

# Writing for Publication in Medical Imaging

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# Overview

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- Technical/scientific writing
- Preparation
- Organization
- Figures and tables
- Writing the manuscript
- Style, revision

# Overview (2)

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- Common problems in technical writing
- Word choice and usage
- Grammar and punctuation
- Tools for writing and manuscript preparation
- Formatting example – SPIE Proceedings
- Technical presentations

# Publication

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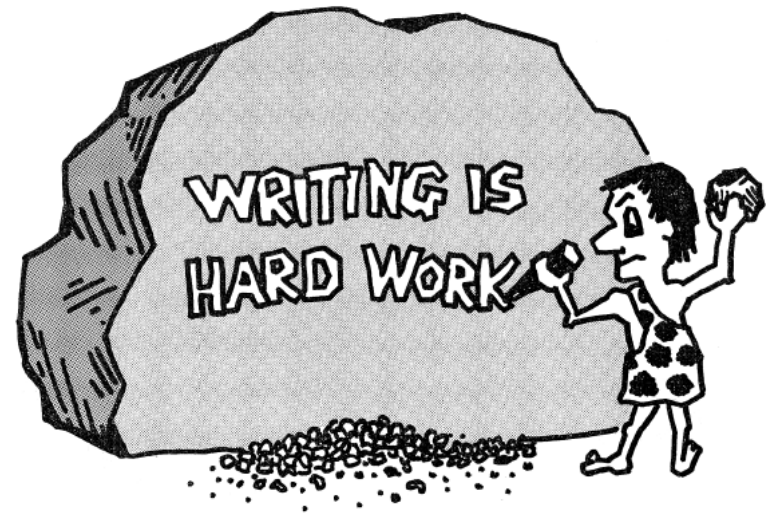
- What are your goals in publishing?
  - ▶ convey information, results, new technique
  - ▶ convince reader of validity of your results
  - ▶ tell your story to other experts
  - ▶ receive recognition/credit for your work
- Poor writing will erode reader's confidence in your article
- To accomplish your goals, your article must be professional in
  - ▶ content
  - ▶ logical development
  - ▶ writing

# Technical writing

# Technical writing

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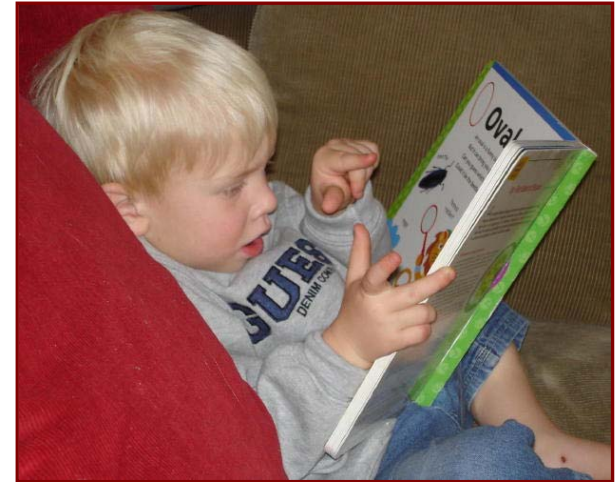
- Goals in technical writing
  - ▶ make complex technical information understandable
  - ▶ make it easy for the reader to read and extract information
  - ▶ achieve **clarity, conciseness, and coherence**
- Good technical/scientific writing
  - ▶ is a skill
  - ▶ can be learned and mastered
  - ▶ takes time and hard work
- Techniques of good technical writing are useful elsewhere
  - ▶ grant writing
  - ▶ technical presentation
  - ▶ web-page design



# Technical writing

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- Learn good technical writing by
  - ▶ reading well-written journal articles
    - beware – not all published articles are written well
    - beware – rules of technical writing change with time
  - ▶ practicing writing – then have it rigorously reviewed
  - ▶ employing technical editor
  - ▶ using writers' aids



# Technical writing

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- Rules of technical writing are more strict than in spoken English, which is flexible
  - ▶ when speaking, people tend to use poor grammar and vocabulary
  - ▶ informal spoken English is not a good guide for technical writing
- Good formal writing is essential for good technical writing
  - ▶ learn by reading well-written books, newspapers, etc.
    - examples: Wall Street Journal (wsj.com), Economist (British), ...

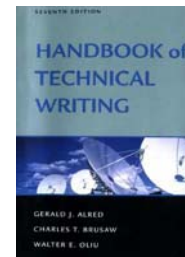
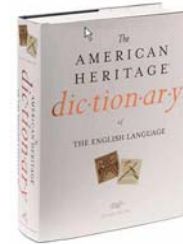


# Writers' aids

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Indispensable resources for writers:

- Dictionaries – all about words
  - ▶ word meaning and usage
- Thesauruses – synonyms, alternative words, and antonyms
  - ▶ find the best word to convey intended meaning
- Technical writing guides
  - ▶ style
  - ▶ word usage
  - ▶ grammar
  - ▶ punctuation



# Writers' aids

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- Web is an invaluable resource
  - ▶ search for “english writing” plus suggested keywords

wordiness

Google

- ▶ or designate a specific site

Google

Google

# Writers' aids

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Good references are essential

- Dictionaries and thesauruses
  - ▶ *American Heritage Dictionary*; [www.bartleby.com/61/](http://www.bartleby.com/61/)
  - ▶ *Wordsmyth Dictionary and Thesaurus*; [www.wordsmyth.net](http://www.wordsmyth.net)
  - ▶ *Roget's Thesaurus*; [www.bartleby.com](http://www.bartleby.com)
  - ▶ *Synonym Finder* (book, Rodale)
- Technical writing; grammar, usage, and punctuation
  - ▶ *Handbook of Technical Writing*, Alred et al. (St. Martin's, New York, 2003); highly recommended
  - ▶ *Mayfield Handbook of Technical and Scientific Writing*; very helpful; [www.mhhe.com/mayfieldpub/tsw/home.htm](http://www.mhhe.com/mayfieldpub/tsw/home.htm)
  - ▶ *Online Writing Lab (OWL)*; [owl.english.purdue.edu/handouts/](http://owl.english.purdue.edu/handouts/)

# English as a Second Language (ESL)

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- Those who learn English as a Second Language (ESL) face special challenges
- Each language has its own rules and characteristics; there is a natural tendency to carry them over into English
  - ▶ some common usage problems are
    - transitive verbs (require object): *This technique allows to ...*
    - nonexistent words: *modelization*
    - missing or inappropriate articles: *a, an, the*
    - misused pronouns: *It means that ... → That means that ...*



# English as a Second Language (ESL)

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- Learn good English and good writing by reading books, magazines, newspapers, **and** journal articles
- Learn about coping with ESL problems in
  - *Handbook of Technical Writing*
  - *Mayfield Handbook*
  - *Online Writing Lab (OWL)*
  - *An Outline of Scientific Writing*

# British English

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- British and American English are not exactly the same; however, most rules of technical writing are common
- Differences include:
  - ▶ spelling differs for a small number of words, *colour vs. color, programme vs. program, modelling / modeling, characterise / characterize connexion / connection, centre / center*
  - ▶ punctuation: use of quotation marks; format of dates
  - ▶ idioms: words or phrases with special meaning



# British English

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- Some journals require manuscripts be written in British English, some in American, while other journals allow either
  - ▶ you must be consistent



- For differences between British and American English, see [en.wikipedia.org/wiki/American\\_and\\_British\\_English\\_differences](https://en.wikipedia.org/wiki/American_and_British_English_differences)

# Preparation

Getting ready to write



# Preparation

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- In early stages, before writing or even planning to write, you need to organize your approach and materials
- Collect your information
  - ▶ assemble measurements
  - ▶ analyze data; interpret in terms of model
  - ▶ graph results; display images
- Make a preliminary list of topics to present
- Assemble possible preliminary figures and tables
- Determine what is missing
- Think about means of publication: journal, proceedings, report ...
- Get your collaborators involved

# Collaboration

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Consider the role of your collaborators

- If they contributed to work, they could also be involved in
  - ▶ planning the manuscript
  - ▶ preparation of results, figures, and tables
  - ▶ writing
  - ▶ reviewing and editing

# Collaboration

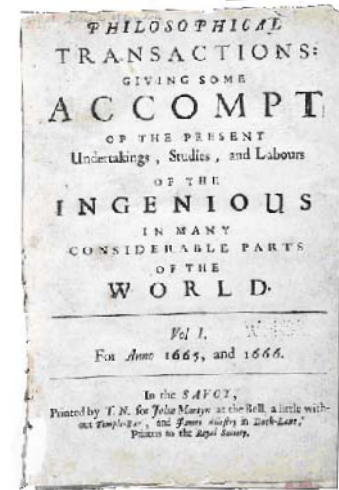
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- If your collaborators will help with the writing
  - ▶ coordination is critical
    - writing assignment & schedule
    - uniform use of style and symbols
    - manuscript should be reviewed for uniformity

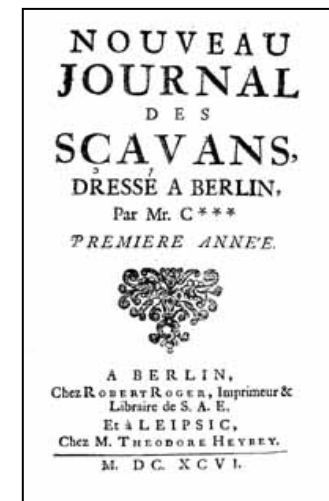


# Journals

- Considerations for publishing in journals
  - ▶ prestige – peer reviewed, a necessity for academicians
    - often improves quality of paper
  - ▶ read by many experts in field
  - ▶ sometimes edited for English
  - ▶ archival, but access limited by subscription
  - ▶ publication takes 6 – 24 months
    - consider online journal
  - ▶ fee charged for publication (page charges)



First scientific journals, 1665



# Proceedings

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- Considerations for publishing in proceedings (papers associated with conferences)
  - ▶ not usually peer reviewed; less prestigious
  - ▶ seen by fewer researchers than in journals
  - ▶ semi-archival (depends on publisher)
  - ▶ seldom edited for English
  - ▶ usually require “camera-ready” manuscript
  - ▶ publication easier than in journals

# Journals and proceedings in medical imaging

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- Each journal has own technical scope and readership; examples in medical imaging:
  - ▶ *IEEE Transactions on Medical Imaging* – image processing (IP), algorithms, clinical applications
  - ▶ *Radiology* – clinical applications
  - ▶ *Medical Physics* – clinical applications, radiation therapy
  - ▶ *Journal of Electronic Imaging* – optics, algorithms, IP
  - ▶ specialty journals in various subfields: MRI, ultrasound
- Proceedings opportunities abound
  - ▶ SPIE – Medical Imaging Symposium and others
  - ▶ IEEE – Medical Imaging Conference
  - ▶ topical specialty conferences

# Choosing a journal or proceedings

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- Factors for choosing between a journal or proceedings:
  - ▶ scope of publication – does your paper fit?
  - ▶ prestige
  - ▶ readership
  - ▶ online availability; restricted
  - ▶ effort you are willing to expend
- Remember, it may be possible to publish same work in both a proceedings and a journal, if you adhere to the publishers' rules
  - ▶ proceedings paper must typically be enhanced for subsequent journal publication

# Life of a journal manuscript

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- Typical sequence for publication in journals
  - ▶ permission obtained for reprinted matter (figures)
  - ▶ institutional clearance obtained
  - ▶ author submits manuscript
  - ▶ editor has it reviewed by two or more experts
  - ▶ manuscript accepted (rarely), rejected, or returned to author with recommendations for revision
  - ▶ author revises and resubmits manuscript



