

CURSO DE POSTGRADO IMPROVING SCIENTIFIC SKILLS IN NUTRITION RESEARCH I

Módulo	1st	Semestre	Autumn 2018		
Profesor Coord.	Mariana Cifuentes Köster				
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Tipo de Curso	Electivo (Regular / Electivo)	Créditos	3.5		
Cupo de Alumnos	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Mínimo: 3</td> <td style="width: 50%; text-align: center;">Máximo: 6</td> </tr> </table>			Mínimo: 3	Máximo: 6
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Prerrequisitos	Basic English skills				
Día	THURSDAY	Horario por Sesión	14:30-16:30		
Horas de Dedicación del Curso^{1,-}					
Horas Directas	22	Horas Totales	105		
Horas Indirectas	83				

DESCRIPCIÓN GENERAL. -

Introducción / Presentación	Students from second year on - Group size: a minimum of 3 and a maximum of 6 students with basic English skills - Duration of each session: 2 hours - Duration of course: One session weekly; 11 sessions total.
Objetivos	General. - To improve the scientific skills, using the English language, of students of the Doctorate Program in Nutrition. Específicos. - One of the important aspects for a student in the Doctorate Program in Nutrition and Food is to be able to participate in scientific activities that will allow him/her to be up-to-date at a professional level. These include developing a research proposal, reading and criticizing specialized scientific journals, passive and active participation in

¹ De acuerdo a la reglamentación vigente de la Universidad de Chile y del programa, 1 crédito equivale a 24 horas totales de dedicación, es decir, la suma de las horas directas (de clases) e indirectas (de dedicación del estudiante).

scientific meetings, oral and written data communication and being able to interact professionally and personally with other scientists worldwide. As with other professional areas, in today's globalized world it is extremely important to be able to do the above in English.

2. In general, local graduate students end up being able to read in English at a scientific level, most of the time learning on their own, based on the urgent need to read texts that can only be found in English. Nevertheless, the majority of students do not have the opportunity to develop their comprehension and oral communication skills in a scientific context, given that they are not exposed to a situation where this is required.

The objective of the present course is to provide an opportunity where students can develop basic skills to successfully participate in any scientific activity to which they will surely be exposed to in the future. This course does not intend to be a formal course of the English language. The purpose is to generate a safe and comfortable environment that will allow students to go through the proposed activities without the fear that usually occurs when they are asked to communicate in English and, in doing so, strengthening their scientific skills

Contenidos

- ✓ **Reading and discussion of journal articles, editorials, essays, etc.**
A journal editorial or essay will be assigned each week. Students will have to read and provide criticism of the content of the document, both as a written essay and during an in-class discussion.
- ✓ **Weekly short essay writing of the above**
As stated above, students will write an essay (300 words) providing opinions and/or criticism of the document they read the previous week. The essay will be sent to the coordinator by e-mail previous to the session, as these will be corrected and given a grade. Essay structure: date, student's name, reference of the article, title, introduction (what are you going to talk about?), main points (develop the point or points you want to make) and conclusion (restating your main idea).
- ✓ **Conversations within the group regarding current scientific topics**
The essays will be read aloud by each student and a group conversation will be held.
- ✓ **Comprehension of language, by listening to out loud reading of scientific articles and/or on the spot reading comprehension and discussion**
The discussions will serve as a basis to improve the student's English language comprehension.
- ✓ **Short presentations of scientific data (graphs, figures, etc.)**
Students will be asked to explain in 5 minutes a table or a figure. There will be two modalities: 1) the student will be asked to bring to class a table or figure, 2) on-the-spot exercises, where a previously not seen table or figure will be shown to the student and he/she will have

to explain what it conveys. The other students will ask questions to the student providing the presentation.

✓ **Pronunciation exercises, emphasizing correction and self-awareness of common mistakes**

Common pronunciation mistakes will be emphasized on-the-spot and pronunciation exercises will be performed each week.

✓ **Interviews with students from the University of Michigan**

Students from the University of Michigan will be visiting INTA for a period of 12 weeks. Interviews will be programmed each week, where students from the course will be asked to interview one or more of the students from Michigan and vice versa.

Metodología

All sessions will be interactive, conducted by Dr. Mariana Cifuentes

Evaluación

Short essays (50%), one per week

Formal oral presentation of a short communication (30%)

- Interview (5%)
- Oral in class participation (10%)
- English improvement along the course (5%).

BIBLIOGRAFÍA. -

Bibliografía Obligatoria. -

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7. Tomaska L. Training biology's new romantics. The challenge of educating young biologists to keep up with the pace of modern molecular biology. EMBO Rep. 2011 May;12(5):398-400.

Bibliografía Complementaria. -

1. Almeida-Souza L1, Baets J. PhD survival guide. Some brief advice for PhD students. EMBO Rep. 2012 Mar 1;13(3):189-92
- Schwartz MA. The importance of stupidity in scientific research. J Cell Sci. 2008 Jun 1;121(Pt 11):1771.