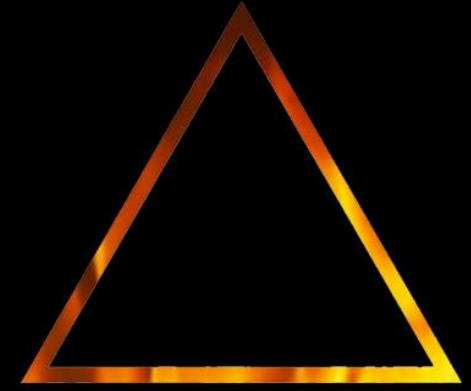
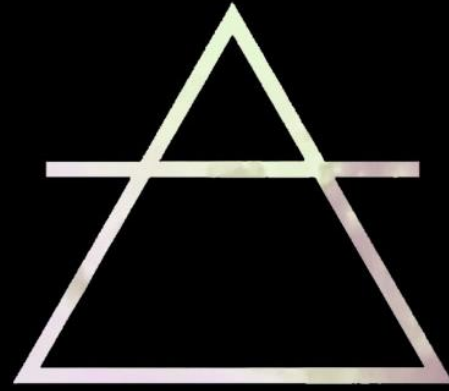
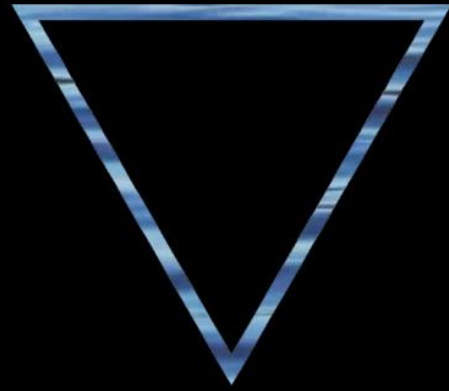
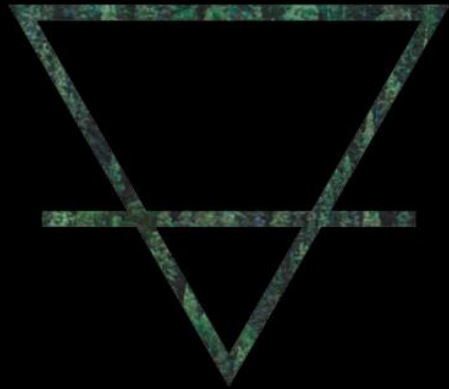


Key Elements of Scientific Papers



CELESTE BRENNECKA, PH.D.
SUPPORTSTELLE ENGLISH
SPRACHENZENTRUM, WWU MÜNSTER

celeste.brennecka@uni-muenster.de

How do we write good papers?

vs.

What do readers need in a paper?





WEAPONS OF THE MEEK

How Churches Influence Public Policy

By ANNA GRZYMALA-BUSSE*

HOW do organized religions influence policy? Historically, for all their concern with the sacred and divine, religious groups have also been adept players at secular and pragmatic politics: legitimating monarchs, shaping public morality, exerting control over education and the welfare state, or simply securing a favorable legal status. Yet in the

1

What?

How?

This is the title of the template article

Firstname Lastname, University of Examples

Here is some sample text to show the initial in the introductory paragraph of this template article. The color and lineheight of the initial can be modified in the preamble of this document.

Heading on level 1

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Aenean commodo ligula eget dolor. Aenean massa. Cum sociis natoque penatibus et magnis dis parturient montes, nascetur ridiculus mus. Donec quam felis, ultricies nec, pellentesque eu, pretium quis, sem. Nulla consequat massa quis enim. Donec pede justo, fringilla vel, aliquet nec, vulputate eget, arcu. In enim justo, rhoncus ut, imperdiet a, venenatis vitae, justo. Nullam dictum felis eu pede mollis pretium. Integer tincidunt. Cras dapibus. Vivamus elementum semper nisi. Aenean vulputate eleifend tellus. Aenean leo ligula, porttitor eu, consequat vitae, eleifend ac, enim. Aliquam lorem ante, dapibus in, viverra quis, feugiat a, tellus. Phasellus viverra nulla ut metus varius laoreet. Quisque rutrum. Aenean imperdiet. Etiam ultricies nisi vel augue. Curabitur ullamcorper ultricies

