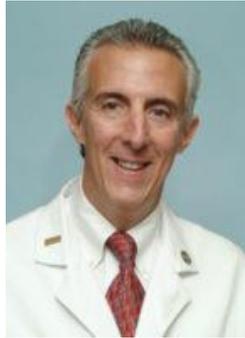


Syllabus: M17-529 Spring 2019

Scientific Writing and Publishing

About the Coursemasters



Contact Information:

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Preferred method of contact: e-mail  
Virtual Office Hours: None  
In-Person Office Hours: Both instructors will be available during class unless otherwise indicated.  
Meeting outside of class is at the instructors' discretion.

Welcome to *Scientific Writing and Publishing*. We both have extensive experience with biomedical publishing as authors, peer reviewers, editorial managers and editors. We are pleased to share our experience with you. Currently, Dr. Piccirillo is editor in chief of *JAMA Otolaryngology-Head & Neck Surgery*, which including *JAMA* is one of 12 journals in the *JAMA* Network, and Ms. Dodson is editorial manager of that journal. She also has many years of experience managing the *American Journal of Physiology-Endocrinology and Metabolism* and in 2005 developed Academic Publishing Services at the School of Medicine to assist faculty, trainees and students with writing manuscripts and grant proposals. If at any time you feel you would like writing and/or editing assistance, please let Ms. Dodson know so that she may refer you to her team of experienced medical writers and editors. She also has a list of freelance graphic artists who may assist with creating figures and tables. It is important to note that the freelancers charge varying fees so we suggest that you get an estimate for the work before it begins.

About This Course

Required Texts:

*Publishing and Presenting Clinical Research*, Third Edition (Warren S. Browner, MD, MPH). Available from Barnes & Noble and Amazon. You should read the entire book. Specific chapters to prepare for the lectures are assigned in the Lecture Schedule further down in this syllabus.

Other Course Materials: none

**Course Description:**

The objective of this course is to teach the proper techniques of writing and publishing a biomedical manuscript. Publishing strategies are also discussed.

Though not required, it is strongly advised that students be working on a manuscript for publication in a biomedical journal while taking this class so that they receive the maximum benefit. Partnerships will be assigned for the peer review exercises at the end of the semester and each student will be expected to review and provide feedback on their partner’s manuscript.

**IMPORTANT NOTE: The use of laptops and cell phones during lectures are not allowed; if you need to answer or make a phone call, please step out of the classroom.**

**Peer Review Panel:**

A peer review exercise will take place as noted on the Lecture Schedule and all students are expected to participate unless prior notice is given to both instructors. Details about this exercise will be presented in class.

**Outcomes**

The goal of this course is to have a complete manuscript by the end of the course for peer review and feedback. Interim dates will be set for which early drafts of specific components of the paper will be due. See the Lecture Schedule and Grading components of this syllabus for more specific details.

**Class Participation:**

Active participation in class is expected (see Assessment/Grading on next page). Group discussion and peer feedback is an important part of the experience in this course. Scholars are expected to be respectful and supportive of their peers and provide helpful and actionable suggestions toward each other’s manuscripts. If you have any concerns about the classroom participation or dynamics, please discuss those concerns as soon as possible with one of the course masters.

**Time Requirements**

For face-to-face courses in the CRTC program it is expected that you will be in class 1 hour per week for each credit of the course plus travel time (i.e. this is a 2 credit course so that is 2 hours a week). In addition it is assumed you will be doing homework and completing reading assignments that take at least double that time. Thus, you should anticipate your time commitment for this course to be at least 6 hours a week.

**Lecture Schedule (subject to modification)**

Dates	Topic	Readings
January 15	Lecture: Biomedical Journal Publishing: Strategies for Success (KD)	
January 22	Lecture: Where to Start: Figures and Tables (JP)	
January 29	Constructing Key Points and Tweets for Social Media (KD)	Chapters 6 & 7
February 5	Lecture: Writing the Methods Section (JP) Rigor and Reproducibility	Chapter 4
February 12	Lecture: Writing the Results Section (JP)	Chapter 5
February 19	In-class review of manuscript drafts	
February 26	Lecture: Writing the Discussion Section (KD)	Chapter 8
March 5	Lecture: Titles and Abstracts (KD)	Chapter 2
March 12	Spring Break – No Class	
March 19	Preparing for Publication—Odds and Ends	

	Second drafts of manuscripts due	
March 26	Lecture TBA (based on student progress)	
April 2	Lecture TBA (based on student progress)	
April 9	Review Final Manuscripts for Peer Review Exercise	Chapter 13
April 16	Peer Review Exercise	
April 23	Semester summary; Q & A	

## Assessment/Grading

### Summary of Course Assignment Point Values:

Students will be given letter grades (100 points = A) based on the following:

Attendance, class discussion and participation	25 points
Peer Review (10 points from instruction observation and 10 points from peer evaluation)	20 points
First draft of manuscript	10 points
Second draft of manuscript	10 points
Complete and final paper submitted for review at Peer Review Panel	30 points
Participation in Peer Review Panel and submission of Score Sheet	5 points

### Grading Scale:

100-93 points = A

92-90 points = A-

89-87 points = B+

**86-83 points = B (minimum for core course)**

82-80 points = B-

79-77 points = C+

**76-73 points = C (minimum for electives)**

72-70 points = C-

69-67 point = D+

66-63 points = D

62-60 points = D-

59=0 points = F

Students are expected to work closely with their mentors. If there are problems with the mentor relationship, students must let the instructors know immediately by sending an email to [piccirilloj@ent.wustl.edu](mailto:piccirilloj@ent.wustl.edu) and [karen.dodson@wustl.edu](mailto:karen.dodson@wustl.edu).

