

University of Pittsburgh Graduate School of Public Health
Department of Human Genetics
HuGen 2011 Scientific Writing in Human Genetics
Friday 9-10:00_am
A215 Crabtree Hall
Credit Hours 1.0
Fall Term/2019-2020

Logistics/Contact Information

- Susanne M. Gollin, Ph.D., FFACMG, Course Director and Primary Instructor
- Professor Emerita of Human Genetics
- gollin@pitt.edu
- 3136 Public Health
- Office hours by appointment (email)
- Office telephone: (412) 624-5390
- Mobile telephone: (412) 996-7223
- Noel C. Harrie, Human Genetics Student Services Coordinator: (412) 624-3066; nce1@pitt.edu; 3102 Parran Hall.
- Other Faculty Contact: Candy Kammerer, cmk3@pitt.edu.

Course Description

Writing and communication skills are amongst the most important assets for any human genetics researcher and/or public health genetics professional. By facilitated discussions, reading and writing exercises/assignments, Scientific Writing in Human Genetics is designed to empower Human Genetics students to establish the communication mindset to write clear and compelling scientific narratives in plain language. Further, the course encourages the students to utilize writing resources available on campus and online, improve their scientific writing skills, begin to write daily, and complete a solid draft of the Specific Aims and Background/Introduction sections of their MPH essay, MS Thesis, or PhD research proposal/comprehensive exam document (and possibly, additional sections, including methods, results, or the entire MPH essay) or another academic work, such as their first manuscript (with permission of the instructor).

Course Goals

The goals of this course are to guide and enable the students to 1) explore and utilize the plethora of writing resources available on campus and via the internet, 2) establish the communication mindset to write productively, 3) learn the steps of writing using structured writing exercises, 4) hone their basic scientific writing skills to become better scientific writers, 5) become accustomed to writing daily, 6) provide constructive criticism to fellow students to enhance everyone's learning experience in a supportive and encouraging environment, and 7) complete a good, solid draft of the Specific Aims and Background/Introduction sections of their MPH essay, MS Thesis, or PhD research proposal/comprehensive exam document, and possibly additional sections (methods,

results, or the entire MPH essay) or another academic work, such as their first manuscript (with permission of the instructor).

Learning Objectives

Upon completion of this course students will be able to:

- Describe and utilize writing resources available at Pitt and on the internet.
- Create scientific documents using their improved scientific writing skills.
- Apply principles of the scientific narrative and plain language movements and effective punctuation, grammar, sentence, paragraph, and document design to written scientific documents.
- Exercise accepted methods for literature discussion, citing and quoting to written scientific documents, while avoiding plagiarism.
- Apply electronic resources, including EndNote and iThenticate, to written scientific documents.
- Utilize the processes of smart revision by positive, constructive peer reviews of the documents by fellow students on their writing teams and by revising their own documents.
- Complete a good, solid draft of the Specific Aims and Background/Introduction sections with Literature Cited of the student's MPH essay, MS Thesis, or PhD research proposal/comprehensive exam document, and possibly additional sections (methods, results, or the entire MPH essay) or another academic work, such as their first manuscript with permission of the instructor.

Teaching Philosophy

It is important for the students to know that the instructor is available to assist them in becoming comfortable and adept at scientific writing. Students should not hesitate to approach the instructor for assistance. Her teaching mantra is: "Come to Class; Do your Assignments; Ask for Help."

In the 2019 version of this class, the Instructor will not be critiquing the science or the writing. Your advisor is expected to critique the science, content, flow, and writing. Your advisor should be encouraging and helpful to you regarding your professional writing related to your degree-related document(s) (i.e., essay, proposal, thesis, dissertation, and manuscripts). Your peers are expected to be encouraging/helpful as well, and critique the science if they can, but most importantly, the content and flow of the document.

This classroom and associated meetings are expected to be safe, welcoming, respectful, positive, and inclusive environments for learning and improving the writing and communication skills of all involved. Behavior that does not meet these standards on the part of the instructor, advisor or students should be brought to the attention of and discussed with the instructor or Professor Kammerer.

Required Textbooks/Articles/Readings

Lecture notes/slides, recommended and optional reading assignments, worksheets, and other course materials will be posted on the HuGen 2011 CourseWeb site.

The required* textbook may be purchased from a bookstore of choice and will be on the Reserve Reading List at Falk Library. The Supplemental Reading books may be found at the Falk Library online or on the Reserve Reading List or may be purchased from a bookstore of choice, should the students find them particularly helpful to purchase for ongoing use.