Aenean vulputate eleifend tellus. Aenean leo ligula, porttitor eu, consequat vitae, eleifend ac, enim. Aliquam lorem ante, dapibus in, viverra quis, feugiat a, tellus. Phasellus viverra nulla ut metus varius laoreet. Quisque rutrum. Aenean imperdiet. Etiam ultricies nisi vel augue. Curabitur ullamcorper ultricies

$$A = \begin{bmatrix} A_{11} & A_{12} \\ A_{21} & A_{22} \end{bmatrix} \quad (1)$$

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Aenean commodo ligula eget dolor. Aenean

quam felis, ultricies nec, pellentesque eu, pretium quis, sem. Nulla consequat massa quis enim. Donec pede justo, fringilla vel, aliquet nec, vulputate eget, arcu. In enim justo, rhoncus ut, imperdiet a, venenatis vitae, justo. Nullam dictum felis eu pede mollis pretium. Integer tincidunt. Cras dapibus. Vivamus elementum semper nisi. Aenean vulputate eleifend tellus. Aenean leo ligula, porttitor eu, consequat vitae, eleifend ac, enim. Aliquam lorem ante, dapibus in, viverra quis, feugiat a, tellus. Phasellus viverra nulla ut metus varius laoreet. Quisque rutrum. Aenean imperdiet. Etiam ultricies nisi vel augue. Curabitur ullamcorper ultricies

Heading on level 2

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Aenean commodo ligula eget dolor. Aenean massa. Cum sociis natoque penatibus et magnis dis parturient montes, nascetur ridiculus mus. Donec quam felis, ultricies nec, pellentesque eu, pretium quis, sem.

- First item in a list
- Second item in a list
- Third item in a list

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Aenean commodo ligula eget dolor. Aenean massa. Cum sociis natoque penatibus et magnis dis parturient montes, nascetur ridiculus mus. Donec

function of
the sections?

“moves” at the
article level

Article level

2

What?

How?

This is the title of the template article

Firstname Lastname, University of Examples

Here is some sample text to show the initial in the introductory paragraph of this template article. The color and lineheight of the initial can be modified in the preamble of this document.

Heading on level 1

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Aenean commodo ligula eget dolor. Aenean massa. Cum sociis natoque penatibus et magnis dis parturient montes, nascetur ridiculus mus. Donec quam felis, ultricies nec, pellentesque eu, pretium quis, sem. Nulla consequat massa quis enim. Donec pede justo, fringilla vel, aliquet nec, vulputate eget, arcu. In enim justo, rhoncus ut, imperdiet a, venenatis vitae, justo. Nullam dictum felis eu pede mollis pretium. Integer tincidunt. Cras dapibus. Vivamus elementum semper nisi. Aenean vulputate eleifend tellus. Aenean leo ligula, porttitor eu, consequat vitae, eleifend ac, enim. Aliquam lorem ante, dapibus in, viverra quis, feugiat a, tellus. Phasellus viverra nulla ut metus varius laoreet. Quisque rutrum. Aenean imperdiet. Etiam ultricies nisi vel augue. Curabitur ullamcorper ultricies

Aenean vulputate eleifend tellus. Aenean leo ligula, porttitor eu, consequat vitae, eleifend ac, enim. Aliquam lorem ante, dapibus in, viverra quis, feugiat a, tellus. Phasellus viverra nulla ut metus varius laoreet. Quisque rutrum. Aenean imperdiet. Etiam ultricies nisi vel augue. Curabitur ullamcorper ultricies

$$A = \begin{bmatrix} A_{11} & A_{12} \\ A_{21} & A_{22} \end{bmatrix} \quad (1)$$

