



Manuscript Writing and Editing Workshop

Registered ESP and Student Attendees Only

Saturday May 7, 2022

Co-sponsored by the ISCT ESP Committee and Cytotherapy Editorial Board

International Society

ISCT 

Cell & Gene Therapy

Agenda

- | | |
|------------------------|---|
| 8:30 – 8:35 | Welcome and introductions |
| 8:35 – 9:15 | Writing an abstract that pops! |
| 9:15 – 9:55 | Manuscript tips and tricks |
| 9:55 – 10:10 | Coffee Break |
| 10:00 – 10:45 | Submitting to Cytotherapy |
| 10:45 – 11:30 what? | So you were asked to be a reviewer; now |
| 11:30 – 12:00 | Close and networking |

Welcome!

Objective:

To arm ESPs and students with the tools to enhance their own manuscript preparation skillset, and to provide opportunities to further understand what it means to be a peer reviewer for national and international publications

The graphic is a grid with a dark blue background on the left and a lighter blue background on the right. It features the ISCT logo and the journal title 'CYTOTHERAPY' at the top left. The title 'OUR TEAM' is written in large, bold, orange letters. Below the title are five portraits of team members, each with their name and title below them.

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CYTOTHERAPY
THE OFFICIAL JOURNAL OF ISCT INTERNATIONAL SOCIETY FOR CELL & GENE THERAPY

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TEAM**


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Get to know our
ASSOCIATE EDITORS

 **Oscar Lee, MD, PhD**
Last piece you read other than Cytotherapy? *"Harvard Business School Case Study"*
What are you looking forward to in CGT in 2022? *"mRNA and exosome technologies, and the rapid expansion of CGT globally"*

 **Luis Ortiz, MD**
Tell us about yourself: *"My interest encompasses all aspects of the academic life including patient care, research, education, and University services. My NIH sponsored research focuses on mechanisms that mediate the development of fibrotic lung disease."*

 **Anna Pasetto, PhD**
On the weekend we'll find you: *"baking or doing arts and crafts with my kids"*
What are you looking forward to in CGT in 2022? *"I'm excited about novel technologies to manufacture cell products"*

 **Qasim Rafiq, PhD**
What's a fun fact about you? *"I'm an Arsenal Football Club fan, despite the recent years of pain!"*
What are you looking forward to in CGT in 2022? *"I'm excited by the role that CAR-M may play in treating solid tumors!"*

 **Sowmya Viswanathan, PhD**
What's a fun fact about you? *"I'm a voracious reader and often have multiple books on the go"*
What are you looking forward to in CGT in 2022? *"Seeing market authorization approvals for MSC-based therapies for COVID or other indications"*



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Agenda

Welcome and introductions

Writing an abstract that pops!

Manuscript tips and tricks

Coffee Break

Submitting to Cytotherapy

So you were asked to be a reviewer; now what?

Close and networking

Session 1: Writing an abstract that pops!

❖ Abstracts must include:

- The context or scope of the field relevant to your research topic
- The central thesis or statement of your research
- An establishment of what's known in the field about your specific topic
- The rationale for your research
- Your technical or analytical methods
- Main findings and results that support your thesis
- The significance or implications of your abovementioned findings
 - Do not overstate the impact of your results unless supported by data!

Session 1: Writing an abstract that pops!

- ❖ **How is a conference abstract different from a manuscript abstract?**
- ❖ **Conferences are often focused on a specific topic so one can be less stringent with the background**
- ❖ **Conference presentations may involve work in progress and as such the final conclusions may be more open ended.**
- ❖ **The conference abstract may be written before most of the work has actually been done and therefore "advertises" what might come.**
- ❖ **The conference contribution often is in the form of an oral presentation or poster and therefore abstracts may contain varying levels of finalized conclusions.**

Session 1: Writing an abstract that pops!

- Exercise 1: Let's read through a top-scoring abstract and highlight why it excelled:

***TWIST1* and *TSG6* as Potency Biomarkers of Human MSCs in Pre-clinical Disease Models**

^{1,5}Ryang-Hwa Lee, ^{2,5}Siddharaju V. Boregowda, ¹Taeko Shigemoto-Kruda, ^{3,5}Luis A. Ortiz, ^{4,5}Donald G. Phinney

¹Institute of Regenerative Medicine, Texas A&M University, College Station, TX; ²Epic Bio, South San Francisco, CA; ³Department of Environmental Health, University of Pittsburgh, Pittsburgh, PA; ⁴Department of Molecular Medicine, The Scripps Research Institute, Jupiter, FL; ⁵CellCue Inc., Jupiter, FL

Session 1: Writing an abstract that pops!

