

Syllabus: M17-529 Spring 2017

Scientific Writing and Publishing

About the Coursemasters



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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.

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:

It is expected that enrolled scholars will actively participate in class. 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 Due	Assignments Due
January 17	Lecture: Biomedical Journal Publishing: Strategies for Success (Part I) (KD)		
January 24	Lecture: Biomedical Journal Publishing: Strategies for Success (Part II) (KD)		
January 31	Lecture: Where to Start: Figures and Tables (JP)	Chapters 6 & 7	
February 7	Lecture: Writing the Methods Section (JP) Rigor and Reproducibility	Chapter 4	
February 14	Lecture: Writing the Results Section (JP)	Chapter 5	
February 21	Lecture: Becker Library – Endnote (Kim Lipsey) First draft of manuscript due		
February 28	Lecture: Writing the Discussion Section (KD)	Chapter 8	
March 7	Lecture: Titles and Abstracts	Chapter 2	
March 14	Spring Break – No Class		

March 21	Preparing for Publication—Odds and Ends (Cathy Sarli) Second draft of manuscript due
March 28	NIH Policy: Meaning and Repercussions – (Cathy Sarli)
April 4	Lecture TBA (based on student progress)
April 11	Review Final Manuscripts for Peer Review Exercise Chapter 13
April 18	Peer Review Exercise
April 25	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 (due by Feb 21)	10 points
Second draft of manuscript (due by March 21)	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 and 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 [Blackboard](#) please e-mail 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.

Mental Health Resources:

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: <http://shs.wustl.edu/MentalHealth>.

Reporting Policies:

Please also [review the CRTC website for policies](#) regarding sexual assault reporting and reporting concerns about bias, prejudice or discrimination.