

# 国際論文 English 投稿ハンドブック カバーレター作成・査読コメントへの返答

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COMMUNICATION  
WITH EDITORS AND  
REVIEWERS: A GUIDE  
TO COVER LETTERS,  
RESEARCH HIGHLIGHTS,  
RESPONDING TO  
REVIEWERS' COMMENTS,  
COMMON ERRORS  
AND FREQUENTLY  
USED WORDS

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ts, responding to reviewers' comments, common errors and

# Cover letter 1

This letter contains the following information: **title of the manuscript**, **names of the authors**, **a declaration stating the manuscript has not been published or submitted elsewhere** and **the corresponding author's contact details**.

## Note

In each of the cover letters 1 to 5, section headings are shown in blue. These are for the purposes of explanation only. Also in this letter only, I show how to write the editor's name and address at the top of the letter, and the corresponding author's contact details at the bottom.

The image shows a screenshot of a cover letter template in a text editor. The letter is enclosed in a window with a title bar containing a right arrow and a close 'X' icon. The text of the letter is as follows:

Date  
Editor's first name, family name  
Editor's title, Journal name,  
Address

Dear Dr. Stuart,

Please find attached our manuscript entitled, "Incidence of dental caries in preschool children", by L. C. Stuart, J. Wills and D. Komatsubara. We would be grateful if you would kindly review our paper for publication in the Journal of Oral Science.

This manuscript describes original work, has not been published, and is not under consideration by any other journal. All the authors have approved the manuscript and this submission. The authors declare no conflicts of interest.

If you have any questions about our manuscript, please contact the corresponding author at the address below.

Thank you for your kind consideration.

Sincerely yours,

Corresponding author's full name  
Institution, address  
Telephone and fax numbers  
Email address

On the left side of the letter, there are four blue callout boxes with white text, each connected to a bracketed section of the letter:

- Opening**: Points to the salutation "Dear Dr. Stuart,".
- Declarations**: Points to the paragraph starting with "This manuscript describes original work..."
- Contact details**: Points to the paragraph starting with "If you have any questions about our manuscript..."
- Closing**: Points to the paragraph starting with "Thank you for your kind consideration."

At the bottom of the text editor window, there is a toolbar with a "Send" button, a font color selection tool (represented by 'A'), a plus sign for additional options, a "Save" button, a trash icon, and a dropdown arrow.

# Quick Guide 2 >>>>

In this quick guide, the key sentences from cover letter 2 are explained and further examples given.

## 1. State the research topic without repeating the title of the paper 論文のタイトルとは表現を変えて研究テーマを述べる

- **We investigated** the effectiveness of an exercise program on the mobility, balance and general fitness of a group of 235 residents of a carehome between 79 and 92 years of age.

### Explanation

The authors use the word **investigated** to introduce the main research theme. The following verbs could also be used: **assessed, evaluated, focused on, looked at, measured, studied**.

### Examples

- **We focused on/studied** the effectiveness of an exercise program.
- **We looked at/evaluated** the effectiveness of an exercise program.

## Key Point

- 研究テーマを紹介するときは ‘investigated’ ‘focused on’ ‘looked at’ などを用いる。

## 2. Introduce the methods 方法を紹介する

- **In particular, we compared** the incidence of falls before and after the program.

### Explanation

The authors focus on what was done. Commonly used verbs are: **analyzed, assessed, compared, measured**.

### Examples

- **We assessed** the effects of the exercise program on mobility.
- **We measured** the incidence and severity of falls before and after the exercise program.

# Key sentences

1. We are submitting a revised version of our manuscript (Ref No: 1966WCW), which was originally submitted on June 1<sup>st</sup>, 2016.
2. It has been revised in line with the reviewers' comments.
3. Please also find attached our point-to-point responses.
4. We would like to thank the editor and reviewers for their helpful comments and suggestions.