Background & Aim:

Mesenchymal stem/stromal cells (MSCs) have been evaluated in over 1000 clinical trials, but patient outcomes have been disappointing when compared to results in pre-clinical models. Variables including patient-based factors, MSC donor source, and manufacturing practices all impact trial outcomes. To better inform clinical studies, we previously identified *TWIST1* as a biomarker that predicts inter-donor differences in the growth, multi-potency and pro-angiogenic activity of human MSC (hMSCs) populations, and independently identified *TSG6* as a biomarker that predicts inter-donor differences in hMSC anti-inflammatory activity.

Session 1: Writing an abstract that pops!

Methods & Results:

Herein, **we demonstrate that** *TWIST1* represses *TSG6* expression via direct promoter binding, that *TWIST1* and *TSG6* expression are inversely correlated in multiple hMSC donor cohorts ($r = 0.826, p = 0.0003$), and that *TWIST1* and *TSG6* positively and negatively correlate, respectively, with the height and weight of human donors. **To confirm this relationship**, we show that *TWIST1* positively correlates with growth/CFU-F activity and negatively correlates with *in vitro* immuno-suppressive activity of hMSC donors (N=8) while the opposite is true for *TSG6*. Additionally, we quantified *TWIST1* levels in hMSC donors (N=7) whose potency in a sterile inflammation model was positively correlated with *TSG6* levels and show that *TWIST1* negatively correlates with donor potency ($r = -0.777, p = 0.0395$). **Lastly, we evaluated** hMSC donors (N=6) in a murine model of adoptive transfer of autoimmune Type I Diabetes and showed that *TWIST1* ($r = -0.8514, p = 0.0315$) and *TSG6* ($r = 0.885, p = 0.002$) negatively and positively correlated, respectively, with T cell-mediated immune responses in this model.

Session 1: Writing an abstract that pops!

Conclusion:

These studies identify two functionally related biomarkers that reliably predict inter-donor differences in the potency of hMSCs in pre-clinical models of inflammatory and immune-mediated diseases. Therefore, these biomarkers may be used to pre-screen hMSC donors prior to patient administration to match their potency to the appropriate disease indication and inform how large-scale manufacturing practices impact the potency of clinical grade MSC products. By demonstrating intrinsic differences in donor potency in these pre-clinical models, our findings challenge the paradigm that interaction with the host microenvironment dictates MSC potency *in vivo*, and by doing so highlights the importance of donor selection and manufacturing processes in the design of clinical trials.

Session 1: Writing an abstract that pops!

Strengths:

- Topic clearly (and quickly) defined
- Problem clearly outlined
- Background studies briefly outlined to frame study objectives
- Data (but not too much)
- Conclusions succinctly stated along with potential broader impacts in field

Weaknesses:

- Graphic abstract?
- Too complicated (for audience)
- Others?

Session 1: Writing an abstract that pops!

- ❖ **Exercise 2 (time permitted):** In your groups, try to identify what doesn't work in the below abstract

We report for the first time the effect of anti-CRMPT-A CAR-T cells as the most potent therapeutic for tea-itis. Using predictive modeling we predicted the binding affinities for single chain variable fragment CRMPT-A vs. CRMPT-B and validated the *in silico* results in mouse models. Indeed, the increased helical elements in isoform A yielded a decreased EM and S, and resultant stress was correspondingly negligible. Additionally, we determined the size of CRMPT-A cells by SEM to be <6um, which is a known prognostic indicator of a favorable product. CRMPT-A CAR-T cells demonstrated increased infiltration into teapots, and exhibit enhanced cytotoxicity (85 +/- 7 % vs. 40 +/- 4%) as compared to unmodified T cells. In conclusion, CRPMT-A CAR-T cells are effective.

Session 1: Writing an abstract that pops!

❖ Discussion: identify what doesn't work in the below abstract

Context/background/rationale?

We report for the **first time** the **affect** of **anti-CRMPT-A CAR-T** cells as **the most potent therapeutic** for tea-itis. Using **predictive modeling** we predicted the binding affinities for single chain variable fragment CRMPT-A vs. CRMPT-B and validated the *in silico* results in **mouse models**. Indeed, the **increased helical elements** in isoform A yielded a decreased **EM and S**, and resultant stress was correspondingly negligible. Additionally, we determined the size of CRMPT-A cells by **SEM** to be <6um, which is a **known prognostic indicator of a favorable product**. CRMPT-A CAR-T cells demonstrated increased infiltration into teapots, and exhibit enhanced cytotoxicity (85 +/- 7 % vs. 40 +/- 4%) as compared to unmodified T cells. **In conclusion, CRPMT-A CAR-T cells are effective.**

Punchline!



