Paper Title\*

**Authors Name/s per 1st, Authors Name/s per 2nd**

(Affiliation): Department Name of Organization, Name of Organization, City, Country

Email: address desired (without hyperlink in E-mail)

|  |  |  |  |
| --- | --- | --- | --- |
| **How to cite this paper:** Author 1, Author 2, & Author 3 (2019). Paper Title. *\*\*\*\*, \*,* \*\*-\*\*. [http://dx.doi.org/10.4236/\*\*\*.2019.\*\*\*\*\*](http://dx.doi.org/10.4236/***.2019.*****)  **Received:** \*\*\*\* \*\*, \*\*\*  **Accepted:** \*\*\*\* \*\*, \*\*\*  **Published:** \*\*\*\* \*\*, \*\*\*  Copyright © 2019 by author(s) and Scientific Research Publishing Inc.  This work is licensed under the Creative Commons Attribution International License (CC BY 4.0).  <http://creativecommons.org/licenses/by/4.0/>  C:\Users\178\Desktop\图片1.emf |  |  | Abstract  This electronic document is a “live” template. The various components of your paper [title, text, heads, etc.] are already defined on the style sheet, as illustrated by the portions given in this document. (Abstract)  Keywords  Component, Formatting, Style, Styling, Insert (keywords) |

1. Introduction (Heading 1)



\*\*Special description of the title. (dispensable)

This template, created in MS Word 2007, provides authors with most of the formatting specifications needed for preparing electronic versions of their papers. All standard paper components have been specified for three reasons: 1) ease of use when formatting individual papers, 2) automatic compliance to electronic requirements that facilitate the concurrent or later production of electronic products, and 3) conformity of style throughout a journal paper. Margins, column widths, line spacing, and type styles are built-in; examples of the type styles are provided throughout this document and are identified in italic type, within parentheses, following the example. Some components, such as multi-leveled equations, graphics, and tables are not prescribed, although the various table text styles are provided. The formatter will need to create these components, incorporating the applicable criteria that follow.

2. Ease of Use (Heading 2)

2.1. Selecting a Template (Sub-Heading 2.1)

First, confirm that you have the correct template for your paper size. This template has been tailored for output on the custom paper size (21 cm \* 28.5 cm).

2.2. Maintaining the Integrity of the Specifications

The template is used to format your paper and style the text. All margins, column widths, line spaces, and text fonts are prescribed; please do not alter them. You may note peculiarities. For example, the head margin in this template measures proportionately more than is customary. This measurement and others are deliberate, using specifications that anticipate your paper as one part of the entire journals, and not as an independent document. Please do not revise any of the current designations.

3. Prepare Your Paper before Styling (Heading 3)

Before you begin to format your paper, first write and save the content as a separate text file. Keep your text and graphic files separate until after the text has been formatted and styled. Do not use hard tabs, and limit use of hard returns to only one return at the end of a paragraph. Do not add any kind of pagination anywhere in the paper. Do not number text heads—the template will do that for you.

Finally, complete content and organizational editing before formatting. Please take note of the following items when proofreading spelling and grammar:

3.1. Abbreviations and Acronyms

Define abbreviations and acronyms the first time they are used in the text, even after they have been defined in the abstract. Abbreviations such as IEEE, SI, MKS, CGS, sc, dc, and rms do not have to be defined. Do not use abbreviations in the title or heads unless they are unavoidable.

3.2. Units

* Use either SI (MKS) or CGS as primary units. (SI units are encouraged.) English units may be used as secondary units (in parentheses). An exception would be the use of English units as identifiers in trade, such as “3.5-inch disk drive”.
* Avoid combining SI and CGS units, such as current in amperes and magnetic field in oersteds. This often leads to confusion because equations do not balance dimensionally. If you must use mixed units, clearly state the units for each quantity that you use in an equation.
* Do not mix complete spellings and abbreviations of units: “Wb/m2” or “webers per square meter”, not “webers/m2”. Spell out units when they appear in text: “... a few henries”, not “... a few H”.
* Use a zero before decimal points: “0.25”, not “.25”. Use “cm3”, not “cc”.