*Required: [The Scientist's Guide to Writing: How to Write More Easily and Effectively throughout your Scientific Career.](#)

Heard, Stephen B.

ISBN-13: 978-0691170220 \$21.95 (today, \$18.60) (Amazon)

Pitt Reserve: T11.H43 2016

Supplemental Readings/Bibliography

I **highly recommend** that over the first few weeks of class that you read and absorb the [Duke Graduate School Scientific Writing Resource](#) documents, including paying careful attention to the Extras Section on [Smart Revising](#) and the appended [7-step List](#). I expect that this exercise will be very helpful.

[Writing Science in Plain English](#)

Greene, Anne E.

ISBN-13: 978-0226026374 \$15.00 (Amazon)

Pitt Reserve: T11.G6814 2013

[How to Write and Publish a Scientific Paper, 8th Edition](#)

(Students planning to publish papers may wish to purchase this book)

Gastel, Barbara and Day, Robert A.

ISBN-13: 978-1440842801 \$33.25 (Amazon)

Pitt Reserve: [T11.D33 2016](#)

[Eats, Shoots & Leaves: The Zero Tolerance Approach to Punctuation](#)

Truss, Lynne

ISBN-13: 9781592402038 \$10.61 (Amazon)

Pitt Reserve: [PE1450.T75 2004](#)

[Cite Right, Third Edition: A Quick Guide to Citation Styles--MLA, APA, Chicago, the Sciences, Professions, and More \(Chicago Guides to Writing, Editing, and Publishing\) Third Edition 2018](#)

Lipson, Charles

ISBN-13: 978-0226431109 (\$12.08 Amazon)

Pitt Reserve: PN171.F56 L55 2018

[Writing Science: How to Write Papers That Get Cited and Proposals That Get Funded](#)

Schimel, Joshua

ISBN-13: 978-0199760244 \$36.95 (today, \$35.01) (Amazon)

Pitt Reserve: T11.S35 2012 and electronic copy.

[The Chicago Guide to Communicating Science: Second Edition \(Chicago Guides to Writing, Editing, and Publishing\)](#)

Montgomery, Scott L.

ISBN-13: 978-0226144504 \$25.00 (Amazon)

Pitt Reserve: T10.5.M65 2017.

[Science Research Writing for Non-Native Speakers of English](#)

Glasman-Deal, Hilary

ISBN-13: 978-1848163102 [\$21.93 (Amazon)]

Available online for free through the Pitt Libraries/PittCat: **Connect!**

Pitt users please click through to access via [Ebook Central - Academic Complete](#)

<https://ebookcentral.proquest.com/lib/pitt-ebooks/detail.action?docID=1681704>

[Houston, We have a narrative: Why science needs story.](#)

Olson, Randy

ISBN-13: 9780226270982 [\$20 (\$16.43) Amazon]

Available online for free through the Pitt Libraries/PittCat:

Connect! [Pitt users please click through to access via ebrary.](#)

<https://ebookcentral.proquest.com/lib/pitt-ebooks/detail.action?docID=3570606>

CourseWeb/BlackBoard Instruction

The CourseWeb (Blackboard) site will be used to post announcements, syllabus, homework assignments, slide presentations, and additional readings. CourseWeb will also be used for submission of writing assignments to the instructor and for posting assignment grades.

Required Software or Website Registration

1) EndNote (or alternative literature citation program). Available for students as a no cost download at <http://technology.pitt.edu/software/endnote-students>. Also see HSLs Web Site.

Or other citation software with permission of instructor.

2) iThenticate. Students are required to register for iThenticate at the [Pitt Office of Sponsored Programs website](#) and utilize it prior to submission of all final documents for this class (MPH essay, MS Thesis, or PhD research proposal/comprehensive exam documents or manuscript) to the instructor.

Required or Recommended Equipment

Computer and internet access is required for access to CourseWeb, iThenticate and for completion of assignments.

Prerequisites

The ability to write and use standard English language is required. Whether English is your first, second or third language, if you are not comfortable writing grammatically correct and properly punctuated English, an “ESL course” is recommended.

Class Expectations/ Behavior and Ground Rules

Class attendance and classroom participation are mandatory. If a student must miss class, he/she/they should inform the instructor ahead of time and make arrangements for keeping up with the class. If a student is ill or unable to participate in class at the last minute, he/she/they should ask another student to let the instructor know, so she won't worry about why the student is missing class, and then the student should communicate with the instructor to make arrangements for keeping up with the class. Students are responsible for participating in the assigned peer review writing teams, which are seen as a tool for helping fellow classmates and learning/improving their own writing in the process. Class sessions may not be recorded, except by special permission of the instructor.

