

Figures

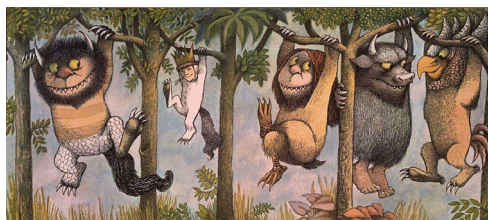
N. Mason, B. DeMarco and J. Shelton
PHYS496 Fall 2020

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Figures are part of the narrative



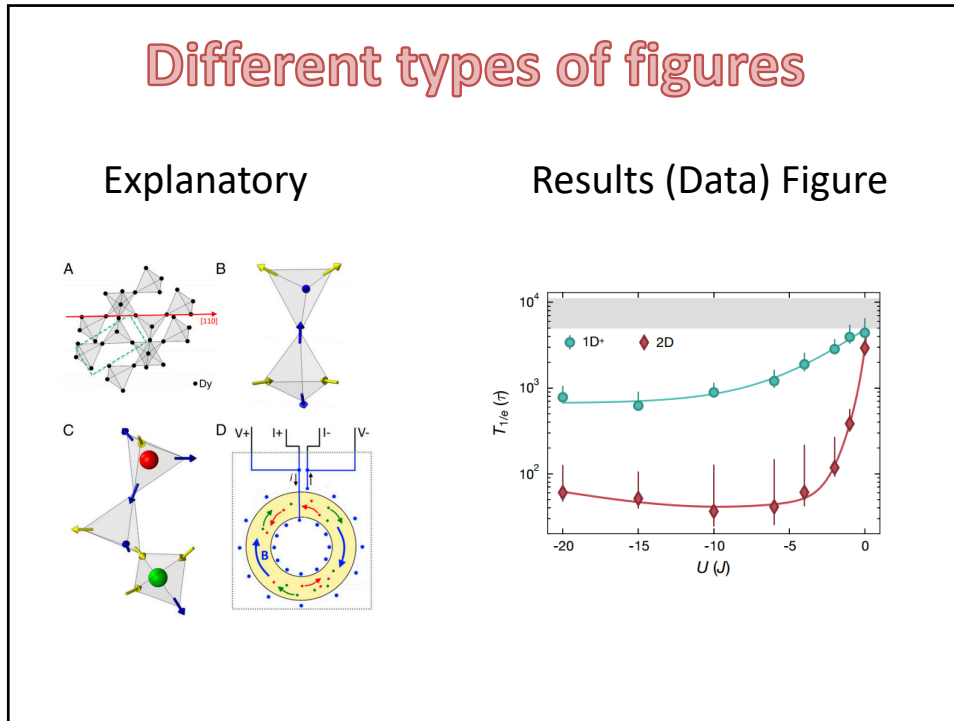
...and made him king of
all wild things.



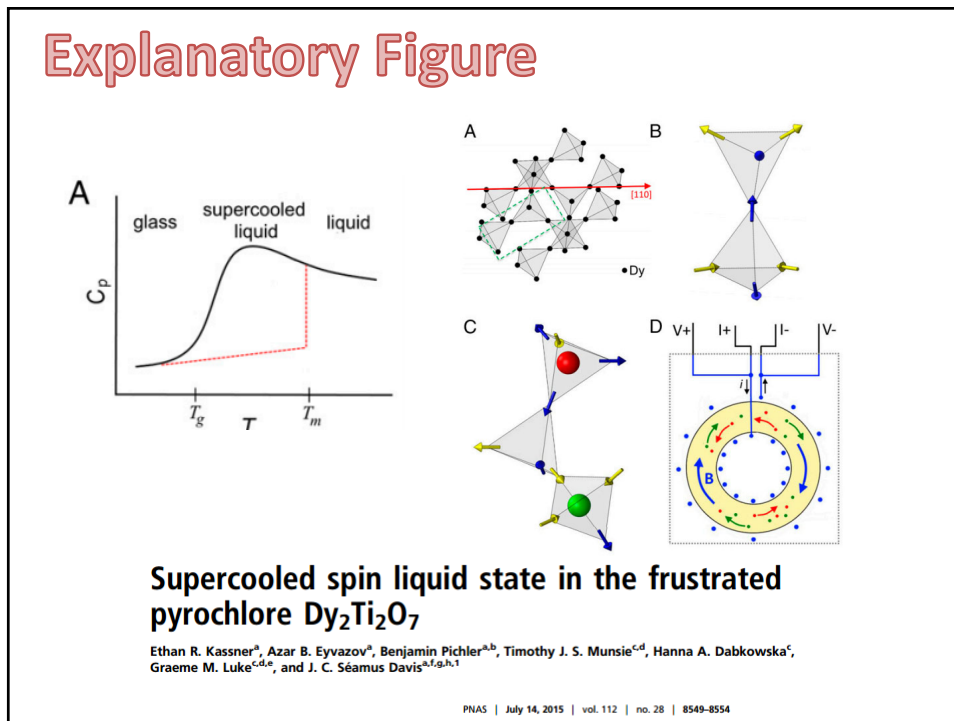
And now, cried Max, let
the wild rumpus start!

