

In the name of Almighty



Tabriz University of Medical Sciences

Education Development Office (EDO)-Education Vice Dean Administrative

Faculty of Health (FoH)

Lesson plan for the course of **Academic Writing and Presentation Skills** for the **students of Gerontology** at **PhD** level.

The students' affiliated department name **Health Education and Promotion**

Academic year **97-98** Semester 1st 2^{ed} Summer

1. The lecturer's specifications

Name & Family name:	The affiliated department:	Academic rank:
Abdolreza Shaghaghi	Health Education and Promotion (HEP)	Professor
The affiliated university:	The affiliated faculty:	The faculty room number:
Tabriz University of Medical Sciences	Faculty of Health (FoH)	HEP D - Room No 314
Highest Academic Degree Obtained:	Field of Study:	Telephone number:
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2. The course specifications

The course title:	Academic Writing and Presentation Skills		
The course credit: 0.5 T	The course venue: HEP D -Conference room 1		
The course type:	Practical <input type="checkbox"/>	Theoretical <input checked="" type="checkbox"/>	Fieldwork <input type="checkbox"/> Internship <input type="checkbox"/>
Prerequisite course:	Required <input type="checkbox"/> Not required <input checked="" type="checkbox"/>	The number of course sessions: 5	
The number of field work/internship hours:	-		

3. The learners' details:

Field of study:	Expected degree Level:	Number of learners:
Gerontology	PhD	5

The course main goal: To advance Gerontology PhD students' writing and research skills using the process approach to be able to write fully-developed essays, summaries and research papers and to present academic papers at conferences and scientific meetings.

The course objectives:

1. To expand the learners knowledge and skills for selection of reliable and relevant journal for publication.
2. To extend the learners' knowledge and skills for effective utilization of the writing process (pre-writing, drafting, revising, peer editing, and proofreading).
3. To provide the students the required skills and knowledge to quote or paraphrase material from other research sources and give credit to others for their ideas and techniques to avoid plagiarism.
4. To provide the learners with knowledge of navigating categories of journals and ranking them according to the several journal-level metrics.
5. To extend the students' knowledge about predatory journals and journals black lists.

Teaching style: The hybrid style including demonstrating/ class works and facilitating styles.

Learners' tasks: Listing and/or guided independent study, brainstorming, comparing, problem solving, peer tutoring, fishbowl activity, active participation in class works.

The learners' assessment/evaluation method(s): Formative and summative assessment including assessment of attendance and timekeeping, learner participation in class works, giving oral or written feedbacks in class, completing and answering exercises and final examination.

The mid/final exams' structure and questions distribution: The final exam will include at least two open/close ended questions from the topics discussed in the whole semester sessions that determine 12/20 score of the student total grade. The quality and content of the class activities will appoint 8/20 scores of the total grade.

References:

1. Dickersin, Kay, et al. "What do the JAMA editors say when they discuss manuscripts that they are considering for publication? Developing a schema for classifying the content of editorial discussion." *BMC medical research methodology* 7.1 (2007): 44.
2. Fisher, Robert S., and Linda E. Powers. "Peer-Reviewed Publication: A View from Inside." *Epilepsia* 45.8 (2004): 889-894.
3. Kallestinova, Elena D. "How to write your first research paper." *The Yale journal of biology and medicine* 84.3 (2011): 181.

4. University of Essex. How to improve your academic writing. 2008.
5. Stephen Bailey. Academic writing: a handbook for international students. Routledge: 2003.
6. Anne Whitaker. Academic writing guide: a step-by-step guide to writing academic papers. City University of Seattle, 2009.
7. London School of Hygiene and Tropical Medicine. Academic writing handbook: guidance for student. 2013.
8. Carolyn Brimley Norris. Academic Writing in English. University of Helsinki: 2014.
9. James Hartley. Academic writing and publishing. Routledge: 2008.
10. Sally Morris et al. The handbook of journal publishing. Cambridge University Press 2013.

The course outline

Session	Session educational topics	Educational objectives	Learning domain(s)/taxonomy(ies)*
1	Introduction to journal-style scientific writing	OBJECTIVE 1, 2, 3	COG: understanding AFECT: organization PSYCHO: perception
2	Journals and publishers: choosing a right journal	OBJECTIVE 1, 2	COG: understanding AFECT: organization PSYCHO: perception
3	Journal metrics and ranks	OBJECTIVE 4	COG: understanding AFECT: organization PSYCHO: perception
4	Master journal list and electronic library	OBJECTIVE 1, 4	COG: understanding AFECT: organization PSYCHO: perception
5	Predatory and black list journals	OBJECTIVE 5	COG: understanding AFECT: organization PSYCHO: perception
*	<p>Learning domains: Cognitive (COG) including creating, evaluating, analyzing, applying and understanding taxonomies. Affective (AFECT) including internalizing values, organization, valuing, responding and receiving taxonomies. Psychomotor (PSYCHO) including origination, adaptation, complex overt response, mechanism, guided response, set and perception taxonomies.</p>		

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