Students are expected to set up a schedule for peer-review assignments (and provide this schedule to the instructor), peer-review specific assigned documents of fellow students in their workgroup, write a critique of the document in terms of idea flow and content (science to the best of your ability), provide a number grade (0 no assignment submitted for review; 1=weak start/little progress; 6=good start/progress; 10=great start/progress) and critique (by the next Tuesday after the document is due) and then by Thursday evening at 9pm, the reviewed student must provide feedback to the instructor and the reviewer as to whether their document was reviewed by the assigned group member, the strengths and weaknesses of the review, and whether the review was useful to the reviewed student in the form of a grade (0 not reviewed; 1=not useful to 10=very useful in facilitating smart revision). If reviews are less than useful, we will institute formal peer review writing group meetings with an instructor to facilitate more constructive, useful reviews that enable productive smart revision.

It is essential that each student's advisor(s) participate(s) in the activities of this class to the extent that they are expected to assist the student in formulating the student's project so that the student can complete a solid draft of the Specific Aims and Background/Introduction sections of their MPH essay, MS Thesis, and/or PhD research proposal/comprehensive exam document (and possibly, additional sections, including methods, results, or the entire MPH essay) or another academic work, such as their first manuscript. The Course Instructor in 2019 will review the documents and the peer-reviewer's and advisor's comments/critiques/edits and will make suggestions to the

reviewers, if necessary. The advisor(s) is(are) expected to edit and critique the science, content, flow, and writing and work closely with the student, discussing their progress regularly. Advisors will grade Essay 2, and WAv1-4 on a scale of 1-10, with 10=100%. Advisors will edit and assist the student in revising Essay 2 in preparation for evolving it into Writing Assignment version 1 (WAv1). The classroom peer review writing group members are expected to critique the science if they can, but most importantly, the content and flow of the document. The students are expected to meet with their Advisor(s) in preparation for writing Essay 2 (due September 12) about their project, but most importantly, about their first major Writing Assignment version 1 (WAv1 due October 10), interim writing assignments (WAv2 due 10/24; WAv3 due 11/7) and the final assignment (WAv4 due December 2). The Advisor(s) are (as noted above) to critique and grade each of the five assignments, and email his/her grade and recommendations/comments/edits/critique in a timely manner (within one week; optimally, if due on Thursday night, by the next Tuesday) to both the student and the course instructor in order to continue the flow of the coursework. The purpose of involving the advisor is so that he or she maintains open lines of communications and makes certain that the student is on the right track towards his/her writing/research project and degree.

Students are asked to silence their cell phones and focus on the classroom activities [please do not carry out distracting activities during class, such as internet browsing, texting, or email correspondence.]

To reiterate, this course is to help YOU write YOUR document in a positive and supportive environment. The classroom and associated meetings are expected to be safe, welcoming, respectful, positive, and inclusive environments for learning and improving the writing and communication skills of all involved. Behavior that does not meet these standards on the part of the instructor or students should be brought to the attention of and discussed with the instructor.

Tentative Grading Scale

90-100%	A
80-89%	B
70-79%	C
60-69%	D
< 60%	F

Student Performance Evaluation (Assessments and Weights)/ Learning Assessments and Grades