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Session 2: Manuscript Tips and Tricks

- ❖ **A good manuscript should be clear and accessible for Editors:**
 - **Be in the scope of the desired journal**
 - Research other published articles, get a pulse on current hot topics in recent publications/abstract, understand readership
 - **Follow the specific Author Guide for the desired journal**
 - Adheres to accepted article type/formatting, is prepared according to text and reference and illustration guidelines, uses appropriate language for journal
 - **Adhere to publication ethics**
 - Avoid plagiarism of self/others, ensure work to be submitted is unique and not under review elsewhere, appropriately cite and acknowledge all co-authors/contributors

Roughly 35% of all submitted manuscripts are rejected BEFORE peer review! Make sure you revise before you submit!

Session 2: Manuscript Tips and Tricks

- ❖ **Paramount to a good manuscript is efficient and supportive illustrations**
 - **Figures and tables are often the most clear and concise way to present results**
 - **Results are the driving force of the publication**
 - **Captions and legends must be detailed enough to make figures and tables stand-alone and self-explanatory**
 - **There can be no duplication of results as described in other illustrations/text**
- ❖ **Illustrations are rapidly gaining favor as a way to enrich and expand the utility of research**
 - **Figure 1 schematics/overview, graphical abstracts**

Session 2: Manuscript Tips and Tricks

• How to produce a valuable visual abstract or schematic

- Introduce the context of your research
- Showcase your methodology
- Explain the main outcome of your work and/or impact to the field

Advice from a Cell Press editor:

The # of words used to describe the graphical abstract should be LESS than the # of words in the graphical abstract

Abstract

T cell antigen-presenting cell (APC) interactions early during chronic viral infection are crucial for determining viral set point and disease outcome, but how and when different APC subtypes contribute to these outcomes is unclear. The TNF receptor superfamily (TNFRSF) member GITR is important for CD4⁺ T cell accumulation and control of chronic lymphocytic choriomeningitis virus (LCMV). We found that type I interferon (IFN-I) induced TNFSF ligands GITRL, 4-1BBL, OX40L, and CD70 predominantly on monocyte-derived APCs and CD80 and CD86 predominantly on classical dendritic cells (cDCs). Mice with hypofunctional GITRL in Lyz2⁺ cells had decreased LCMV-specific CD4⁺ T cell accumulation and increased viral load. GITR signals in CD4⁺ T cells occurred after priming to upregulate OX40, CD25, and chemokine receptor CX3CR1. Thus IFN-I (signal 3) induced a post-priming checkpoint (signal 4) for CD4⁺ T cell accumulation, revealing a division of labor between cDCs and monocyte-derived APCs in regulating T cell expansion.



1:57 – 41:00; <https://learn.biorender.com/tutorial/designing-graphical-abstracts>



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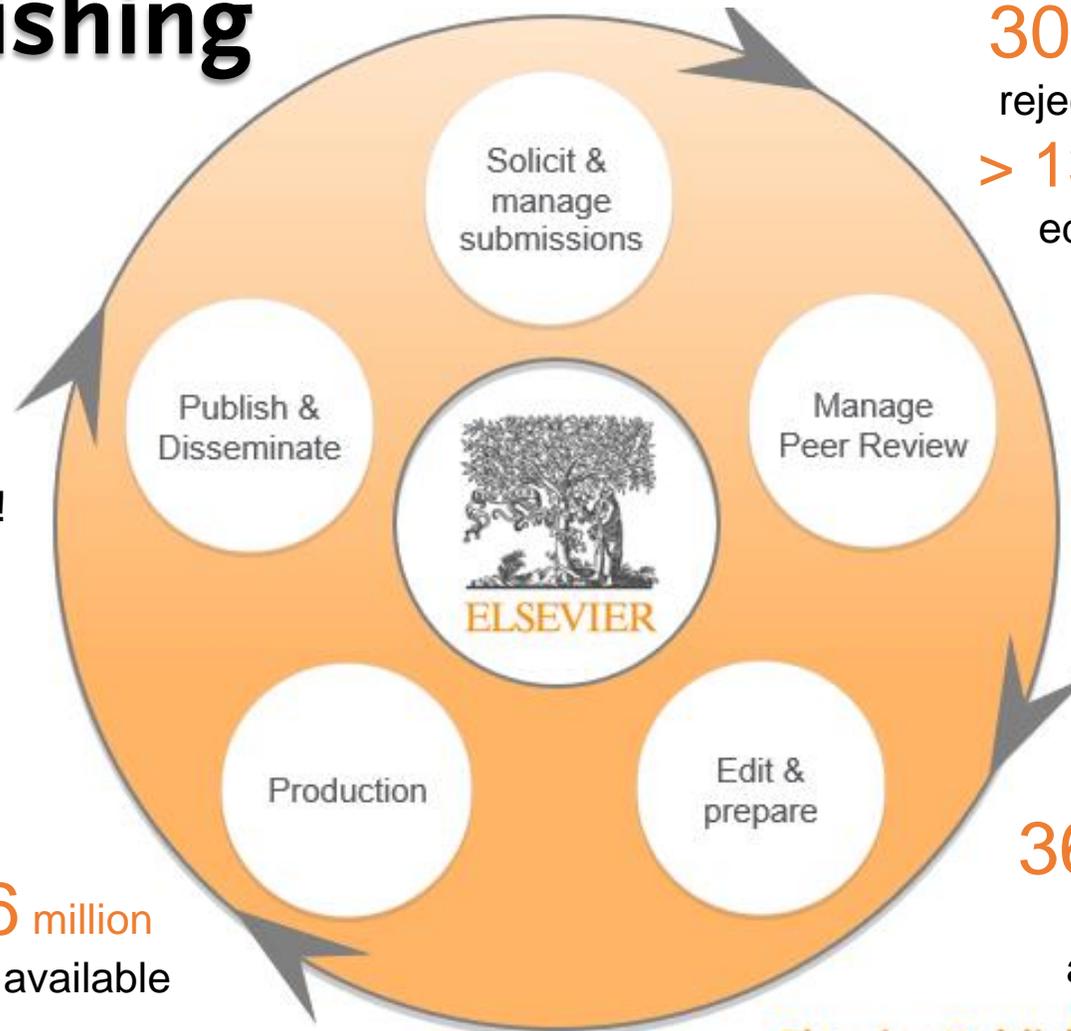
Close and networking