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Aenean commodo ligula eget dolor. Aenean

quam felis, ultricies nec, pellentesque eu, pretium quis, sem. Nulla consequat massa quis enim. Donec pede justo, fringilla vel, aliquet nec, vulputate eget, arcu. In enim justo, rhoncus ut, imperdiet a, venenatis vitae, justo. Nullam dictum felis eu pede mollis pretium. Integer tincidunt. Cras dapibus. Vivamus elementum semper nisi. Aenean vulputate eleifend tellus. Aenean leo ligula, porttitor eu, consequat vitae, eleifend ac, enim. Aliquam lorem ante, dapibus in, viverra quis, feugiat a, tellus. Phasellus viverra nulla ut metus varius laoreet. Quisque rutrum. Aenean imperdiet. Etiam ultricies nisi vel augue. Curabitur ullamcorper ultricies

Heading on level 2

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Aenean commodo ligula eget dolor. Aenean massa. Cum sociis natoque penatibus et magnis dis parturient montes, nascetur ridiculus mus. Donec quam felis, ultricies nec, pellentesque eu, pretium quis, sem.

- First item in a list
- Second item in a list
- Third item in a list

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Aenean commodo ligula eget dolor. Aenean massa. Cum sociis natoque penatibus et magnis dis parturient montes, nascetur ridiculus mus. Donec

function of paragraphs
in the section?

“moves” at the
paragraph level

Section level

3

What?

How?

This is the title of the template article

Firstname Lastname, University of Examples

Here is some sample text to show the initial in the introductory paragraph of this template article. The color and lineheight of the initial can be modified in the preamble of this document.

Heading on level 1

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Aenean commodo ligula eget dolor. Aenean massa. Cum sociis natoque penatibus et magnis dis parturient montes, nascetur ridiculus mus. Donec quam felis, ultricies nec, pellentesque eu, pretium quis, sem. Nulla consequat massa quis enim. Donec pede justo, fringilla vel, aliquet nec, vulputate eget, arcu. In enim justo, rhoncus ut, imperdiet a, venenatis vitae, justo. Nullam dictum felis eu pede mollis pretium. Integer tincidunt. Cras dapibus. Vivamus elementum semper nisi. Aenean vulputate eleifend tellus. Aenean leo ligula, porttitor eu, consequat vitae, eleifend ac, enim. Aliquam lorem ante, dapibus in, viverra quis, feugiat a, tellus. Phasellus viverra nulla ut metus varius laoreet. Quisque rutrum. Aenean imperdiet. Etiam ultricies nisi vel augue. Curabitur ullamcorper ultricies

Aenean vulputate eleifend tellus. Aenean leo ligula, porttitor eu, consequat vitae, eleifend ac, enim. Aliquam lorem ante, dapibus in, viverra quis, feugiat a, tellus. Phasellus viverra nulla ut metus varius laoreet. Quisque rutrum. Aenean imperdiet. Etiam ultricies nisi vel augue. Curabitur ullamcorper ultricies

$$A = \begin{bmatrix} A_{11} & A_{12} \\ A_{21} & A_{22} \end{bmatrix} \quad (1)$$

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Aenean commodo ligula eget dolor. Aenean

quam felis, ultricies nec, pellentesque eu, pretium quis, sem. Nulla consequat massa quis enim. Donec pede justo, fringilla vel, aliquet nec, vulputate eget, arcu. In enim justo, rhoncus ut, imperdiet a, venenatis vitae, justo. Nullam dictum felis eu pede mollis pretium. Integer tincidunt. Cras dapibus. Vivamus elementum semper nisi. Aenean vulputate eleifend tellus. Aenean leo ligula, porttitor eu, consequat vitae, eleifend ac, enim. Aliquam lorem ante, dapibus in, viverra quis, feugiat a, tellus. Phasellus viverra nulla ut metus varius laoreet. Quisque rutrum. Aenean imperdiet. Etiam ultricies nisi vel augue. Curabitur ullamcorper ultricies

Heading on level 2

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Aenean commodo ligula eget dolor. Aenean massa. Cum sociis natoque penatibus et magnis dis parturient montes, nascetur ridiculus mus. Donec quam felis, ultricies nec, pellentesque eu, pretium quis, sem.