Weekly assigned readings in the required and recommended books (all will be on reserve at Falk Library) and literature and homework assignments/exercises (all will be on the CourseWeb site) are designed to engage the students in learning-directed activities. The exercises will be graded by the instructor and constitute 30% of the grade. Iterations of a student's draft of the Specific Aims and Background/Introduction sections with Literature Cited of their MPH essay, MS Thesis, or PhD research proposal/comprehensive exam or other academic work document and the final assignment will be assessed regularly by the student's advisor and the assessment will constitute 50% of the final grade, based on the improvement in their document, avoidance of plagiarism, proper grammar, punctuation, integration and citation of the literature. The final assignment is to complete a solid draft of the Specific Aims and Background/Introduction sections with Literature Cited of the research or academic work document (and possibly, additional sections, including methods, results, or the entire MPH essay) that will be considered as a writing assignment and will be evaluated by the their Research Advisor. Students are expected to 1) participate actively in class discussions, 2) demonstrate competency in learning from the assigned readings, using resources provided, completing assignments, and by positive, constructive peer review of fellow students' documents, and 3) by improved writing skills. Late assignments will be considered on an individual basis, but the instructor expects assignments to be handed in on time. Please note that the Written Assignments are due (via courseweb AND email) by 9 pm local time the Thursday night before the Friday class date noted. **Be sure to double check to whom you are to submit (CourseWeb) and/or email the assignment (Instructor, Advisor, and/or Peer Review person).** Peer review writing groups have been assigned by the Instructor. Students may choose to have one person critique all of their writing assignments or may choose a rotation, so that each writing group member reviews each of the other writing group members over the term (see document, "Introduction to the Peer Review Writing Groups"). The goal is to improve your writing, however you choose to do it. Students are expected to set up a schedule for peer-review assignments (and provide this schedule to the instructor), to peer-review specific assigned documents of fellow students in their workgroup, provide a number grade (0 no assignment submitted for review; 1=weak start/little progress; 6=good start/progress; 10=great start/progress) and critique (by the next Tuesday after the document is due) and then by Thursday evening at 9pm, the reviewed student must provide feedback to the instructor as to whether their document was reviewed by the assigned group member and whether the review was useful to the reviewed student in the form of a grade (0 not reviewed; 1=not useful to 10=very useful in facilitating smart revision). If reviews are less than useful, we will institute peer review writing group meetings with an instructor to facilitate more constructive, useful reviews that enable productive smart revision.

Assignments and Descriptions

Student assignments will be explained in detail to the students in the syllabus and in detailed instructions accompanying the assignment on CourseWeb. Written Assignments are due (via Courseweb and email) by 9 pm local time the Thursday night before the Friday class date noted below. They may be due to CourseWeb, the instructor, advisor, and/or peer review group assigned person as noted below. **Be sure**

to double check to whom you are to submit (CourseWeb) and/or email the assignment (Instructor, Advisor, and/or Peer Review person). Please try to keep up with the readings and assignments. Yes, this class requires a lot of effort. This effort benefits you in writing a good draft of the Specific Aims and Background/Introduction sections with Literature Cited of their MPH essay, MS Thesis, or PhD research proposal/comprehensive exam document, and possibly additional sections (methods, results, or the entire MPH essay) or another academic work, such as their first manuscript (with permission of the instructor).

Schedule of Sessions and Assignments

Week 1: August 30– Introduction to the Course; Introduction to Scientific Writing; Peer Review Writing Groups; Description of Weekly Assignments; Course Goals; Why Writing is Important; Before you Write: Who is your Audience? What is your register? What is your tone?

Assignment 1 (Due by 9pm the night before (Sept. 5) the next class session on Sept. 6: reading; assignments; be prepared to discuss):

- Obtain the Required Book, *The Scientist's Guide to Writing*.
- Required Reading: *The Scientist's Guide to Writing* Part I. What Writing Is: Chapters 1-2.
- Written Essay #1 (as noted above, due by Thursday Sept. 5, 9 pm to Instructor by email and to Courseweb): Introduce yourself to the instructor and class. Where did you grow up? Family? Most significant influencer/influence? Anything else you want to share? Education history? What about you or an experience you have endured makes you unique and special that you would like to share with the class? Write & submit Essay 1 to CourseWeb, to instructor by email, and be prepared to discuss it in class. Essay 1 does not need to be peer-reviewed or sent to your advisor.
- Make an appointment (or correspond meaningfully and elicit a meaningful response from your advisor) before September 6 with your essay, thesis, or dissertation advisor to be certain that he/she will participate as your scientific advisor/editor/grader in this course (in collaboration with the Instructor; Note to them that the advisor responsibilities have changed for this year – further information will be sent to advisors once you have communicated with them), in preparation for your first writing assignment, Essay #2, and in preparation, also for (WA) version 1 to WAv4 (WAv1-WAv4) of the main project (a good draft of the Specific Aims and Background/Introduction sections with Literature Cited of the student's MPH essay, MS Thesis, or PhD research proposal/comprehensive exam document, and possibly additional sections (methods, results, or the entire MPH essay) or another academic work, such as their first manuscript with permission of the instructor). Provide info/date/time of meeting or email communication/name of advisor(s) and their email(s) regarding this appointment to the Instructor via email. Students are required to provide advisor(s) with the Dear Student Advisors letter from Professor Gollin (in preparation) and the Instructions for Advisors of Students Enrolled in HuGen2011 Scientific Writing in Human Genetics so that the Advisor(s) know(s) their responsibilities regarding this class.