Session 3: Submitting to Cytotherapy

Academic Publishing

>700 million
downloads by
>11 million
researchers in
>120 countries!

12.6 million
articles available



30-60%
rejected by
> 13,000
editors

557,000+
reviewers

365,000
articles
accepted

Elsevier Publishing Campus

General Structure of your article

- Title
- Abstract
- Keywords

- Introduction
- Methods
- Results and Discussion

- Conclusion
- Acknowledgements
- References
- Supporting Materials



Building the article

❖ Effective Manuscript Titles

- Attract reader's attention with fewest possible words
- Adequately describe content
- Identify main issue

❖ Abstract

- Summarizes the problem, methods, results, and conclusion in a single paragraph
- Interesting and understandable
- Accurate, Specific, Brief

❖ Keywords

- Labels of the manuscript
- Used by Indexing & abstracting services
- Should be specific and only use established abbreviations

Authorship

- *Follow the ICMJE criteria*
- *Consistency*
- *First author + Corresponding author*
- *AVOID: Ghost & Gift authorship*

Highlights section is optional but highly encouraged for Cytotherapy articles to enhance discoverability!

| Article title | Keywords |
|---|---|
| “Current protocols and clinical efficacy of human fetal liver cell therapy in patients with liver disease: A literature review” | cell therapy; cirrhosis; EpCAM; fetal stem cells; Obstetrics; progenitors |

Building the article

❖ Introduction

- Provide a brief context to the readers
- Address the problem
- Identify solutions / limitations
- Identify what work is trying to achieve
- Provide a perspective consistent with Journal

Write a unique introduction for every article. Do not reuse!

❖ Methods

- Describe how the problem was studied
- Include detailed information
- Do not describe previously published procedures
- Identify the equipment and materials used

Ethics committee approvals

- *Experiments on humans or animals must follow applicable ethics standards*
- *Approval of the local ethics committee is required and should be specified in the manuscript, cover letter, or online submission system*
- *Editors can make their own decisions on ethics*
- *Reporting guidelines now exist for most study types: <https://www.equator-network.org/reporting-guidelines/>.*

Building the article

❖ Results

- Include only data of primary importance
- Use sub-headings to keep results of the same type together
- Be clear and easy to understand
- Highlight the main findings
- Feature unexpected findings
- Provide statistical analysis
- Include illustrations and figures

❖ Discussion

- Interpretation of the results
- Most important section
- Make the discussion correspond to the results and complement them
- Compare published results with your own

In Discussion, be careful not to use:

- *Statements that go beyond what results can support*
- *Non-specific expressions*
- *New terms not already defined/mentioned*
- *Speculations on possible interpretations based on imagination*

Building the article

❖ Conclusion

- Be clear and provide justification for the work
- Explain how your work advances the present state of knowledge
- Suggest future experiments

❖ Acknowledgements

- Advisors
- Financial supporters and funders
- Proofreaders and typists
- Suppliers who donated materials

❖ References

- Don't use too many
- Avoid excessive self citations and citations of publications from the same region or institute
- Conform to the style given in the Guide for Authors