- First item in a list
- Second item in a list
- Third item in a list

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Aenean commodo ligula eget dolor. Aenean massa. Cum sociis natoque penatibus et magnis dis parturient montes, nascetur ridiculus mus. Donec

function of an individual paragraph?

“moves” within paragraphs

Paragraph level

4

What?

How?

This is the title of the template article

Firstname Lastname, University of Examples

Here is some sample text to show the initial in the introductory paragraph of this template article. The color and lineheight of the initial can be modified in the preamble of this document.

Heading on level 1

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Aenean commodo ligula eget dolor. Aenean massa. Cum sociis natoque penatibus et magnis dis parturient montes, nascetur ridiculus mus. Donec quam felis, ultricies nec, pellentesque eu, pretium quis, sem. Nulla consequat massa quis enim. Donec pede justo, fringilla vel, aliquet nec, vulputate eget, arcu. In enim justo, rhoncus ut, imperdiet a, venenatis vitae, justo. Nullam dictum felis eu pede mollis pretium. Integer tincidunt. Cras dapibus. Vivamus elementum semper nisi. Aenean vulputate eleifend tellus. Aenean leo ligula, porttitor eu, consequat vitae, eleifend ac, enim. Aliquam lorem ante, dapibus in, viverra quis, feugiat a, tellus. Phasellus viverra nulla ut metus varius laoreet. Quisque rutrum. Aenean imperdiet. Etiam ultricies nisi vel augue. Curabitur ullamcorper ultricies

Aenean vulputate eleifend tellus. Aenean leo ligula, porttitor eu, consequat vitae, eleifend ac, enim. Aliquam lorem ante, dapibus in, viverra quis, feugiat a, tellus. Phasellus viverra nulla ut metus varius laoreet. Quisque rutrum. Aenean imperdiet. Etiam ultricies nisi vel augue. Curabitur ullamcorper ultricies

$$A = \begin{bmatrix} A_{11} & A_{12} \\ A_{21} & A_{22} \end{bmatrix} \quad (1)$$

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Aenean commodo ligula eget dolor. Aenean

quam felis, ultricies nec, pellentesque eu, pretium quis, sem. Nulla consequat massa quis enim. Donec pede justo, fringilla vel, aliquet nec, vulputate eget, arcu. In enim justo, rhoncus ut, imperdiet a, venenatis vitae, justo. Nullam dictum felis eu pede mollis pretium. Integer tincidunt. Cras dapibus. Vivamus elementum semper nisi. Aenean vulputate eleifend tellus. Aenean leo ligula, porttitor eu, consequat vitae, eleifend ac, enim. Aliquam lorem ante, dapibus in, viverra quis, feugiat a, tellus. Phasellus viverra nulla ut metus varius laoreet. Quisque rutrum. Aenean imperdiet. Etiam ultricies nisi vel augue. Curabitur ullamcorper ultricies

Heading on level 2

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Aenean commodo ligula eget dolor. Aenean massa. Cum sociis natoque penatibus et magnis dis parturient montes, nascetur ridiculus mus. Donec quam felis, ultricies nec, pellentesque eu, pretium quis, sem.

- First item in a list
- Second item in a list
- Third item in a list

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Aenean commodo ligula eget dolor. Aenean massa. Cum sociis natoque penatibus et magnis dis parturient montes, nascetur ridiculus mus. Donec

function of
a sentence?

“moves” at the
sentence level

Sentence level

What?

How?

1

Article level

function?

