

## Writing and Presentation Skills Workshop

### 1. SYLLABUS INFORMATION

#### 1.1. Course title

Writing and Presentation Skills Workshop

#### 1.2. University

Universidad Autónoma de Madrid

#### 1.3. Semester

1st year, 2nd semester

### 2. COURSE DETAILS

#### 2.1. Course nature

Compulsory

#### 2.2. ECTS Credit allotment

0

#### 2.3. Faculty data

Matthew Banks: [matthew.banks@uam.es](mailto:matthew.banks@uam.es)

Nathalie Michaud: [nathalie.michaud@uam.es](mailto:nathalie.michaud@uam.es)

### 3. COMPETENCES AND LEARNING OUTCOMES

#### Session 1 & 3 (February 11th + 18th - 16.45-19.00)

#### Writing Skills

##### Teacher

Nathalie Michaud: [nathalie.michaud@uam.es](mailto:nathalie.michaud@uam.es)

##### Objectives

By the end of these two sessions, participants will have:

1. discussed the steps involved in planning and writing in a post-graduate context.
2. explored ways of overcoming hurdles to scientific writing.
3. become familiar with the standard structure and organisation of the final report for Tutored R&D project
4. gained awareness of the style and conventions that must be used in scientific writing.

5. applied key concepts to identify and correct common mistakes.
6. brushed up key grammar skills.
7. worked towards improving writing skills, particularly abstract writing.
8. evaluated abstracts and began drafting a final piece.

### **Contents**

1. The writing process
2. Hurdles to successful writing
3. Structure and organisation of final report for Tutored R&D project
4. Scientific writing style and conventions
5. Common mistakes in scientific writing
6. Rhetorical functions in Scientific writing (hedging, reporting, paraphrasing, etc.)
7. The structure and features of scientific abstracts

### **Teaching methodology**

A collaborative student-centred approach combined with teacher explanation. Participants should expect to participate in a range of small groups activities during this session.

### **Materials**

PowerPoint slides, texts, handouts with activities, video extracts.

### **Evaluation**

The contents of sessions 1 & 3 will be tested through the writing of an abstract to be submitted in session 5. The abstract will be worth 12.5% of the overall course grade.

### **Bibliography**

<https://journals.plos.org/ploscompbiol/article/file?id=10.1371/journal.pcbi.1006379&type=printable>

<https://www.reading.ac.uk/web/files/sta/skills-scientific-writing-uni-of-leeds.pdf>

Lynch, T & Anderson, K (2013) *Grammar for Academic Writing*; English Language Teaching Centre: University of Edinburgh

Smalley, L; Ruetten, M & Kozyrev, J (2012) *Refining composition skills. Academic Writing and Grammar*; National Geographic Learning: Boston.

([https://www.ed.ac.uk/files/atoms/files/grammar\\_for\\_academic\\_writing\\_ism.pdf](https://www.ed.ac.uk/files/atoms/files/grammar_for_academic_writing_ism.pdf))

Online resources:

<https://www.academic-englishuk.com/>

<https://www.monash.edu/rlo/research-writing-assignments>

<http://www.uefap.com/writing/function/function.htm>

<https://guides.mclibrary.duke.edu/scientificwriting/mistakes>

<https://www.nature.com/scitable/ebooks/english-communication-for-scientists-14053993/118519859#bookContentViewAreaDivID>

## **SESSIONS 2 & 4**

### **Presentation Skills (February 13th+ 20th - 16.45-19.00)**

#### **Teacher**

Matthew Banks: [matthew.banks@uam.es](mailto:matthew.banks@uam.es)

#### **Objectives**

By the end of these 2 sessions, participants will have:

- 1) demonstrated an understanding of the key ingredients in the planning and delivery of an effective presentation.
- 2) analysed and practised a range of functional language with which to structure and signpost presentations.
- 3) practised giving short presentations and constructive feedback in groups.
- 4) developed awareness of personal presentation style and how to create impact.

#### **Contents**

- 1) Planning and organising an effective presentation
- 2) Delivering an effective presentation
- 3) Functional language for presentations
- 4) Analysing presentation models
- 5) Evaluating and giving feedback
- 6) Presenting visual information
- 7) Developing a presentation style
- 8) A short assessment of content covered

9) Preparation for evaluation in Session 5

### **Teaching methodology**

A collaborative student-centred approach combined with teacher explanation. Participants should expect to participate in a range of small group activities during this session.

### **Materials**

PowerPoint slides, handouts with activities, video extracts.

### **Evaluation**

The contents of sessions 2 & 4 will be tested through short individual presentations taking place in session 5. The presentation will be worth 12.5% of the overall course grade.

### **Bibliography**

Anderson, C (2016) *TED Talks: The Official TED Guide to Public Speaking*. Houghton Mifflin Harcourt: New York.

Reynold, Garr (2011) (2nd ed.) *Presentation Zen: Simple Ideas on Presentation Design and Delivery*. New Riders: Berkeley.

Siddons, S (2008) *The Complete Presentation Skills Handbook: How to Understand and Reach Your Audience for Maximum Impact and Success*. Kogan Page: London.

Zanders, E & Macleod, L (2018) *Presentation Skills for Scientists: a Practical Guide*: CUP: Cambridge.

## **Session 5 (February 25th - 16.45-19.45)**

### **3-minute-paper presentations and abstract submission**

#### **Teachers**

Matthew Banks & Nathalie Michaud

[nathalie.michaud@uam.es](mailto:nathalie.michaud@uam.es)

[matthew.banks@uam.es](mailto:matthew.banks@uam.es)

#### **Objectives**

By the end of the workshop, participants will have:

- 1) delivered a 3-minute-paper presentation.
- 2) put into practice knowledge and skills from previous sessions.
- 3) analysed and evaluated the effectiveness of a number of short presentations.
- 4) practiced active listening and taking notes.

- 5) given and received feedback on their presentations.
- 6) reflected on ways to develop their individual presentation style.

### Contents

- 1) Submission of abstracts
- 2) Consolidation of content from previous sessions.
- 3) Questions
- 4) Short written and oral feedback

### Teaching methodology

This is a practical session in which the course participants take central stage. The group will be divided into 2 with each group working with a separate tutor for a 3-hour period. Participants will submit an abstract and will give an individual short presentation based on the submitted text. Participants will provide and receive brief constructive feedback on their presentations both from their tutors and from their classmates.

### Materials

Participants own slides and handouts. Rubrics for peer evaluation.

### Evaluation

- 1) In order to consolidate materials studied in sessions 1 & 3, participants are required to submit an **abstract** (200 – 250 words) to the course tutors. This component will be worth 12,5% of the overall course grade for *'Initiation to Research'*.
- 2) In order to consolidate materials studied in session 2, participants should plan and deliver a **3-minute presentation** based on the abstract. Participants must use no more than 3 PowerPoint slides (optional) which must be sent to the course tutors in advance of the presentation. This component will be worth 12,5% of the overall course grade for *'Initiation to Research'*