

The Biophysicist

Guidelines for Authors

MISSION STATEMENT

The Biophysicist aims to highlight and nurture biophysics education, its scholarship, and its development. The journal serves a worldwide, broad audience to make fundamental concepts and techniques in biophysics (and related disciplines), as well as evidence-based pedagogical practice accessible to individuals at all levels: K-12 and public outreach, undergraduate, graduate and post-graduate students/trainees, active researchers, and scholars of biophysics teaching and learning. This goal will be achieved by both academic articles and informal reports that reflect the interdisciplinary nature of biophysics education and the activities of biophysicists in a variety of scientific fields.

ARTICLE TYPES

RESEARCH ARTICLES

Novel Learning and Teaching Approaches

Biophysics includes both experimental and theoretical studies at the molecular, cellular, and systems levels. Articles and tutorials describing novel approaches to the teaching of specific subject matter, active learning methods, assessment techniques or curricular design will provide insights into the intellectual infrastructure in the field. This helps ensure that biophysics-related biology, chemistry, engineering, or physics topics can be taught effectively. Scholarly articles on the intellectual history of biophysics or on the scientific impact of key biophysics papers are also welcomed.

Laboratory and Computational Teaching Tools

Articles that outline new research technologies, approaches and internet-based resource collections, including in-vivo, chemical, physical, and computational studies, with an emphasis on assessments of student learning needs and/or the impact of such teaching tools on biophysics learning. These can include videos, computer simulations, programs or interactive online resources.

Research-based Studies of Student Learning

Studies of innovative problem-solving approaches, exploratory or “flipped” instruction, as well as curricular units that have been reformulated to improve their effectiveness in facilitating learning or addressing student misconceptions.

Biophysics Learning Perspectives

Mini-reviews and tutorials that pedagogically survey a subfield of contemporary biophysics (e.g., single-molecule spectroscopy, mechanobiology, protein folding dynamics and structure, macromolecular interactions). The Perspectives will be geared towards students, educators, and researchers learning new fields.

Adapted Research Articles

APL (Adaptations of Primary Literature) that allow beginners in a field to comprehend fundamental research papers of important impact using condensation, definition of terms, and inclusion of extended “boxes” depicting the chemical, biological, mathematical, experimental, or physical background needed to properly understand key concepts. The papers can be written by the original authors or by others (with appropriate permissions obtained for quoting text, figures etc.).

REPORTS

Biophysics and Related Disciplines

Reports on the role of biophysics in related areas (e.g., chemistry, physics, biology, engineering, technology, and health) with a focus on recent advances that impact biophysics from the scientific literature of those fields.

Biophysics in Society

Profiles of the scientific findings of biophysics and biophysicists in the news. Reports of activities in the biophysics community in both academia and industry that focus on careers, graduate student mentoring, postdoc searches and mentoring of faculty in teaching institutions. Accounts of activities aimed at outreach (K-12, general community), diversity and inclusion, and best educational practices. Editorial opinion pieces and book reviews on texts or other educational publications.

Student Forum

Contributions from students and postdoctoral trainees on issues important to them to provide their unique perspective on biophysics and the current state of scientific training. Examples include: lessons from TA experiences, suggestions for alternative approaches to the teaching of biophysics and related disciplines, suggestions for new mentoring and career development topics, scientific activities of student chapters. These can range from a few paragraphs to half a journal page. More extensive treatments can be submitted as a Report (1-2 journal pages and assessed by an Editorial Board member) or a peer-reviewed Article as defined above.

Book Reviews and Comments

Short notes on articles that have previously been published in *The Biophysicist*.

POLICIES

PRIOR PUBLICATION: Manuscripts submitted to *The Biophysicist* must be original; except for the specific exception noted below, manuscripts and Supplemental Information that have already been published or are concurrently submitted elsewhere for publication are not acceptable for submission.

If some part of the work has appeared, or will appear, elsewhere, the authors must give the specific details of such appearances in the cover letter accompanying the *The Biophysicist* submission. If previously published illustrative material, such as figures or tables, is to be included, the authors are

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RELATED WORKS: Authors are required to include with their manuscript submission related manuscripts under review at other journals. If a manuscript is heavily dependent on information in a prior publication by the author(s), the authors are advised to include such publication(s) along with their manuscript submission. Failure to include this information may delay the editorial decision because the handling editor can be expected to request these materials from the author(s).