- Each figure should have a single point (or closely related points)
- Caption (in a paper) should explain every part of figure

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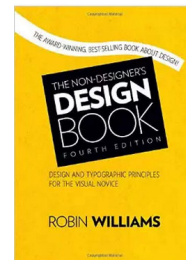
Explanatory Figure

- Gives overview, summary, or big picture
- Often schematic
- Not data or results
- Important to (over-) simplify without introducing errors
- Important to be visually attractive

A great resource:

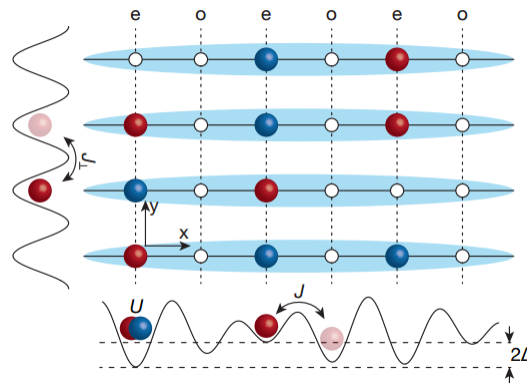
Learn a software platform:

Illustrator, CorelDraw, Powerpoint...



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Example: Explanatory Figure



Coupling Identical 1D Many-Body Localized Systems

Pranjal Bordia,^{1,2} Henrik P. Lüschen,^{1,2} Sean S. Hodgman,^{1,2}
 Michael Schreiber,^{1,2} Immanuel Bloch,^{1,2} and Ulrich Schneider^{1,2,3}
 arXiv:1509.00478v1

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Example: Explanatory Figure

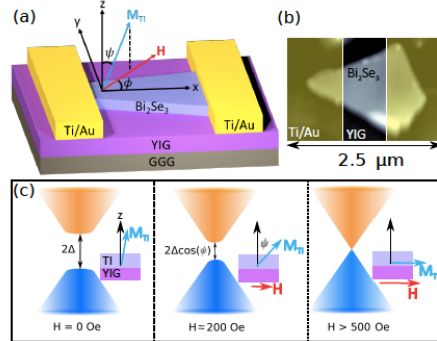
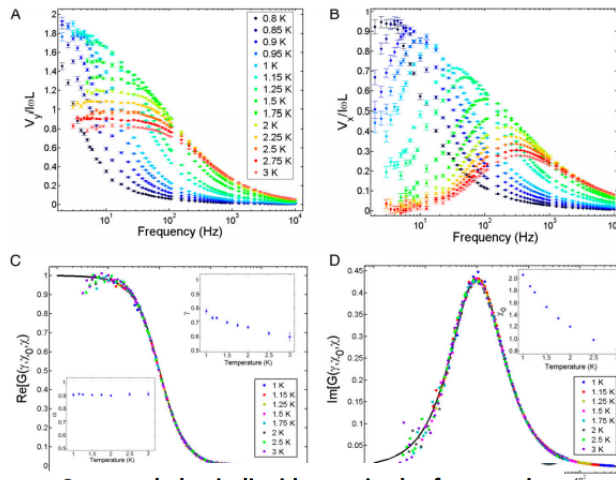


FIG. 1. (a) An illustration of a 30 nm Bi_2Se_3 flake exfoliated on YIG and contacted by Ti/Au electrodes. The coordinate system depicts that the current flows in the x -direction and an external magnetic field is applied in the xy plane at an angle ϕ . The magnetization of the TI cants towards the in-plane direction of the external field as described by the polar angle ψ . (b) Atomic force microscope image of a TI flake. False shaded yellow rectangles represent the patterned Ti/Au electrodes. (c) Illustration of the theoretical mechanism behind AMR in a proximity magnetized TI. Perpendicular magnetization induced in the TI by the YIG will open a gap (2Δ) between the surface states. Applying an in-plane field (H) rotates the magnetization (M_{TI}) which closes the gap.