Open Access

- ❖ **Cytotherapy supports 2 types of Open Access**
- ❖ **ISCT members do receive a discount on the APC**

| | Gold Open Access | Green Open Access |
|---------|---|---|
| Access | <ul style="list-style-type: none">Free public access to the final published articleAccess is immediate and permanent | <ul style="list-style-type: none">Free public access to a version of your articleTime delay may apply (embargo period) |
| Fee | <ul style="list-style-type: none">Article publishing charge (APC) is paid | <ul style="list-style-type: none">No fee is payable by the author, as costs are covered by library subscriptions |
| Use | <ul style="list-style-type: none">Determined by your user licence | <ul style="list-style-type: none">Authors retain the right to use their articles for a wide range of purposesOpen versions of your article should have a user license attached |
| Options | <ul style="list-style-type: none">Open access journalHybrid journal | <ul style="list-style-type: none">Link to your articleSelected journals feature open archivesSelf-archive a version of your article |

Submitting your paper

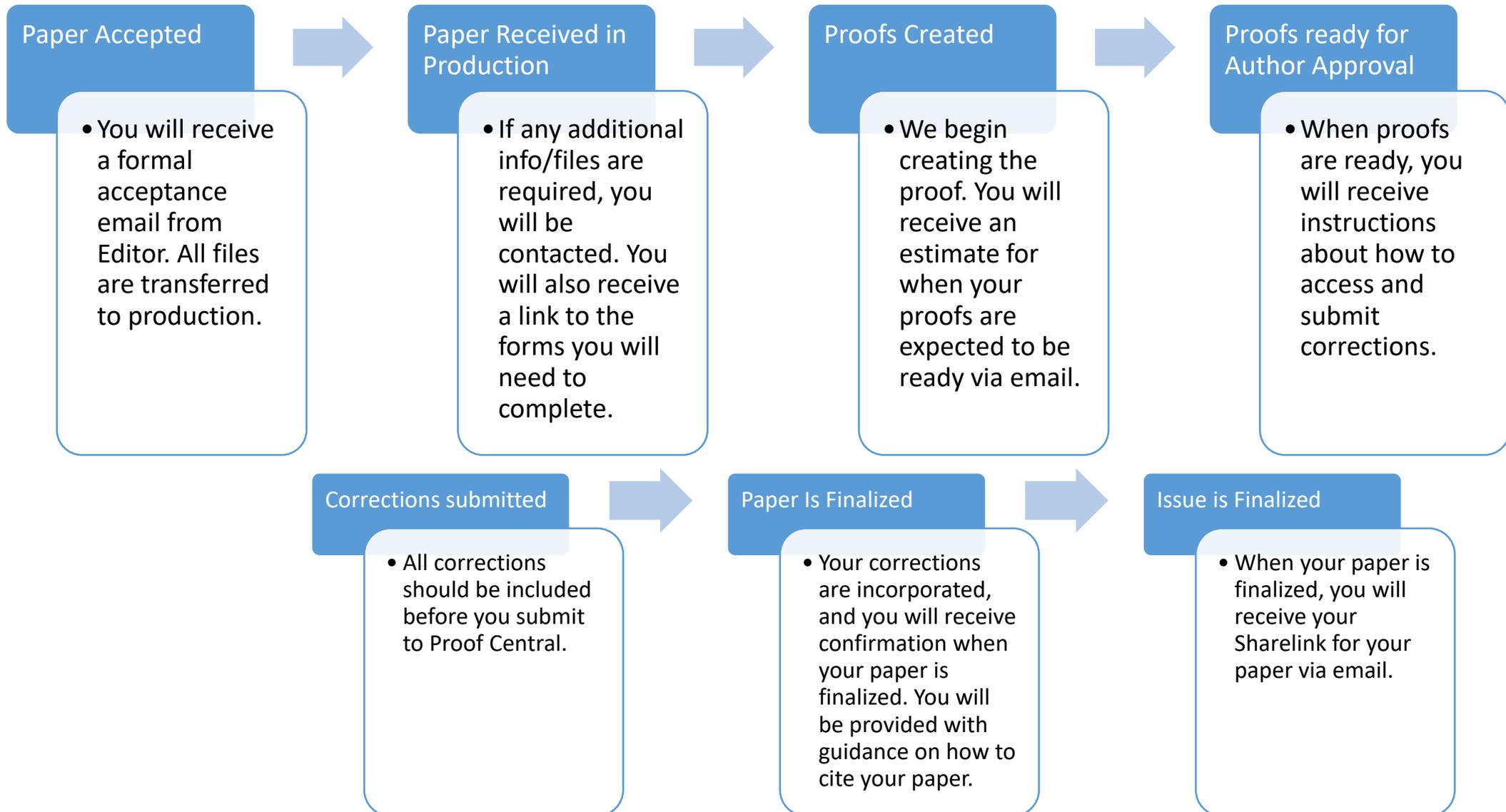
Purpose of Peer Review

- ❖ Assesses the originality and significance of the work
- ❖ Improves the quality of the submitted manuscript
 - Design, Statistics, etc.
 - Layout, presentation, etc.
- ❖ Ensures previous work is acknowledged both in text and reference list
- ❖ Highlights any ethics concerns