# Life of a journal manuscript (2)

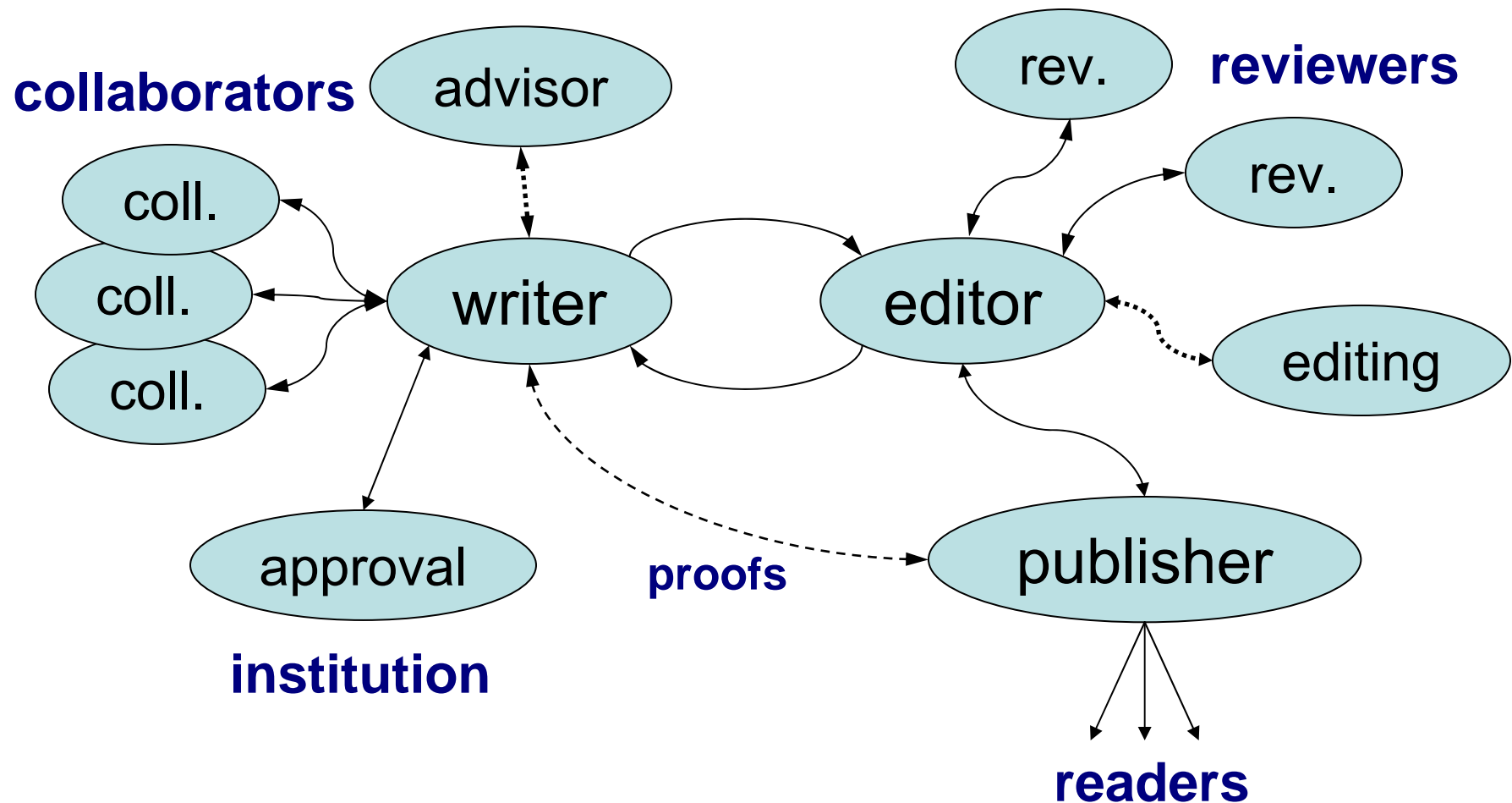
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- Typical sequence for publication in journals (cont'd)
  - ▶ editor or reviewers check to see if changes are acceptable
  - ▶ if revised manuscript is accepted, publisher may edit it for English
  - ▶ editor sends manuscript to publisher
  - ▶ galley proofs sent to author for approval or correction
  - ▶ journal bills institution for page charges
  - ▶ article published
- Process can take from 6 months to 24 months
  - ▶ author can speed process by responding quickly to editor's requests

# Life of a journal manuscript

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- A manuscript goes through many steps to be published



# Author's responsibilities

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Author is responsible for:

- Organization of paper and quality of writing
- Dealing with own institution's requirements
  - ▶ advisor/supervisor's agreement
  - ▶ review for copyright and security issues
  - ▶ page charges
- Ensuring manuscript meets publisher's requirements
  - ▶ format – single/double spaced text, etc.
    - citations and reference list
    - figures, photos, multimedia
  - ▶ submission protocol – hardcopy, electronic media, internet, ...
- Communicating with editor and publisher

# Dealing with editor and reviewers

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- If revision of manuscript is requested
  - ▶ consider seriously the reviewers' comments
    - they most likely have some good points
    - revise your manuscript accordingly and resubmit
  - ▶ if you think reviewers misunderstand your manuscript or are in error
    - do not reply in anger; deal with disagreement diplomatically
    - ask friends/colleagues for advice
  - ▶ editor has final decision
- If manuscript is rejected, consider
  - ▶ performing additional research or taking new approach and resubmitting
  - ▶ submitting to a different, more suitable journal

# Organization

The foundation for logical development

# Standard article organization

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- Organization provides the foundation for logical development
- Most journal and proceedings articles have following structure:
  - ▶ Front matter – many readers may read only these
    - title, author list, abstract
  - ▶ Body of article – main part of article
    - introduction to material, methods, results, summary
  - ▶ End matter – auxiliary material
    - acknowledgments, references, appendices

# Standard article organization

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- ▶ *Title*
  - ▶ *Authors and affiliations*
  - ▶ *Abstract*
  - ▶ *Keywords (or citation index)*
  - ▶ *Introduction*
  - ▶ *Materials and methods*
  - ▶ *Results*
  - ▶ *Discussion*
  - ▶ *Conclusion*
  - ▶ *Acknowledgments*
  - ▶ *Appendices*
  - ▶ *References*
  - ▶ Floats (figures and tables)
- Front matter**
- Body of article**
- End matter**

# Reader's approach to reading an article

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- For lack of time, most readers will not read the whole article
- Typical order in which a reader will read the article
  1. title (& author list)
  2. abstract (& keywords)
  3. figures and their captions
  4. skim text and section headings
  5. conclusion
  6. equations
  7. portions of main text in more detail
- Consequently, make sure that elements at the top of the list are especially well crafted



# Front matter

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Material that precedes the body of the article

- *Title*
  - ▶ concisely describe main theme of work presented in paper
  - ▶ not be too long ( $\leq 12$  words)
- *Authors*
  - ▶ list of those who directly participated in work
- *Affiliations*
  - ▶ institutions with which authors are associated

# Front matter (2)

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- *Abstract*
  - ▶ concise, clear, and informative summary of work in paper
  - ▶ single paragraph
  - ▶ not too long (< 200-250 words)
  - ▶ avoid lengthy background
  - ▶ many readers only read the title and abstract
- *Keywords* or citation indices
  - ▶ select these very carefully
  - ▶ researchers will search databases for keywords

# Title

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- The title is the most visible part of article
- Goals for the title
  - ▶ informative about what is in the paper
  - ▶ no longer than about 12 words
  - ▶ distinctive – grab reader’s interest
- The title is
  - ▶ not a replacement for the abstract
  - ▶ usually not a sentence
- Do not start with *A (An)* or *The*
- Avoid all but the best-known acronyms

# Titles

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- Some good article titles
  - ▶ *Edge completion from sparse data: a level-set approach*
  - ▶ *Functional imaging of the vascular bed by dynamic optical tomography*
  - ▶ *Validation of complex cascaded models of medical-imaging systems by Monte Carlo*
  - ▶ *Evaluation of algorithms for segmentation of the prostate boundary from 3D ultrasound images*
  - ▶ *Automatic detection of red lesions in digital color fundus photographs*
- Rule of thumb – title should be up to about 12 words long

# Titles

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- Some not-so-good titles
  - ▶ *Moving linkage*
  - ▶ *High-frame-rate and high-resolution ultrasound imaging with virtual-source element in B-mode ultrasound system based on sparse synthetic transmit aperture method*
  - ▶ *Simulation study comparing the imaging performance of a solid-state detector with a rotating-slat collimator versus parallel-beam collimator setups*
  - ▶ *Computerized multiple-image analysis on mammograms: performance improvement of automated nipple identification for registration of multiple views using texture and geometric convergence analyses*
- First title is too short; rest are too long, 21-24 words
  - ▶ strive for conciseness
  - ▶ find balance between not enough and too much information

# Abstract

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- Example of a well-written abstract:

For a signal-detection task, the Bayesian ideal observer is optimal among all observers because it incorporates all the statistical information about the raw data from an imaging system. The ideal-observer test statistic, the likelihood ratio, is difficult to compute when uncertainties are present in backgrounds and signals. In this work, we propose a new approximation technique to estimate the likelihood ratio. This technique is a dimensionality-reduction scheme we will call the channelized-ideal observer (CIO). We can reduce the high-dimensional integrals of the ideal observer to the low-dimensional integrals of the CIO by applying a set of channels to the image data. Lumpy backgrounds and circularly symmetric Gaussian signals are used for simulations studies. Laguerre-Gaussian (LG) channels have been shown to be useful for approximating ideal linear observers with these backgrounds and signals. For this reason, we choose to use LG channels for our analysis. The concept of efficient channels is introduced to closely approximate ideal-observer performance with the CIO for signal-known-exactly (SKE) detection tasks. Our preliminary results using one to three LG channels show that the performance of the CIO is better than the channelized-Hotelling observer for the SKE detection tasks.

S. Park et al., *Proc. SPIE* **5372**, pp. 12-21 (2004)

- ▶ concise summary of article contents
- ▶ logical structure and development
- ▶ single paragraph; 191 words

background  
problem  
statement  
proposed  
solution

results

# Body of article

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Substance of article; the main story

- *Introduction*
  - ▶ more informative than *Abstract*
  - ▶ introduce reader to context of paper
  - ▶ provide brief background, referring to previous work
  - ▶ briefly state problem to be addressed and how it will be solved
  - ▶ provide outline of paper
- *(Background)*
  - ▶ additional section, if more space needed for background material

# Body of article (2)

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- *Materials and Methods*
  - ▶ describe means by which work was done
    - apparatus
    - materials
    - methodological approach
  - ▶ section headings may vary
- *Results*
  - ▶ present research results
  - ▶ interpret in terms of theory or model
- The above two categories may include multiple sections
  - ▶ use descriptive section and subsection headings
    - headings should read like an outline of the article



# Body of article (3)

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- *Discussion* (optional)
  - ▶ establish relationships among data and results
  - ▶ review results as a whole, comparing with predictions
- *Conclusion*
  - ▶ summarize succinctly what the results demonstrate
    - avoid hyperbole – don't claim more than supported by results
  - ▶ relate results to general problem
  - ▶ indicate implications for field
  - ▶ suggest possible follow-on work

# Repetition of message

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- The main message should be stated in the
  - ▶ *(Title)*
  - ▶ *Abstract*
  - ▶ at least three times in the body
    - *Introduction*
    - *Results or Discussion*
    - *Conclusion*



# Body of article – equations

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- Equations
  - ▶ placed in body of article (or appendices)
  - ▶ fewer are generally better, except when math is central theme
    - consider publication, audience, purpose of article
  - ▶ be brief when summarizing background material
  - ▶ in text outline math reasoning and what assumptions are made
- Detailed derivations may go in appendices
  - ▶ helps reader follow central ideas
- Generally avoid step-by-step derivations in journal articles
  - ▶ may include in technical reports

# End matter

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Auxiliary material, but essential to article

- *Acknowledgments*
  - ▶ credit those who helped by providing funds, material, apparatus, data, ideas, inspiration, or advice
- *References*
  - ▶ cite foundational or background work
  - ▶ list sources of information and techniques
  - ▶ avoid plagiarism by including all sources
  - ▶ give credit where warranted
  - ▶ formatting of reference list dictated by publisher

# End matter (2)

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- *Appendices* (optional)
  - ▶ additional material that diverges from central theme of body
  - ▶ more detailed description than desirable in body
  - ▶ derivations or proofs
  - ▶ sizable tables

# Figures and tables

# Floats – figures and tables

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- Figures and tables
  - ▶ should support text
  - ▶ are distributed throughout published article
    - placed near their first reference
- References to floats must be made in text
  - ▶ refer to each by figure or table number
    - numbers assigned in order of reference
  - ▶ do not write “in the following figure”
    - position of figure usually not fixed until full paper is typeset

# Floats – figures and tables

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- Figures – graphs, block diagrams, maps, images
  - ▶ figures and their captions should tell the story
    - ideally, they should describe results without relying on text
  - ▶ graphs useful for displaying behavior of data
  - ▶ caption should describe the figure and provide link to text
  - ▶ caption placed below figure
- Tables
  - ▶ lists of calculated results, experimental conditions, measurements, etc.
  - ▶ caption should describe the entries in each column
  - ▶ caption placed above table



# Figures

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- Anticipate how graphs and images will appear in published article
  - ▶ how big will they be? one column or two?
    - communicate with editor about your preferences
  - ▶ make sure
    - lines and axes are thick enough
    - symbols and fonts are large enough
    - dependent on size of final graph and proportion
  - ▶ use color to distinguish lines only if paper will be published in color
    - note that many printed journals now provide online access to articles, which usually include color figures
  - ▶ use solid, dashed, and dotted lines, and various data symbols
  - ▶ caption should describe the figure and provide link to text

# Graphs

- Example of well-formed graph
  - ▶ sans-serif font (Arial)
  - ▶ legible text
  - ▶ axes and curves thick enough
  - ▶ graphical elements in good proportion
  - ▶ (axis-label fonts could be a little larger)
- Caption explains the graph (but could say more)
  - ▶ centered below graph

## A good figure makes reading easier

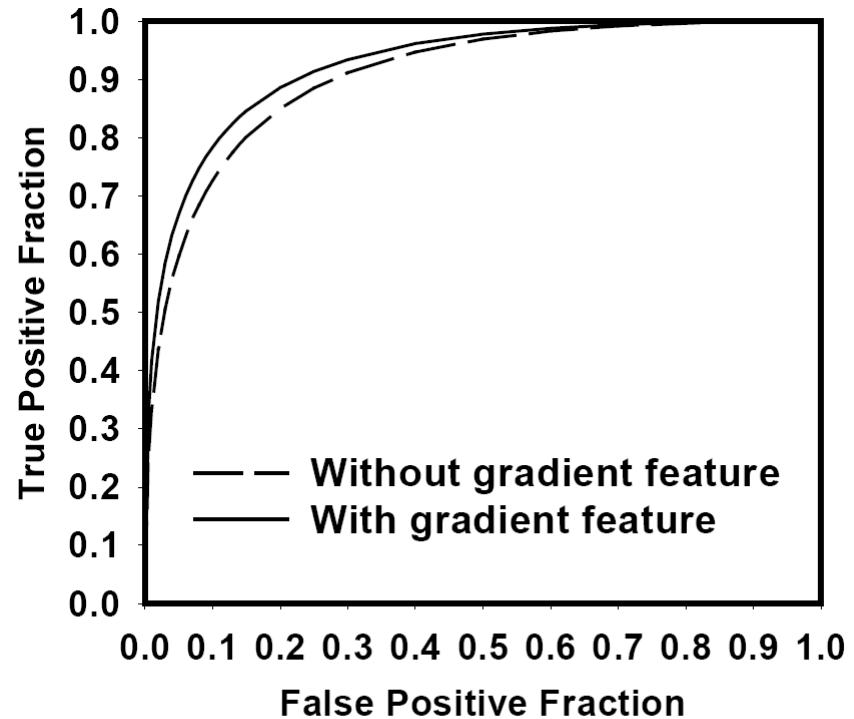


Fig. 5. ROC curves for classifying nodules and non-nodule structures.