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Results (data) Figure



Supercooled spin liquid state in the frustrated pyrochlore $\text{Dy}_2\text{Ti}_2\text{O}_7$

Ethan R. Kassner^a, Azar B. Eyvazov^b, Benjamin Pichler^{a,b}, Timothy J. S. Munsie^{c,d}, Hanna A. Dabkowska^e, Graeme M. Luke^{a,e}, and J. C. Seamus Davis^{a,g,h}

PNAS | July 14, 2015 | vol. 112 | no. 28 | 8549–8554

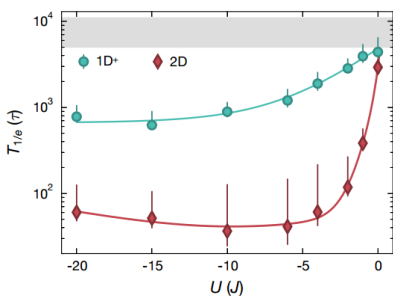
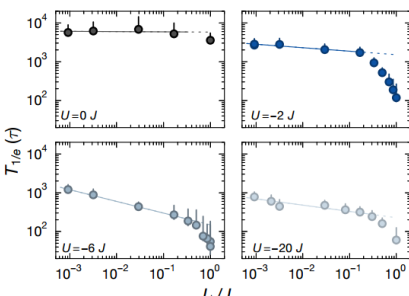
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Results (data) Figure

- Presents data, numerical results, theory curve
- Usually a graph
- Can encode a lot of information
 - Be careful! Too much is deadly
- Important to label axes clearly and correctly
- Make sure points, lines, and error bars are **visible** and *distinct*
 - Make sure distinctions can be seen even if printed in B/W

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Another example: results figure

Coupling Identical 1D Many-Body Localized Systems

Pranjal Bordia,^{1,2} Henrik P. Lüschen,^{1,2} Sean S. Hodgman,^{1,2}
 Michael Schreiber,^{1,2} Immanuel Bloch,^{1,2} and Ulrich Schneider^{1,2,3}

arXiv:1509.00478v1

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Another example: results figure

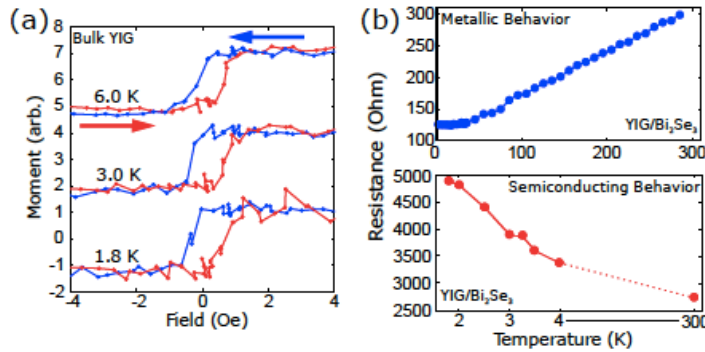
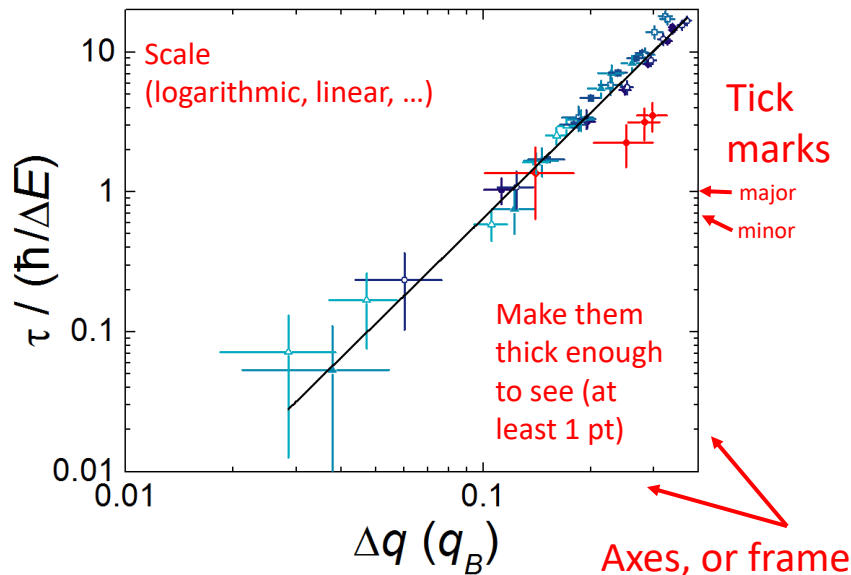


