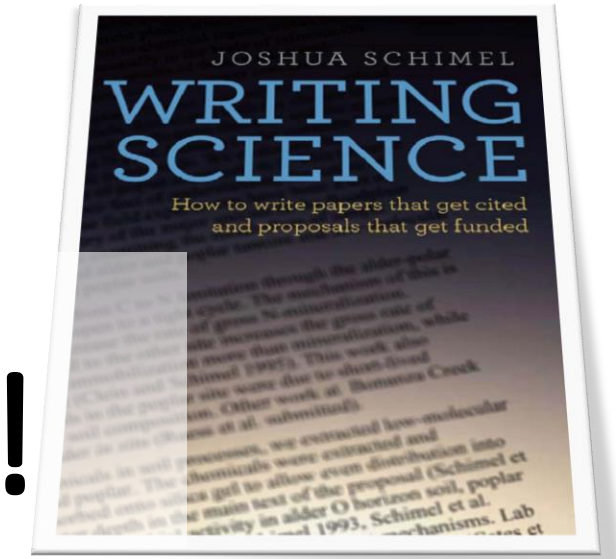
Inserm



Boostez votre écriture !

Martin Hitier

Ecole de Chirurgie Caen

Pourquoi écrire ?

- Thèse, mémoire
- Partager la connaisance
- Débattre, échanger

- €

- Être Lu !!!

ECRIRE UN ARTICLE =
ECRIRE UNE HISTOIRE QUI A UNE FORME DE SABLIER

Ouverture

Intérêt d'une histoire =
son **challenge**

Challenge

ACTION

Frodon va-t-il réussir à
détruire l'anneau
dont dépend le sort du
monde ?

Résolution

Ouverture

Toute histoire…
débute par une OUVERTURE qui présente
Le challenge

Challenge

ACTION

L'ACTION :
Tente de réaliser le challenge
Tout faire pour détruire l'anneau !

Résolution

Fini par une RESOLUTION :
Le challenge est il réalisé ?
Le challenge a t il changé ?
Le hero a t il évolué?
Quelle leçon retenir de l'histoire ?

Ouverture

Challenge

ACTION

Résolution

Introduction

M&M

Résultat

Discussion

Conclusion

Ouverture

Challenge

Connu

Inconnu

INTRO :
= pourquoi doit on s'intéresser à votre article ?

La forme de l'oreille interne chez les scoliotiques

… on s'en fout !!!

sauf si c'est la clé du mystère de l'origine de la scoliose ….

Ouverture

Challenge

Discussion

Connu

Pas exhaustif !

Inconnu

RESEARCH ARTICLE

Lateral Semicircular Canal Asymmetry in Idiopathic Scoliosis: An Early Link between Biomechanical, Hormonal and Neurosensory Theories?

cent vestibule (i.e. bony labyrinth) is thought to be similar to the shape exhibited at birth. We thus propose studying the AIS labyrinth to determine early malformation. More precisely, we focused on the lateral semicircular canal (SCC) which can be both visualized by MRI and examined by a caloric test, allowing the evaluation of the right and left sides independently [44]. The lateral SCC is most frequently affected by malformation in the general population, probably because it is the last to be formed and ossified [45]. We hypothesized that in AIS, the lateral SCC could present early orientation troubles associated with functional impairment.

ACTION

M&M

= le PLAN d'ACTION

Comment veut on réaliser le challenge ?

ACTION

M&M

- Qui ?
- Quoi ?
- Où ?
- Quand ?
- Comment ?
- Pourquoi ?

“We used a hidden approach….”

ACTION

M&M

- Qui ?
- Quoi ?
- Où ?
- Quand ?
- Comment ?
- Pourquoi ?