*Proc. SPIE 5370*, p. 119 (2004)

# Graphs

- Example of a poorly presented figure
  - ▶ axes and curves too thin
  - ▶ no axis labels; axis numbers and legend illegible
  - ▶ caption difficult to understand; reader must refer to main text for meaning

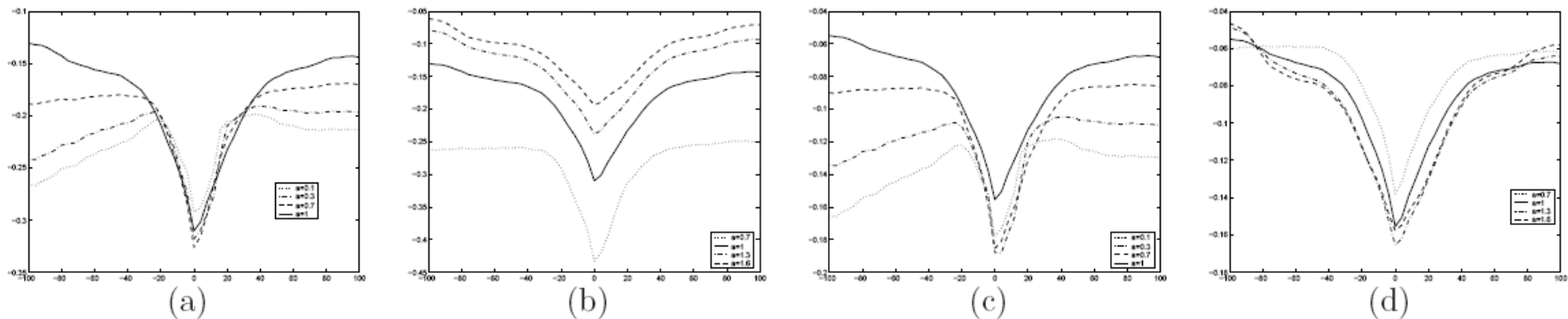


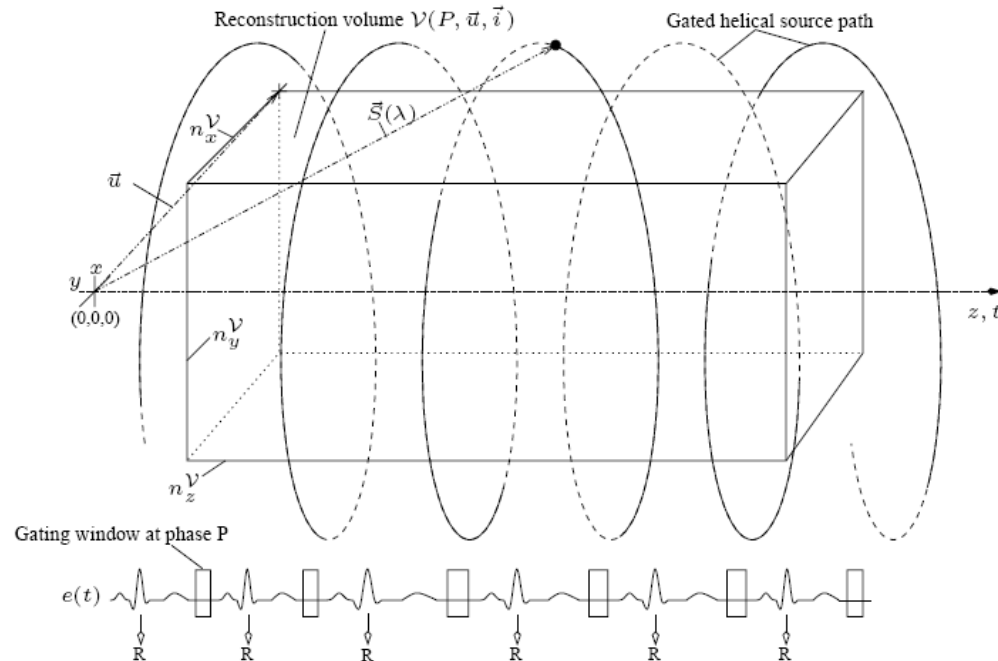
Figure 6. MR to CT registration. Curves of (a)  $nGMI^R$  (b)  $nGMI^T$  (c)  $NGMI^R$  (d)  $NGMI^T$  over x-shifts.

*Proc. SPIE 5370*, p. 14 (2004)

**Poor figures can detract from presentation**

# Diagrams

Diagrams are useful for illustrating complex concepts



**Figure 1.** This figure shows the principle of a gated helical CT acquisition. The source moves on a helical path  $\vec{S}(\lambda)$ , and an ECG signal  $e(t)$  is recorded in parallel. Based on a defined cardiac phase  $P$ , the acquired data are gated resulting in an interrupted helix. A volume  $\mathcal{V}(P, \vec{u}, \vec{i})$  is reconstructed with the gated data, representing the heart at the defined phase.

*Proc. SPIE 5370*, p. 74 (2004)

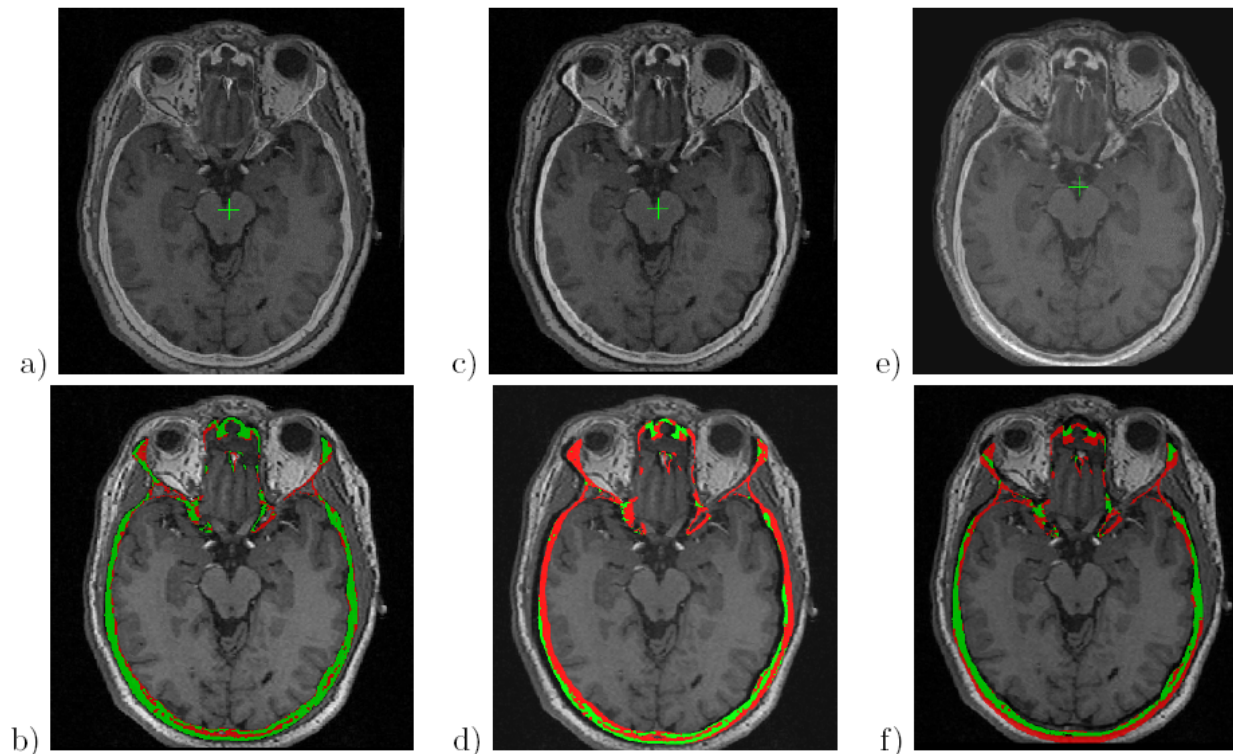
# Images

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- Images often represent the final results, especially in medical imaging
- Use of color is sometimes necessary
  - ▶ if color not available, try to make your point in B&W and grayscale
- Try to display important aspects by
  - ▶ choosing appropriate grey-scale windows (min and max values)
  - ▶ selecting size of image
  - ▶ cropping uninteresting areas
- Avoid
  - ▶ displaying the image with too high contrast
  - ▶ using different grey-scale windows for images that are meant to be visually compared

# Images

Color can clarify presentation, but will images be published in color?



**Figure 4.** The figure illustrates the benefit of the color-coded registration assessment result versus conventional fusion of CT and MR datasets. The upper row shows conventionally fused datasets, the lower row shows a fused dataset with the overlaid color code. a) and b) show a well-registered image pair, c) and d) show an image pair with a purposely introduced mis-registration of 3 mm in mediolateral direction, e) and f) show an image pair with a purposely introduced mis-registration of 3 mm in anterioposterior direction. The color-code assessment result highlights bad (red) correspondences between the bone voxels in CT and MR images, that may otherwise pass unnoticed.

# Tables

## Tables are often difficult to understand without reading the main text, but they relate necessary details

**Table 1.** Cumulative frequency distribution of tracking jitter (in pixels) relative to manually tracked coronary angiography features. The first three features are devices used for angioplasty that were tracked without injecting radiographic contrast material. The last three features are coronary arteries filled with radiographic contrast material.

Feature Tracked	Sequences/frames	50%	60%	70%	80%	90%	95%	99%
Sequences with no contrast material								
<b>Guidewires</b>	25/774	1.00	1.00	1.41	1.41	2.24	2.83	5.10
<b>Stents</b>	25/932	1.00	1.00	1.00	1.41	2.00	2.24	5.66
<b>Balloon Markers</b>	25/1119	1.00	1.00	1.41	1.41	2.24	3.16	10.63
Sequences with contrast material								
<b>Normal Vessels</b>	25/998	1.41	2.00	2.24	2.83	3.61	5.00	10.05
<b>Stented Vessels</b>	25/1023	1.41	1.41	2.00	2.24	3.61	5.10	13.60
<b>Stenotic Vessels</b>	25/1100	1.41	2.24	2.24	3.00	4.12	5.83	13.60

- Example of a good table
  - ▶ has a descriptive caption (centered above table)
  - ▶ is well organized

*Proc. SPIE 5367*, p. 298 (2004)

# Multimedia and hypertext

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- Multimedia include
  - ▶ video – sequence of images (time-evolving phenomena, simulations)
  - ▶ audio – sound clips
  - ▶ interactive demonstrations
- Hypertext – active links to elsewhere in paper or online material
  - ▶ provides means to link to multimedia
- Multimedia are increasingly becoming available in electronic publications (online and on CDs)
- Multimedia can illuminate some things much better than stationary figures
  - ▶ consider how you might put multimedia to good use
  - ▶ but use them only when they help achieve the goal of the paper; avoid unnecessary distraction



# Writing the manuscript

Planning, organizing, writing, and revising

# The writing process

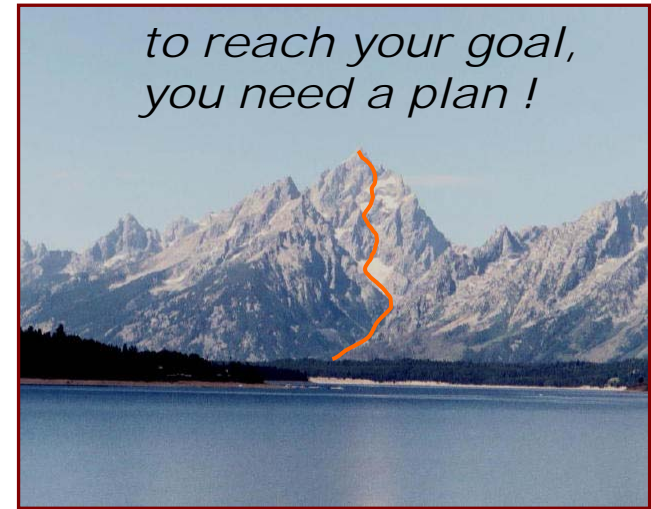
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- Planning
  - ▶ identify objective, audience, and scope
- Organization
  - ▶ logical development
  - ▶ outline
- First draft
  - ▶ write rough draft
  - ▶ refine by revision
- Revision – recursive process
  - ▶ goal of revision is completeness, accuracy, and coherence
  - ▶ edit for style, word choice, and grammar
- Find the best approach for you

# Planning - purpose

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- Start writing process with a plan
- Identify purpose of article
  - ▶ solve a problem
  - ▶ convey new information
  - ▶ express a point of view
  - ▶ persuade reader of something



# Planning – audience and scope

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- Identify audience
  - ▶ to whom do you want to tell your story?
  - ▶ why would they want to read your article?
  - ▶ their level of expertise
  - ▶ their attitude toward you or your message
- Determine scope of presentation
  - ▶ how much detail should you include?
  - ▶ how much background?
  - ▶ what level of understanding should you aim for?
  - ▶ depends on purpose and audience