**Attendance Requirement:**

In-class participation is an important part of the coursework taken as part of the MSCI or AHBR programs and the clinical research training programs within the CRTC. Students are expected to **physically attend at least 75% of class sessions** for each course they take. Watching the videotaped class presentations, if available, is helpful to keep up with missed sessions, but is not a substitute for class attendance. Students whose professional duties or personal circumstances prevent them from meeting this program attendance requirement must receive prior written approval of the coursemaster(s), and agree on an alternate plan to achieve course objectives and earn academic credit.

## Technical Support

If you have any technical problems accessing the online course platform, please e-mail [crtc@email.wustl.edu](mailto:crtc@email.wustl.edu). Note, this mailbox is not monitored in the evening or on weekends. If you need immediate help after hours please put a service request into <https://wusm.service-now.com>.

## Course Policies

**Participation (Expectations):**

- It is vitally important that our classroom environment promote the respectful exchange of ideas. This entails being sensitive to the views and beliefs expressed during discussions whether in class or online.
- Your success in this course will heavily depend on your ability to communicate, engage and participate in all course activities. Successful completion of this course requires that a student keep up with all assignments and prep work for the discussion components.

**Drop Dates:**

If the occasion should arise that you want or need to drop this class, please see one of the instructors. You can drop for any reason during the course of the semester, however you may only receive a partial or no tuition reimbursement depending upon how far into the semester you drop the course. See the [Academic Calendar](#) for your program for specific dates and reimbursement policies. Note, late withdrawals will also appear on your transcript as a withdrawal.

**CRTC Academic Policy Guidelines:**

Guidelines regarding CRTC course registration and enrollment, grades, tuition obligation, and academic leave are consolidated in the [CRTC Academic Policy Guidelines](#). Please take a moment to review this document.

**CRTC Guidelines for Academic and Non-Academic Transgressions:**

By registering for this course you have agreed to the terms of the [CRTC Guidelines for Academic and Non-Academic Transgressions](#). If you have not already reviewed this policy, please be sure to before beginning any CRTC related coursework.

**Academic Integrity/Plagiarism:**

- Academic dishonesty is a serious offense that may lead to probation, suspension, or dismissal from the University. One form of academic dishonesty is plagiarism – the use of an author's ideas, statements, or approaches without crediting the source. Academic dishonesty also includes such acts as cheating by copying information from another student. **Plagiarism and cheating are not acceptable.**
- Academic dishonesty will be reported to the Office of the Registrar for possible action. The coursemaster will make an academic judgment about the student's grade on that work and in that course. The CRTC process regarding academic dishonesty is described in the [CRTC Guidelines for Academic and Non-Academic Transgressions](#)

**Writing Assistance:**

For additional help on your writing, consult the expert staff of [The Writing Center](#) in Olin Library (first floor). It can be enormously helpful to ask someone outside a course to read your essays and to provide feedback on strength of argument, clarity, organization, etc.

**Disability Resources:**

Washington University is committed to providing accommodations and/or services to students with documented disabilities. Washington University's [Cornerstone: Center for Advanced Learning Disability Resources](#) is the University's official resource for students with disabilities and students with suspected disabilities. DR assists students with disabilities by providing guidance and accommodations to ensure equal access to our campus, both physically and academically. To learn more about its services, initiate the process of formal documentation and/or to arrange for accommodations, please contact [Disability Resources](#) at the start of the course.

**Sexual Assault Resources:**

You can also speak confidentially and learn about available resources by contacting [Dr. Gladys Smith, PhD](#), Sexual Violence Prevention Therapist and Licensed Psychologist at the Medical Campus, (314) 362-2404. Additionally, you can report incidents to the Office of Student Affairs or by contacting WUSM Protective Services 314-362-4357 or your local law enforcement agency.

**Bias Reporting:**

The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University's Bias Report and Support System (BRSS) team.

See: [diversityinclusion.wustl.edu/brss/](http://diversityinclusion.wustl.edu/brss/). To report mistreatment or offensive behavior in the MD program, please report via the following pathways:

- [CANVAS](#) (the Learning Management System) utilizing the direct link from the *Student Commons < Mistreatment, Offensive Behavior, and Bias Reporting*
- Directly contacting any of the following individuals:
  - Senior Associate Dean for Education
  - Associate Dean for Student Affairs
  - Associate Dean for Medical Student Education
  - Student Ombudsperson (as another confidential resource)

**Mental Health:**

Mental Health Services' professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression.

See: [shs.wustl.edu/MentalHealth](http://shs.wustl.edu/MentalHealth)

**Office of the Associate Vice Chancellor for Diversity, Equity and Inclusion (DEI)**

**The DEI Training Team** designs, facilitates and leads diversity education programming for faculty, staff and students on a wide range of topics including: creating a climate of respect, the value of diversity and the role of biases in our day-to-day lives.

[diversity.med.wustl.edu/training/](http://diversity.med.wustl.edu/training/)

**The Office of Diversity Programs** promotes diversity among and prepares medical students to lead in a global society. A priority for the Office of Diversity Programs is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities.

[mddiversity.wustl.edu/](http://mddiversity.wustl.edu/)

**The Diversity and Inclusion Student Council** promotes an inclusive campus environment for all School of Medicine students.

[sites.wustl.edu/disc/](https://sites.wustl.edu/disc/)

**The Office for International Students and Scholars** embraces the university's mission of welcoming promising students from around the world.

[wumma.wustl.edu/](https://wumma.wustl.edu/)