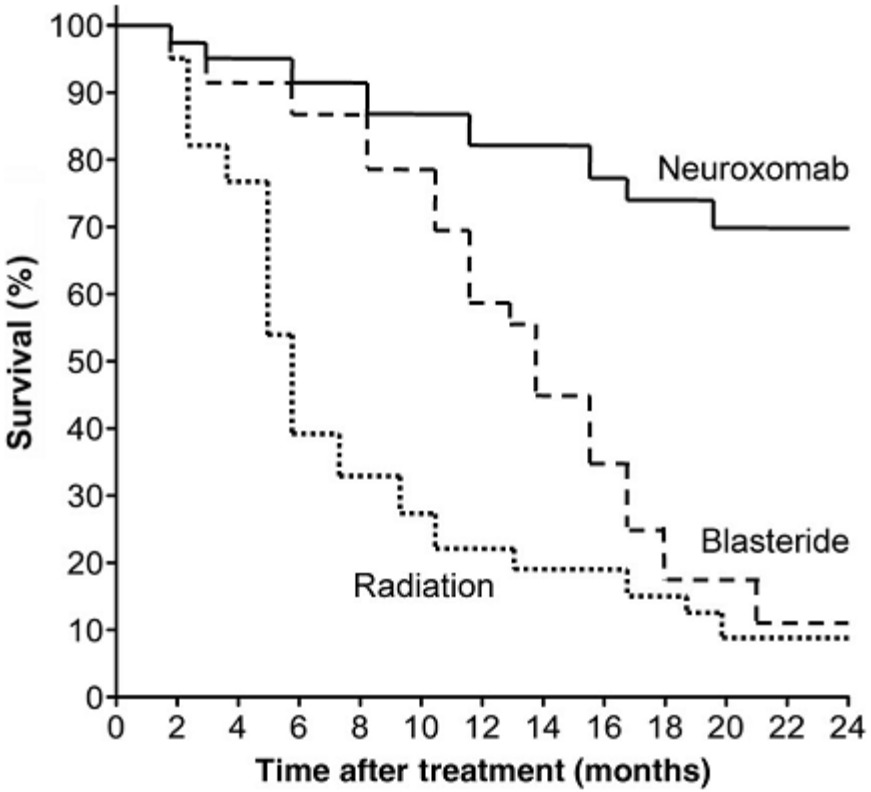
Plan d’Action au Passé

ACTION

Résultats

= réalisation du plan

- Data / Résultats



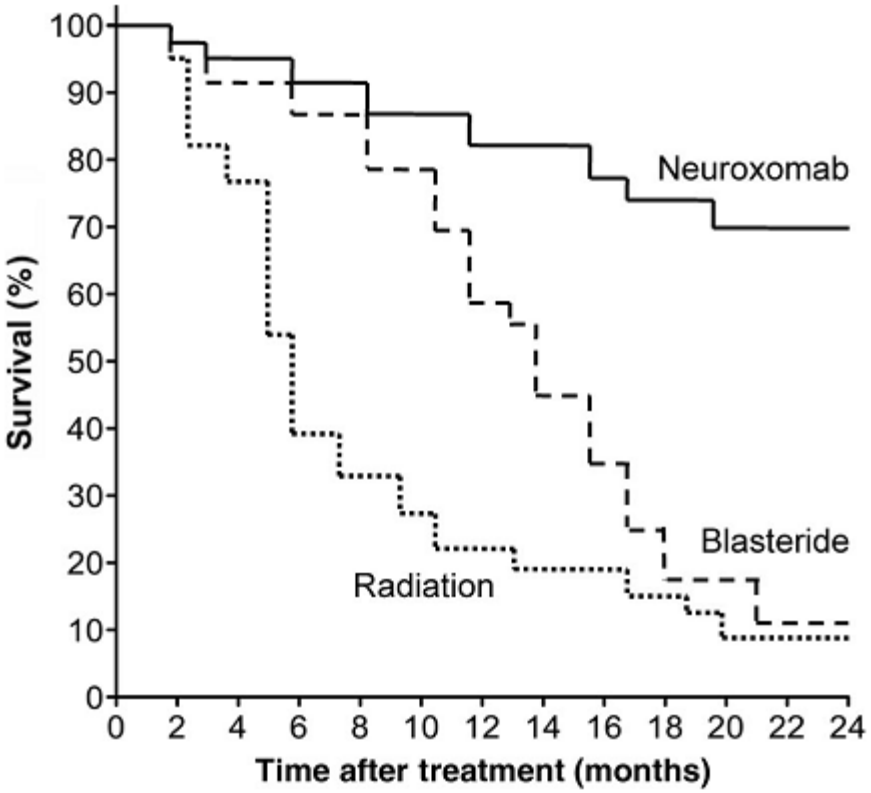
ACTION

Résultats

- Data = faits et nombres (tableau, figures)

A 6 mois la survie était de
- 40 % pour le groupe radiotherapie
- Et 90 % pour les groupes Blasteride et Neuroxomab

A 2 ans
- 10 % pour les groupe radiotherapie et blasteride
- Et 80 % pour le groupe Neuroxomab