# Development and organization

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- Method of subject development provides
  - ▶ logical thread of presentation
  - ▶ framework for organization
  - ▶ support for your results and conclusions
- Logical development is accomplished through
  - ▶ coherent article structure
    - arrange sections in logical sequence
    - use of transition elements

# Standard article organization

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- ▶ *Title*
  - ▶ *Authors and affiliations*
  - ▶ *Abstract*
  - ▶ *Keywords (or citation index)*
  - ▶ *Introduction*
  - ▶ *Materials and methods*
  - ▶ *Results*
  - ▶ *Discussion*
  - ▶ *Conclusion*
  - ▶ *Acknowledgments*
  - ▶ *Appendices*
  - ▶ *References*
  - ▶ Floats – figures and tables
- Front matter**
- Body of article**
- End matter**

# Outline

---

- Before beginning to write, create an outline
  - ▶ will be used as the skeleton for the manuscript
    - provides organization and structure
    - establishes overall logic of presentation
  - ▶ should include every topic you want to mention



**In need of organization**

# Outline

---

- While composing the outline, keep in mind
  - ▶ standard article organization
  - ▶ logical development
  - ▶ figures and tables and how they will support text
- If you have collaborators, involve them (brainstorming)
- After first draft of outline, check for logical sequence of topics



# Outline – example

---

- I. Introduction
  - A. background
  - B. Bayesian inference with Markov Chain Monte Carlo
  - C. organization of article
- II. Traditional MCMC algorithms
  - A. Metropolis algorithm
  - B. Gibbs algorithm
  - C. statistical efficiency of MCMC sequence
  - D. MCMC issues
- III. Hamiltonian MCMC algorithm
  - A. adjoint differentiation
  - B. convergence test
- IV. Results for multidimensional Gaussian distributions
  - A. 2D distributions
  - B. isotropic multidimensional distributions
  - C. correlated multidimensional distributions
- V. Discussion

# Outline – strategy

---

The following techniques can help you get started:

- Define the essence of your message in a few core ideas
- Write down key points first, then secondary ideas, ...
- Give informal talk to friends or colleagues;  
    record topics presented
- Maintain momentum – don't stop prematurely

# Writing the first draft

---

- Base first draft on outline
  - ▶ outline provides organization
    - topics and subtopics of outline become sections and subsections
    - paragraphs emanate from subtopics and sub-subtopics
  - ▶ skip *Abstract*, *Introduction*, and *Conclusions*
    - these are often easier to write after everything else

# Writing the first draft – tactics

---

Useful techniques for beginning to write:

- Write first draft very quickly (and roughly)
  - ▶ don't worry too much about spelling and style
  - ▶ start with sections that are easiest to write
  - ▶ write in stream-of-consciousness mode
    - just put down key phrases, snippets
    - need not be complete sentences



# Writing the first draft – tactics

---

- Some more tactics
  - ▶ set aside blocks of time to write, perhaps an hour or more
  - ▶ establish goal for writing in each session
  - ▶ make sure your environment is conducive to writing
  - ▶ if severely blocked, dictate into voice recorder, then transcribe
- First draft is not ready to show anyone until after first revision

# Revision

---

- Revision is a critical step in writing a well-written manuscript
  - ▶ where good writing happens
  - ▶ usually takes many passes through manuscript
- Review content and organization
  - ▶ does it say what you want?
    - include all the data, graphs, etc.?
  - ▶ is it easy to read and follow logic of presentation?
  - ▶ is it accurate, complete, and truthful?

# Revision

---

- Check for style and proper English
  - ▶ **clarity, conciseness, and coherence**
  - ▶ sentence construction
  - ▶ word choice and usage
  - ▶ grammar, punctuation, and spelling


## example of marked up text

the noise<sup>^</sup> power<sup>^</sup> spectrum<sup>^</sup> analysis,  $I = I / I = I / (NPS)$   
a storage-phosphor screen<sup>^</sup> 20cm × <sup>^</sup> <sup>^</sup> (Fuji BAS<sup>^</sup>)  
d with a fuji model BAS 1500 at caps  
s<sup>^</sup> was exposed to an uniform<sup>^</sup> beam<sup>^</sup> the screen /  
g at 15meV after being filtered by <sup>^</sup> / caps bremsstrahlung<sup>^</sup>  
dose on the screen is estimated to  
mGy), Co<sup>60</sup> equivalent, yield<sup>^</sup>

# Revision – tactics

---

Some useful strategies for revising a manuscript

- Print it out! 
  - ▶ while some authors might prefer to revise on computer monitor, a paper copy may provide better continuity
- General approach
  - ▶ see manuscript as a whole
  - ▶ rearrange sections and paragraphs to improve development
  - ▶ identify what is missing and add new text
  - ▶ read several times; each time looking for particular type of problem
  - ▶ make cursory notations in text or margin, correct later
    - use standard proofreading marks, especially if for someone else
    - use 1½ to 2 times line spacing to allow insertion of notes, new text



# Revision – tactics

---

- Take a break
  - ▶ put manuscript down for a couple of days, if you have enough time
- Have colleague(s) or technical editor critically proofread it
- When in doubt about English rules, look it up
- Create new versions often and save old versions until finished

# Revision – Proofreading marks

---

- Example of text that needs revision

In order to give an example of the noise power spectrum analysis, a noise image was taken from a storage-phosphor screen 20cm × 40cm in size which was scanned with a fuji model BAS 1500 at the normal pitch of 100 μm. This was exposed to an uniform beam produced by a microtron running at 15meV after being filtered by 4cm of depleted uranium. The dose on the screen is estimated to have been about 400 mr (4 mGy), Co<sup>60</sup> equivalent, yeilding scanner readings of about half of the full saturation level. A 7.68 cm square sub-sample of the full image is used in the present analysis, which is shown in Fig 3. The original noise image is flattened with a cubic fit to the image. The analyzed noise-image values are dimension-less. The noise-image values represent noise fluctuation values relative to the mean amplitude off the original image.

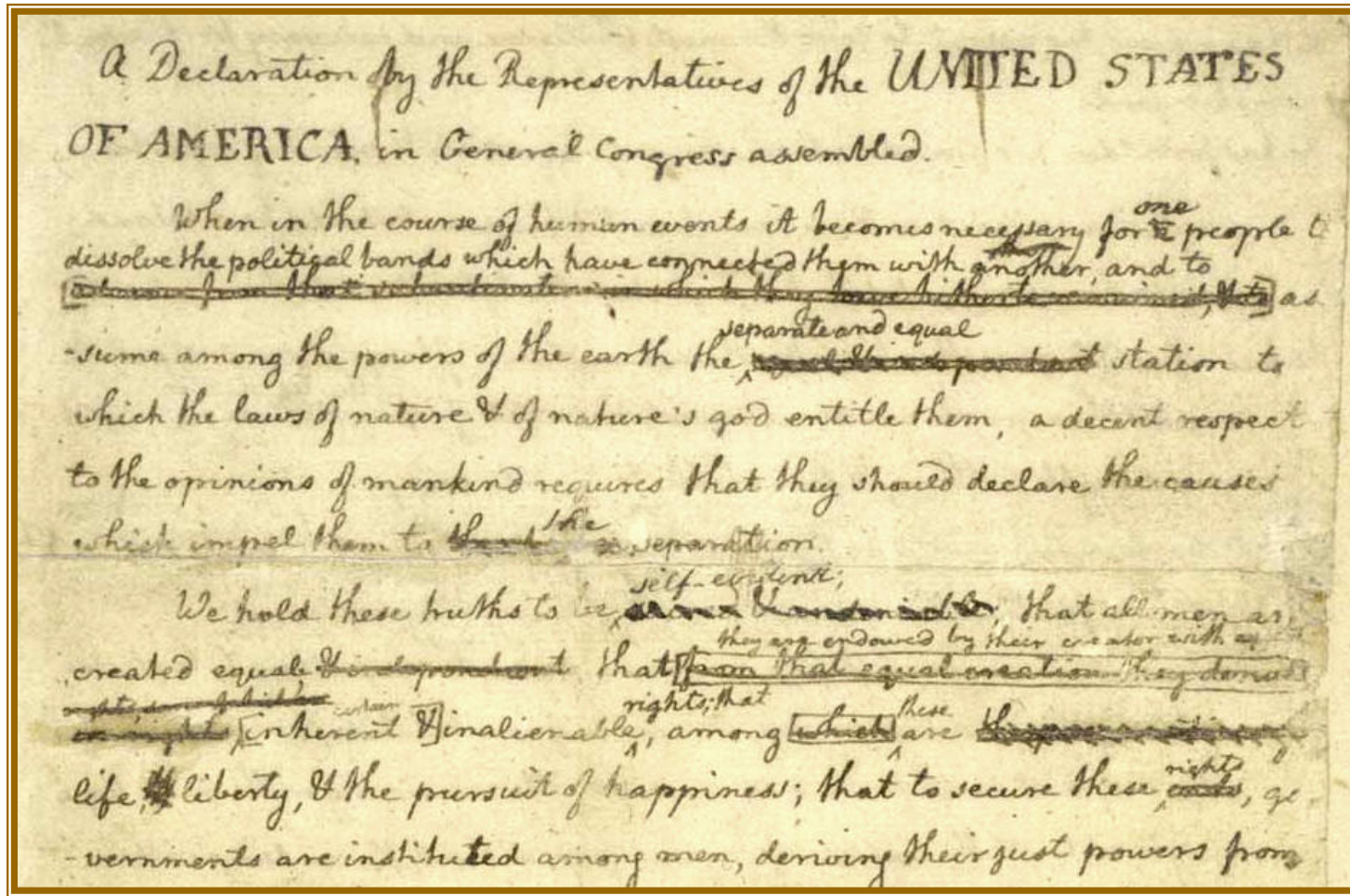
# Revision – proofreading marks

- Revision with conventional proofreading marks
  - ▶ several ways shown; in practice, be consistent

To illustrate ~~In order to give an example of the noise power spectrum analysis,~~  $I = 1/I = 1/(NPS)$   
a noise image was taken from a storage-phosphor screen ~~20~~ cm × ~~40~~ cm in size <sup>(Fuji BAS)</sup> which was scanned with a fuji model BAS 1500 at <sup>caps</sup> the normal pitch of 100 μm. This ~~was~~ exposed to an uniform beam <sup>the screen / bremsstrahlung</sup> produced by a microtron running at 15 ~~meV~~ after being filtered by <sup>\*/caps</sup> 4 cm of depleted uranium. The dose on the screen is estimated to <sup>caps</sup> have been about 400 ~~mr~~ (4 mGy), Co<sup>60</sup> equivalent, yielding scanner readings of about half ~~of the full~~ saturation level. A <sup>7.68</sup> ~~7.68~~ cm-square sub-sample of the full image <sup>(20)</sup> is used in the present analysis, which is shown in Fig. 3. The original noise image is flattened <sup>by dividing it by a fit to the image, which is cubic in x only</sup> with a cubic fit to the image. The analyzed noise-image <sup>Thus, /lc</sup> values are dimensionless. ~~The noise-image values represent noise~~ ; they fluctuation values relative to the mean amplitude of the original image.

# Revision – Declaration of Independence

- Thomas Jefferson made many changes to the Declaration to clarify meaning and reach accord with his colleagues



www.loc.gov/exhibits/  
treasures/images/  
decip1.jpg

# Writing style

Revise for clarity, conciseness, and coherence

# Good technical writing style

---

Style is how you say things

- Good style is imposed in the revision process
- Goal is **clarity, conciseness, and coherence**
  - ▶ clarity
    - use correct word usage, grammar, punctuation, and spelling
    - avoid colloquialism, slang, and shoptalk
  - ▶ conciseness
    - avoid wordiness
  - ▶ coherence
    - maintain overall organization
    - use transition elements throughout
- Common problems will be described in following sections
- For guidance, read Strunk and White's "Elements of Style"

# Transition elements

---

- Transition elements are crucial for keeping the reader on track
  - ▶ purpose is to link together different parts of article
- Effective transitions are needed at all levels of article structure
  - ▶ article
    - *Introduction* connects with previous work and lays out organization
    - *Conclusion* summarizes what has been presented
  - ▶ section
    - begin each section with short introduction to establish its relationship to previous section and the overall context
  - ▶ paragraph
    - use topic sentence and logical development within each paragraph
    - establish links between paragraphs
  - ▶ sentence
    - use compound sentences with transition or subordinating conjunctions

# Transition elements – cross referencing

---

- Most publishers do not support hypertext (yet)
  - ▶ no active electronic links to other relevant material
- However, the writer may provide virtual links
  - ▶ make reference to other parts of the manuscript
    - sections
    - equations
    - figures
  - ▶ reader can jump to referenced material to get further information
  - ▶ or reader can just keep reference in mind
- Each passage must have coherent theme
  - ▶ transitions should not detract from linear presentation of thoughts



# Paragraphs

---

- The paragraph is the unit of composition
- Organizing principles
  - ▶ unity
    - focus on a central topic
    - topic sentence
      - placed first, second, or last in paragraph
  - ▶ development
    - advance the topic through logical argument
  - ▶ coherence
    - sentences should hang together
    - transition elements link sentences
      - connecting phrases (*On the other hand, ...; Therefore, ...*)
      - repetition of keywords
- Paragraphs should not be too long (or too short)