- Read “Introduction to Peer Review Writing Groups.” Meet with your peer-review writing group to get to know each other. The writing groups have been assigned. You will be expected to run your writing assignments (WAv#) past at least one assigned team member for peer review and scoring. You will then score the usefulness of the review and send the strengths and weaknesses of the review and the score to the Instructor. Each group must schedule the reviewer for each assignment for each group member. Your group may decide whether you want the same person to review all of your assignments or assign reviews on a rotating basis (the first person to be listed on each Group list is to submit the review assignment calendar to the Instructor via email Thursday Sept. 5, 9 pm, if possible.
- Optional, but recommended Readings: *Writing Science in Plain English* Chapters 1 & 2. Read *How to Write and Publish a Scientific Paper*, 8th Edition, Chapters 1-3;
- I highly recommend that over the first few weeks of class that you read and absorb the [Duke Graduate School Scientific Writing Resource](#) documents, including paying careful attention to the Extras Section on [Smart Revising](#) and the appended [7-step List](#). I expect that this exercise will be very helpful.

Week 2: September 6 – What is Scientific Writing? Science Needs a Story; Reading & Writing; Brief review of Pitt Resources; The Pitt Writing Center; Brief Introduction to the Health Sciences Library System (HSL) Resources & Classes; Introduction to Effective Literature Searching Strategies using PubMed; Scopus; Science Citation Index; Others; Discuss Essay 1.

Assignment 2 (for next class session, Sept. 13, reading; writing assignments = Essay 2 and citation/abstract of six papers are due on CourseWeb and to your advisor by email AND the exercise at the end of Chapter 4 in *The Scientist’s Guide to Writing* is due to the instructor via CourseWeb. Thursday night, Sept 13 by 9 pm; be prepared to discuss):

- Required Reading: *The Scientist’s Guide to Writing* Part II. (Writing) Behavior: Chapters 3-4.
- Use Essay 2 (below) as the writing project to do and submit the exercise at the end of Chapter 4 in *The Scientist’s Guide to Writing* to the instructor via CourseWeb. Essay 2 does not need to be peer-reviewed.
- Write, submit, and be prepared to discuss Essay 2: Who is your advisor and what is your essay, thesis, dissertation, or academic work topic? What hypothesis is being tested? What is it about your topic that excites you? What is the significance of your topic/study? Write & submit Essay 2 to CourseWeb and to your advisor by email and be prepared to discuss it in class.
- Review HSL Resources & Classes. Keep up with the available short courses and take advantage of those that will be useful to you during your graduate study.
 - <http://hsls.libguides.com/PublicHealth/HSLBasics>
 - <http://hsls.libguides.com/PublicHealth/Students>
 - <http://hsls.libguides.com/citation-manager>
 - <http://hsls.libguides.com/PublicHealth/Databases>
- Examine the website of the Pitt Writing Center and learn what resources are available.

- Read *Cite Right* Chapters 1 & 2, Glance at Chapters 6 & 7. Examine citations and references and the Instructions for Authors related to citations in your favorite journal.
- Read *How to Write and Publish a Scientific Paper*, 8th Edition, Chapter 15. Read *The Chicago Guide...* 2nd edition, chapter 2 and preferably all of chapters 1-3. Note the Analysis of a Notable Paper on page 20.
- Using your knowledge from these readings, collect six reference papers (articles from the literature) that you intend to or might cite in your dissertation, thesis, or essay. Read them. These articles should be very well-written and useful as both writing examples for your writing success as well as informative regarding your research topic. Begin to underline, highlight or whatever the critical parts that you may wish to discuss or report in your thesis, essay, dissertation or document. The written assignment is to provide me via CourseWeb and your advisor via email: the citation and abstract of each of the six papers, and you can follow up on these in the next few weeks with writing notes on those parts in your own words and preparing an endnote article citation file on each of the articles as part of your developing Writing Assignment version # (WAv#). # here is not hashtag, but the version number of the Writing Assignment that will be the precursor to your essay, thesis, dissertation proposal, and/or written document.

Week 3: September 13 -- Writing Behavior; Your Writing Assignment: The Introduction/ Background Material for your MPH Essay, MS Thesis, or Doctoral Dissertation (or other academic work approved by instructor); Discuss Essay 2, your writing log behaviors, and your progress in reading and citing the scientific literature of interest.