ACTION

Résultats

- = résume et met en valeur des data

A 6 mois le Neuroxomab et Blasteride permettent une survie 2.5 fois plus élevé que la radiotherapie,

mais à 2 ans,
seule le Neuroxomab se distingue
des 2 autres traitements

Garde le héro et le challenge
En vue

Résolution

Discussion

= ce que montrent les résultats

Résolution

Discussion

- Ce que ~~montrent~~ les résultats ~~SIGNIFIENT~~

Challenge

Résolution

Discussion

ce que SIGNIFIENT les résultats

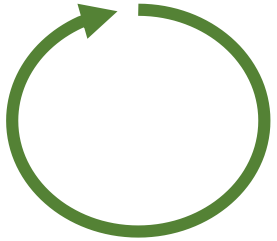
Challenge

Résolution

Challenge

Résolution

Challenge



Résolution

Ouverture

Challenge

ACTION

Résolution

Introduction

Discussion

Ouverture

Challenge

ACTION

Leçon à retenir ?

CONCLUSION

Nous avons prouvé…..

“And *Further studies* are necessary in order to conclude…”

CONCLUSION

Nous avons montré que…..

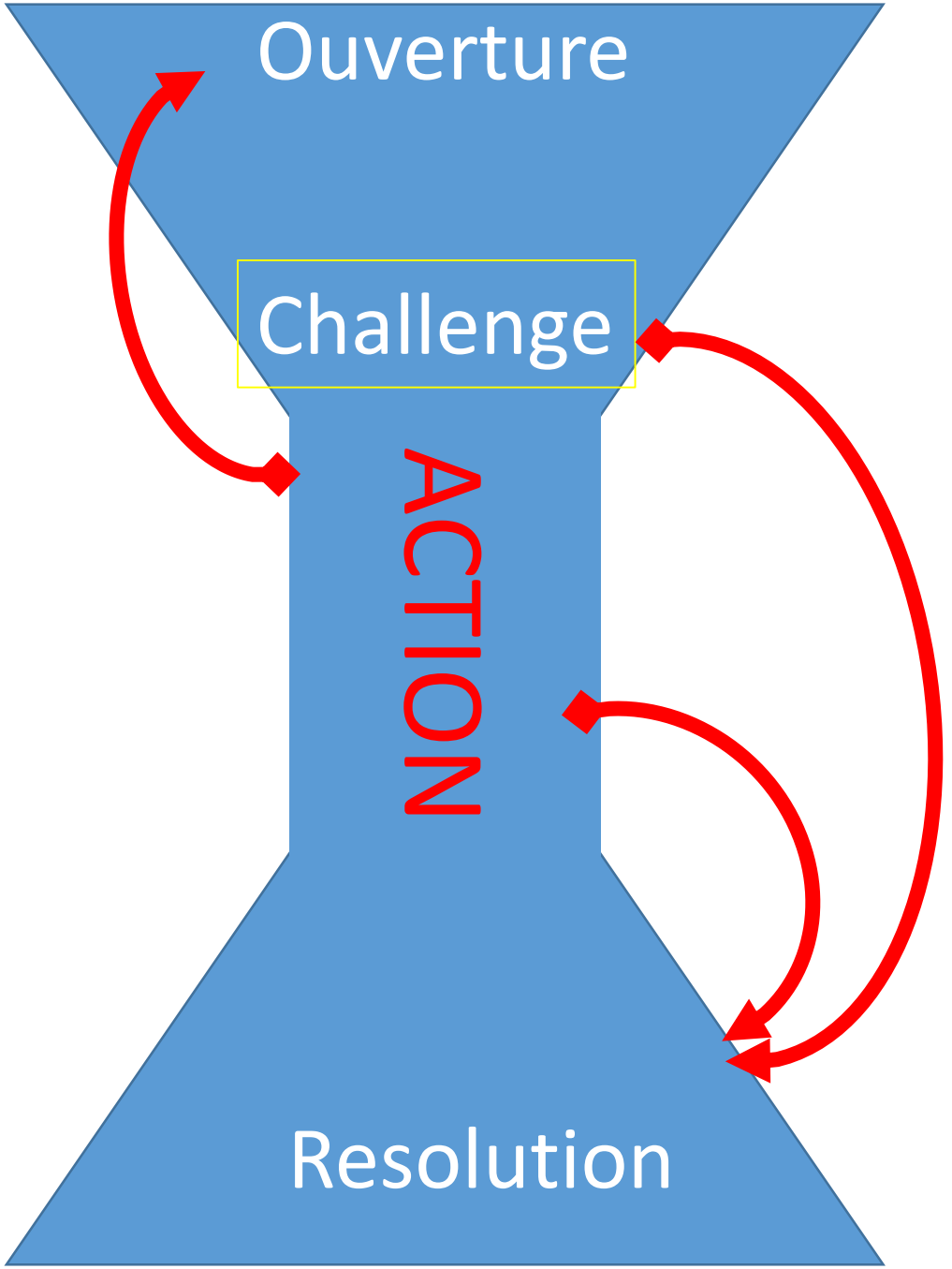
And *Further studies* are necessary in order to conclude…

