# *FAST-ARTICLE WRITING*

The methodology is oriented towards original research articles published in science journals.  But its overall strategy can be adapted to other common types of articles, such as review and teaching case articles, and all disciplines.  All that is required of scholars is to be familiar enough with the literature that they can identify the typical components and length of successful articles in their field.

*Fast Organizing*

Key to this methodology is the step-by-step organizing of the necessary materials.

1.  Dedicate two e-folders to article writing and label one "In Preparation" and the other "In Submission."

2.  Dedicate one subfolder to each article in progress.

3.  Entitle the subfolder the key idea of the article.

4.  Insert as the first document the "article checklist," adjusted to your discipline, the type of article, and the journal selected.  (Download the model at http://people.clemson.edu/~eleanam/.)  This checklist is the table of contents for the article with one column specifying the length limits for each section and two more labeled "date" and "status."  The typical scientific research article contains the following: title page, abstract, keywords, introduction, materials and methods, results and discussion, conclusions, acknowledgments, references, lists of tables and figures, tables, and figures.  The date designates the day completed.  The status column is for communication and collaboration with co-authors.

5.  Within each article subfolder, make three subfolders: 1) Article, 2) Data, and 3) References.

6.  Conduct a literature review and insert copies of or links to the most relevant articles in the References subfolder.

*Fast Writing*

7. Select the article that makes the best model for your article. Put it in the article sub-folder after your article.

8. Download and insert the "article shell" just after the article checklist to guide your writing (available at http://people.clemson.edu/~eleanam/). Modify this shell to accommodate your discipline, the type of article, and journal targeted for submission.

9. Write your article into the shell, starting with the easiest parts (e.g., the title page, Keywords, Acknowledgments, Materials and Methods, References).

10. Produce the tables, figures, etc., then write the Results and Discussion, which is usually the hardest section to write, by simply describing the tables and figures.

*Fast Record-Keeping*

11. Submit the article electronically (if possible) to the selected journal.

12. Move the submission confirmation or receipt into the article folder or print it out and file it.

13. If applicable, record the log-in information (user ID and password) to check on the article's status on the journal's web site.

14. Move the article subfolder from "In Preparation" to "In Submission."

15. Make a spreadsheet listing of the titles of all articles under submission, specifying the journal, submission date, and the date to check on the article's status (usually three to five months after submission).

# *Fast Organizing: Article Checklist for an Original Research Article, Formatted for Many Science Journals*

| No. | Title | Text Pages | Date | Status/Comments |
|-----|-------|-----------|------|-----------------|
| 1 | Title Page | 1 | | |
| 2 | Abstract | 1 | | |
| 3 | Keywords | 6 words | | |
| 4 | Introduction | 2-3 | | |
| 5 | Materials and Methods | 3 (total) | | |
| | a) Study Area | 1 | | |
| | b) Sampling | 1 | | |
| | c) Laboratory Analysis and Statistics | 1 | | |
| 6 | Results and Discussion | 2-3 | | |
| 7 | Conclusions | 1 | | |
| 8 | Acknowledgments | 2-3 sent. | | |
| 9 | References | 20 ref. | | |
| 10 | List of Tables, Figures | 1 | | |
| | Table 1 | 1 | | |
| | Table 2 | 1 | | |
| | Table 3 | 1 | | |
| | Figure 1 | 1 | | |
| | Figure 2 | 1 | | |
| | Figure 3 | 1 | | |

## *Fast Organizing: Article Checklist to be Formatted for the Type of Article You Are Writing and Your Selected Journal(s)*

| No. | Title | Text Pages | Date | Status/Comments |
|---|---|---|---|---|
| 1 | Title Page | 1 | | |
| 2 | Abstract | 1, ___words | | |
| 3 | | | | |
| | | | | |
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| | | | | |
| | Conclusions | 1 | | |
| | Acknowledgments | 2-3 sent. | | |
| | References | ___ ref. | | |
| | List of Tables, Figures | 1 | | |
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**_Fast Organizing: Article Checklist to be Formatted for the Type of Article You Are Writing and Your Selected Journal(s)_**

| No. | Title | Text Pages | Date | Status/Comments |
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| 1 | Title Page | 1 | | |
| 2 | Abstract | 1, ___words | | |
| 3 | | | | |
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| | Conclusions | 1-3 | | |
| | Acknowledgments | 2-3 sent. | | |
| | | | | |
| | References | ___ ref. | | |

# *Fast Writing: Electronic Article Shell for an Original Research Article, Formatted for Many Science Journals*

## COVER PAGE
### (1 double-spaced page)

*Title:* maximum of 12 words representing article's content

J.R. Smith* and M.E. Jones
*Department of_____, Anywhere University, ST, USA*

*Corresponding author. Current address: Department of _____, Anywhere University, XXX College Hall, City, ST XXXXX, USA. Tel: XXX-XXX-XXXX, Fax: XXX-XXX-XXXX.  *Email address*: jrsmith@anywhere.edu (J.R. Smith).