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1. Title Page: Include article title and author names. (For initial submissions: Please list author names with initials of given names followed by surnames; do not list affiliations, addresses or email address.)
2. Abstract
3. Main Text: (Please number sections as shown)
 - I. Introduction
 - A. Second level heading
 1. Third level heading
 - II. Scientific and Pedagogical Background

III. Materials (for laboratory based articles, educational data investigated for pedagogically focused articles, not required for theoretical articles) and Methods

IV. Results

V. Discussion [or Results and Discussion]

VI. Conclusion (If brief, can be placed at end of Discussion).

It is preferable if figures or tables, along with their titles and captions, are embedded in the text as they are referenced in the manuscript when submitting for review.

4. Use of human subjects (if relevant): IRB approval as detailed above
5. Author Contributions
6. Acknowledgments
7. References (numbered)
8. Supplemental Information (movies, database files, etc. may be uploaded as separate files).

STYLE: Manuscripts are to follow the conventions of the *Chicago Manual of Style* and *Scientific Style and Format*, the Council of Science Editors Style Manual. For references, see section "Reference Formats" below.

TITLE: The title of each manuscript should identify the content of the article; clarity and conciseness are essential for indexing, abstracting, and retrieval. No more than 100 characters and spaces should be used. A condensed running title of no more than 40 characters (including spaces) must be provided on the title page.

KEYWORDS: Authors must choose at least one biophysical science keyword, at least one education keyword, and at least one audience keyword. Techniques keywords may be chosen as appropriate.

ABSTRACTS: Each manuscript must be accompanied by an informative abstract of no more than 300 words. Abstracts should describe the substance of the manuscript in language non-specialists can understand, and must make clear the biophysical and educational significance of the research. Reference citations are not allowed in the Abstract of a manuscript.

FOOTNOTES: The only footnotes should be on the title page (used within the author list to denote affiliations) or in tables (defined within the table legend).

Author list footnotes should be numbered (1, 2, 3, etc.), and table footnotes should be lettered (a, b, c, etc.). Please do not use the range format to indicate multiple footnotes; instead, list each footnote individually (e.g., 1,2,3,4, not 1–4; and a,b,c,d, not a–d).

ABBREVIATIONS: Abbreviations should be defined in the text at first mention.

MATERIALS AND METHODS: Capitalize trade names and give manufacturers' full names and addresses (city and state).

MATH AND EQUATIONS: Equations are to be typewritten. Clearly indicate capital and lowercase letters. Label Greek and unusual symbols the first time they appear. Use fractional exponents instead of root signs. The solidus (/) for simple fractions will save vertical space. Equation numbers should be cited in the text without parentheses (e.g., Eq. 9, Eq. 10). Do not cite equations numerically only, but be sure to add the "Eq." Do not cite equations in the Abstract.

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MathType is the recommend program for mathematics using Word. Equation Editor (part of Word) is accepted, but requires a conversion which increases the possibility of error and adds to the production time.

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REFERENCES: References are cited in numerical order in the text and are designated by that reference number in parentheses. The numbers, in parentheses, can be repeated at each citation of the referenced material. References appearing solely in figure legends and tables follow those in the text. Reference citations are not allowed in the Abstract. The following is an example of numbered citations:

Membrane channels with large aqueous pores are traditionally regarded as “molecular sieves” that discriminate between different molecules based on their size (1,2). This simplified view, however, contradicts emerging experimental evidence that permeation through these structures involves intimate molecular interactions (3–5). Metabolite-specific channels exhibit affinity to their metabolites; permeating molecules do not just slip through the pore, but feel strong attraction to the pore-lining residues. The now classical example is bacterial porin LamB (6), where the existence of an extended binding zone for oligosaccharides is firmly established. More recent examples include ATP interactions with VDAC (3) and penicillin antibiotic interactions with the general bacterial porin OmpF (4,6–8).