Ouverture

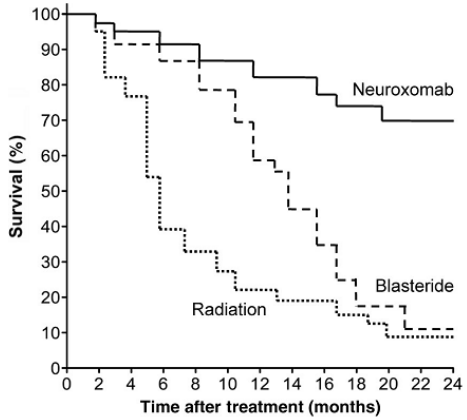
Challenge

ACTION

Résolution


Ouverture
Challenge
ACTION
Resolution

Figures



Résultats

Méthode

Introduction

Discussion

Abstract

Ecrire

Préparation

Ecriture

Révision

Préparation 0-10 %

Ecriture 80-100 %

0-10 % Révision

Préparation 70 %

Ecriture 10 %

20 % Révision

Révision

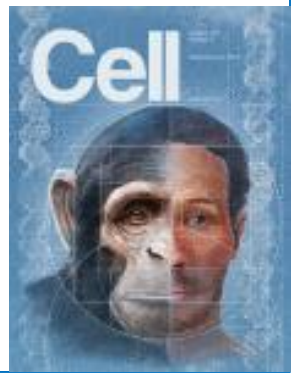
“Writing is Rewriting”

« Ce que l'on conçoit bien s'énonce clairement »

“Nicolas Boileau”

Dysregulation of physiologic microRNA (miR) activity has been shown to play an important role in tumor initiation and progression, including gliomagenesis.

Therefore, molecular species that can regulate miR activity on their target RNAs without affecting the expression of relevant mature miRs may play equally relevant roles in cancer.



from *Cell* journal *:IF = 32*

Verbe au Passif

Dysregulation of physiologic microRNA (miR) activity has been shown to play an important role in tumor initiation and progression, including gliomagenesis.

Therefore, molecular species that can regulate miR activity on their target RNAs without affecting the expression of relevant mature miRs may play equally relevant roles in cancer.

Verbe loin du sujet

Dysregulation of physiologic microRNA (miR) activity has been shown to play an important role in tumor initiation and progression, including gliomagenesis.

Therefore, **molecular species** that can regulate miR activity on their target RNAs without affecting the expression of relevant mature miRs **may play** equally relevant roles in cancer.

Mots vagues et inutiles

Dysregulation of **physiologic** microRNA (miR) activity has been shown to play an important role in tumor initiation and progression, including gliomagenesis.

Therefore, **molecular species** that can regulate miR activity on their target RNAs without affecting the expression of relevant mature miRs may play equally relevant roles in cancer.

Jargon et acronymes

Dysregulation of physiologic microRNA (**miR**) activity has been shown to play an important role in tumor initiation and progression, including **gliomagenesis**.

Therefore, molecular species that can regulate **miR** activity on their target RNAs without affecting the expression of relevant mature **miRs** may play equally relevant roles in cancer.

Dysregulation of physiologic microRNA (miR) activity has been shown to play an important role in tumor initiation and progression, including gliomagenesis.

Therefore, molecular species that can regulate miR activity on their target RNAs without affecting the expression of relevant mature miRs may play equally relevant roles in cancer.

Re-écriture :

Changes in microRNA expression play a role in cancer, including glioma.

Therefore, events that disrupt microRNAs from binding to their target RNAs may also promote cancer.

“**Pour écrire bien, le secret** est de distiller chaque phrase jusqu’à ses plus purs composants.

Chaque **mot inutile**, chaque **mot trop long**, chaque **adverbe qui n’ajoute pas de sens** au verbe, chaque **forme passive** qui laisse le lecteur incertain de “qui fait quoi” – c’est 1001 fautes qui affaiblissent la force d’une phrase.