# Paragraph length

---

- Consider appearance of text on page
  - ▶ lengthy text with no paragraph breaks is daunting; puts off reader
  - ▶ reader should feel able to jump in at several places on each page
- Paragraph should comprise 7 to 14 lines of text (rule of thumb)
  - ▶ number of words in a paragraph depends on publication format
    - *SPIE Proceedings*: column width = 17 cm; 17 words/line  
=> paragraph length ~ 120 to 240 words
    - *IEEE Trans. Med. Imag.*: column width = 9 cm; 10 words/line  
=> paragraph length ~ 70 to 140 words
- For variety, vary paragraph length
  - ▶ some shorter than 7 lines; only occasionally longer than 14 lines
- Break up paragraphs that are too long

# Example of text without paragraph breaks

---

To illustrate the noise-power-spectrum (NPS) analysis, a noise image was taken from a storage-phosphor screen (Fuji BAS 3), 20 cm × 40 cm in size, which was scanned with a Fuji model BAS 1500 at the normal pitch of 100 μm. The screen was exposed to a bremsstrahlung beam produced by a microtron running at 15 MeV, after being filtered through 4 cm of depleted uranium. The dose on the screen is estimated to have been about 400 mR (4 mGy), Co<sup>60</sup> equivalent, yielding scanner readings of about half the saturation level. The original noise image is flattened by dividing it by a fit to the image, which is cubic in  $x$  and  $y$ . Thus, the analyzed noise-image values are dimensionless; they represent noise fluctuation values relative to the mean amplitude of the original image. A 7.68-cm-square subsample of the full-size image is used in the present analysis, which is shown in Fig. 3. The NPS estimates obtained using the algorithm outlined in Sec. 3 are presented in Fig. 4. The error bars shown indicate the estimated rms uncertainties. The lowest-frequency point comes from a 24×24 pixel<sup>2</sup> image, obtained by averaging the original 768<sup>2</sup> pixel<sup>2</sup> noise image over sections, each 2<sup>5</sup> = 32 pixels square. For comparison, also shown is the NPS obtained using a standard Fourier-transform technique.<sup>5</sup> The match between the Fourier-based result shown in Fig. 4 and that of the proposed algorithm is very good, except for the point at 0.106 mm<sup>-1</sup>. The strong disagreement there is most likely caused by the fact that in the Fourier analysis, spatial frequency components below 0.04 mm<sup>-1</sup> are removed. The spatial-domain calculation for this image takes 45 s on a PC with an AMD K6 processor running at 166 MHz, whereas the Fourier transform method takes about five times longer.

*Proc. SPIE 3336, p. 248 (1998)*

This text is not approachable; it is difficult to read.

# Same text with paragraph indentation

---

To illustrate the noise-power-spectrum (NPS) analysis, a noise image was taken from a storage-phosphor screen (Fuji BAS 3), 20 cm × 40 cm in size, which was scanned with a Fuji model BAS 1500 at the normal pitch of 100 μm. The screen was exposed to a bremsstrahlung beam produced by a microtron running at 15 MeV, after being filtered through 4 cm of depleted uranium. The dose on the screen is estimated to have been about 400 mR (4 mGy), Co<sup>60</sup> equivalent, yielding scanner readings of about half the saturation level.

The original noise image is flattened by dividing it by a fit to the image, which is cubic in  $x$  and  $y$ . Thus, the analyzed noise-image values are dimensionless; they represent noise fluctuation values relative to the mean amplitude of the original image. A 7.68-cm-square subsample of the full-size image is used in the present analysis, which is shown in Fig. 3.

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The spatial-domain calculation for this image takes 45 s on a PC with an AMD K6 processor running at 166 MHz, whereas the Fourier transform method takes about five times longer.

*Proc. SPIE 3336, p. 248 (1998)*

This text is approachable and easier to read. One can get the sense of the passage from the first sentence in each paragraph.

# Same text with paragraph indentation and spacing

---

To illustrate the noise-power-spectrum (NPS) analysis, a noise image was taken from a storage-phosphor screen (Fuji BAS 3), 20 cm × 40 cm in size, which was scanned with a Fuji model BAS 1500 at the normal pitch of 100 μm. The screen was exposed to a bremsstrahlung beam produced by a microtron running at 15 MeV, after being filtered through 4 cm of depleted uranium. The dose on the screen is estimated to have been about 400 mR (4 mGy), Co<sup>60</sup> equivalent, yielding scanner readings of about half the saturation level.

The original noise image is flattened by dividing it by a fit to the image, which is cubic in  $x$  and  $y$ . Thus, the analyzed noise-image values are dimensionless; they represent noise fluctuation values relative to the mean amplitude of the original image. A 7.68-cm-square subsample of the full-size image is used in the present analysis, which is shown in Fig. 3.

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For comparison, also shown is the NPS obtained using a standard Fourier-transform technique.<sup>5</sup> The match between the Fourier-based result shown in Fig. 4 and that of the proposed algorithm is very good, except for the point at 0.106 mm<sup>-1</sup>. The strong disagreement there is most likely caused by the fact that in the Fourier analysis, spatial frequency components below 0.04 mm<sup>-1</sup> are removed.

The spatial-domain calculation for this image takes 45 s on a PC with an AMD K6 processor running at 166 MHz, whereas the Fourier transform method takes about five times longer.

**SPIE Proc. format: This text is the easiest to read.**

*Proc. SPIE 3336, p. 248 (1998)*

# Sentences

---

- Simple sentence structure promotes clarity and readability
  - ▶ generally use subject-verb-object construction
  - ▶ avoid complicated structure to explain complex ideas
  - ▶ compound sentences OK, if straightforward and not too long
- Use
  - ▶ strong verbs
  - ▶ active voice
  - ▶ first person, when appropriate

# Sentences

---

- Sentences should be not too long (< 20 – 25 words)
  - ▶ break long sentences up into manageable sizes
  - ▶ avoid choppy writing by combining succession of too-short sentences
  - ▶ vary sentence length to prevent monotony
- Equations are part of a sentence; punctuate accordingly
  - ▶ equation numbers are always referred to in parentheses, e.g., *Eq. (9)*

# Sentences – compound

---

- Deviation from simple sentence construction can be useful
  - ▶ provide sentence variety; define relationship between ideas
- Compound sentence consists of two or more independent clauses
  - ▶ (a clause includes subject and predicate, like a sentence)
  - ▶ connect clauses with comma, semicolon, or coordinating conjunction
- Compound sentences
  - *The x-ray tube had a large focal spot, so we used a collimator to constrain the beam.*
  - *The radiographs had excellent image quality, but we still could not detect the lesion.*
  - *The microscope, which we borrowed from the biology department, allowed us to visualize the defect.*
  - *The uncertainty can not be estimated by analytic means; therefore we use Markov Chain Monte Carlo to sample the posterior.*



# Sentences – subordination

---

- Subordination through sentence structure
  - ▶ shows relationship between ideas
  - ▶ provides sentence variety, conciseness, emphasis
  - ▶ formed using subordinating conjunctions to connect dependent to independent clause
    - *because, if, while, when, though, although, since, whereas...*
- Subordination of ideas
  - *Because the input signals were too strong, the data were corrupted.*
  - *The original estimate is consistent with our result, although its uncertainty is somewhat larger.*
  - *The t-distribution analysis produces stable results, whereas the normal distribution does not.*

# Sentences – parallelism

---

parallel

- Use parallel structure for clarity
  - *The x rays pass through the patient, through the collimator, and into the detector.*
  - ▶ make sure all elements of a list are same part of speech
    - **No:** *The elements of the detector are the following: converter, scintillator, and detecting the light.*
    - **Yes:** *The elements of the detector are the following: converter, scintillator, and photodiode.*

# Verbs – strong/weak

---

strong verb

- Use strong verbs in place of weak ones
- Avoid using nominalization
  - ▶ *weak verb + noun*
  - ▶ some weak verbs: *make, do, conduct, perform*
  - ▶ instead, use a strong verb
    - *No: We perform a calculation using Eq. (8) to obtain the results shown in Fig. 2.*
    - *Yes: We calculate the results shown in Fig. 2 using Eq. (8).*
- Avoid use of *get/got/gotten*
  - *No: We have got many problems ...; Yes: We have many problems ...*
  - *OK: We get the right solution with ...;*  
*Better: We obtain the right solution with ...*

# Verbs – tense

---

- Use *present tense* as a general rule
  - ▶ although it may seem unnatural to write about the past in the present tense, it is often desirable
- Other tenses may be used, but **do not switch tenses too often**
  - ▶ *past* may be used to refer to
    - previous work done by others
    - work that you did for the paper (calculations, experiments)
    - earlier sections in your paper
  - ▶ *future* may be used
    - to later sections in your paper
    - to refer to future work

# Active voice

---

- Voice indicates the relation of the subject to the action of the verb
  - ▶ active voice – the subject acts
  - ▶ passive voice – the subject is acted upon
    - *Passive:* It was hypothesized by Bethe in 1937 that ...  
*Active:* In 1937 Bethe hypothesized that ...
    - *Passive:* The figure of merit is based on the area under the curve.  
*Active:* We base our figure of merit on the area under the curve.
- Active voice is desirable because it generally
  - ▶ improves clarity
  - ▶ reduces ambiguity and wordiness

active

# First person

---

first person

- Write in first person, when appropriate
  - ▶ person indicates the writer's relation to the material presented
    - writing in first person shows direct involvement; is more immediate
    - writing in second or third person indicates impersonal relation
  - ▶ use first person, singular if one author; plural for two or more
    - plural first person may be used for a single author to include reader
    - *I conclude that ...*  
*We can conclude that ...*
  - ▶ use first person when writing about
    - your choices, opinions, expectations
    - your measurements, calculations, conclusions

# First person

---

- Writing in first person tends to promote active voice
  - *No: The results are calculated using Monte Carlo.*  
*Yes: We calculate our results using Monte Carlo.*
- Do not use *the writer* or *one* to avoid writing in first person
  - *No: The writer can only conclude that ...*  
*No: One can only conclude that ...*  
*Yes: I can only conclude that ...*  
*Better: I conclude that ...*

# Unambiguous modifiers

---

- Place modifiers close to the words they modify
  - *No:* *All students are not talented in mathematics.*  
(no student is talented)  
*Yes:* *Students are not all talented in mathematics.*
- Avoid long strings of modifiers in front of nouns
  - *No:* *The highly efficient minimum-bias linear-estimator calculation...*  
*Yes:* *The calculation based on the linear estimator with minimum bias, which is highly efficient, ...*



# Readability

---

- Example of clarity in technical writing
  - ▶ Hans Bethe, “Nuclear Physics: B. Nuclear Dynamics, Theoretical,” *Rev. Mod. Phys.* **9**, p. 71 (1937)

In an atomic collision, the interaction between the incident particle and the individual electrons of the atom is small, as we have already mentioned. Therefore it is comparatively seldom that a particle in passing through an atom imparts energy to an atomic electron; in other words, inelastic collisions are rare. In most cases, the incident particle will go through the atom without interacting with any particular atomic electron and without losing any energy; it will only be affected by the average field of force of the atom and will be deflected thereby (elastic scattering). The time which the particle spends in the atom is of the order of the atomic dimensions divided by the velocity of the particle. For electrons, the time is even smaller because the electron is accelerated inside the atom. Because of this short time spent inside the atom, it is highly improbable that, e.g., radiation is emitted in the collision. Thus atomic collisions are characterized by a very large elastic scattering, a smaller inelastic scattering, and a very small probability of the emission of radiation.

# Common problems in technical writing

Learn more from web sites and books on technical writing

# Common problems

---

Some of the most common problems in technical writing:

- Passive voice

- ▶ active voice improves clarity

- *Passive:* It was hypothesized by Bethe in 1937 that ...

- *Active:* In 1937 Bethe hypothesized that ...

active

- Nominalization (*weak verb + noun*)

- ▶ instead, use a strong verb

- *No:* We perform a calculation using Eq. (8) to obtain the results shown in Fig. 2.

