activities

Advanced Research Skills

To be published: Jan 2018



12 hour

Core activities



In Development

Collaborate on this programme

Research as a Transferable Skill

To be published: Jan 2018



15 hours

Core activities

Research Integrity: Concise

Published on: Apr 2016



45-75 Minutes

Core activities



In Development

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Our courses: Research

Responsible Conduct of Research: Concise [US Version]

Published on: Apr 2016

45-75 Minutes

Core activities



Enhancing Research Impact

Published on: May 2016

6 Hours

Core activities

24 Hours

Additional activities



Advising Doctoral Students [US Version]

Published on: Mar 2015

7.45 Hours

Core activities

13.5 Hours

Additional activities



Statistical Methods for Research

Published on: Jul 2014

12.5 Hours (per version)

Core activities



Our courses: Research

Professional Skills for Research Leaders

Published on: Jan 2014

16 Hours

Core activities

60 Hours

Additional activities



Supervising Doctoral Studies

Published on: Aug 2014

10 Hours

Core activities

20 Hours

Additional activities



Research Skills Master Programme

Published on: Oct 2013

45 Hours

Core activities

200 Hours

Additional activities



Research Integrity

Published on: Jul 2012

5 Hours (per version)

Core activities

25-32 Hours (per version)

Additional activities



Research Skills Master Programme

About the *Research Skills Master Programme*

The *Research Skills Master Programme* is a comprehensive training resource for researchers, consisting of 18 online courses. It provides PhD students, junior postdoctoral researchers and early-career research academics with a broad range of essential skills, from writing for academic purposes to entrepreneurship and commercialisation.

The courses are designed to improve the effectiveness of researchers and also equip students with the skills they will need in their careers, whether inside or outside of academia. This updated programme features a brand new design, full compatibility with mobile devices, revised content and a series of new pedagogical features including nearly 200 hours of supplementary online and offline activities to engage participants and consolidate learning.

Available with **Epigeum Impact**



IMPACT: evaluation tools and analytics

1. Who are your trainees?
2. Did they learn anything?
3. Has program changed climate?
4. How does your institution measure up?

Research Skills Master Programme

- Introduction to the Research Skills Master Programme
- Working with your supervisor
- Intellectual property in the research context
- Conferences, presenting and networking
- Getting published in the arts
- Research methods in the arts and humanities
- Getting published in the sciences
- Research methods in the social sciences
- Ethics 1: Good research in practice
- Research methods in the sciences
- Ethics 2: Research with humans in the health and social sciences
- Research methods in literature review
- Managing your research project
- Academic entrepreneurship: an introduction
- Career planning in the arts, humanities and social sciences
- Entrepreneurial opportunities: recognition and evaluation
- Career planning in the sciences
- Entrepreneurial resources: people, teams and finance

18 online courses to select

Getting published in science



Getting published in the sciences

Overview

Publication date: Oct 2013

Core activities: 2 hours

Additional activities: 11 hours

This course aims to encourage researchers in the sciences to publish and guide them through the processes involved in publishing an academic article, including identifying when and where to publish, how to write and prepare a paper for submission and the peer review process. The course may also be helpful for researchers in the social sciences using experimental research methods.

Syllabus

- ✓ Module 1: The publishing landscape
- ✓ Module 2: Getting ready to publish
- ✓ Module 3: Submitting your paper
- ✓ Module 4: The editorial process
- ✓ Module 5: Tips from the top

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Reviewer, first edition: [Professor Peter Barnes](#)

Professor of Thoracic Medicine and Head of Airway Disease at the National Heart and Lung Institute, Imperial College London

Research methods in science

Research methods in the sciences

Overview

Publication date: Oct 2013

Core activities: 3 hours

Additional activities: 7 hours

This course aims to support doctoral and postdoctoral researchers undertaking independent research in the sciences. The course provides guidance on the different research processes, from the early stages of framing a research question, through conducting the research, to writing up findings and publication.

Syllabus

- ✓ Module 1: What is science?
- ✓ Module 2: Identifying and formulating the research question
- ✓ Module 3: Evaluating research questions
- ✓ Module 4: Designing and planning your research
- ✓ Module 5: Reflection and communication



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Any Questions...

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