“moves”

2

Section level

function?

“moves”

3

Paragraph level

function?

“moves”

4

Sentence level

function?

“moves”

What?

How?

1

Article level

function?

“moves”

2

Section level

function?

“moves”

3

Paragraph level

function?

“moves”

4

Sentence level

function?

“moves”

1

Technique: Plan/Check your OC[A]R

What?

How?

1

Article level

function?

“moves”

2

Section level

function?

“moves”

3

Paragraph level

function?

“moves”

4

Sentence level

function?

“moves”

2

Technique: Map it out

What?

How?

1

Article level

function?

“moves”

2

Section level

function?

“moves”

3

Paragraph level

function?

“moves”

4

Sentence level

function?

“moves”

3

Technique: Reverse outline

- Link back?
- Issue?
- Point?

- Link back?
- Issue?
- Point?

Here, we measured both direct and indirect fitness components of female house crickets, *Acheta domestica*, mated to either attractive or unattractive males for the term of their adult life span. We present a female's total fitness as both a rate-sensitive (the intrinsic rate of increase) and a rate-insensitive estimate of fitness (the total number of grandchildren) in interpreting our findings.

Results

Our treatment did not affect the number of grandchildren produced via daughters, via sons, or in total (Table 1). Thus there was no difference in the rate-insensitive estimate of fitness for females mated to males of differing attractiveness. Females that mated with attractive males did, however, experience higher relative intrinsic rates of increase (r_{rel}) than females mated with unattractive males (Table 2).

The overall difference between the treatments on r_{rel} was not due to any single fitness component (Table 2). When looking at the fitness components individually, the strongest effects were a survival cost experienced by females mated to attractive males (Figure 1), and an indirect benefit because sons of attractive males were more than twice as likely to mate as those of unattractive males (see Table 1). However, neither of these components alone can explain the significant difference in r_{rel} between females mated to attractive or to unattractive males (see Table 2). Treatment differences in other fitness components, although individually not significant, still influenced our estimates of the overall fitness consequences of mating with attractive males. In particular the combined effect of sons' attractiveness and daughters' fecundity had a significant effect on our model (see Table 2).

When we combined a female's egg number, egg width, and egg length (from the first week of egg laying) into a single index of reproductive effort, we found that females mated to

Table 1. The Effects of Mating with Either Attractive or Unattractive Males on a Number of Fitness Components

Category	Fitness Component	Attractive, Mean (SE)	Unattractive, Mean (SE)	<i>p</i>
Relative number of grandchildren				
	Via sons	1.183 (0.286)	0.817 (0.259)	0.374
	Via daughters	0.878 (0.173)	1.122 (0.339)	0.537
	Total	1.030 (0.215)	0.969 (0.290)	0.871
Direct fitness components				
	Survival (days)	6.58 (0.63)	10.43 (0.98)	0.001
	Lifetime fecundity (eggs)	160.70 (20.24)	209.70 (40.41)	0.290
Indirect fitness components via sons				
	Generation time (days)	68.91 (1.59)	72.61 (2.46)	0.209
	Number maturing	19.75 (3.42)	27.58 (7.99)	0.373
	Attractiveness (%/female)	0.62 (0.03)	0.29 (0.03)	0.000
	Weight at maturity (mg)	312.54 (3.04)	317.58 (4.73)	0.548
	Survival (days)	22.29 (0.79)	22.08 (0.89)	0.909
Indirect fitness components via daughters				
	Generation time (days)	66.40 (1.54)	72.24 (3.41)	0.099
	Number maturing	20.22 (3.76)	25.59 (7.43)	0.539
	Fecundity (eggs)	349.43 (13.48)	315.56 (19.02)	0.338
	Weight at maturity (mg)	338.24 (5.78)	341.12 (8.01)	0.844
	Survival (days)	23.49 (0.56)	25.97 (0.85)	0.102