- *Yes:* We calculate the results shown in Fig. 2 using Eq. (8).

nominalization

# Common problems

---

- Wordiness

wordiness

- ▶ eliminate unnecessary words to achieve conciseness
- ▶ watch out for wordy clichés, e.g., *for the reason that* → *because*

- Comma missing after introductory phrase or clause

comma

- *No: To test our hypothesis we calculate ... ;*  
*Yes: To test our hypothesis, we calculate ...*

- Compound modifiers (adjectives) without hyphens

punctuation

- ▶ use hyphens to connect modifying words that go together
- *No: ... the high spatial frequency components are attenuated ... ;*  
*Yes: ... the high-spatial-frequency components are attenuated ...*

# Common problems

---

- Missing or inappropriate articles (*a, an, the*)

articles

- *No: Analysis requires statistical model ... ;*  
*Yes: The analysis requires a statistical model ...*
- *No: From a x-ray image, we conclude ...;*  
*Yes: From an x-ray image, we conclude ...*

- Treating countable nouns as uncountable

countable

- *No: less problems ... ;*                      *Yes: fewer problems ...*
- *No: so much artifacts ... ;*                      *Yes: so many artifacts ...*
- *No: Ten items or less. ;*                      *Yes: Ten items or fewer.*

- Transitive verbs without a direct object

transitive

- *No: The algorithm allows to calculate ... ; (object missing)*  
*Yes: The algorithm allows us to calculate ...*

# Common problems

---

- Inappropriate use of words
  - ▶ *in order to* – should be avoided, except to prevent ambiguity
    - **No:** *In order to control ...* ;      **Yes:** *To control ...*
  - ▶ *which, that, who*
    - use *that* before a restrictive phrase (without comma)
      - *The approach that proved to work best ...*
    - use *which* to begin a nonrestrictive phrase, with comma before and after
      - *Our approach, which we adopted from Andrews, proved to work well.*
    - use *who* when referring to a person or people
      - *People who follow Wagner's suggestion ...*

that which

# Common problems

---

- Inappropriate use of words
  - ▶ *due to* – do not use in place of *because of*
    - **No:** *The computer failed due to ... ;*
    - **Yes:** *The computer failed because of ...*
  - ▶ *data* is a plural countable noun, especially in technical writing; also *spectra, criteria, phenomena, momenta, radii, ...*
  - ▶ *This*, at beginning of sentence with no following noun, often indicates ambiguous reference
    - **No:** *This means that ... ;*      **Yes:** *This result means that ...*

# Common problems

---

- Inappropriate use of jargon

jargon

- ▶ appropriateness of jargon depends on expertise of intended audience

- Too many acronyms

- ▶ acronyms should be defined at first use, with few exceptions

- Inappropriate use of punctuation

punctuation

- ▶ correct punctuation enhances readability

(,) comma – pauses the flow of a sentence to prevent ambiguity  
(e.g., series, introductory phrase, nonessential phrase)

(:) colon – initiates series

(;) semicolon – initiates independent clause

(–) dash – sets off phrases with emphasis

() parenthesis – encloses nonessential words and phrases



# Word choice and usage

Chose words carefully to convey precise meaning

# Word choice

---

- Chose words carefully to convey precise meaning
  - ▶ pick powerful words with definite meanings
  - ▶ avoid
    - ambiguity
    - ornate or erudite words
    - wordiness and redundancy
    - informal and incorrect English usage
    - idioms, unnecessary jargon, shoptalk

# Chose words for meaning

---

- Connotations – most words have a secondary meaning
  - the following words are synonyms (same primary meaning)  
*method, system, routine, manner, mode, fashion, way*  
but they each have a different secondary meaning
    - ▶ good writing must respect connotations
    - ▶ writer must consider how secondary meaning might lead to ambiguity
- Use dictionary to make sure of correct meaning and usage
- Use thesaurus to find best word to express your idea

# Dictionary – word usage

---

- “method” – American Heritage Dictionary [www.bartleby.com/61/](http://www.bartleby.com/61/)

SYLLABICATION: meth·od

PRONUNCIATION: mĕth'əd

## definitions

NOUN: **1.** A means or manner of procedure, especially a regular and systematic way of accomplishing something: *a simple method for making a pie crust; mediation as a method of solving disputes*. See Usage Note at [methodology](#). **2.** Orderly arrangement of parts or steps to accomplish an end: *random efforts that lack method*. **3.** The procedures and techniques characteristic of a particular discipline or field of knowledge: *This field course gives an overview of archaeological method*. **4. Method** A technique of acting in which the actor recalls emotions and reactions from past experience and uses them in identifying with and individualizing the character being portrayed.

## origin

ETYMOLOGY: Middle English, medical procedure, from Latin *methodus*, method, from Greek *methodos*, pursuit, method : *meta-*, beyond, after; see [meta-](#) + *hodos*, way, journey.

## usage

SYNONYMS: [method](#), [system](#), [routine](#), [manner](#), [mode](#), [fashion](#), [way](#) These nouns refer to the plans or procedures followed to accomplish a task or attain a goal. *Method* implies a detailed, logically ordered plan: “*I do not know of a better method for choosing a presidential nominee*” (Harry S. Truman). *System* suggests order, regularity, and coordination of methods: “*Of generalship, of strategic system . . . there was little or none*” (John Morely). A *routine* is a habitual, . . .

# Thesaurus – alternative words

- “method” – Wordsmyth Dictionary and Thesaurus [www.wordsmyth.net](http://www.wordsmyth.net)

<b>method</b>	
Syllables:	meth-od
<b>Part of Speech</b>	<b>noun</b>
Pronunciation	<u>meh</u> thEd
Definition	1. plan or mode of procedure; way.
Example	his peculiar method of working.
Synonyms	<a href="#">approach</a> (4) , <a href="#">procedure</a> (1) , <a href="#">manner</a> (1) , <a href="#">system</a> (4) , <a href="#">plan</a> (2) , <a href="#">modus operandi</a> , <a href="#">mode</a> <sup>1</sup> (1) , <a href="#">way</a> (7)
Crossref. Syn.	<a href="#">practice</a> , <a href="#">means</a> , <a href="#">technique</a> , <a href="#">procedure</a> , <a href="#">performance</a>
Similar Words	<a href="#">style</a> , <a href="#">scheme</a> , <a href="#">routine</a> , <a href="#">program</a> , <a href="#">design</a> , <a href="#">formula</a> , <a href="#">fashion</a> , <a href="#">arrangement</a>
Definition	2. systematic and orderly arrangement of actions.
Synonyms	<a href="#">procedure</a> (2) , <a href="#">organization</a> (1) , <a href="#">means</a> (1) , <a href="#">technique</a> (1) , <a href="#">process</a> (1) , <a href="#">system</a> (4)
Crossref. Syn.	<a href="#">system</a> , <a href="#">practice</a> , <a href="#">plan</a> , <a href="#">discipline</a>
Similar Words	<a href="#">design</a> , <a href="#">practice</a> , <a href="#">scheme</a> , <a href="#">routine</a> , <a href="#">schedule</a> , <a href="#">program</a> , <a href="#">arrangement</a>
Definition	3. (often pl.) the manner in which one conducts business or the like.
Example	I question her methods.
Synonyms	<a href="#">technique</a> (1) , <a href="#">procedure</a> (1) , <a href="#">manner</a> (1) , <a href="#">mode</a> <sup>1</sup> (1) , <a href="#">way</a> (7)
Crossref. Syn.	<a href="#">practice</a> , <a href="#">approach</a>
Similar Words	<a href="#">style</a>
Related Words	<a href="#">proceeding</a> , <a href="#">way</a> , <a href="#">path</a> , <a href="#">architecture</a> , <a href="#">conception</a> , <a href="#">tack</a> , <a href="#">wise</a> , <a href="#">expedient</a> , <a href="#">measure</a> , <a href="#">medium</a> , <a href="#">procedure</a> , <a href="#">organization</a>

# Beware the thesaurus

---

- Thesaurus – warnings
  - ▶ don't try to impress the reader with long or esoteric words
  - ▶ be careful about using words you don't know; they may not be appropriate
    - original sentence:  
*Essentially all inference about uncertainties in models, the reliability of their potential predictions, and so forth, stems from the posterior.*
    - revised with indiscriminate use of thesaurus:  
*Fundamentally each and every a fortiori reasoning in connection with indeterminations in facsimiles, the responsibility of their dormant prognostications, and everything else, springs up from the backside.*
    - good example of “Creative Obfuscation”
      - J. S. Armstrong, *IEEE Trans. Prof. Comm.* **PC-25**, pp. 30-32 (1982)
- Nevertheless, a thesaurus can be very useful, when carefully used

# Strive for conciseness

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- Streamline your text by removing unnecessary words
- Avoid redundancy
  - *No:* ...so therefore ... ; *Yes:* ...therefore ... ; *Yes:* ...so ...
  - *No:* Where is it at? ; *Yes:* Where is it?
  - *No:* in a short period of time ; *Yes:* in a short period
  - *No:* concentrate on the basic fundamentals ... ;  
*Yes:* concentrate on the fundamentals ...

# Wordiness

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wordiness

- Eliminate wordiness
  - ▶ examples of common wordy phrases
    - **No:** *In order to control ...* ; **Yes:** *To control ...*  
(*in order to* sometimes helps to clarify sentence meaning)
    - **No:** *... in the event that ...* ; **Yes:** *... if ...*
    - **No:** *It should be noted that ...* ; **Yes:** *Note that ...*
    - **No:** *... at the present time ...* ; **Yes:** *... now ...*
    - **No:** *... for the reason that ...* ; **Yes:** *... because ...*
    - **No:** *... through the use of ...* ; **Yes:** *... by ...* ; **Yes:** *... with ...*
    - **No:** *... for all of the calculations;* **Yes:** *... for all the calculations*  
(except, use *of* for pronouns: *all of them* )



# Informal English

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- Colloquial language, used in casual conversation, should not be used in technical writing
  - *No: So what's up with that?*
  - *No: To get up to speed, we did a literature search.*
  - *Yes: To learn more, we conducted a literature search.*
- Idioms are combinations of words that are understood in particular regions to have a different meaning from the literal one 
  - *go over a manuscript = review a manuscript*
  - *carry out the calculation = perform the calculation or calculate*
  - *figure out the error = determine the error; find the error*
- ▶ as idioms are not universally recognized, avoid them

# Informal English

---

- Avoid slang, which is very informal and faddish
  - *No: We lucked out, and hit upon a totally cool algorithm.*
  - *No: We ended up with zilch. ; Yes: The result was negative.*
- Avoid shoptalk – jargon used only by you and your colleagues
  - ▶ *thingamajig* may mean something to you, but not to your readers

# Jargon

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jargon

- Jargon is highly specialized technical language, unique to certain specialties
- Examples of jargon
  - ▶ *noise power spectrum*
  - ▶ *Fourier transform*
  - ▶ *support vector machine*
  - ▶ *bioluminescent emission tomography*
  - ▶ *MLO mammo CAD; VC CAPD for CRC; AP B mode US*

# Jargon

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- Appropriateness of jargon depends on intended audience
  - ▶ when writing for experts (journal and proceedings articles), jargon can be helpful for concisely saying what you mean
  - ▶ when writing for non-experts (non-specialty magazines), use as little jargon as possible, and always define it

# Abbreviations

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- Use abbreviations to refer to figures, equations, sections, etc., except at the beginning of a sentence
  - *Yes:* *As shown in Fig. 3, ...* ; *But:* *Figure 3 shows ...*
  - *Yes:* *Substituting Eq. (6) into ...* ; *But:* *Equation (6) enables us to ...*
- Do not italicize abbreviations derived from foreign languages
  - *No:* *et al.* ; *Yes:* et al.
- Generally avoid abbreviations – spell them out in English
  - i.e. that is; preceded and followed by commas
  - e.g. for example; (preceded and) followed by commas
  - viz. namely; preceded and followed by commas
- A few standard abbreviations are acceptable
  - et al. (*et alii*), and others
  - etc. (*et cetera*), and so forth; do not use after *such as*

# Abbreviations in medical imaging

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- In general, define abbreviations and acronyms at first use (even in abstract); need depends somewhat on context
- The following do not usually need to be defined in MI context:
  - CT, MR computed tomography, magnetic resonance
  - PET positron-emission tomography
  - FFT fast Fourier transform
  - rms root mean square
  - 3D three dimensional
- The following should generally be defined:
  - US ultrasound
  - DC direct current or zero-frequency component
  - NPS noise power spectrum
  - ROC receiver-operating characteristic

# Measurement units

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- Measurement units are usually abbreviated
  - mm millimeter; length
  - s second; time
  - HU Hounsfield units; x-ray CT amplitude
  - Hz Hertz = second<sup>-1</sup>; frequency
  - pt. points; length in type setting
- Generally include space after number and **do not italicize** units
  - *No:* 2.47 *mm* ; *No:* 2.47mm; *Yes:* 2.47 mm
  - *No:* 6pts. ; *No:* 6 *pt.* ; *Yes:* 6 pt.
  - *But:* 54°C
- See AIP Style Manual for list of abbreviations of physical-units

# Grammar and punctuation

Rules, rules, rules, and exceptions



# Grammar

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- Grammar deals with how words are properly used, particularly in regard to parts of speech and sentence construction
- English grammar has many rules; all must be obeyed
- Partial list of grammatical rules:
  - ▶ agreement of number and case
  - ▶ number agreement: subject, verb, pronoun
  - ▶ subjective/objective pronouns: who, whom
- Some of most commonly broken rules are mentioned in following slides
- See style guides for more details

# Plurals

---

- General rule for forming a plural of a noun is to add an *s*
  - *algorithm / algorithms*
  - *sum / sums*
  - *element / elements*
- ▶ exceptions (for nouns ending in *s*, *x*, *z*, *ch*, and *sh*, add *es*)
  - *plus / pluses*
  - *quiz / quizzes* (note exception to exception)
- ▶ exceptions (for nouns ending in *y*, add *ies*)
  - *recovery / recoveries*

# Plurals

---

- Some less obvious rules for forming plurals:
  - Greek letters:  $\theta$  /  $\theta$ 's
  - mathematical symbols:  $c_j$  /  $c_j$ 's
  - acronyms: CT / CTs
  - abbreviated units: cm / cm ; example: 5 cm (no italics, no s)

# Plurals

---

- Latin or Greek nouns often cause problems

- **singular / plural**

*axis / axes*

*index / indices*

*analysis / analyses*

*hypothesis / hypotheses*

*criterion / criteria*

*phenomenon / phenomena*

*matrix / matrices*

*vertex / vertices*

*datum / data*

*maximum / maxima*

*medium / media*

*minimum / minima*

*colloquium / colloquia*

*spectrum / spectra*

*radius / radii*

- **No:** *This data is ...* ; **Yes:** *These data are ...*

▶ but

- *equilibrium / equilibriums*

*formula / formulas*

# Nouns and qualifiers

---

countable

- Nouns are either *countable* or *uncountable*;  
number vs. amount or quantity; also called *count* or *mass nouns*
  - ▶ use (*few, fewer, many*) with *countable* nouns
    - *a few pixels, fewer molecules, many people*
  - ▶ use (*little, less, much*) with *uncountable* nouns
    - *too much chlorine, little time, less energy*
  - ▶ on the other hand, use (*more, some, enough*) for both
    - *more pixels, some people, enough energy*
  - ▶ further examples
    - *how many items? / how much stuff?*
    - *a few items / a small amount of stuff*
  - ▶ articles *a* or *an* may be used with countable nouns, not with uncountable nouns
  - ▶ countable nouns may be plural, but generally not uncountable nouns