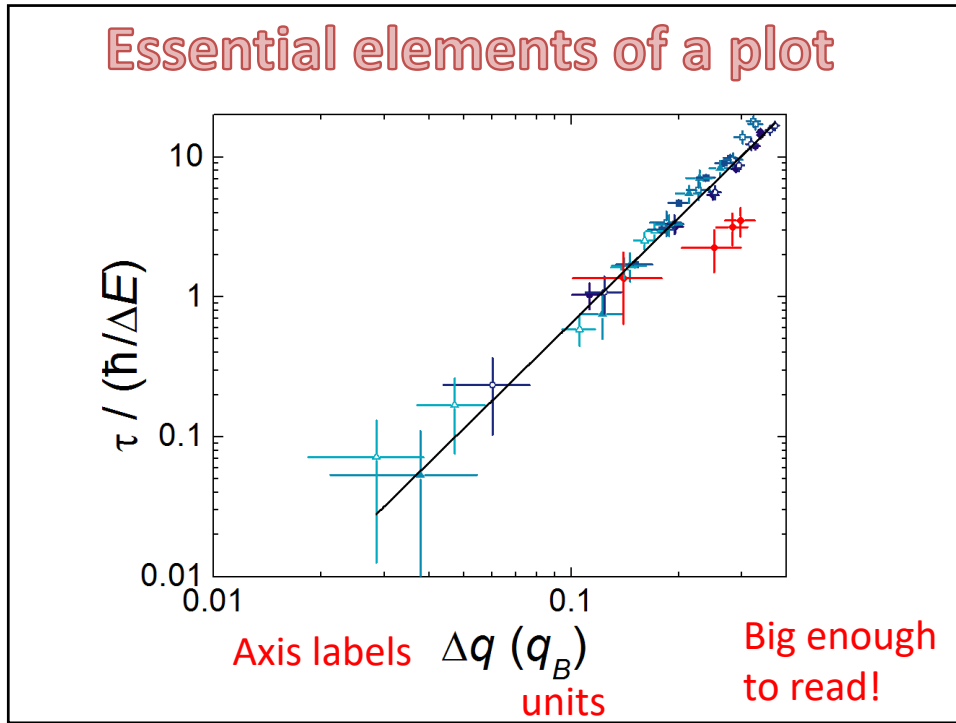
FIG. 2. (a) SQUID magnetometry of the bare YIG film shown over the temperature range where we observed ferromagnetic effects in the magnetoresistance. Note that the coercive field of the YIG is less than 2 Oe over the relevant temperature range. (b) Resistance versus temperature for a resistive Bi_2Se_3 flake (red) compared with a conductive flake (blue), that are exfoliated on the same YIG substrate.

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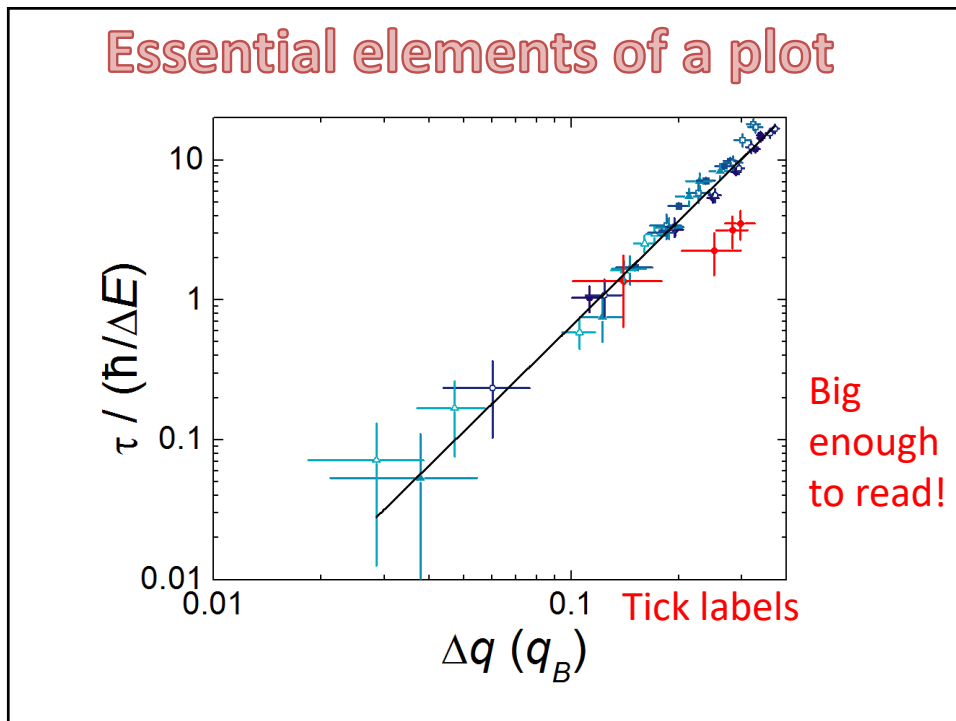
Essential elements of a plot