Et ces fautes s’accumulent en général, proportionnelement à l’éducation et au niveau hiérarchique”

-William Zinsser in *On Writing Well*, 1976

Le secret du secret… le verbe

Verbe = action

- Forme active +++
- Verbe fort !
- Verbe proche du sujet
- Verbe  Nom

- Eviter les négations

Le secret du secret… le verbe

- Verbe = action
- **Forme active** +++

Forme passive possible pour :

→ Matériel et Méthode

→garder le focus sur son “Hero”

Le secret du secret… le verbe

- Verbe = action

- Forme active +++
- **Verbe fort** !

Messi **passe** la défense → Messi **transperce** la défense

Le secret du secret… le verbe

- Verbe = action

- Forme active +++
- **Verbe fort** !

"The WHO **reports that approximately** 2/3 of diabetics…"

Le secret du secret… le verbe

- Verbe = action

- Forme active +++
- **Verbe fort** !

"The WHO **reports that approximately** 2/3 of diabetics…"

"The WHO **estimates** that 2/3 of diabetics…"

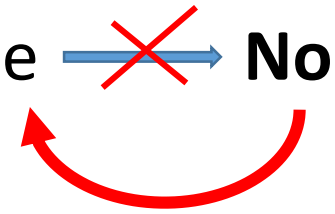
Le secret du secret… le verbe

Verbe = action

- Forme active +++
- Verbe fort !
- Verbe proche du sujet
- Verbe  **Nom**

Le secret du secret… le verbe

Verbe = action

- Forme active +++
- Verbe fort !
- Verbe proche du sujet
- Verbe  **Nom**

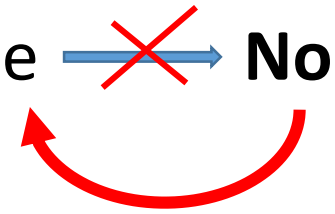
… has **the capability** of

X produced **an inhibitory effect** on the formation of Y

There was **protein formation** in….

Le secret du secret… le verbe

Verbe = action

- Forme active +++
- Verbe fort !
- Verbe proche du sujet
- Verbe  **Nom**

… has **the capability** of

↓

can

X produced **an inhibitory effect** on the formation of Y

↓

X **inhibate** the formation of Y

There was **protein formation** in….

↓

Protein was **formed** in…

Ne nions pas !

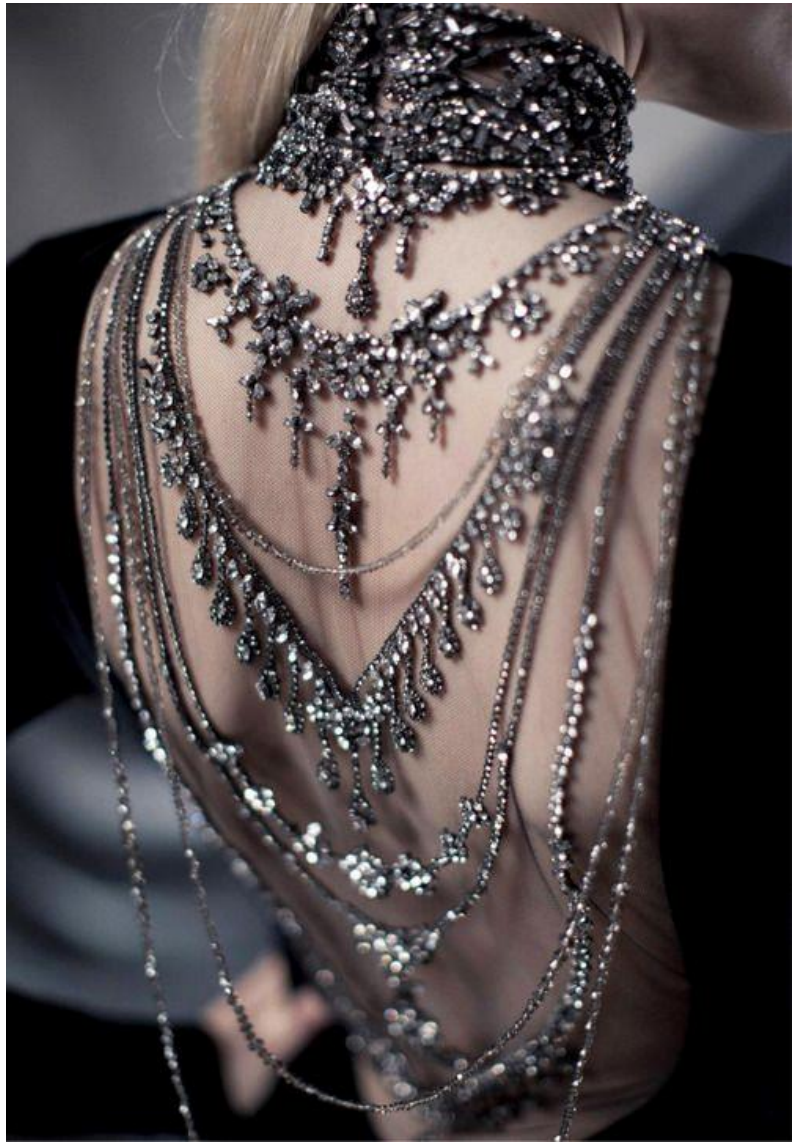
- **Ne pensez pas à un éléphant rose !**