# Articles

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- Articles (*a, an, the*) function as adjectives, helping to specify which noun is meant
- *Definite* articles refer to a particular item (*the*)
  - *No: Computer stopped running. ; Yes: The computer stopped running.*
  - *No: Symbol † stands for ... ; Yes: The symbol † stands for ...*
- *Indefinite* articles (*a, an*) refer to an unspecified singular countable item
  - *No: We need new approach. ; Yes: We need a new approach.*
  - ▶ use *an* when following word begins with a vowel sound (not long u)
    - *an article, an hour, an electron, an x ray, an FFT, an SPIE meeting;*  
**but** *a unit, a unique result, a human gene, a SPIE meeting (spy)*
- Do not to use an article when the noun is meant generally
  - *Nausea is occasionally suffered by patients undergoing this procedure.*
  - **But:** *The nausea occasionally suffered by patients can be eliminated ...*

# Pronouns

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- Pronouns take the place of nouns
- Make sure pronouns refer clearly to the proper object (antecedent)
  - ▶ must agree in number, gender, and person
    - *We believe that our research shows ...*  
(pronoun *our* agrees with pronoun *we*)
- Avoid vague pronoun reference
  - **No:** *The calculations are based on firm principles. They must be correct.*  
**Yes:** *The calculations must be correct because they are based on firm principles.*
  - **No:** *The detector has a defect but sometimes runs well. This can degrade our results.*  
**Yes:** *The detector has a defect but sometimes runs well. This defect can degrade our results.*
  - **No:** *It means that ...* ; **Yes:** *That means that ...*

# Relative pronouns

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- *that/which/who* are relative pronouns
  - ▶ use *that* when following phrase or clause helps define (restrictive or essential phrase)
    - *The approach that proved to work best ...*
  - ▶ use *which* when following phrase or clause does not help define (nonrestrictive or nonessential phrase)
    - *The approach, which we adopted from Andrews, proved to work well.*
  - ▶ use *who* when referring to a person or people
    - *People who follow Wagner's suggestion ...*
    - *The researchers who published in the Physical Review obtained the correct results.* (restrictive clause)
    - *The researchers, who published in the Physical Review, obtained the correct results.* (nonrestrictive clause)
  - ▶ do not use *who* for collections of people
    - *The class that studied under Enrico Fermi learned the fundamentals.*



# Verbs – transitive/intransitive

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transitive

- Verbs are either transitive or intransitive
- Transitive verbs must have a direct object
  - *The results contain an error.*
  - *We evaluate Eq. (6) to obtain the result show in Fig. 2.*
  - **No:** *The algorithm allows to calculate ... ; (no object)*  
**Yes:** *The algorithm allows us to calculate ...*
- Intransitive verbs do not have a direct object
  - *The calculation succeeded.*
- Many verbs are both transitive and intransitive
  - *The experienced technicians performed the procedure best.*
  - *The experienced technicians performed best.*

# Adverbs

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placement

- Place adverbs as near verb as feasible
  - *No:* In x-ray imaging usually a large number of photons are detected in each detector pixel.
  - *Yes:* In x-ray imaging, a large number of photons are usually detected in each detector pixel.
- Adverbs are frequently overlooked in conversation
  - ▶ common mistakes made in spoken English:
    - *No:* The algorithm converges quick. ;  
*Yes:* The algorithm converges quickly.
    - *No:* It works good. ; *Yes:* It works well.

# Word usage

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- Be careful using *due to*; it is not interchangeable with *because of*
  - ▶ *due to* acts as an adjective, meaning *the result of*
  - ▶ *because of* acts as an adverb, meaning *as a result of*
  - ▶ do not use *due to* in place of *because of* in most circumstances
    - **No:** *The computer failed due to poor programming ... ;*  
*Yes:* *The computer failed because of poor programming ...*
  - ▶ however, *due to* may be used in place of *caused by* after the verb *be*
    - **OK:** *The computer failure was due to a bad connection. ;*  
**Better:** *The computer failure was caused by a bad connection*

# Punctuation

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- Inappropriate or missing punctuation marks can derail the reader, so use them carefully!
- The following slides mention only a few important uses
- Cursory summary of uses:
  - ▶ (.) period – terminates a sentence; abbreviations
  - ▶ (?) question mark – terminates a question
  - ▶ (!) exclamation point – terminates an exclamatory statement
  - ▶ (,) comma – pauses the flow of a sentence to prevent ambiguity
  - ▶ (-) hyphen – clarifies compound modifiers
  - ▶ (–) dash – sets off phrase with emphasis; don't overuse
  - ▶ (:) colon – initiates series
  - ▶ (;) semicolon – initiates independent clause
  - ▶ ( ) parenthesis – encloses nonessential words and phrases

# Comma

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- The comma is one of the most important elements of punctuation – it helps avoid ambiguity by phrasing the sentence
  - ▶ the comma acts like a traffic cop; it regulates the flow
- Comma is used:
  - ▶ after introductory phrase or clause:
    - *To test our hypothesis, we calculate ...*
    - *Therefore, the results indicate the presence of ...*
    - *No: We, however, argue that ... ; Yes: We argue, however, that ...*
  - ▶ between independent clauses linked by a coordinating conjunction (*and, but, or, not, so, yet, for*)
    - *The technique may be used for convolution, but not for ...*

# Comma (2)

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- Comma is used:
  - ▶ to separate items in a series:
    - *Any one of the options shown in Fig. 8 could be used: A, B, or C.*
    - *A fast, accurate, and reliable algorithm is needed.*
  - ▶ to enclose nonrestrictive phrases:
    - *The apparatus, which we bought commercially, worked extremely well.*
    - a nonrestrictive phrase is not needed for the meaning of the sentence

# Comma (3)

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- Refrain from using unnecessary commas
  - ▶ can be dropped when there is no ambiguity and flow is improved:
    - *OK: Thus the result is ... ; OK: Thus, the result is ...*
- The comma (as well as other punctuation marks) always goes inside quotation marks
  - *In his book, “Data Analysis,” Sivia explains ...*

# Hyphenation

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- Compound adjectives (modifiers) – use hyphens to connect words that go together
  - *No:* ... *the high spatial frequency components are attenuated ...*  
*Yes:* ... *the high-spatial-frequency components are attenuated ...*  
*But:* ... *the high spatial frequencies are reduced ...*
  - ▶ exception, adverbs ending in *-ly*
    - *No:* ... *highly-variable results ...*  
*Yes:* ... *highly variable results ...*
- Some words incorporate hyphens
  - ▶ *x-ray* has several acceptable spellings: *x ray*; *x-ray*; *X ray*; *X-ray*
    - but always use hyphen in the compound adjective: *x-ray tube*
  - ▶ *e-mail* is preferred



# Summary of technical writing

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- Organization of material is key
- Good technical writing style is learned by
  - ▶ reading well-written journal articles
  - ▶ paying attention to the details
  - ▶ using writing guides and dictionaries, especially when in doubt
  - ▶ having your writing critically edited by technical editor and/or colleagues
- Find the approach to writing that works best for you

# Tools for technical writing and manuscript preparation

# Document processors

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- MS Word
  - ▶ full featured
  - ▶ spelling checker and grammar checker
  - ▶ compatible/ interplay with other MS office products
  - ▶ WISIWYG editing
  - ▶ expensive
- OpenOffice
  - ▶ comparable to MSWord
  - ▶ free
- WordPerfect
  - ▶ full featured
- AbiWord
  - ▶ free

# Document preparation

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- LaTeX
  - ▶ used by many authors, accepted by most publishers
  - ▶ numerous desirable features
    - excellent equation formation
    - enforces publishing rules
    - automatic numbering of sections, figures, equations, etc.
    - citation and references made easy;  
bib files usable with various bibliography style files
    - AMS packages for enhanced mathematical capabilities
    - free
  - ▶ need word processor, DVI (Device Independent) viewer, and ability to convert to standard document format (PS, PDF,...)
  - ▶ style files for formatting manuscripts for SPIE Proceedings:  
<http://kmh-lanl.hansonhub.com/spie/>

# Document preparation (2)

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- LaTeX (cont'd)
  - ▶ dvips is LaTeX utility for producing PostScript file
    - for readable computer viewing of a PDF file produced from a PS file, make sure PDF file has scalable Type 1 PostScript fonts
    - in dvips, use ‘-P pdf’ option
  - ▶ free distributions (including DVI viewer)
    - CTAN – archive for packages, classes, documentation
    - MikTeX (Windows)
    - TeX Live (all OSs)
    - OzTeX, CMacTeX, TeXShop (Mac)

# Word processors/text editing

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- Most computer OSs have native editors; the following are useful for Windows
- Ultraedit (win)
  - ▶ powerful features
  - ▶ useful for code development, as well as LaTeX source files
  - ▶ inexpensive (\$30)
- Abiword (win)
  - ▶ document preparation, as well
  - ▶ spelling and grammar checker
  - ▶ free
- LyX (win)
  - ▶ front end to LaTeX; almost WYSIWYG
  - ▶ free



# Online writing guides

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- ▶ *Mayfield Handbook of Technical and Scientific Writing*, L. C. Perelman, J. Paradis, and E. Barrett; [www.mhhe.com/mayfieldpub/tsw/home.htm](http://www.mhhe.com/mayfieldpub/tsw/home.htm)
  - recommended; complete guide to technical writing from MIT; concise explanation of most aspects of technical writing; ESL pointers
- ▶ *Online Writing Lab (OWL)*; <http://owl.english.purdue.edu/handouts/>
  - guide to effective writing at college level; grammar and punctuation with exercises; English as a Second Language (ESL)
- ▶ Supporting material for book *Handbook of Technical Writing*, Alred et al.; <http://bcs.bedfordstmartins.com/alredtech/>
- ▶ *Grammar, Punctuation, and Capitalization: A Handbook for Technical Writers and Editors*; <http://www.sti.nasa.gov/publish/sp7084.pdf>
  - NASA Report; rules for technical writing
- ▶ *AIP Style Manual*; [http://kmh-lanl.hansonhub.com/AIP\\_Style\\_4thed.html](http://kmh-lanl.hansonhub.com/AIP_Style_4thed.html)
  - American Institute of Physics gives stylistic guidance, especially relevant to physics articles

# Online writing aids

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- ▶ *Guide to Grammar and Style*;  
<http://andromeda.rutgers.edu/~jlynch/Writing/>
  - guide to general grammatical rules and style; in dictionary form
- ▶ *Merriam-Webster Dictionary and Thesaurus*; <http://www.m-w.com>
  - usable, gives etymology and pronunciation of words
- ▶ *The Free Dictionary (and Thesaurus)*; <http://www.thefreedictionary.com>
  - usable, gives etymology and pronunciation of words
- ▶ *Wordsmyth Dictionary and Thesaurus*; <http://www.wordsmyth.net>
  - very usable, although definitions are brief; identifies parts of speech



# Online writing aids

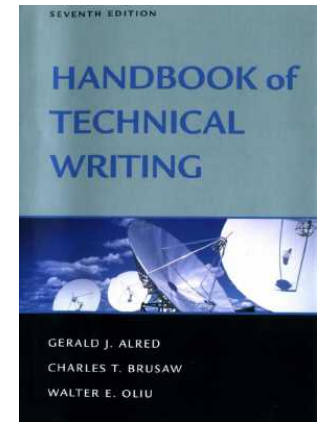
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- ▶ *Bartleby Classic Online Books*; <http://www.bartleby.com>
  - a wonderful collection of writers' aids: the American Heritage Dictionary, Roget's Thesaurus, quotations, and more:
  - *American Heritage Dictionary*; <http://www.bartleby.com/61/>
  - *American Heritage Book of English Usage*; <http://www.bartleby.com/64/>
  - *Elements of Style*; <http://www.bartleby.com/141/>
    - classic handbook, written by William Strunk in 1918
  - *King's English*; <http://www.bartleby.com/116/>
    - by H. W. Fowler (1908), another classic
- ▶ “Politics and the English Language,” George Orwell (1946); <http://nutsandbolts.washcoll.edu/orwell.html>
  - essay on basic rules for clear writing
- ▶ Other useful references on my webpage  
<http://kmh-lanl.hansonhub.com/techwriting.html>

# Books

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- ▶ *Handbook of Technical Writing*, G. J. Alred, C. T. Brusaw, and W. E. Oliu (St. Martin's, New York, 2003) [\$26-39]
  - highly recommended; complete handbook on technical writing; entries arranged in alphabetical order; excellent index; ESL guidance; includes succinct guide to the writing process
  - supporting material at <http://bcs.bedfordstmartins.com/alredtech/>
- ▶ *An Outline of Scientific Writing: For Researchers With English As a Foreign Language*, J. T. Yang (World Scientific, 1995) [\$18]
  - may be especially useful to ESL writers; no index
- ▶ *MIT Guide to Science and Engineering Communication*, J. G. Paradis and M. L. Zimmerman (MIT, Cambridge, 2002) [\$32]
  - discusses all types of technical communication; includes list of 27 guidelines for style and usage



# Books

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- ▶ *Prentice-Hall Handbook for Writers*, M. G. Kramer et al. (Prentice Hall, 1994) [\$65]
  - comprehensive and concise reference
- ▶ *Chicago Guide to Communicating Science*, S. Montgomery (Univ. Chicago, 2002) [\$10, pbk.]
  - detailed practical advice on technical writing and other forms of communication; chapter on ESL
- ▶ *Gregg Reference Manual: A Manual of Style, Grammar, Usage, and Formatting*, William A. Sabin (McGraw-Hill, 2004) [\$38]
  - outstanding reference book; easy to use and understand
- ▶ *Rules for Writers*, D. Hacker (St. Martin's, 2003) [\$30]
  - excellent college-level textbook; <http://www.dianahacker.com/rules.html>
- ▶ *Chicago Manual of Style* (Univ. Chicago, 2003) [\$35-45]
  - viewed by many as the definitive reference on style of written English; sometimes difficult to use

# Books

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- ▶ *Elements of Style*, W. Strunk Jr. and E. B. White (Allyn & Bacon, 1995) [\$10, pbk.]
  - highly recommended short book; concisely states the basic rules for writing; more complete than the online classic, written by Strunk in 1918
- ▶ *Synonym Finder* (Rodale, 1986) [\$15, pbk.]
  - a thesaurus in dictionary form; easy to use
- ▶ *Writing: A College Handbook*, J. A. W. Heffernan and J. E. Lincoln (W. W. Norton, 2000) [\$58]
  - excellent textbook on writing at the college level
- ▶ *Style: Toward Clarity and Grace*, J. M. Williams (Univ. Chicago, 1995) [\$13, pbk.]
  - textbook that shows how to write well; for writers who want to excel

# SPIE format

# Manuscript format

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Each publisher has its own format and rules. Follow them!