Assignment 3 (for next class session, Sept. 20, reading; assignments; be prepared to discuss):

- Required Reading: Read *How to Write ...*, 8th Edition, Chapters 5, 30, 34, 35 & 40; *The Scientist's Guide to Writing*: Chapters 15, 25 & 27; Read *The Chicago Guide...* 2nd edition, chapter 7.
- Watch and Learn from the Webinar: '[10 tips for writing a truly terrible journal article.](#)' Be prepared to discuss: What did you think was the most important tip and why?
- Set up EndNote (available through the Pitt Technology Software website).
- Register for iThenticate through Pitt (<http://www.research.pitt.edu/ithenticate>).
- Continue working on your Wav# preparations, by putting your references and notes you take from the articles (in your own words) on EndNote and perhaps (optional) put the references and notes you will be using could be in a Word file like I use (sample called "Parts_d.docx" posted on CourseWeb).

Week 4: September 20 –Principles of Literature Citing; Quoting; Avoiding Plagiarism; Introduction to Electronic Resources: EndNote, iThenticate; Discuss Assignment 3.

Assignment 4 (for next class session, Sept. 27, reading; assignments; be prepared to discuss):

- Required Reading: *The Scientist's Guide to Writing*: Chapters 5, 6, 7 and 21.

- Become familiar with the Pitt Public Health Essay, Thesis, Dissertation formatting template and be prepared to discuss.
 - <https://www.publichealth.pitt.edu/human-genetics/academics/phd/example-dissertations>
 - <https://www.publichealth.pitt.edu/human-genetics/academics/mpg/example-essays>
 - <https://www.publichealth.pitt.edu/human-genetics/academics/ms-in-human-genetics/example-theses>
- Recommended (but not required) Reading: *Cite Right* Chapters 1 & 2, Glance at Chapters 7 & 8. Examine citations and references and the Instructions for Authors related to citations in your favorite journal.
- Optional, but recommended. Read *How to Write ...*, 8th Ed., Chapters 30 – 35.
- Based on what you have learned from the readings in the past two weeks, do (and submit to CourseWeb/the instructor) exercise 1 at the end of Chapter 6, while rewriting and improving Essay 2 about your MPH Essay, MS Thesis, or Doctoral Dissertation (or other academic work approved by instructor). You may wish to ask your advisor for assistance. Submit revised Essay 2 to CourseWeb and your advisor by email and be prepared to discuss issues related to what you learned during revision of Essay 2.

Week 5: September 27 -- Writing Behavior Part 2; Discuss Assignment 4.

Assignment 5 (for next class session, Oct. 4, reading; assignments; be prepared to discuss):

- Read: How to Critique a Journal Article (on CourseWeb).
- Read this example of good writing and citing (on CourseWeb): Gollin SM. Chapter 1. Epidemiology of HPV-Associated Oropharyngeal Squamous Cell Carcinoma. Pay special attention to how to discuss findings in the literature and cite the specific articles. Be prepared to discuss.
- Read the assigned example of poor writing and citing (see CourseWeb).
- Do and submit exercise 1 (to the instructor) at the end of Chapter 15 in *The Scientist's Guide to Writing* for this example of poor writing and citing.
- Required Review of Previous Readings (in preparation for the writing assignment (WA) version 1 (v1)): *The Scientist's Guide to Writing*: pages 240-242; *How to Write ...*, 8th Edition, Chapter 35.

Assignment 6 DUE OCTOBER 10 by 9pm: Write, submit (to your advisor, CourseWeb, and your peer review/writing group assigned member) and be prepared to discuss writing assignment **WAv1**: Specific Aims, 1st outline & draft with literature citations & tentative Fall term completion schedule (WAv4 is due December 2 by 9pm) for the Specific Aims and Introduction/Background sections of your MPH essay, MS Thesis, or PhD research proposal/comprehensive exam document. You may wish to write a draft and ask your advisor for assistance. Please ask your advisor to review and critique the science and writing and email his/her recommendations to both you and the instructor. The primary purpose of involving the advisor is so that he or she is certain that the student is on the right track towards their writing/research project. The peer-review person will write a review, score, and return to you and the Instructor (by email), and you will then critique

and score the review and return your critique and score to the reviewer and the Instructor (by email).

Week 6: October 4 -- Reading and Writing; Proper Citing. Discuss Assignment 5: The good and bad writing examples. What did each teach you that you find most helpful in your writing assignment? Is there ever a situation in which you can cite a paper without reading it?

See **Assignment 6** above

Week 7: October 11 – Professor is available; writing/peer review groups should meet in the classroom to discuss WAv1 and prepare to critique this assignment and help your colleagues improve.

Week 8: October 18 -- Pitt Public Health Essay, Thesis, Dissertation formatting. Discuss assignment 6. What did you learn in the process of your writing assignment (WAv1)? Peer-reviewing? Did anyone have a ‘eureka moment’?