- **La négation n'est pas efficace** ! → la négation est **inefficace**

- Not efficient → Inefficient
- Not harmful → safe
- Does not have → lacks
- Did not remember → forgot
- Did not pay attention to → ignored

L’adverbe

- Fermer **soigneusement**…
- Fixer **solidement**…
- Disparaître **complètement**…



“She smiles”

“She smiles **happily**”

“She smiles **sadly** “

Choisir le bon nombre

- She is beautiful
- She is beautiful and smart
- She is beautiful, smart and determinate

Les premiers et les derniers

Les premiers et les derniers

Introduction

Despite its high incidence and severe morbidity, the physiopathogenesis of adolescent idiopathic scoliosis (AIS) is still unknown. Here, we looked for early anomalies in AIS which are likely to be the cause of spinal deformity and could also be targeted by early treatments. We focused on the vestibular system, which is suspected of acting in AIS pathogenesis and which exhibits an end organ with size and shape fixed before birth. We hypothesize that, in adolescents with idiopathic scoliosis, vestibular morphological anomalies were already present at birth and could possibly have caused other abnormalities.

Materials and Methods

The vestibular organ of 18 adolescents with AIS and 9 controls were evaluated with MRI in a prospective case controlled study. We studied lateral semicircular canal orientation and the three semicircular canal positions relative to the midline. Lateral semicircular canal function was also evaluated by vestibulonystagmography after bithermal caloric stimulation.

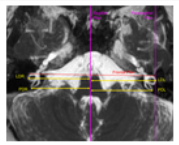
Results

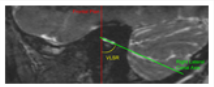
The left lateral semicircular canal was more vertical and further from the midline in AIS (p = 0.01) and these two parameters were highly correlated (r = -0.6; p = 0.02). These morphological anomalies were associated with functional anomalies in AIS (lower excitability, higher canal paresis), but were not significantly different from controls (p>0.05).

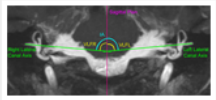
Conclusion

Adolescents with idiopathic scoliosis exhibit morphological vestibular asymmetry, probably determined well before birth. Since the vestibular system influences the vestibulospinal pathway, the hypothalamus, and the cerebellum, this indicates that the vestibular system is a possible cause of later morphological, hormonal and neurosensory anomalies observed in AIS. Moreover, the simple lateral SCC MRI measurement demonstrated here could be used for early detection of AIS, selection of children for close follow-up, and initiation of preventive treatment before spinal deformity occurs.

Figures







Conclusion

We have used the labyrinth of adolescents as a "living fossil" to explore the chronology of AIS and to show that anomalies of the vestibular system start before birth. As the earliest anomaly demonstrated so far, the vestibule may be the cause of the spinal deformity. If not, both anomalies might still result from a common cause which appears before birth according to the timing of the vestibular malformation. In either case, findings encourage the search during pregnancy for causative environmental factors which could lead to prenatal preventive treatment. Moreover, a simple MRI measurement of the lateral SCC, as demonstrated here, could be used to predict AIS and initiate preventive treatment during childhood. However, the best treatments will certainly need a complete understanding of AIS chronology which requires multiple landmarks. The lateral semicircular canal constitutes a first milestone which can now open the road to longitudinal studies.

"The Queen, my Lord, **is dead** !"

Shakespeare, Macbeth

Conclusion

Ouverture

CHALLENGE

Action

Résolution

Conclusion