

**NOMBRE DE LA ASIGNATURA**

Taller de elaboración de reportes científicos

**CLAVE DE LA ASIGNATURA:** 9004

**OBJETIVO(S) GENERAL(ES) DE LA ASIGNATURA****Módulo I**

Dar al estudiante los fundamentos, métodos y estrategias para la redacción de textos científicos en español.

**Módulo II**

To introduce students to the conventions and pitfalls of scientific writing through the experiential process of producing a scientific article of their choice.

**Módulo III**

This module is designed for graduate and postgraduate students who are doing research of preparing to do research in their academic disciplines. It is based on the assumption that writing is an evolving process, that most writing is a form of argumentation, and that the technical writer's responsibility is to fulfill the needs of the reader.

The primary aim is to learn to write well addressing a specific audience in order to achieve a specific purpose. In the module you will be exposed to strategies for planning, writing, organizing, evaluating, revising and editing technical and scientific texts. Research articles being written or revised by those attending the module will be considered so final products for publication can be produced.

**TEMAS Y SUBTEMAS****Módulo I***Teoría*

1. Características formales del artículo científico
2. Indicaciones para la redacción de un artículo científico
3. Cohesión y coherencia
4. El artículo de revisión bibliográfica (Review)
5. Tropiezos gramaticales
6. El gerundio correcto e incorrecto
7. La puntuación
8. La acentuación
9. Reglas prácticas de redacción y estilo

*Práctica*

1. Redacción de textos

2. Intercambio y corrección de textos entre participantes
3. Discusión colectiva de textos previamente revisados

### **Módulo II**

1. Common errors and correct usage in writing; clarity of expression and cohesion of ideas; conventions of layout and punctuation; set the module assignment (article).
2. Principles of scientific writing; style of scientific writing.
3. The writing process: Exploring the stages.
4. Accessing the literature; incorporating the literature: Quotation; paraphrase; referencing; bibliography.
5. Graphical conventions; abbreviations and acronyms; deadline for assignment (article)

### **Módulo III**

1. Introduce the problem areas of a technical research article (i.e, reasons why articles are rejected. See handouts of Huckin & Olsen,)
2. Introduce the question of argumentation with Bruno Latour's approach using positive and negative modalities (See handouts of the transparencies.) Apply the idea to the figure I designed with theory and fact on one axis and positive and negative modalities on the other.
3. Apply Latour's modalities to an article written by students in the class: "The Recovery of the California Sardine as Related to Global Change" (D. LLuch-Belda, et al.)
4. Consider the skeleton of the article and the stages (or "moves") carried out throughout the discussion. Refer to the current stage of the students' articles (i.e., the version Caroline Moore passed on to me.)
5. Consider the structuring and argumentation of the article through:
  - 5.1 "Moves" in the macro structure of the discourse.
  - 5.2 Establishing one's niche.
  - 5.3 Presenting one's case and arguing convincingly for it.
  - 5.4 Using a chain of reasoning; moving from accepted claims to controversial ones.
  - 5.5 Establishing relevant criteria for judging alternative solutions.
6. Suggest the use of invisible structuring (with fonts) to guide the writer during composing. These headings are erased before the article is published.
7. Establish "triads" as a method for receiving and giving feedback to the researchers. The triad consists of:
  - writer-researcher
  - editor-researcher
  - editor-instructor(Each member of the triad edits the articles.)
8. Write the body of the article.
9. Revise the article after 2 sessions with members of the triad.

10. Present the revised version for the next module (3).
11. Wrapup the results of the course.

### ***ACTIVIDADES DE APRENDIZAJE***

#### **Módulo I**

Basado en clases teóricas y en el desarrollo del trabajo práctico en el aula y trabajo práctico extraclase

#### **Módulo II**

The course will be given working for a 20 hour input in total. A general introduction to the module will be scheduled for all participants. The course will be both theoretical and practical. The five sessions will be given in a teacher-student basis but a student-student work in pairs will also be part of the module.

The group will be exposed to overhead projector transparencies, slides and blackboard explanations such as general discussion of the topics and conclusions. A feedback session will be held at the end of the module.

#### **Módulo III**

Pre-Writing considerations: Profile of a research community; Identifying audiences and purposes; stating problems; content decisions; constructing arguments; organizational structuring-sequencing.

Process Writing: Rough drafts; rhetorical moves; positive and negative modalities; linguistic problems; abstracts.

### ***MODALIDADES DE EVALUACION DE LA ASIGNATURA***

#### **Módulo I**

La evaluación de curso se hará mediante exámenes escritos respecto a la parte teórica del curso (valor 20 puntos) y redacción de textos (valor 80 puntos). Se tomará en cuenta la asistencia y el desempeño en clase. Para la acreditación del curso se requiere asistir al menos 90% de las sesiones teórico-prácticas y acreditar la evaluación del trabajo práctico.

#### **Módulo II**

Students should come to the module with a topic on which to write an article of approximately 750 words. Assessment will be based on the ability to incorporate in the article the elements explored in sessions 1 through 5.

#### **Módulo III**

Students will be graded according to their argumentation abilities in their first version of their article

for publication (90 points). Each task and rethorical move exercise will be also graded during the module (10 points)

***BIBLIOGRAFIA (AUTOR, EDITORIAL, AÑO Y NUMERO DE EDICION)***

**Módulo I**

Alonso, Amado y Pedro Henríquez Ureña. Gramática castellana. Editorial Pueblo y Educación. La Habana, Cuba. 1968.

Alpízar Castilla, Rodolfo. Para expresarnos mejor. Editorial Científico-Técnica, La Habana, Cuba. 1989.

Delgado de la Torre, Livio. Saber puntuar es saber escribir. Manual de puntuación. Editorial Pablo de la Torriente Brau. La Habana, Cuba. 1987.

Gili Gaya, Samuel. Curso superior de sintáxis española. Edición Revolucionaria, La Habana, Cuba. 1971.

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**Módulo II**

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O'Connor, M. Writing Successfully in Science. U. K., Harper Collins Academic. 1991

O'Connor, M. and Woodford, F. P. Writing Scientific Papers in English. New York, Associated Scientific Publishers. 1975

Trimble, L. English for Science and Technology: A Discourse Approach. U. K., CUP. 1985

Woodford, F. P. Scientific Writing for Graduate Students: A Manual on the Teaching of Scientific Writing. U. S. A., Council of Biology Editors. 1986

### **Módulo III**

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La Tour, Bruno Science in Action, How to Follow Scientists and Engineers through Society. Cambridge, MA, Harvard University Press, Chapter 1, pp. 21-62. 1987

Swales, John M. and Feak, Christine B. Academic Writing for Graduate Students. Essential Task and Skills. A Course for Nonnative Speakers of English. Ann Arbor, MI, The University of Michigan Press, pp. 173-205. 1994