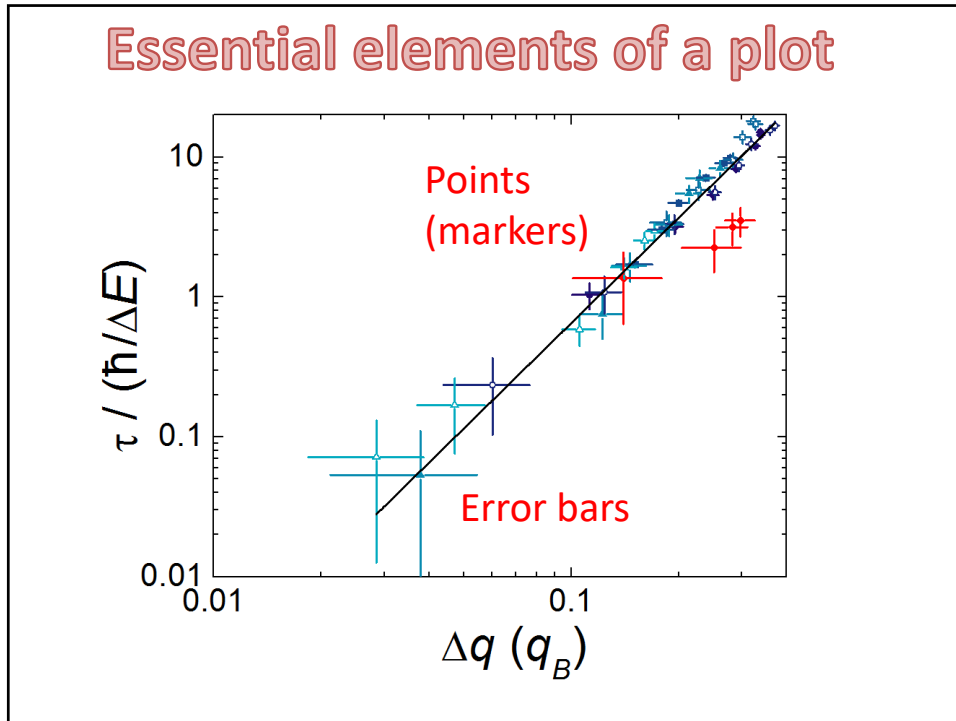
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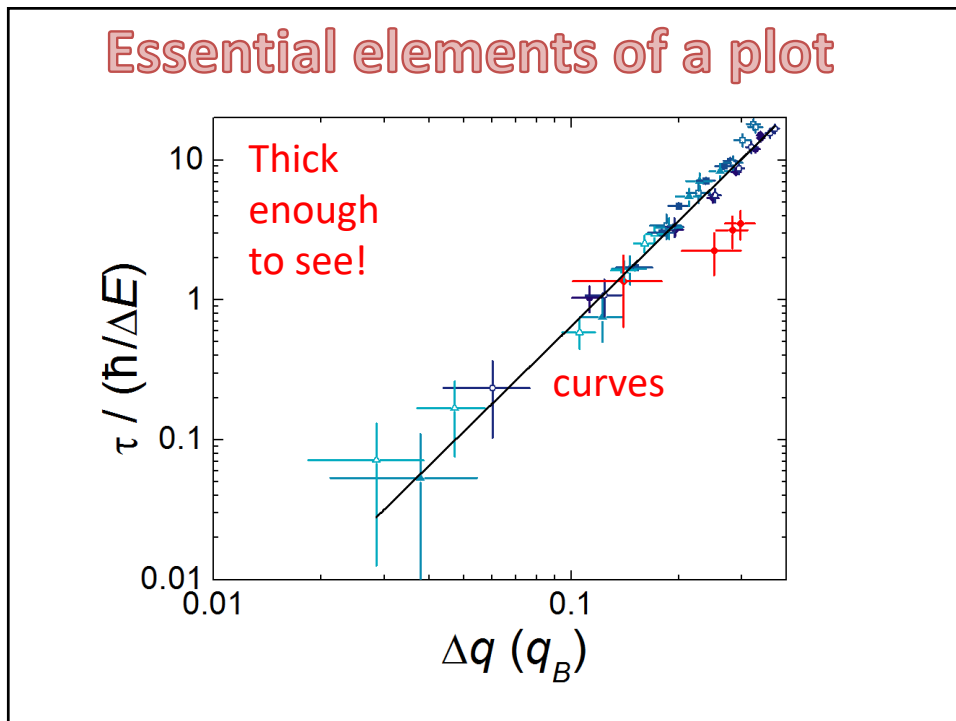
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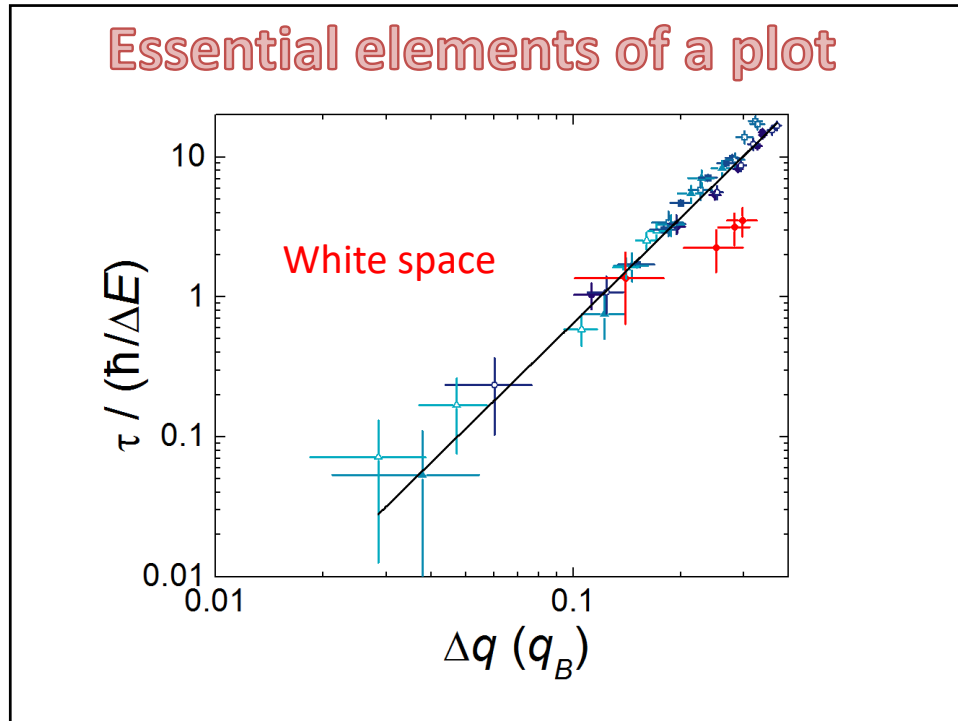
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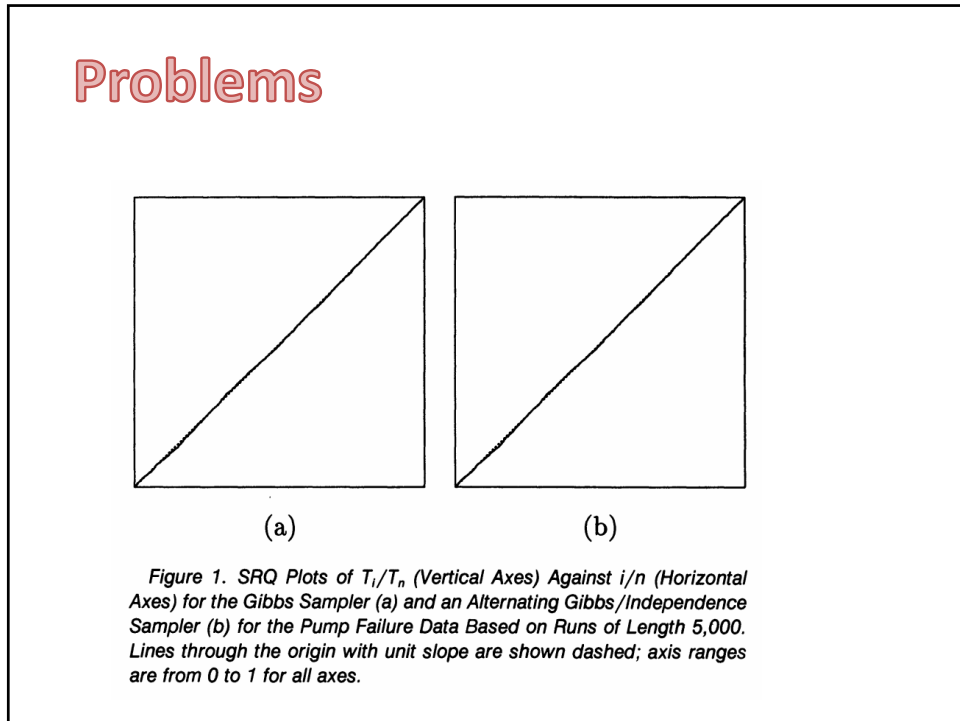


