Scientific Writing
For Clinical Research
Feb. 4, 5, 8, & 9, 2010
Registration

The registration fee of $45 includes course handouts, certificate of completion and refreshments.

The course registration is limited, and participation will be confirmed on a first come, first served basis.

For information about registration, please contact the Institute for Translational Sciences - Education Office at (409) 772-1484

Schedule:
Registered participants only.

Controlling word choice and sentence structure
Thursday, February 4, 2010, 2–5 p.m.
Rebecca Sealy East 4.301/4.304

Developing paragraphs and extended arguments
Friday, February 5, 2010, 2–5 p.m.
Children’s Hospital 2.312

Writing successful research grant proposals
Monday, February 8, 2010, 2–5 p.m.
Rebecca Sealy East 4.301/4.304

Writing successful research articles
Tuesday, February 9, 2010, 2–5 p.m.
Rebecca Sealy East 4.301/4.304

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Course Director
Professor, Pediatrics - University of Rochester School of Medicine and Dentistry; Preventive Medicine - UTMB

Presented by:
Institute for Translational Sciences
Education Office
Introduction
This course is designed primarily for UTMB faculty and fellows. However, residents and students may attend if enrollment number permits. The course will help participants to develop an effective writing style for scholarly documents, with special emphasis on research articles and grant proposals.

Design and Objectives
The seminars will be taught interactively with constructive critique of writing samples contributed by previous participants. Handouts summarizing principles and techniques will be provided.

Upon completion of this course, participants should be able to:

- Demonstrate improved skill in writing clear, concise and effective prose
- Describe the form, content and modes of argument conventionally used in scientific articles and grant proposals
- Use strategies that drive the persuasive presentation of ideas in scientific articles and grant proposals

Setting
The course will consist of four seminars of three hours each. Please see “Schedule” for dates and location. A light lunch is provided.

Method
Part I. Developing an Effective Writing Style

a. Controlling word choice and sentence structure
Using extracts from previous participants’ writings as examples for discussion, the group will learn how to choose words with precision, avoid overused and ill-used phrases, and compose clear and concise sentences. Participants will be given practice exercises to sharpen their self-editing skills.

b. Writing paragraphs and extended arguments
Building on skills practiced in the previous session, the participants will learn how to construct clear and readable paragraphs and develop sound arguments that persuade the reader. Practice exercises will include unscrambling poorly ordered paragraphs and reorganizing longer passages to heighten their clarity and persuasive impact.

Part II. Writing Grant Proposals and Research Articles

a. Writing successful research grant proposals
The session will address the basic principles of successful proposal writing: selling the “big picture,” providing essential details efficiently, and making proposals as easy to read and navigate as possible.

Pre-planning steps to enhance writing efficiency will also be discussed.

The group will then focus on appropriate content and winning strategies for each section of the NIH application: Specific Aims, Background/Significance, Preliminary Studies, and Research Design and Methods. This information will be useful for preparation of research grants targeting any foundation or agency.

b. Writing successful research articles
Participants will discuss the obstacles to writing productivity and strategies for overcoming these barriers. Tips, tricks and technological solutions will be shared. Then, turning to the research article itself, the class will discuss the importance of choosing a focused, significant subject and developing it in keeping with the conventions of a scientific report. The group will evaluate selections from a sample article and discuss the content and strategy of the introduction, methods, results and discussion. Finding an appropriate balance between “big picture” issues and scientific details will also be considered.

Acknowledgement
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The Clinical Research Center and the Institute for Translational Sciences - Education Office also
present an annual research methods course, *Clinical Research: Tools & Techniques*. Look for this and other translational research educational programs at http://www.its.utmb.edu/index.htm