Ethics for Authors: the essentials

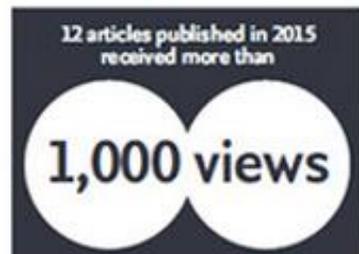
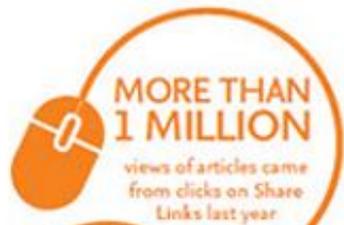
- ❖ Be wary of self-plagiarism
- ❖ Don't submit a paper to more than one journal at a time
- ❖ Don't send an incomplete paper just to get feedback
- ❖ Always include and/or acknowledge all co-authors (and communicate with them that you've submitted the paper)
- ❖ Always note sources of funding
- ❖ State any potential conflicts of interest
- ❖ If you are using data sets gathered by someone else, check that you have permissions to use them in your article

You've Been Accepted – Now what?



Share Links

Share Links enable you to promote your article and make an impact with your research:



via Share Links alone. Most were shared on a university website, Twitter and Facebook.

70%

of Share Links were clicked on at least once.

On average, a Share Link is clicked on **5 times**



CLOSE TO
10,000 TWEETS

included a Share Link in 2015. Authors that included a Share Link in a tweet, on average got re-tweeted 1.9 times.

The most popular tweet with a share link so far is about using Twitter to drive research impact gathering more than 415 re-tweets and 450 likes!⁽²⁾

Promoting your article

1. Conferences

- Prepare to network / connect online
- Poster sessions / presentations

2. Media Relations

- Press Release
- Your institution's communication channels

3. Sharing widely

- Share via a customized link that provides access
 - university & personal websites, social media, email signature
- ORCID
- Mendeley
 - Scholarly collaboration network with fully searchable library

Monitoring your article

Elsevier's free Article Tracking Service

- Personalized homepage for all *Cytotherapy* articles & articles published with Elsevier
- View bibliographic info and Scopus citation counts

PlumX

- Tracks social media mentions, Mendeley readers, and citations
- Can be viewed online for any article

Eva Rohde ^{1, 2, 4} ✉, Karin Pachler ^{1, 2, 3}, Mario Gimona ^{1, 2, 3, 4} 1 2 Next >

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Abstract

Extracellular vesicles (EVs) derived from mesenchymal stromal cells (MSCs) may deliver therapeutic effects that are comparable to their parental cells. MSC-EVs are promising agents for the treatment of a variety of diseases. To reach the intermediate goal of clinically testing safety and efficacy of EVs, strategies should strive for efficient translation of current EV research. On the basis of our *in vitro* an *in vivo* findings

Article Metrics

Citations

Citation Indexes: 68

Captures

Readers: 141

Social Media

Tweets: 1

 [View details](#) >



- USAGE** (clicks, views, downloads, library holdings, video plays)
- CAPTURES** (bookmarks, favorites, reference manager saves)
- MENTIONS** (blog posts, news mentions, comments, reviews, Wikipedia mentions)
- SOCIAL MEDIA** (tweets, +1s, likes, shares)
- CITATIONS** (citation indexes, patent citations, clinical citations, policy citations)

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❖ <https://researcheracademy.elsevier.com>

/

❖ **Certified Peer Review Course**

❖ **Free e-learning platform with modules including:**

- Research data management
- Funding
- Manuscript preparation / Writing skills
- Open science
- Ethics
- Social impact
- I&D for Researchers
- *And much more!*

The screenshot displays the Researcher Academy website interface. At the top, the 'Researcher Academy' logo is on the left, and navigation links for 'Learn', 'Career path', 'Blog', and user icons are on the right. The main heading is 'Writing for research'. Below this, there are several navigation tabs: 'Fundamentals of manuscript preparation' (which is underlined), 'Writing skills', 'Technical writing skills', and 'Book writing'. A featured module titled 'Fundamentals of manuscript preparation' is highlighted. To its right, a 'What you will find' section lists: 'An introduction to the publishing process', 'Insights into how to build an article', and 'Top tips for writing a great abstract'. Below this, a '4 modules' section shows four course cards. The first card is 'Fundamentals of manuscript preparation' with the subtitle 'Guide to reference managers: How to effectively manage your references'. The second card is 'Fundamentals of manuscript preparation' with the subtitle 'How to prepare your manuscript'. The third card is 'Fundamentals of manuscript preparation' with the subtitle 'Structuring your article correctly'. The fourth card is 'Fundamentals of manuscript preparation' with the subtitle 'How to write an abstract and improve your article'.