- Many details need to be considered
  - ▶ fonts and format
  - ▶ line spacing
  - ▶ paragraph indentation and spacing
  - ▶ section headings
  - ▶ citations and reference list
  - ▶ equations
  - ▶ floats – captions, placement
- A good approach is to use journal's templates and replace their text with yours
- Go to journal's web site

# SPIE Proceedings format

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- As an example, consider format for SPIE Proceedings
- Manuscripts submitted to SPIE Proceedings must be “camera ready,” that is, what you submit is what gets published
- Author is responsible for formatting and appearance of article
- Style files for LaTeX and a template file for MSWord can be found on my web pages

<http://kmh-lanl.hansonhub.com/spie/>

# SPIE format – the beginning

## Front matter

- format
- spacing
- fonts

## Introduction

- heading format

### Style template and guidelines for SPIE Proceedings

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#### ABSTRACT

This document shows the desired format and appearance of a manuscript prepared for the Proceedings of the SPIE. It contains general formatting instructions and hints about how to use LaTeX. The LaTeX source file that produced this document, `article.tex` (Version 2.81), provides a template, which can be used in conjunction with `spie.cls`.

**Keywords:** Manuscript format, template, SPIE Proceedings, LaTeX

#### 1. INTRODUCTION

This document shows the desired format and appearance of a manuscript prepared for the Proceedings of the SPIE.\* It is prepared using LaTeX2<sub>ε</sub><sup>1</sup> with the class file `spie.cls`. The LaTeX source file used to create this document is `article.tex`, which contains important formatting information embedded in it. These files are available on the Internet at <http://home.lanl.gov/kmh/spie/>. The font used throughout is the LaTeX default font, Computer Modern Roman, which is equivalent to the Times Roman font available on many systems. If this font is not available, use a similar serif font. Normal text has a font size of 10 points<sup>†</sup> for which the actual height of a capital E is about 2.4 mm (7 pt.) and the line-to-line spacing is about 4.2 mm (12 pt.). The font attributes for other parts of the manuscript, summarized in Table 1, are described in the following sections. Normal text should be justified to both the left and right margins. Appendix B has information about PostScript fonts.

To be properly reproduced in the Proceedings, all text and figures must fit inside a rectangle 6.75-in. wide by 8.75-in. high or 17.15 cm by 22.23 cm. The text width and height are set in `spie.cls` to match this requirement. The text should begin 1.00 in. or 2.54 cm from the top of the page. The right and left margins should be



# SPIE format – tables and footnotes

## Tables

- caption above
- caption format
- centered
- usually at top or bottom of page

## Footnotes

- auxiliary author information
- format
- at bottom of page

**Table 1.** Fonts sizes to be used for various types of text. All fonts are Computer Modern Roman or an equivalent. Table captions should be centered above the table. When the caption is too long to fit on one line, it should be justified to the right and left margins of the body of the text.

Article title	16 pt., bold, centered
Author names and affiliations	12 pt., normal, centered
Section heading	11 pt., bold, centered (all caps)
Subsection heading	11 pt., bold, left justified
Sub-subsection heading	10 pt., bold, left justified
Normal text	10 pt., normal
Figure and table captions	9 pt., normal
Footnote	9 pt., normal

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\* This format was developed in 1995 by Rick Herman, SPIE, and Ken Hanson, Los Alamos National Laboratory.

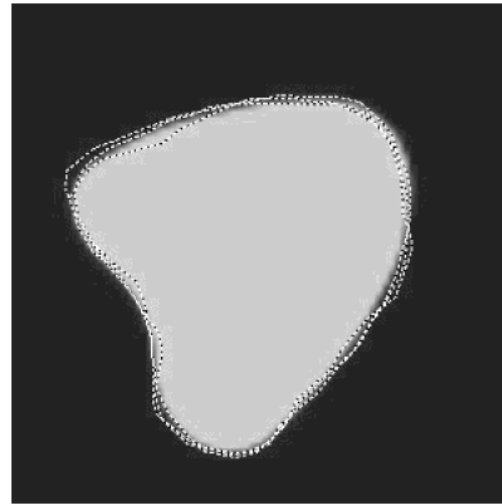
† Font sizes are specified in points, abbreviated pt., which is a unit of length. One inch = 72.27 pt.; one cm = 28.4 pt.

# SPIE format – figures

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## Figures

- caption below
- caption format
- centered
- do not wrap text around
- usually at top or bottom of page



**Figure 1.** Figure captions are used to label the figure and help the reader understand the figure's significance. The caption should be centered underneath the figure and set in 9-point font. It is preferable for figures and tables to be placed at the top or bottom of the page. LaTeX tends to adhere to this standard.

## 4. FIGURES AND TABLES

Figures are numbered in the order of their first citation. They should appear in numerical order and on or after the same page as their first reference in the text. Alternatively, all figures may be placed at the end of the manuscript, that is, after the Reference section. It is preferable to have figures appear at the top or bottom of the page. Figures, along with their captions, should be separated from the main text by at least 0.2 in. or 5 mm.

Figure captions are centered below the figure or graph. Figure captions start with the figure number in 9-point bold font, followed by a period; the text is in 9-point normal font; for example, "**Figure 3.** Original image...". See Fig. 1 for an example of a figure caption. When the caption is too long to fit on one line, it should be justified to the right and left margins of the body of the text.

Tables are handled identically to figures, except that their captions appear above the table.

# SPIE format - equations

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## Equations

- indent (centered)
- Eq. # right justified, in parentheses
- punctuation

### A.1. Formatting Equations

Equations may appear in line with the text, if they are simple, short, and not of major importance; e.g.,  $\beta = b/r$ . Important equations appear on their own line. Such equations are centered. For example, “The expression for the minus-log-posterior is

$$\phi = |\mathbf{y} - \mathbf{Ax}|^2 + \alpha \log p(\mathbf{x}), \quad (1)$$

where  $\alpha$  determines the strength of ...” Principal equations are numbered, with the equation number placed within parentheses and right justified.

Equations are considered to be part of a sentence and should be punctuated accordingly. In the above example, a comma follows the equation because the next line is a subordinate clause. If the equation ends the sentence, a period should follow the equation. The line following an equation should not be indented unless it is meant to start a new paragraph. Indentation after an equation is avoided in LaTeX by not leaving a blank line between the equation and the subsequent text.

References to equations include the equation number in parentheses, for example, “Equation (1) shows ...” or “Combining Eqs. (2) and (3), we obtain...” Using a tilde in the LaTeX source file avoids unwanted line breaks.

# SPIE format – reference list

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## Reference list

- formats as specified by publisher
- journal names have standard abbreviations

### REFERENCES

1. L. Lamport, *LaTeX: A Document Preparation System*, Addison-Wesley, Reading, Mass., 1994.
2. A. Eisenberg, *Guide to Technical Editing*, Oxford University, New York, 1992.
3. M. Goossens, F. Mittelbach, and A. Samarin, *The LaTeX Companion*, Addison-Wesley, Reading, Mass., 1997.
4. A. Gelman, J. B. Carlin, H. S. Stern, and D. B. Rubin, *Bayesian Data Analysis*, Chapman & Hall, London, 1995.
5. N. Metropolis, A. W. Rosenbluth, M. N. Rosenbluth, A. H. Teller, and E. Teller, "Equations of state calculations by fast computing machine," *J. Chem. Phys.* **21**, pp. 1087–1091, 1953.
6. S. F. Gull, "Developments in maximum-entropy data analysis," in *Maximum Entropy and Bayesian Methods*, J. Skilling, ed., pp. 53–71, Kluwer Academic, Dordrecht, 1989.
7. K. M. Hanson, "Introduction to Bayesian image analysis," in *Medical Imaging: Image Processing*, M. H. Loew, ed., *Proc. SPIE* **1898**, pp. 716–731, 1993.

# Common formatting problems

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- SPIE manuscripts often have the following formatting problems:
  - ▶ no added space between
    - title, authors list, and affiliations
    - before and after section headings
  - ▶ paragraphs not indented (or missing extra spacing)
  - ▶ wrong font sizes
  - ▶ *Abstract* is too long or consists of multiple paragraphs
  - ▶ not single spaced (1½ or double spacing used)
  - ▶ figures too small or poorly formatted

# Technical presentations

# Technical presentations

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- Scientists and engineers need to give technical presentations
  - ▶ explain/defend their work
  - ▶ informal and formal settings
- Delivering a technical presentation is a skill that
  - ▶ can be learned
  - ▶ improves with practice
  - ▶ benefits from many principles of technical writing

# Technical presentations

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- Many issues for technical presentations parallel those for writing
  - ▶ preparation – assemble material, decide where to present
  - ▶ structure – logical development
  - ▶ visuals – graphs, images, photos
  - ▶ planning – purpose, audience, scope, logical development



# Technical presentations

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- Oral presentations differ from writing in following respects:
  - ▶ language less formal, conversational
  - ▶ audience may interact with presenter; ask questions
  - ▶ slides – provide structure, emphasize visuals (figures)
  - ▶ less detail, less information – strive for simplicity
  - ▶ presenter controls pace (not reader)
  - ▶ fixed time limit (usually)

# Presentation structure

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- Structure provides the basis for logical development
  - ▶ introduction
    - state purpose
    - provide background
  - ▶ body
    - develop the topic; what's new?
  - ▶ closing
    - state conclusion with conviction
    - suggest what to do next; provide motivation
- Transition is important to keep audience on track
  - ▶ provide transitions when you change topics – visually and verbally

# Slides

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- Use slide-making software, e.g., Power Point, SliTeX, ...
- Slides should provide structure for your talk
- Keep slides simple, uncluttered
  - ▶ no more than 4 or 5 main points (bullets)
  - ▶ short, punchy lines
  - ▶ use phrases, not sentences
  - ▶ spelling and English usage should be correct
  - ▶ avoid numerous equations
    - instead emphasize assumptions and logic

# Slides

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- Use images and graphs to focus audience's attention
- Slides should be easy to read
  - ▶ font size no smaller than 18 pts. (serif or sans serif?)
    - this line is in 18-point Times Roman font
    - this line is in 18-point Arial font
  - ▶ no more than 10 – 12 lines
  - ▶ graphs should be simple with large lettering and thick lines
  - ▶ rule of thumb:  
slide should be legible at arm's length printed on 8.5" × 11" paper

# Slides – fonts

- Test to see which font is most legible – Times Roman
  - this line is written in 18-point font
    - this line is written in 14-point font (**14-point bold**)
      - » this line is written in 10-point font

- Test to see which font is most legible – Arial
  - this line is written in 18-point font
    - this line is written in 14-point font (**14-point bold**)
      - » this line is written in 10-point font

- Test to see which font is most legible – MS Ref. Serif
  - this line is written in 18-point font
    - this line is written in 14-point font (**14-point bold**)
      - » this line is written in 10-point font

- Test to see which font is most legible – Lucida Sans
  - this line is written in 18-point font
    - this line is written in 14-point font (**14-point bold**)
      - » this line is written in 10-point font

# Presentation style

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- Try to be relaxed and comfortable
  - ▶ rely on well-thought-out slides to give you confidence
  - ▶ write down outline of your talk beforehand
    - use these notes in case you need a cue
  - ▶ practice presentation beforehand on friends or colleagues
- Speak clearly and plainly
  - ▶ use relaxed, extemporaneous style
  - ▶ modulate voice, avoid monotone
  - ▶ do not speak too fast
  - ▶ limit number of slides
    - allow 1 to 2 minutes per slide
    - depends on amount of detail you need to cover for each slide
  - ▶ do not read from the slide word-for-word, nor from prepared text

# Presentation style

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- Connect with audience
  - ▶ eye contact
  - ▶ pick several people to ‘talk to’
- Avoid mannerisms
  - ▶ verbal tics
    - avoid beginning each sentence with ‘so,’ ‘ah,’ ‘and’
  - ▶ fidgeting
  - ▶ ask colleagues or mentor to look for these or videotape yourself
- Dress appropriately
  - ▶ for formal presentation (e.g., conference), look professional
  - ▶ disheveled, unkempt appearance will put audience off
- **Do not go over your allotted time**

Thanks for your attention.  
If you have any suggestions for improving this  
presentation, please let me know.  
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