## Key Point

- 査読者による指摘を受けて論文を修正した後、修正原稿（改訂稿）を再投稿する際も、必要事項を記入したカバーレターを用いる。
- この例のように、必要最小限の事項だけを記入したシンプルなカバーレターを用いてもよい。
- あるいは、次ページ以降の例のように、主な修正点についてカバーレター中で説明してもよい。

# 1 Example of detailed research highlights

研究ハイライトの例

We looked at the effectiveness of preventive programs in reducing the risk of cognitive decline in groups of people over the age of 60 living in carehomes. In the UK, there are almost 1 million people suffering from cognitive impairment, and treatment costs are in the region of 30 billion pounds yearly. We focused on the following research questions: (1) What factors are important in the creation of preventive programs? (2) How much improvement can be expected? (3) Which of the elements in a preventive program is the most significant?

There have been a number of reports on how cognitive decline in the elderly may be linked to lifestyle factors, but no studies have focused on how preventive programs can reduce mental decline. This study is the first to address how a preventive program focusing on regular exercise, smoking cessation, dietary advice and maintaining a healthy heart can limit cognitive decline.

Results of tests on program participants showed that post-program scores were 20 percent higher than pre-program, with improvements in spatial awareness, thought processes and cognitive abilities. Considering the increased number of people with dementia, the huge costs involved, and limited success in research on new drugs, preventive programs are promising in terms of outcome and cost. We believe this manuscript is appropriate for publication in the *Journal of the Aged in Society* because it addresses issues that currently affect healthcare services worldwide, and reports on the essential elements of a successful preventive program. It will be of particular interest to those involved in the design, implementation and administration of similar preventive programs.

# 1 Subject, topic, context, background

研究テーマ・背景

In this section, I look at the following five sentences.

*What subject/topic did you investigate?*

*What is the context/background of this work?*

*What is the rationale?*

*What issues led to this work?*

*What problems/questions/hypotheses does this research address?*

## 1.1 What subject/topic did you investigate? 研究テーマは何か?

This question can be answered in the following way.

- **We looked at/focused on** the link between cognitive decline in aged people and risk factors such as diet, blood pressure and levels of physical activity.

Here the informal verb **looked at** can be used. It is also possible to use **focused on, investigated, researched, studied**.

In more formal English, the word **we** can be omitted and the sentence changed from active to passive. Here is an example.

- The link between cognitive decline in aged people, and risk factors such as diet, blood pressure and levels of physical activity **was investigated**.

## 1.2 What is the context/background of this work? この研究の背景は何か?

Question 1.2 focuses on the context/background of the study. Unlike question 1.1, it cannot be answered in one sentence, since more information is needed.

- In the aged population, **later-life cognitive impairment and dementia is increasing. Human, social and economic costs are becoming serious issues. One promising approach is** prevention, **particularly interventions such as diet, exercise and other lifestyle changes.**

# 1 Simple revisions

軽微な修正を求めるコメントへの対応

Here I give examples of how to handle simple changes to the manuscript.

## Comment 1 軽微な修正を求めるコメント①

Page 7, line 25. The notation used in this equation is incorrect.

### Response

- **Thank you for pointing out this error.** The notation **has been changed as follows:** (show revised version)

### Explanation

The reviewer points out a small but significant error. From the response, **Thank you for pointing out this error**, it is clear that the authors are grateful the reviewer has noticed the error.

### Examples

Examples 1 and 2 are formal and use academic vocabulary.

1. Thank you for **drawing this problem to our attention.** **The notation has been changed as follows.** (show revised version)

The academic verb **draw something to someone's attention** is used. The second sentence is passive, **has been changed**, which creates a detached, formal style.

2. Thank you for **bringing this point to our attention.** **The notation has been revised as follows.** (show revised version)

The academic verb **bring something to someone's attention** is used. In addition to the word **point**, it would be possible to use **mistake**, **error**, **problem** or **issue**. The words **problem** and **issue** are usually used for serious matters.

Examples 3 and 4 below are less formal.

3. **We have changed the notation. It now reads as follows:** (show revised version)
4. **We have changed the notation, which is now as follows:** (show revised version)