UNPUBLISHED DATA AND PERSONAL COMMUNICATION: Citations such as “unpublished data” and “personal communication” should be included parenthetically in the text, with all authors’ initials and last names, and must not appear in the reference section. For personal communications, include cited author’s institutional affiliation and date of communication. Provide written permission to use the material cited when submitting the manuscript.

SUPPORTING REFERENCES: All unique supporting references must be included at the end of the main-text reference list. Please see Supplemental Information Instructions for more information.

ADDING AND DELETING REFERENCES: If references are added in the proof stage, they and their corresponding citations must be inserted per their proper numerical order and the rest of the citations/references renumbered accordingly. References deleted in the proof stage will read, for example, “3. Reference deleted in proof.” Their corresponding numbers will remain in the text.

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Journal articles

For references to journal articles, include all authors' names (invert only the first author’s last name and initials; do not use “et al.”), year, complete article titles, volume number, journal name, and inclusive page numbers. Abbreviate the names of journals as in the Serial Sources for the Biosis Data Base; spell out the names of unlisted journals.

See the examples below:

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1. Cole, K. S., and J. W. Moore. 1960. Potassium ion current in the squid giant axon: Dynamic characteristics. *Biophys. J.* 1:1-14.
2. Loboda, A., and C. M. Armstrong, 2001. Resolving the gating charge movement associated with late transitions in K channel activation. *Biophys. J.* 81:905-916.
3. Reference deleted in proof.
4. Johnston I. G., B. C. Rickett, and N. S. Jones. 2014. Explicit tracking of uncertainty increases the power of quantitative rule-of-thumb reasoning in cell biology. *Biophys. J.* 107:2612-2617.
5. Álvarez-González, B., R. Melli, E. Bastounis, R. A. Firtel, J. C., Lasheras, J. C. del Álamo. 2015. Three- dimensional balance of cortical tension and axial contractility enables fast amoeboid migration. *Biophys. J.* In press.

Preprints

Kappen, B., and V. Gome. 2009. Optimal control as a graphical model interface problem, arXiv, arXiv:0901.0633v2, <http://arxiv.org/abs/0901.0633v2> (preprint posted March 10, 2009).

Zhang, D., and M. Glotzer. 2014. Efficient site-specific editing of the *C. elegans* genome. bioRxiv, doi: 10.1101/007344 (preprint posted April 17, 2014).

Reports

Dancy, M. H., M.T. Hora, J. J. Ferrare, E. Iverson, L. R. Lattuca, and J. Turns. Describing & Measuring Undergraduate STEM Teaching Practices. 2013. American Association for the Advancement of Science, Washington, DC. <https://live-ccliconference.pantheonsite.io/wp-content/uploads/2013/11/Measuring-STEM-Teaching-Practices.pdf> (accessed 5-15-19).

Information in public repositories

Manuscripts that refer to information in a public database (such as structures in the RCSB Data Bank) must cite the publication, if available, in which the original information was reported as well as the database serial number.

Abstracts

Hohendanner, F., F. Heinzl, L. Blatter. 2016. Dyssynchronous CA Removal in Atrial Cardiac Myocytes. 2016 Biophysical Society Meeting Abstracts. *Biophys. J.* 110(3), Suppl 1, Abstract 515-Pos.

Complete books

Nelson, P. 2015. *Physical Models of Living Systems*. W.H. Freeman and Company, New York.

Phillips, R., J. Kondev, and J. Theriot. 2009. *Physical Biology of the Cell*. Garland Science, New York.

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Articles in books

Seddon, J. M., and R. H. Templer. 1995. Polymorphism of lipid-water systems. In Handbook of Biological Physics, vol

1. Structure and Dynamics of Membranes, From Cells to Vesicles. R. Lipowsky and E. Sackmann, editors. Elsevier/North Holland, Amsterdam, pp. 97-160.

Commercial software

All commercial software and products should provide the name and location of the manufacturer. MATLAB (The MathWorks, Natick, MA).

Websites

Web references should be treated no differently than other references, and should appear as shown below. Biophysical Society. 2010. 08 July 2010. <http://www.biophysics.org>.

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All tables should be double-spaced and carry a title. Do not use vertical rules. Tables must be in black and white.

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Please see Guide to Art Preparation.

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If your manuscript is accepted, you will receive a letter with detailed instructions for submitting your final files.

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