## ABSTRACT
### (1 double-spaced page, 250 words)

*Rationale:* 1 sentence. "Limited scientific information is available on…"
*Objectives or hypothesis:* 1-2 sentences. "The study was conducted to determine …"
*Methods:* 2-3 sentences. Briefly describe the experiment.
*Results:* 3-5 sentences. Report your findings.
*Conclusions:* 1-2 sentences. Summarize the significance of your findings and future research needs.
*Keywords:* List up to six words or word combinations in alphabetical order.

## INTRODUCTION
### (2-3 double-spaced pages)

*Brief statement of the problem:* Briefly state/describe the problem or hypothesis that justifies doing the work.
*Literature review:* Summarize the findings of others that you will develop further or challenge.
*Objectives:* Explain the general approach and objectives.

## MATERIALS AND METHODS
### (3 double-spaced pages)

*Study area:* 1 page. Describe the study area (location, climate, topography, etc.).
*Sampling:* 1 page. Describe the sampling procedures.
*Laboratory analysis:* 1 page. Describe the laboratory and statistical analysis.

## RESULTS AND DISCUSSION
### (3 double-spaced pages)
Before writing this section, prepare your outputs (figures, tables, etc.) according to the journal's format, limiting them to six. Each table or figure should be on a separate page and attached at the end of the manuscript. After finishing your outputs, describe your most important findings in the text, then discuss them in relationship to the literature reviewed in the Introduction. What did you find new, different, and/or exciting?

## CONCLUSIONS
### (1 double-spaced page)
Summarize your findings; may list them in order: 1)…., 2)…, etc.

## ACKNOWLEDGMENTS
### (1 double-spaced paragraph)
Acknowledge funding sources and those who helped with sampling and data analyses.

## REFERENCES
### (Double-spaced with up to 20 for original research, more for review articles)
Format the references according to the journal's style requirements. RefWorks® (Web-based) and EndNote® software are tools that simplify the formatting task.

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From: Mikhailova, E., & Nilson, L. B. (2007). Developing prolific scholars: The "fast article writing" methodology. *Journal of Faculty Development, 21*(2, April), 93-100.
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# *Find the Key Sentence in Each Paragraph.*

Students frequently view new concepts as isolated and independent and have difficulty understanding how they relate to each other and to previously learned material. Mind mapping prevents this problem by clearly laying out the key concepts and dimensions and the relationships among them in one "big picture" image, enabling students to see what materials is most important and how the various pieces fit together. It accommodates even complex, non-linear relationships and cross-references. In fact, graphics in general facilitate the process of inferring relationships more so than text does (Robinson and Kiewra, 1995; Winn, 1991).

From: Biktimirov, E.N., & Nilson, L.B. (2006). Show them the money: Using mind mapping in the introductory finance course. *Journal of Financial Education 32* (Fall): 72-86.

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The introductory finance course can be notoriously challenging to teach. Most students come into it with a great deal more fear about the difficulty of the subject matter than motivation and interest in learning it. Business majors in particular are often taking the course only as a requirement (Krishnan et al, 1999). Because so many students enroll in it, the instructors who teach it face large, heterogeneous classes representing widely differing educational backgrounds and learning styles (Filbeck and Webb, 2000). Introductory finance, then, is fertile ground for experimenting with pedagogical innovations because: 1) its instructors need all the help they can get and 2) the course provides a challenging setting for testing the appeal and effectiveness of new teaching tools.     ...

*Learning object* is a relatively new term applicable to a wide variety of (typically) web-based learning tools and aides. Its formal definition inspires debate (Ip, Morrison and Currie, 2001), but a few key elements repeat across almost all proposed definitions: A learning object is a digital resource that is *reusable* and *instructional* in intent (Beck, 2002). "Reusable" means that the object can be used in different learning contexts to serve multiple purposes, possibly across disciplines. Other widely (but not universally) accepted characteristics of a learning object are that it provides a *self-contained*, independent lesson, that it is *amenable to integration* with large collections of content, both digital and traditional (Wisconsin Online Resource Center, 2003). In addition, this independent lesson represents a small unit of learning, typically requiring three to 15 minutes to complete. Finally, a learning object is usually considered to be *self-describing*, meaning that it contains, in addition to the content, a description of itself including the topic, learning objectives, author and date of creation. This type of information, referred to as *metadata*, facilitates retrieval of the object in a search.

From: Biktimirov, E.N., & Nilson, L.B. (2007). Adding animation and interactivity to finance courses with learning objects. *Journal of Financial Education, 33* (Summer): 35-47.

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