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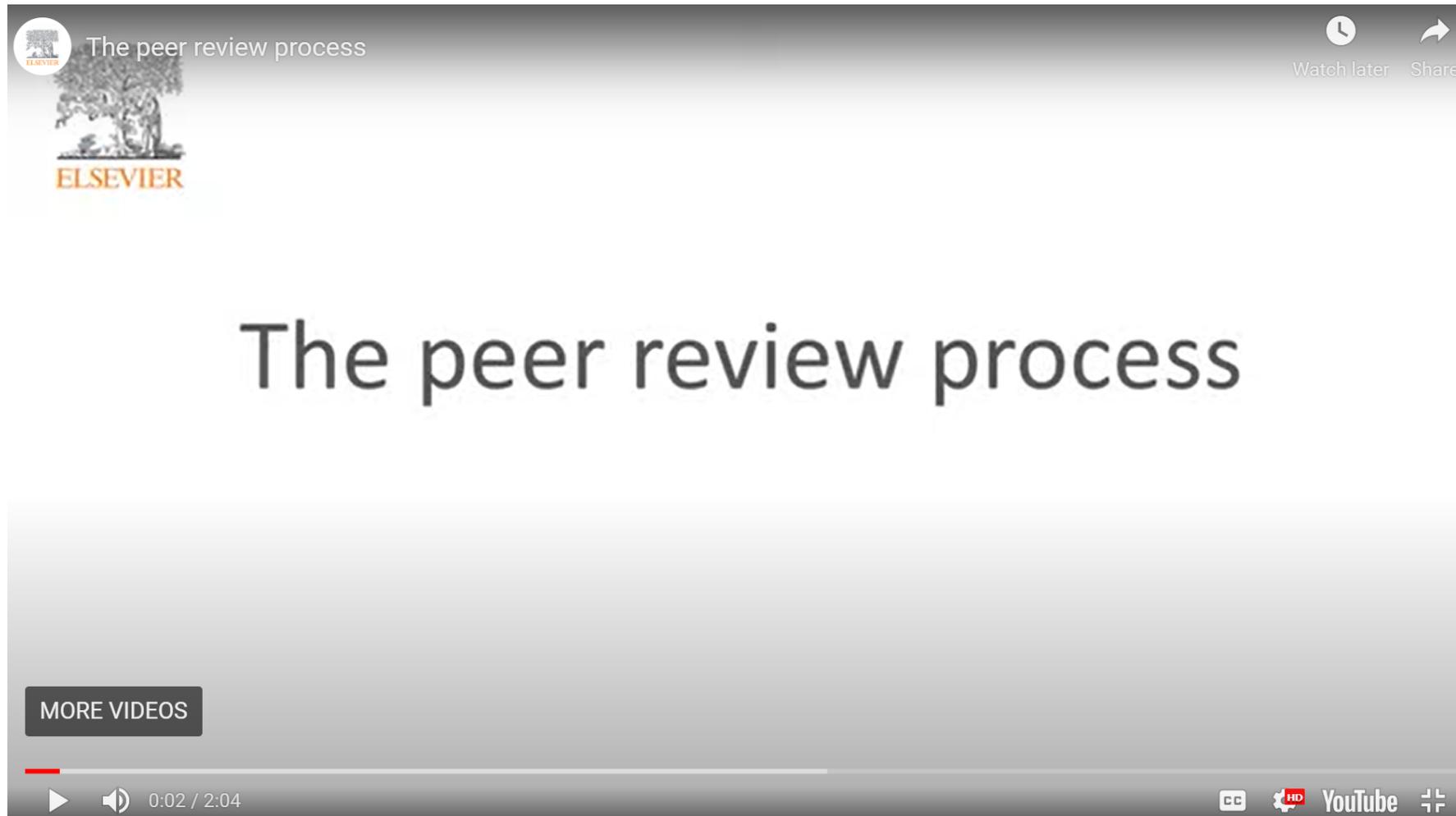
Submitting to Cytotherapy

So you were asked to be a reviewer; now what?

Close and networking

Session 4: You're a Reviewer; now what?

[The Peer Review Process video \(2 min\)](#)



The peer review process

0:02 / 2:04

YouTube

The video player shows a title card with the Elsevier logo and the text 'The peer review process'. The video is currently at the 0:02 mark of a 2:04 duration. The player interface includes a play button, a volume icon, a progress bar, and a 'MORE VIDEOS' button. The YouTube logo and a full-screen icon are visible in the bottom right corner.

Session 4: You're a Reviewer; now what?