DOI: 10.1371/journal.pbio.0030033.t001

attractive males exerted greater reproductive effort in the first week of the experiment than those mated to unattractive males (principal component 1: attractive = 0.239 ± 0.116 , unattractive = -0.233 ± 0.199 , randomisation test $p = 0.043$). Of the constituent measures of week 1 reproductive effort, only egg width differed significantly between treatments (egg number: attractive = 129.07 ± 15.08 , unattractive = 108.17 ± 18.84 , $p = 0.382$; egg width: attractive = 0.618 ± 0.008 , unattractive = 0.568 ± 0.014 , $p = 0.005$; egg length: attractive = 2.71 ± 0.017 , unattractive = 2.68 ± 0.025 , $p = 0.373$).

Discussion

To provide an inclusive estimate of the total fitness consequences of mating with an attractive or unattractive male, we quantified both the direct costs to females and the indirect benefits to their offspring. We made two main findings. First, the mating-associated costs borne by females are greater when mating to attractive males throughout their

Table 2. The Sensitivity of r_{rel} to Variation in Individual and Combined Fitness Components

Models	\bar{r}_a	\bar{r}_u	Test 1 (\bar{r}_a Versus \bar{r}_u)	Test 2 (Reduced Versus Full Model)
	<i>p</i>			<i>p</i>
Full	1.190	0.801	0.013	—
Excluding fitness components via sons				
Generation time (a)	1.184	0.816	0.015	0.233
Number maturing (b)	1.105	0.895	0.004	0.604
Attractiveness (c)	1.154	0.846	0.044	0.073
Survival (d)	1.189	0.811	0.015	0.253
Excluding fitness components via daughters				
Generation time (e)	1.182	0.818	0.019	0.217
Number maturing (f)	1.094	0.906	0.005	0.485
Fecundity (g)	1.189	0.811	0.013	0.256
Combined fitness components				
a and b	1.125	0.875	0.006	0.444
a and c	1.148	0.852	0.050	0.066
a and d	1.183	0.817	0.017	0.223
a and e	1.175	0.825	0.021	0.178
a and f	1.088	0.912	0.007	0.4112
a and g	1.183	0.817	0.015	0.225
b and c	1.096	0.904	0.031	0.112
b and d	1.105	0.895	0.003	0.549
b and e	1.122	0.878	0.007	0.407
b and f	1.038	0.962	0.002	0.131
b and g	1.104	0.896	0.004	0.596
c and d	1.153	0.847	0.040	0.071
c and e	1.146	0.854	0.049	0.053
c and f	1.076	0.924	0.025	0.124
c and g	1.142	0.858	0.052	0.047
d and e	1.181	0.819	0.020	0.204
d and f	1.093	0.907	0.006	0.447
d and g	1.188	0.812	0.014	0.254
e and f	1.088	0.912	0.008	0.407
e and g	1.180	0.819	0.017	0.197
f and g	1.096	0.904	0.007	0.499

In each reduced model individual females' scores for the component(s) listed were replaced with experiment-wide mean scores. \bar{r}_a and \bar{r}_u are the mean r_{rel} for females mated with attractive and with unattractive males, respectively. Test 1 indicates the significance of the \bar{r}_a versus \bar{r}_u comparison within the reduced model (based on 10,000 randomizations). Test 2 assesses the significance of the change in effect size (based on 10,000 jackknifed pseudoreplicates) between the reduced model and the full model.
DOI: 10.1371/journal.pbio.0030033.t002

What?

How?

1

Article level

function?

“moves”

2

Section level

function?

“moves”

3

Paragraph level

function?

“moves”

4

Sentence level

function?

“moves”

4

Technique: List subject + verb pairs

Think of these techniques as tools



Final Questions or Thoughts?



Celeste Brennecka

celeste.brennecka@uni-muenster.de

Celeste Brennecka

celeste.brennecka@uni-muenster.de

My new colleague:

Julie Davies

jdavies@uni-muenster.de