

## TRAINING COMPLEMENT DESCRIPTION

### TRAINING COMPLEMENT DATA INFORMATION

<b>Título</b>	Publishing Research Results
<b>Planificación temporal</b>	Semester 2
<b>Créditos ECTS</b>	3
<b>Lengua</b>	English

### Instructors

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### CONTENTS

#### Theory

#### Chapter 1. Motivation

- 1.1 Why write technical documents
- 1.2 Understanding the types of technical documents used to report research: from a brief note to a Ph.D. thesis
- 1.3 Research papers and journals
- 1.4 Planning your writing and choosing your audience
- 1.5 Outline

#### Chapter 2. Structure of a technical document

- 2.1 The standard model
- 2.2 Advanced models

#### Chapter 3. Writing the Introduction

- 3.1 Literature survey
- 3.2 Writing definitions in English
- 3.3 Reporting verbs
- 3.4 Tenses for reporting previous research

#### Chapter 4. References and the Reference List

- 4.1 The importance of supporting your statements with appropriate references
- 4.2 Plagiarism
- 4.3 Examples of reference formats

#### Chapter 5 The choice of your word processors

5.1	WYSIWYG-type word processors
5.2	LaTeX: a document preparation system
<b>Chapter 6 Writing the Body of your document</b>	
6.1	Explaining the procedure
6.2	Useful linking: “as” clauses
6.3	The language of “increase” and “decrease”
6.4	Discussion of results
6.5	Ways of describing accuracy of results
6.6	Comparison of results
6.7	Explanation of errors and unexpected results
6.8	Writing references to material within the document itself
<b>Chapter 7 Writing the Conclusions</b>	
7.1	Summary
7.2	Conclusions
<b>Chapter 8 Writing an Abstract</b>	
8.1	Contents
8.2	Tenses
8.3	Personal pronouns
8.4	Negatives and abbreviations
<b>Chapter 9 Appendices</b>	
9.1	The importance of Appendices
9.2	What to put in an Appendix
<b>Chapter 10 After writing a journal paper</b>	
10.1	The review process
10.2	Answering the reviewers
10.3	Proofs and publication
10.4	Giving it another try
<b>Chapter 11 After writing a conference paper</b>	
11.1	Preparing your talk
11.2	Delivering your talk
11.3	Answering questions
<b>Chapter 12 How to get a PhD</b>	
12.1	Research for a PhD
12.2	Managing your supervisor
12.3	Managing the institution
12.4	Preparing your dissertation
12.5	Your supervisor’s feedback
12.6	Viva and outcome
<b>Practice/Assignments</b>	
<b>Assignment 1. Outline</b>	
Students will have to write an “Outline” for a short paper proposed by the instructors.	

<b>Assignment 2. Introduction</b>
Students will have to write a short “Introduction” for a paper. They have to use references to the literature using the automatic features of the word processor chosen. A short “Reference List” must be included.
<b>Assignment 3. Paper Body</b>
Students will have to write a couple of paragraphs of the body of a paper. They will have to include references to material within the paper itself using the automatic features of the word processor chosen.
<b>Assignment 4. Conclusions</b>
Students will have to write a “Conclusions” section for a paper.
<b>Assignment 5. Abstract</b>
Students will have to write an appropriate abstract for a paper about the topic suggested by the instructors
<b>Assignment 6 (Final). Full paper and oral presentation</b>
Students will have to write a full paper following the editorial specifications given by the instructors. The full paper will be presented orally

<b>COMPETENCES</b>
<b>General competences</b>
1. To be able to communicate research results and their fundamental features, clearly and without ambiguity, to either a specialised or a general audience
<b>Specific competences</b>
1. To be familiar with the different stages of a research project: from the beginning to the communication of the results
2. To be able to communicate research results to society through presentations and other forms of publication in a scientific context

<b>Learning Outcomes</b>
By the end of the course students: <ul style="list-style-type: none"> <li>• Should be strongly motivated to communicate their research results because they understand the importance of scientific communications for their own work and other researchers’ work.</li> <li>• Should know the so-called “standard model” for technical documents and what the sections of this type of document should include, especially for those documents with research results: Ph.D. dissertations, conference papers and journal papers.</li> </ul>

- Should understand the main tools to write technical documents.
- Should know and use fluently the register of English applicable to technical research documents.
- Students with an upper-intermediate level of English should be able to write their research work so that the structure of the document structure and its use of English enable their research results to be easily understood, instead of being a barrier to communication.

## TEACHING METHODOLOGY

### General methodological aspects

All the course sessions will be conducted in English and the students are expected to participate in this language.

### In-class activities

- **Lectures:** They will present the fundamental aspects of the course. They will emphasise the structure of a typical technical document (paper, report, and dissertation) and explain the contents of each of the sections of the document. They will also explain the main language conventions for the different parts of a technical document.
- **Discussion of assignments:** All the assignments submitted by the students will be reviewed in class to explain the positive points and the mistakes. Various aspects will be discussed: clarity, contents, register, collocation, language conventions, use of the word processor, alternatives, etc.
- **Tutoring** for groups or individual students will be organised upon request.

### Out-of-class activities

- Personal study of the course material (10h)
- Further reading (20h)
- Assignments (30h)

## ASSESSMENT AND GRADING CRITERIA

Assessment activities	Grading Criteria	Weight
Individual work: course assignments	<ul style="list-style-type: none"> <li>▪ Contents and structure</li> <li>▪ Use of English</li> </ul>	20%
Student's participation	<ul style="list-style-type: none"> <li>▪ Interest</li> <li>▪ Use of English</li> </ul>	10%
Final paper	<ul style="list-style-type: none"> <li>▪ Contents and structure</li> <li>▪ Respect for the editorial instructions</li> <li>▪ Use of English</li> <li>▪ Oral presentation of the paper</li> </ul>	50%

## BIBLIOGRAPHY

### Basic bibliography

- Slides for each lecture (available in Moodle).
- Michaelson, H.B. (1986). How to Write and Publish Engineering Papers and Reports. 2nd Edition. The Professional Writing Series. ISI Press. Philadelphia.
- Philips, E.M. and Pugh, D.S. (1994). How to Get a Ph.D. Open University Press, Buckingham.

### Complementary bibliography

- [1]. Bryson, B. (2004). A Short History of Nearly Everything. A Black Swan book.
- [2]. Garfield, E. (2006). "The history and meaning of the Journal Impact Factor". Journal of American Medical Association (JAMA). January, 4, vol.. 295, no. 1. Downloaded from [www.jama.com](http://www.jama.com). pp 90-93
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- [12]. Pears, R. and Shields, G. (2013). Cite Them Right (9th edition). Palgrave Study Skills. Palgrave Macmillan, Basingstoke.
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