

## COURSE DESCRIPTION

### COURSE DETAILS

Title (of the course): **SCIENTIFIC WRITING AND PRESENTATIONS IN ENGLISH (T)**

Code: 138007

Degree/Master:	<b>MÁSTER UNIVERSITARIO EN ASESORÍA JURÍDICA DE EMPRESAS</b>	Year: 1
	<b>MÁSTER UNIVERSITARIO EN AVANCES EN CIENCIAS GASTRONÓMICAS</b>	Year:
	<b>MÁSTER UNIVERSITARIO EN COMERCIO EXTERIOR E INTERNACIONALIZACIÓN DE EMPRESAS</b>	Year: 1
	<b>MÁSTER UNIVERSITARIO EN ESTUDIOS INGLESES AVANZADOS: LINGÜÍSTICA COGNITIVA, LITERATURA Y EDUCACIÓN B</b>	
	<b>MÁSTER UNIVERSITARIO EN GESTIÓN AMBIENTAL Y BIODIVERSIDAD POR LA UNIVERSIDAD DE CÓRDOBA</b>	
	<b>MÁSTER UNIVERSITARIO EN PROTECCIÓN VEGETAL</b>	
	<b>MÁSTER UNIVERSITARIO EN PSICOLOGÍA APLICADA A LA EDUCACIÓN Y EL BIENESTAR SOCIAL</b>	
	<b>MÁSTER UNIVERSITARIO EN SALUD PÚBLICA VETERINARIA POR LA UNIVERSIDAD DE CÓRDOBA</b>	
	<b>MÁSTER UNIVERSITARIO EN TRADUCCIÓN ESPECIALIZADA (INGLÉS/FRANCÉS/ALEMÁN-ESPAÑOL)</b>	Year:
	<b>TRANSVERSALES MÁSTERES UNIVERSITARIOS</b>	Year: 1

ECTS Credits: 4.0

Classroom hours: 0

Face-to-face classroom percentage: 0.0%

Study hours: 100

Online platform:

### LECTURER INFORMATION

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### PREREQUISITES AND RECOMMENDATIONS

#### Prerequisites established in the study plan

Not applicable

#### Recommendations

Students should have a good command of English (B1 minimum), as this course is delivered in English.

### INTENDED LEARNING OUTCOMES

CU1	To know how to manage scientific databases and resources for study and research
CU3	To develop the necessary skills for the correct oral, written and graphic communication
CU4	To communicate conclusions – as well as the knowledge and the reasons that support them – to specialized audiences clearly and directly
CU5	To foster among students the development of the following skills and capacities: analysis and synthesis, organization and planning, oral and written communication, problem solving, decision-taking, critical reasoning, autonomous learning, creativity, capacity to apply the theoretical knowledge to practice, use of the Internet as a communication and information source
CU7	To be able to write and present research results as a scientific paper to a specialized audience

### OBJECTIVES

The main objective of this subject is to enable students to produce academic and scientific documents (mainly papers/articles) as well as to help them acquire the skills that will allow them to present their research results within a scientific meeting (such as conferences or seminars) where it is necessary to present scientific research. Therefore, this subject's main goal is to help students to plan and produce scientific written and oral texts.

These are the secondary objectives of this subject:

1. To help students become familiar with the structure of a scientific paper and a poster in English.
2. To successfully write a scientific article and a poster within students' research area.
3. To help students become familiar with the structure of a presentation for a conference and the defense of a poster.
4. To present research results and defend a poster.
5. To help students develop adequate social interaction rules and debate techniques for a scientific meeting.
6. To become aware of one's own English learning process.
7. To help students acquire the necessary skills to be able to detect possible future gaps in their future as researchers.

### CONTENT

#### 1. Theory contents

##### 1. Theoretical content

The syllabus of this subject has been carefully structured to address the most difficult tasks for students: writing and speaking. Nevertheless, these skills will be purposefully enhanced by planning specific tasks for students within their scientific and academic environment.

#### Block I. Writing a scientific text in English

##### Unit 1. Grammar: the essentials

Tenses and concordance



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The article and the noun  
English passives and actives  
Connectors: coordinate and subordinate sentences

### Unit 2. Organising ideas and crafting paragraphs

The principles of effective writing  
Organising the main outline (streamlining the writing process)  
Crafting sentences and creating paragraphs  
Graphs, tables and figures  
Reviewing the first draft  
The journal specifications and norms  
Responding to reviewer and editor comments  
The final text

### Unit 3. The structure of scientific articles

- a. Author(s)
- b. Title
- c. Abstract
- d. Introduction
- e. Materials and Methods
- f. Results
- g. Discussion
- h. References

### Unit 4: The publication process

Submitting the text  
Issues in scientific writing: plagiarism, authorship, ghostwriting  
Peer review

## Block II. Academic and scientific presentations in English

### Unit 5. Structure of an academic and scientific presentation in English

Introducing and giving background information  
Defining  
Enumerating/Listing and giving examples  
Showing importance/Emphasising  
Clarifying/Explaining/Putting it in other words  
Giving further information  
Giving contrasting information  
Classifying  
Digressing  
Referring to visuals  
Concluding

### Unit 6. Social interaction in a scientific meeting

Dealing with questions successfully  
Cultural and social aspects of international meetings

### Unit 7. Body language and voice power

Agreeing and disagreeing politely  
Keeping the debate going: showing interest and community building



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### 2. Practical contents

Theoretical and practical contents are intertwined due to the fundamentally practical side of this subject.

## SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Quality education

## METHODOLOGY

### Clarifications

This is an online course in which students are expected to work independently on Moodle. As a result, there will be no face-to-face tuition, either synchronous or asynchronous.

Part-time students are encouraged to contact the course lecturers within the first two weeks to agree on the adaptation of this course to each particular case.

### Face-to-face activities

### Off-site activities

Activity	Total
<i>Exercises</i>	25
<i>Information search</i>	25
<i>Self-study</i>	50
<b><i>Total hours</i></b>	<b><i>100</i></b>

## WORK MATERIALS FOR STUDENTS

Dossier  
Exercises and activities  
References

### Clarifications

Materials will be available on Moodle as the course develops.

## EVALUATION

Tools	Percentage
<b>Assignments and projects</b>	10%
<b>Final Project</b>	45%

## COURSE DESCRIPTION

Tools	Percentage
Oral presentations	45%

### Period of validity for partial qualifications:

September 2022

### Clarifications:

#### Assessment will be:

1. 45%: Oral presentations (quality of the presentation).
2. 45%: Final projects (academic poster).
3. 10%: Assignments and project (activities along the course).

### Clarifications:

## BIBLIOGRAPHY

### 1. Basic Bibliography

- Bloom, G. 1982. The Language of Medicine in English, Nueva York: Regents.
- Day, R.A. 1983. How to Write and Publish a Scientific Paper, Philadelphia: ISI Press.
- Ebel, H.F., Bliefert, C., Russay, W.E. 1987. The Art of Scientific Writing, Weinheim: VCH.
- Estrin, H. A. 1990. Technical Writing in the Corporate World, Los Altos, California: Crisp.
- Fernández y Suárez, R.L.1993. English for Agroforestry Specialties, Madrid: Síntesis.
- González Pueyo, M. I. 1998. Technical English: Function and Grammar, Zaragoza: Universidad de Zaragoza.
- Hoover, H. 1980. Essentials for the Scientific and Technical Writer. New York: Dover Publications.
- Huth, E.J. 1982. How to Write and Publish Papers in the Medical Sciences, Philadelphia: ISI Press.
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- Lee, M.; Stephenson, G.; Anderson, M.; Lee, L. A. 1995. The Handbook of Technical Writing: Form and Style. New York: Harcourt Brace Jovanovitch.
- Maillot, J. 1997. La traducción científica y técnica, Madrid: Gredos.
- Norman, G. 1999. Cómo escribir un artículo científico en inglés, Madrid: Hélice.
- Pickett, N. A. 1996. Technical English: Writing, Reading and Speaking, New York: Harper Collins.
- Pullum, Geoffrey K. 2010. "The Land of the Free and the Elements of Style." English Today 2, 34-44.
- Riley, A. 1997. English for Law, London: Prentice Hall.
- Sides, C.H. 1992. How to Write and Present Technical Information. Cambridge: Cambridge University Press.
- Trimble, L. 1985. English for Science and Technology. A Discourse Approach. Cambridge: Cambridge University Press.
- Yates, C. St. J. 1990. Technical English for Industry. Harlow (Essex): Longman.

### 2. Further reading

None



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The methodological strategies and the evaluation system contemplated in this Course Description will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.

### CONTINGENCY PLAN: CASE SCENARIO A

Case scenario A will correspond to a diminished on-site academic activity due to social distancing measures affecting the permitted capacity of classrooms.

### METHODOLOGY

#### **General clarifications on the methodology on case scenario A**

Part-time students must contact the teachers of the subject to get an adapted schedule of the tasks and activities that have to be done in order to get a pass.

### EVALUATION

#### **Period of validity for partial qualifications (Scenario A):**

September 2021

#### **Clarifications on the methodology for part-time students and students with disabilities and special educational needs (Scenario A):**

##### **Assessment will be:**

1. 45%: Presentations (quality of the presentation).
2. 45%: Tasks and projects (academic written texts).
3. 10%: Analysis of different texts and presentations (continuous assessment).

### CONTINGENCY PLAN: CASE SCENARIO B

Case scenario B will bring about a suspension of all on-site academic activities as a consequence of health measures.

### METHODOLOGY

#### **General clarifications on the methodology on case scenario B**

Part-time students must contact the teachers of the subject to get an adapted schedule of the tasks and activities that have to be done in order to get a pass.

**COURSE DESCRIPTION****EVALUATION****Period of validity for partial qualifications (Scenario B):**

September 2021

**Clarifications on the methodology for part-time students and students with disabilities and special educational needs (Scenario B):****Assessment will be:**

1. 45%: Presentations (quality of the presentation).
2. 45%: Tasks and projects (academic written texts).
3. 10%: Analysis of different texts and presentations (continuous assessment).