3.3. Equations

The equations are an exception to the prescribed specifications of this template. You will need to determine whether or not your equation should be typed using either the Times New Roman or the Symbol font (please no other font). Equations should be edited by Mathtype, not in text or graphic versions. You are suggested to use Mathtype 6.0 (or above version).

Number equations consecutively. Equation numbers, within parentheses, are to position flush right, as in (1), using a right tab stop. To make your equations more compact, you may use the solidus ( / ), the exp function, or appropriate exponents. Italicize Roman symbols for quantities and variables, and Greek symbols. Do not italicize constants as π, etc. Use a long dash rather than a hyphen for a minus sign. Punctuate equations with commas or periods when they are part of a sentence, as in

. (1)

Note that the equation is centered. Be sure that the symbols in your equation have been defined before or immediately following the equation. Use “Equation (1)”, not “Eq. (1)”or “(1)”, and at the beginning of a sentence: “Equation (1) is ...”

3.4. Some Common Mistakes

* The word “data” is plural, not singular.
* The subscript for the permeability of vacuum 0, and other common scientific constants, is zero with subscript formatting, not a lowercase letter “o”.
* In American English, commas, semi-/colons, periods, question and exclamation marks are located within quotation marks only when a complete thought or name is cited, such as a title or full quotation. When quotation marks are used, instead of a bold or italic typeface, to highlight a word or phrase, punctuation should appear outside of the quotation marks. A parenthetical phrase or statement at the end of a sentence is punctuated outside of the closing parenthesis (like this). (A parenthetical sentence is punctuated within the parentheses.)
* A graph within a graph is an “inset”, not an “insert”. The word alternatively is preferred to the word “alternately” (unless you really mean something that alternates).
* Do not use the word “essentially” to mean “approximately” or “effectively”.
* In your paper title, if the words “that uses” can accurately replace the word “using”, capitalize the “u”; if not, keep using lower-cased.
* Be aware of the different meanings of the homophones “affect” and “effect”, “complement” and “compliment”, “discreet” and “discrete”, “principal” and “principle”.
* Do not confuse “imply” and “infer”.
* The prefix “non” is not a word; it should be joined to the word it modifies, usually without a hyphen.
* There is no period after the “et” but a period after the “al” in the Latin abbreviation “*et al.*”.
* The abbreviation “*i.e.*” means “that is”, and the abbreviation “e.g.” means “for example”.

4. Using the Template (Heading 4)

After the text edit has been completed, the paper is ready for the template. Duplicate the template file by using the Save As command, and use the naming convention prescribed by your journal for the name of your paper. In this newly created file, highlight all of the contents and import your prepared text file. You are now ready to style your paper.

4.1. Authors and Affiliations

The template is designed so that author affiliations are not repeated each time for multiple authors of the same affiliation. Please keep your affiliations as succinct as possible (for example, do NOT post your job titles, positions, academic degrees, zip codes, names of building/street/district/province/state, etc.). This template was designed for two affiliations.

1) For author/s of only one affiliation: To change the default, adjust the template as follows.

a) Selection: Highlight all author and affiliation lines.

b) Change number of columns: Select the Columns icon from the MS Word Standard toolbar and then select “1 Column” from the selection palette.

c) Deletion: Delete the author and affiliation lines for the second affiliation.

2) For author/s of more than two affiliations: To change the default, adjust the template as follows.

a) Selection: Highlight all author and affiliation lines.

b) Change number of columns: Select the “Columns” icon from the MS Word Standard toolbar and then select “1 Column” from the selection palette.

c) Highlight author and affiliation lines of affiliation 1 and copy this selection.

d) Formatting: Insert one hard return immediately after the last character of the last affiliation line. Then paste down the copy of affiliation 1. Repeat as necessary for each additional affiliation.