Assignment 8 (for next class session, Oct. 25, reading; assignments; be prepared to discuss):

- Begin/continue the Literature review/Specific Aims/Introduction/Background sections of your MPH essay/MS thesis/PhD research proposal/comprehensive exam document; submit for revision, critique and grading by advisor and reviewer (to CourseWeb, your advisor and your peer review group person) and be prepared to discuss an updated outline and at least one printed double-spaced written page of Specific Aims, Intro/background plus literature citations using EndNote (**WAv2** is due by 9pm 10/24/19).
- Required Reading: *The Scientist’s Guide to Writing*: Review Chapter 7, Read Chapters 8 & 17.
- Optional Reading: Chapters 5-7 in *Writing Science in Plain English*.

Week 9: October 25 -- Writing Style; Audience; Plain Language; Tell a Story; Choose Words Carefully; Old vs. New Information. Discuss Assignments 8/WAv2 with Professor and Peer Review Group.

Assignment 9 (for next class session, Nov. 1, reading; assignments; be prepared to discuss):

- Required Reading: *The Scientist’s Guide to Writing*: Chapters 18-20.
- Using the strategies learned earlier in the term on Writing Behavior, Writing and Citing, and Revision, edit your writing assignment and add one to two more pages of text and references to your Introduction/Background (**WAv3 due 11/7**).
- Optional Reading: Chapters 8-11 in *Writing Science in Plain Language*.
- Be prepared to discuss problems related to progress on your document, reviews, etc.

Week 10: November 1 -- Paragraphs. Sentences. Words. Discuss Assignment 9.

Assignment 10 (for next class session, Nov. 7, reading; assignments; be prepared to discuss):

- Required Reading: *The Scientist's Guide to Writing*: Chapters 21-22; *How to Write ...*, 8th Edition, pages 70-71, 121-122.
- Optional Reading: *Eats, Shoots & Leaves* book (educational and entertaining)
- Edit your writing assignment, revise as suggested by your advisor and reviewer, and add one to two more pages and references to your Introduction/Background (**WAv3** is due 11/7). Please ask your advisor to review WAv3, critique and grade the science and writing and email his/her recommendations/report to both you and the instructor. The peer-review person will also write a review of WAv3, score, and return to you and the Instructor (by email), and you will then critique and score the review and return your critique and score to the reviewer and the Instructor (by email).

Week 11: November 8 -- Punctuation. Spelling & Grammatical Errors. Discuss Assignment 10.

Assignment 11 (for next class session, Nov. 15, reading; assignments; be prepared to discuss):

- Required Reading: *The Scientist's Guide to Writing*: Chapter 26; *How to Write ...*, 8th Edition, Chapters 4 & 6; Gupta, K (2015) Pay to play publishing; Vence, T (2017) Identifying predatory publishers. (on CourseWeb).
- Edit your writing assignment and add one to two more pages and references to your Introduction/Background.

Week 12: November 15 -- Co-authors; The Scientific Paper; Legitimate vs. Predatory Journals; Impact Factors; Concerns with Questionable Journals, Publishers and Fake Reviewers. Discuss Assignment 11.

Assignment 12 (for next class session, Nov. 22, reading; assignments; be prepared to discuss):

- Required Reading: *The Scientist's Guide to Writing*: Chapters 9-12.
- Edit your writing assignment and add one to two more pages and references to your Introduction/Background.
-
- **Final writing assignment due Monday December 2, 2019:** A good, solid draft of your Specific Aims and Background/Introduction sections with Literature Cited of the student's MPH essay, MS Thesis, or PhD research proposal/comprehensive exam document, and possibly additional sections (methods, results, or the entire MPH essay) or another academic work with permission of the instructor. This is **WAv4**. Submit by 9pm December 2 to CourseWeb, your advisor, and your peer-review group person. Please ask your advisor to review, critique and grade the science and writing and email his/her recommendations/report to both you and the instructor. The peer-review person will write a review, score, and return to you and the Instructor (by email), and you will then critique and score the review and return your critique and score to the reviewer and the Instructor (by email).

Week 13: November 22. Abstract; Title; Front Matter; The Materials and Methods Section. Discuss Assignment 12.

