

From Bench to Paper - Scientific Writing for Health and Life Sciences

Dates	22 nd – 26 th November 2021
Format	Online course on MS Teams Heidelberg Required: daily check-ins at 9:00 am, daily group work (ca 1.5 hours) Optional: one individual consultation per student



Scientific Writing is a central component of all academic work and a necessary research skill both within a university environment and in the outside world. In a reader-centric culture such as ours, academic writers need to ensure that their publications, reports, and grant applications are logically sound, coherent, and formulated clearly and unambiguously if they want them to be successful. Thus, writing can be a productive and even rewarding task, but it can also present certain challenges, especially for less experienced writers.

This week-long online course in English is meant for all advanced students wrapping up collected data for their theses or doctoral students who are pursuing work on a dissertation, research article, or grant proposal within the health or life sciences.

The workshop will guide participants through the complex process of academic writing and introduce them to practical tools and methods for improving their own writing process. In addition to completing the self-study units and daily check-ins, all students will also be able to receive individualized feedback on a piece of their writing during a voluntary writing consultation with one of the course instructors. Thus, participants will learn to apply the basic principles of effective academic writing to their own dissertation, proposal, or prospective publication. At the end of the week, they will leave the course with their own draft of a scientific text.



Learning Outcomes	<p>After this week you will be able to...</p> <ul style="list-style-type: none"> — ...describe “writing as a process” and explain how this model will help you to improve your own writing by adapting several writing techniques such as writing to prompts and mind-mapping — ... describe the structure of any scientific text by identifying the function of each part in order to use this knowledge strategically in your own writing — ... read scientific texts of others more efficiently — ... develop a consistent story out of your data / material — ... describe the characteristics of scientific language and apply this knowledge to peer review and your own text
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Teaching Learning Activities	<ul style="list-style-type: none"> — Phases of self-directed learning for your own project, with videos and written assignments — Regular synchronous phases for clarifying questions with the teachers — Peer feedback — Possibility of peer exchange in self-organised groups for continuous feedback
Teaching Team	Anne Schindel, PhD & Petra Eggensperger, MA (Sussex) https://www.uni-heidelberg.de/slk/mitarbeiter/index.html
Workload	Self-directed learning phases with videos and assessment task → 6 hours Synchronous phases for discussion → approx. 10 hours
Application	Please apply until Nov. 12 th via email (slk@uni-heidelberg.de) with a short description of: <ul style="list-style-type: none"> — the stage of your research and writing project and — how you hope to benefit from this course
Preparation	After you have been selected to participate in this course, you need to register with MS Teams.

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Self-directed learning

Synchronous meetings in MS Teams

Day / Time	Monday 22nd	Tuesday 23rd	Wednesday 24th	Thursday 25th	Friday 26th
9 am	Kick-Off: who is who, orientation and expectations	Check-In for Open Questions and Orientation	Check-In for Open Questions and Orientation	Check-In for Open Questions and Orientation	Revising your draft
10:30 am	Writing a first draft of a project proposal or introduction <ul style="list-style-type: none"> – Develop your research question – 5 paragraph method Chapter 1 - 4	Structure of a Scientific Paper <ul style="list-style-type: none"> – Dissect the introduction Chapter 5	Structuring your material: <ul style="list-style-type: none"> – Mind-Map your story line Strategies for Readings	Scientific language: <ul style="list-style-type: none"> – reader centred writing – Reviewing draft Chapter 8 - 9	
1 pm	Synchronous Peer Feedback in Working Groups (WG): <ul style="list-style-type: none"> – How SMART is the Research Question? 	Synchronous peer discussion in WGs: <ul style="list-style-type: none"> – introduction of manuscript, – Lessons learned for own introduction 	Synchronous peer discussion in WGs: <ul style="list-style-type: none"> – introduction of manuscript, – Lessons learned for own introduction 	Peer-Feedback on drafts and discussions on Lessons learned from feedback	Lessons Learned
	Revision and Writing up 5 Paragraph Method as introduction	Revision of Introduction	Write Up Results and draft your discussion	Revising your draft	End: 3 pm