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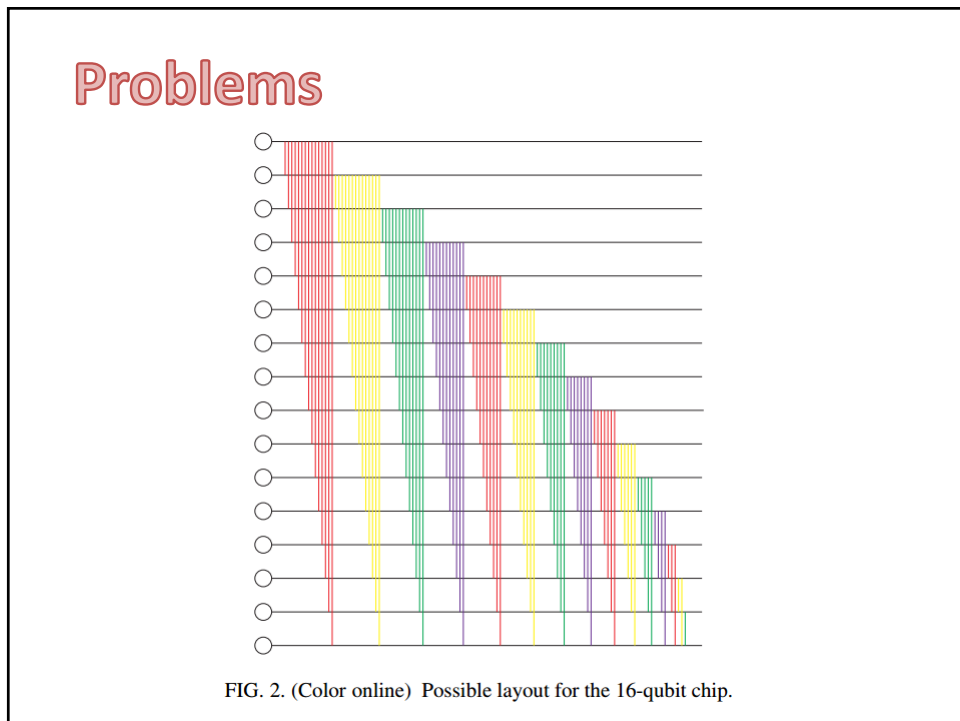
General Advice