- ❖ What should you consider before accepting or declining an invitation to be a reviewer for an article?
 - Does this topic suit my area of expertise?
 - Is there any potential conflict of interest?
 - Do I have the bandwidth to get this done within the current timeline?
 - Am I comfortable/do I understand what being a reviewer entails? ← **let's help with this one!**
 - It's important to communicate your decision in a timely manner so the editorial team can move forward
- ❖ How does the reviewer process work/what's your approach to reading a manuscript to review (if different than reading a manuscript for other purposes)?
- ❖ How many comments are too much? Too little? Too nitty gritty?
- ❖ Get a sense for what the paper is about and then check that the experiments support the hypothesis or the conclusions

Session 4: You're a Reviewer; now what?

- ❖ **Reading a manuscript as a review may look different than reading a manuscript for other purposes**
- ❖ **As a reviewer, it's important to look for:**
 - **Clear statement of objectives/hypotheses and the importance of the research question being addressed**
 - **Originality of thought and contribution of the findings to the field**
 - **A clear link between the author's interpretation of their results and their conclusions**
 - **Are they clearly supported by the data presented in the manuscript?**
 - **Are data sets presented with appropriate statistical power?**
 - **Is the methodology clear and easy to follow (could an independent scientist repeat?)**
 - **Are the figures accurate, a reflection of the raw data, and are the appropriate controls presented?**
 - **Is there any reason to suggest that the data/figures have been manipulated in any way?**

Session 4: You're a Reviewer; now what?

❖ Important considerations:

- Appropriate statistics?
- Does the paper flow?
- Does the introduction provide sufficient background and a statement of the problem/rationale for the work done?
- How many replicates were done for each experiment? Did they cherry pick data? Are the experiments designed in a way to accurately characterize the data? [Example – Figure 1 expansion, Figure 2 phenotype – same cells?]
- Does the title match the data? Does the title use hyperbole or sensationalism?

Session 4: You're a Reviewer; now what?

- **After evaluating a manuscript as a whole, take a step back and assess the article for:**
 - **Originality:** Is the work original and does it make a further contribution to what is already in the published literature?
 - **Quality:** Is the research question or hypothesis clearly defined and appropriately answered? Are the claims justified?
 - **Quantity:** Is there enough experimentation/results to substantiate the authors' claims?
 - **Readability:** Is there a way to improve readability if needed? Is the central point obscured?

Session 4: You're a Reviewer; now what?

- ❖ **How do you form your responses and structure your review?**
 - Restate the title and first author and give a BRIEF summary of the manuscript.
 - State what you liked about the paper – strengths, flow of the paper, that it is relevant to the field and novel
 - State high level weaknesses of the paper (too few replicates, lacking key experiments, etc)
 - Provide point-by-point critiques to address
 - I use third person to make it more objective

- ❖ **How many comments are too much? Too little? Too nitty gritty?**

Session 4: You're a Reviewer; now what?

Discussion points about being a reviewer for Cytotherapy specifically



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Session 4: You're a Reviewer; now what?

- ❖ Exercise 1: Together let's read and improve on some ways to write a constructive peer review:

“The authors don't seem to know what they are writing about. They don't have appropriate references to the literature on this subject matter”

Session 4: You're a Reviewer; now what?

- ❖ Together let's read and improve on some ways to write a constructive peer review:

“The authors don't seem to know what they are writing about. They don't have appropriate references to the literature on this subject matter”

“This study falls short at addressing how the main findings relate to the current state of research in this area. The authors should revise their Introduction to include an assessment of the field including references to the related literature, for instance the recently published work by Bobson et al. and Smith et al.”

Session 4: You're a Reviewer; now what?

- Together let's read and improve on some ways to write a constructive peer review:

“Figure 5A: It was a big mistake that the authors didn't include a Western blot in their assessment of protein expression”

Session 4: You're a Reviewer; now what?

- ❖ Together let's read and improve on some ways to write a constructive peer review:

“Figure 5A: It was a big mistake that the authors didn't include a Western blot in their assessment of protein expression”

“Figure 5A: The authors are trying to make conclusions about protein expression levels, but would benefit from additional experiments, particularly, Western blots, to more accurately demonstrate the varied protein expression in their construct. Alternately, the authors should include more information that clarifies and justifies their current choice of methods”

Session 4: You're a Reviewer; now what?

- Together let's read and improve on some ways to write a constructive peer review:

“The authors make statements in the Discussion section that are blatantly false. Please remove”

Session 4: You're a Reviewer; now what?

- ❖ Together let's read and improve on some ways to write a constructive peer review:

“The authors make statements in the Discussion section that are blatantly false. Please remove”

“On line X in the Discussion, the authors state that _____ is the conventional understanding of how these cells work. However, multiple reports such as those by Barney et al. and Bert et al. state that in fact these cells _____. Can you comment on this disparity?”



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Submitting to Cytotherapy

So you were asked to be a reviewer; now what?

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