4.2. Identify the Headings

Headings, or heads, are organizational devices that guide the reader through your paper. There are two types: component heads and text heads.

Component heads identify the different components of your paper and are not topically subordinate to each other. Examples include Acknowledgements and References and, for these, the correct style to use is “Heading 5”. Use “figure caption” for your Figure captions, and “table head” for your table title. Run-in heads, such as “Abstract”, will require you to apply a style (in this case, non-italic) in addition to the style provided by the drop down menu to differentiate the head from the text.

Text heads organize the topics on a relational, hierarchical basis. For example, the paper title is the primary text head because all subsequent material relates and elaborates on this one topic. If there are two or more sub-topics, the next level head should be used and, conversely, if there are not at least two sub-topics, then no subheads should be introduced. Styles named “Heading 1”, “Heading 2”, “Heading 3”, and “Heading 4” are prescribed.

4.3. Figures and Tables

Positioning Figures and Tables: Place figures and tables at the top or bottom of columns. Avoid placing them in the middle of columns. Large figures and tables may span across both columns. Figure captions should be below the figures; table heads should appear above the tables. Insert figures and tables after they are cited in the text. Use “**Figure 1**”and “**Table 1**” in bold fonts, even at the beginning of a sentence.

Table 1. Table type styles (Table caption is indispensable).

| Table Head | Table Column Head | | |
| --- | --- | --- | --- |
| Table column subhead | Subhead | Subhead |
| copy | More table copya |  |  |

a. Sample of a Table footnote (*Table footnote is dispensable*).

We suggest that you use a text box to insert a graphic (which is ideally a 500 dpi jpg, png or tiffile, with all fonts embedded) because, in an MSW document, this method is somewhat more stable than directly inserting a picture.

To have non-visible rules on your frame, use the MSWord “Format” pull-down menu, select Text Box > Colors and Lines to choose No Fill and No Line.

Figure 1. Example of a figure caption (figure caption).

Figure Labels: Use 8 point Times New Roman for Figure labels. Use words rather than symbols or abbreviations when writing Figure axis labels to avoid confusing the reader. As an example, write the quantity “Magnetization”, or “Magnetization, M”, not just “M”. If including units in the label, present them within parentheses. Do not label axes only with units. In the example, write “Magnetization (A/m)” or “Magnetization (A·m–1)”, not just “A/m”. Do not label axes with a ratio of quantities and units. For example, write “Temperature (K)”, not “Temperature/K”.

Acknowledgements

Avoid the stilted expression, “One of us (R. B. G.) thanks...” Instead, try “R. B. G. thanks”. Do NOT put sponsor acknowledgements in the unnumbered footnote on the first page, but at here.

References

Follow the author-date method of in-text citation. This means that the author’s last name and the year of publication for the source should appear in the text, e.g., (Giambastiani, 2007), and a complete reference should appear in the reference list at the end of the paper.

Each source you cite in the paper must appear in your reference list; likewise, each entry in the reference list must be cited in your text. All text should be double-spaced just like the rest of your essay.

**Basic Rules**

* All lines after the first line of each entry in your reference list should be indented .3 cm from the left margin. This is called hanging indentation.
* Authors’ names are inverted (last name first); give the last name and initials for all authors of a particular work for up to and including seven authors. If the work has more than seven authors, list the first six authors and then use “et al.” after the sixth author’s name.
* Reference list entries should be alphabetized by the last name of the first author of each work.
* If you have more than one article by the same author, single-author references or multiple-author references with the exact same authors in the exact same order are listed in order by the year of publication, starting with the earliest.
* When referring to any work that is NOT a journal, such as a book, article, or Web page, capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns. Do not capitalize the first letter of the second word in a hyphenated compound word.
* Capitalize all major words in journal titles.
* Do not italicize, underline, or put quotes around the titles of works such as journal articles or essays in edited collections.