- Legible fonts
 - Print the figure at 100% (reproduction scale)
- Avoid similar colors, yellow, orange; red/green
- Avoid arbitrary units
- Explain every part of the figure in the caption
 - symbols, insets, what each part is about
- Include scale bars & color bars
- Use high resolution, high contrast images
- Use vector graphics when possible

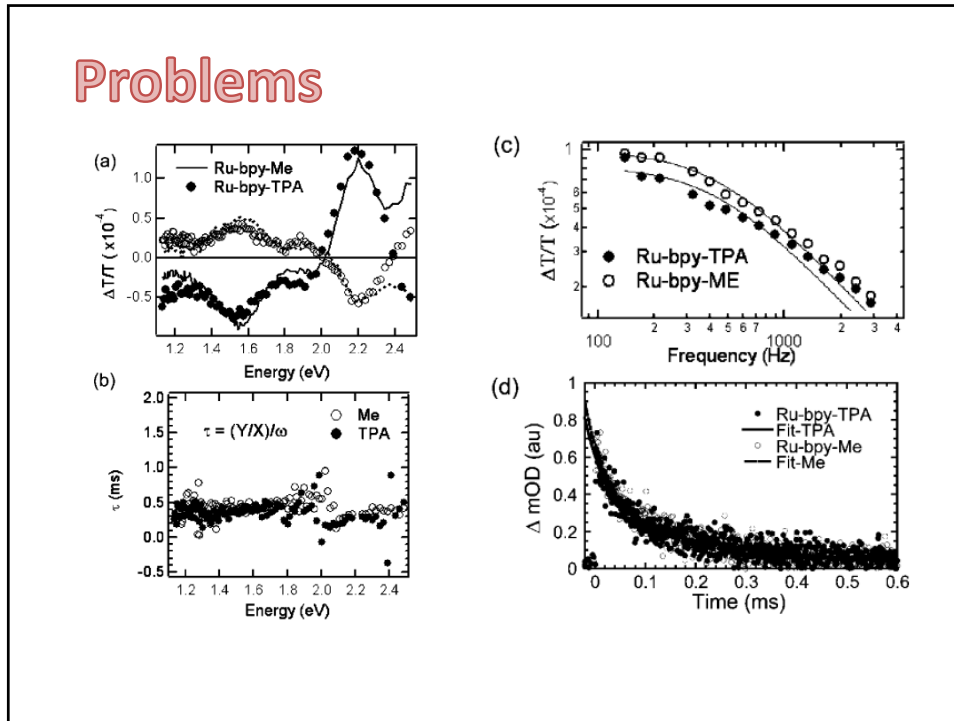
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Common issues from last year:

- Make axis labels large enough to be seen easily when figure is printed on $\frac{1}{4}$ page
- Plot markers should be large enough to be seen at $\frac{1}{4}$ scale
- Plot markers should be visually distinct in color, but also distinguishable when printed in black and white (hint: use different shapes)
- Legend should clearly indicate which curves are which
- Caption should explain all aspects of the figure

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Dark personal history

- Count the problems:

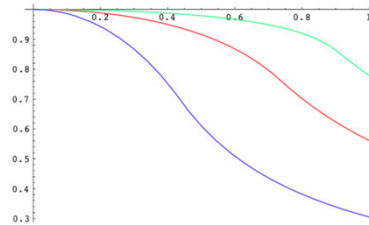


FIG. 4: Polarization reduction factor $\cos \omega$ for three different sets of new particle masses, as a function of partner top partner boost β . The phase space integral over $d \cos \theta$ has been performed. The red (central) curve is for a top partner with mass 500 GeV and boson partner 150 GeV. The green (upper) curve is for a top partner with mass 900 GeV and boson partner 300 GeV. The blue (lower) curve is for a top partner with mass 900 GeV and boson partner 700 GeV.

PHYSICAL REVIEW D 79, 014032 (2009)

Polarized top quarks from new physics: Signals and observables

Jessie Shelton*

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Dark personal history

- Better use of Mathematica options:

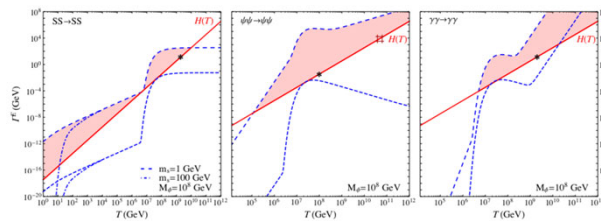


Figure 3. Comparison of the energy transfer rate (blue, dashed) to the Hubble rate (red, solid) for the scalar-scalar model (left panel), the Dirac fermion-Dirac fermion model (middle panel) and the gauge-gauge boson model (right panel). In each case the energy transfer rate is shown for a value of $k = 0.5$ and for $M_s = 10^8$ GeV. The lower curve in each case is the lowest value of the width for which thermalization occurs (for $k = 0.5$), while the upper curve is the upper allowed value. The black star indicates the reheat temperature and corresponding Hubble rate for the lower width, while the red # (visible only in the fermion case) indicates the maximum value of the reheat temperature.



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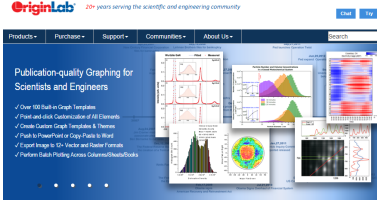
Chilly dark sectors and asymmetric reheating

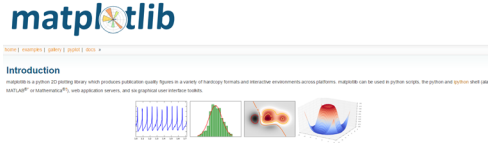
Peter Abdo, Yanou Cui* and Jessie Shelton*

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Resources

Software for making professional-quality plots

Origin (Webstore) 

Matplotlib (Python) 

MATLAB, Mathematica...caution

~~Excel~~

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Resources

Software for making professional-quality figures

Line / vector art

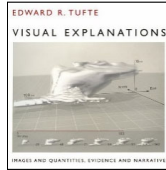
- Illustrator, CorelDraw, Inkscape (free)
- Mathematica

3D Illustration

- SketchUp (free), VPython (free), Blender (free)
- Autodesk products (free for students)

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More resources (Celia)



Edward R. Tufte, *Visual Explanations: Images and Quantities, Evidence and Narrative* (Cheshire, CT, Graphics Press, 1997).

“Graphing Resources”
(<http://www.ncsu.edu/labwrite/res/res-homepage.htm>), particularly their “Revising your Visuals” section.