[Replace Text Here with Your Title]

[List authors by first name (optional middle initial or middle name) followed by last name. Separate multiple authors by commas. Use superscript numbers to link authors to specific affiliations, and symbols (\*, †, ††) for author notes, such as indicating equal author contributions.]

First Middle Last1\*, First Last2†, and First M. Last1

**Affiliations:**

1Precede each affiliation by a superscript number corresponding to the author list.

2Each affiliation should be in a separate paragraph and include departmental information.

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# Abstract

[The abstract should be a single paragraph of 250 words or less. Start with an opening sentence that sets the review subject that you address in this manuscript, provide background information and briefly describe your take-home message.]

## [MAIN TEXT - YOUR FIRST SECTION TITLE]

[Reviews should examine, evaluate, critique, and/or appraise topics, tools, or materials and include your evaluation of its usefulness for undergraduate biology education or undergraduate physics education.]

Subheadings can be included within any of the sections to increase readability and clarity. Use the embedded styles in Microsoft Word, accessible from the HOME tab:

## Heading 2

### Heading 3

#### Heading 4

##### Heading 5

Please use the BlockQuote style when you want to:

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* If you want to direct readers to watch a YouTube video, read an article on a website, provide a website for purchasing equipment, etc.:
	+ Provide the URL link in parentheses following the underlined text you want hyperlinked.
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	+ Do not include in the citation list.
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The actual URL in parentheses will be removed prior to publication, but is necessary for you to include to ensure we publish using the correct links.

## Supporting Materials

* S1. Writing Hypotheses – Student Handout
* S2. Writing Hypotheses – Slides
* S3. Writing Hypotheses – Quiz [Instructor view only]

[Replace the above text with a bulleted list of all your supporting files. A short description is not required, but can be added if desired. If you would like to restrict access of any supporting files to only instructors (*e.g.,* exam questions, exam key), please indicate in the bulleted list.]

Use the following nomenclature to list your materials. Begin with the letter “S” and the number representing the order *in which the material is referenced in the article* (S1, S2, S3…). Follow with a short version of your article title. For example, shorten “Using Hypothesis Writing and Testing to Develop Skills in Scientific Inquiry,” to “Writing Hypotheses”. Then include a brief title of the resource, such as lecture slides, worksheet, etc.

When referencing supporting files within the text, do not refer to these files as “supplemental.” You may refer to the supporting files using parentheses or within the text. If using parentheses, please list the numbers the same as you would an ASM citation. For example: (Supporting Files S7, S8) and (Supporting Files S10–S15). If referencing file(s) within the text, please use proper grammar.

**Examples of in-text supporting file reference in parentheses:**

* ONE: Print one set of cards for the sorting game (Supporting File S1).
* MULTIPLE: Additional learning materials (Supporting Files S1, S4–S15) were created to facilitate the online transition as a result of the COVID-19 pandemic.

**Examples of in-text supporting file reference outside parentheses:**

* ONE: If this dataset will be used for the activity, instructors may refer to information presented in Supporting File S14.
* MULTIPLE: Example grading rubrics are in Supporting Files S12 and S13.

**All Supporting Materials MUST be referenced at least once** in the main text.

Important information:

* **We request authors limit the number of supporting files to 20 at most.**
* When naming the actual supporting files, *use the exact same titles as named in the Supporting Materials bulleted list*. For example, “S2. Writing Hypotheses – Slides.pptx”
* When possible, please use **editable file formats** such as Word, PowerPoint, Excel, etc. Avoid PDFs if possible – PDFs are difficult to be made accessible as well as hard for reviewers, editors, and readers to edit.
* Wherever possible, ensure that the article title and name(s) of author(s) are visible when a reader opens the file. Suggested areas include in a header, on the first page/first slide, or as a “Notes” sheet in a spreadsheet workbook.
* Upload a separate file for each supporting material item when you submit your article. **Do not embed any of this information in the manuscript text file**.
* The maximum size for each supporting file is 100 MB.
* In supporting files that contain lecture slides, it is helpful to include notes about materials and transitions to help the reader teach the materials.

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## Acknowledgments

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## Tables

**Table 1.** Name of table. Table captions should contain a short description of the table.

## Figures

**Figure 1.** Name of figure. The figure caption should begin with a sentence that describes the overall “take home message” of the figure. **(A)** Indicate figure parts with capital letters. **(B)** You should also reference/ describe each figure part in the main text as well.

**IMPORTANT:**

* All tables must be submitted using the provided [table template](https://qubeshub.org/community/groups/coursesource/for_authors) and as a DOCX file (not PDF).
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## References

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The citation style of *CourseSource* follows the [standards set by the American Society for Microbiology (ASM)](https://journals.asm.org/journal/jmbe/reference-style). Here are general guidelines:

* Cite references in the text by placing the reference number in parentheses (or brackets when relevant). Number the references in the order in which they appear. For example:
	+ Several CUREs have been developed recently in the field of ecology (1-5). CURES have the potential to increase student success (6, 7). There are multiple consortiums available to help scholars develop their own CURES (see Consortium A [8], Consortium B [9], and Consortium C [10] for more information). Despite this growth, research suggests that interdisciplinary CUREs are lacking in the current literature (4).
* If you are using reference organization software, **you must submit an unlinked version**.
* Abbreviate the names of journals, according to the list in [NCBI](http://www.ncbi.nlm.nih.gov/nlmcatalog/journals). **Remove any periods**.
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	+ doi:10.1187/05-06-0082
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* References in the list should **only be of references in the main text**. Any references in the Supporting Materials should be listed separately within the Supporting Material.

Examples of reference style:

**Journal Articles**

1. Knight JK, Wood WB. 2005. Teaching more by lecturing less. Cell Biol Educ 4:298–310. doi:10.1187/05-06-0082.

**Book/ Report**

1. Handelsman J, Miller S, Pfund C. 2006. Scientific teaching. W.H. Freeman, New York, NY.

**Book Chapters**

1. Dennen VP, Burner KJ. 2008. The cognitive apprenticeship model in educational practice, p 425–439. *In* Spector JM, Merrill MD, van Merriënboer J, Driscoll MP (ed), Handbook of research on educational communications and technology, 3rd ed. Lawrence Erlbaum Associates, New York, NY.

**Websites**

Author (if unavailable, use website host). Year published (if unavailable, use update/revision date; if unavailable, write “n.d.”). Article title. Website host (if not already used as author). Retrieved from URL (accessed day month year).

*Examples:*

1. California Department of Fish and Wildlife. 2022. Gray wolf. Retrieved from https://wildlife.ca.gov/Conservation/Mammals/Gray-Wolf (accessed 19 October 2022).
2. Ray J, Marken S. 2014. Life in college matters for life after college. Gallup. Retrieved from https://news.gallup.com/poll/168848/life-college-matters-life-college.aspx (accessed 14 July 2022).

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