- **Don't Forget! Your final writing assignment is due Monday December 2, 2019 by 9pm:** A good, solid draft of your Specific Aims and Background/Introduction sections with Literature Cited of the student's MPH essay, MS Thesis, or PhD research proposal/comprehensive exam document, and possibly additional sections (methods, results, or the entire MPH essay) or another academic work with permission of the instructor. This is **WAv4**. Submit by 9pm December 2 to CourseWeb, your advisor, and your peer-review group person. Please ask your advisor to review, critique and grade the science and writing and email his/her recommendations/report to both you and the instructor. The peer-review person will write a review, score, and return to you and the Instructor (by email), and you will then critique and score the review and return your critique and score to the reviewer and the Instructor (by email).

Assignment 13 (for next class session, Dec. 6, reading; assignments; be prepared to discuss):

- Required Reading: *The Scientist's Guide to Writing: Chapters 13 & 14*; continue revising and improving your document after WAv4 is due, not for this course, but for YOURSELF!!! You can do it!

Week 14: [Thanksgiving Recess: November 29]

Week 15: December 6 – Results, Tables, Illustrations. The Discussion/Conclusion; Back Matter. Class wrap-up.

Disabilities

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and [Disability Resources and Services](#), 140 William Pitt Union, 412-648-7890 as early as possible in the term.

Academic Integrity

All students are expected to adhere to the school's standards of academic honesty. Cheating/plagiarism will not be tolerated. The Graduate School of Public Health's policy on academic integrity, which is based on the University policy, is available online in the Pitt Public Health Academic Handbook www.publichealth.pitt.edu/home/academics/academic-requirements. The policy includes obligations for faculty and students, procedures for adjudicating violations, and other critical information. Please take the time to read this policy.

Diversity

The University of Pittsburgh Graduate School of Public Health considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. Pitt Public Health is committed to creating and fostering inclusive learning environments that value human dignity and equity. Every member of our community is expected to be respectful of the individual perspectives, experiences, behaviors, worldviews, and backgrounds of others. While intellectual disagreement may be constructive, no derogatory statements, or demeaning or discriminatory behavior will be permitted. If you feel uncomfortable or would like to discuss a situation, please contact any of the following:

- the course instructor;
- the Pitt Public Health Associate Dean for Diversity at 412-624-3506 or nam137@pitt.edu;
- the University's Office of Diversity and Inclusion at 412-648-7860 or <https://www.diversity.pitt.edu/make-report/report-form> (anonymous reporting form).

Sexual Misconduct, Required Reporting and Title IX Statement

The University is committed to combatting sexual misconduct. As a result, you should know that University faculty and staff members are required to report any instances of sexual misconduct, including harassment and sexual violence, to the University's Title IX office so that the victim may be provided appropriate resources and support options. What this means is that as your professor, I am required to report any incidents of sexual misconduct that are directly reported to me, or of which I am somehow made aware.

There are two important exceptions to this requirement about which you should be aware: A list of the designated University employees who, as counselors and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: www.titleix.pitt.edu/report/confidentiality

An important exception to the reporting requirement exists for academic work. Disclosures about sexual misconduct that are shared as part of an academic project, classroom discussion, or course assignment, are not required to be disclosed to the University's Title IX office.

If you are the victim of sexual misconduct, Pitt encourages you to reach out to these resources:

- Title IX Office: 412-648-7860
- SHARE @ the University Counseling Center: 412-648-7930 (8:30 A.M. TO 5 P.M. M-F) and 412-648-7856 (AFTER BUSINESS HOURS)

If you have a safety concern, please contact the University of Pittsburgh Police, 412-624-2121.

Other reporting information is available here: www.titleix.pitt.edu/report-0

Statement from the Department of Gender, Sexuality, and Women's Studies
[This statement was developed by Katie Pope, Title IX Coordinator, in conjunction with GSWS instructors.]

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Health Sciences Library and Pitt Public Health Librarian

The Health Sciences Library's (www.hslls.pitt.edu) physical and online resources are essential educational tools for this course. The required and recommended books for this class are available either online through PittCat or as Reserved Reading Material at the Falk Library for the Health Sciences. Pitt Public Health's dedicated librarian (Barb Folb - www.hslls.pitt.edu/about/staff/profile?name=folb) is available to assist students with library resources and literature searching. Please also avail yourself of library training courses, including [EndNote Basics](#), [Advanced EndNote](#), [Painless PubMed](#), and others.

University Writing Center

The students will be introduced to the writing center on campus (www.writingcenter.pitt.edu/) early in the course and are expected to utilize the services as needed or recommended by the instructor.

Sources: Center for Instructional Design and Distance Education (CIDDE) Syllabus Template and Syllabus Checklist, Office of Disability Resources and Services, EPCC syllabus checklist.