For example, the 1st reference (Bonoti & Metallidou, 2010) is for a journal paper, (Gusnard, Akbudak, Shulman, & Raichle, 2001; Schnase & Cunnius, 1995) are for conference proceedings, (Fisher, Aron, & Brown, 2006) is for transactions, (Helfer, Keme, & Drugman, 1997) is for a book, (Giambastiani, 2007) is for a thesis, (Marcinkowski & Rehring, 1995) is for a report, (Cohn & Geske, 1990; Lieberman & Amaya-Jackson, 2005) are respectively for chapter and article in edited books, (Grudin, 1990) is for an article in proceedings, (CHI Conference, 2009) is for an article from internet, (Wright & Wright, 1906) is for a patent.

Please completely normalize your references as the following format. Please register your email at <http://www.crossref.org/requestaccount/> and retrieve Digital Object Identifiers (DOIs) for journal articles, books, and chapters by simply cutting and pasting the reference list at <http://www.crossref.org/SimpleTextQuery/>. Preserve hyperlinks and underlines in DOIs.

Bonoti, F., & Metallidou, P. (2010). Children’s Judgments and Feelings about Their Own Drawings. *Psychology, 1,* 329-336. [doi:10.4236/psych.2010.15042](http://dx.doi.org/10.4236/psych.2010.15042)

CHI Conference (2009). Guide to a Successful HCI Archive Submission.   
<http://www.chi2009.org/Authors/Guides/ArchiveGuide.html>

Cohn, E., & Geske, T. (1990). Ch. 7: Production & Cost Functions in Education. In *The Economics of Education* (pp. 159-210). New York: The Free Press.

Fisher, H. E., Aron, A., & Brown, L. L. (2006). Romantic Love: A Mammalian Brain System for Mate Choice. *Philosophical Transactions of* *the Royal Society: Biological Sciences, 361,* 2173-2186.

Giambastiani, B. M. S. (2007). *Evoluzione Idrologica ed Idrogeologica della Pineta di San Vitale (Ravenna)*. Ph.D. Thesis, Bologna: Bologna University.

Grudin, J. (1990). The Computer Reaches Out: The Historical Continuity of Interface Design. In *Proceedings of the SIGCHI Conference on Human Factors in Computing Systems: Empowering People* (pp. 261-268). New York: ACM Press.

Gusnard, D. A., Akbudak, E., Shulman, G. L., & Raichle, M. E. (2001). Medial Prefrontal Cortex and Self-Referential Mental Activity: Relation to a Default Mode of Brain Function. *Proceedings of the National Academy of Sciences of the United States of America, 98,* 4259-4264.

Helfer, M. E., Keme, R. S., & Drugman, R. D. (1997). *The Battered Child* (5th ed.). Chicago, IL: University of Chicago Press.

Lieberman, A. F., & Amaya-Jackson, L. (2005). Reciprocal Influences of Attachment and Trauma: Using a Dual Lens in the Assessment and Treatment in Infants, Toddlers, and Preschoolers. In L. Berlin, Y. Ziv, L. Amaya-Jackson and M. T. Greenberg (Eds.), *Enhancing Early Attachments: Theory, Research, Intervention, and Policy* (pp. 120-126)*.* New York: Guilford Press.

Marcinkowski, T. J., & Rehring, L. (1995). *The Secondary School Report: A Final Report on the Development, Pilot Testing, Validation, and Field Testing of the Secondary School Environmental Literacy Assessment Instrument*. Cincinnati, OH: Office of Research and Development, US Environmental Protection Agency.

Schnase, J. L., & Cunnius, E. L. (Eds.). (1995). *Proceedings from CSCL’95:* *The First International Conference on Computer Support for Collaborative Learning*. Mahwah, NJ: Erlbaum.

Wright, O., & Wright, W. (1906). Flying-Machine. US Patent No. 821393.