



UNIVERSIDAD DE CHILE
Instituto de Nutrición y Tecnología de los Alimentos
Doctor Fernando Monckeberg Barros

CURSO DE POSTGRADO

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Módulo/ Semestre	1	Año	2021
Profesor Coord.	Mariana Cifuentes Köster		
Unidad Académica	Unidad de Nutrición Pública INTA		
Teléfono	56-2-229781428	Mail	mcifuentes@inta.uchile.cl
Tipo de Curso	Electivo (Regular / Electivo)	Créditos	3.5
Cupo de Alumnos	Mínimo: 3	Máximo:	8
Prerrequisitos	Basic English skills		
Fecha de Inicio	May 26th	Fecha de Término	July 21st
Día	Wednesday	Horario por Sesión	10:00 – 11:00
Lugar (Indicar Sala)	No aplica versión 2021		
Horas de Dedicación del Curso ¹ .-			
Horas Directas	18	Horas Totales	63
Horas Indirectas	45		

DESCRIPCIÓN GENERAL.-

Introducción / Presentación

- Students from second year on, interested in pursuing a career in academia
- Group size: a minimum of 3 and a maximum of 8 students with basic English skills
- Duration of each session: 2 hours
- Duration of course: One session weekly; 9 sessions total.

Objetivos

General.-

To improve the scientific skills, using the English language, of students of the Doctorate Program in Nutrition or Master's students, preferably interested in pursuing a career in academia.

Específicos.-

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).



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1. 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 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.
3. 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 editorials, brief reports, essays, etc.**
Reading material 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**



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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 present tables or figures. 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.
- ✓ **Interview/interactive exercise**
Students will directly interact in an interview-type or other interactive format.

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%).

Docentes Participantes.-

Nombre Docente	Unidad Académica	RUT
Mariana Cifuentes	Unidad de Nutrición Pública, INTA	N/A

Calendario.-

Sesión	Fecha	Tema	Docente	Mail Docente	Tipo de Clase
Clase 1	May 26th	Discussion of schedule and expectations. Introducing oneself to an English speaker. Elevator speech. Example of	M. Cifuentes	mcifuentes@inta.uchile.cl	Online



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		presentation of figure/table – on the spot exercises.			
Clase 2	June 2nd	Reading of individual essays 1 GROUP A- Group discussion 1-slide presentation (all, bring data)	M. Cifuentes		Online
Clase 3	June 9th	Reading of individual essays-1 GROUP B Group discussion 4-slide presentation (intro- 2 figs- conclusion) (all, bring data)	M. Cifuentes		Online
Clase 4	June 16th	Reading of individual essays- 2 GROUP A Group discussion 4 slide presentation (all, bring data) Assignment group A: prepare CVs for interview Class 6	M. Cifuentes		Online
Clase 5	June 23rd	Reading of individual essays- 2 GROUP B Group discussion 4 slide presentation (all, bring data) Assignment group B: prepare CVs for interview Class 7	M. Cifuentes		Online
Clase 6	June 30th	Reading of individual essays- 3 GROUP A Group discussion INTERVIEW 1 B interviews A	M. Cifuentes		Online
Clase 7	Aug 7th	Reading of individual essays- 3 GROUP B Group discussion	M. Cifuentes		Online

		INTERVIEW 2 A interviews B			
Clase 8	July 14th	Preparing final presentation: state a research question	M. Cifuentes		
Clase 9	July 21st	Final 5 min presentation of figure/table + intro + discussion and 1 min proposal title/hypothesis/ general objective	M. Cifuentes		Same as class 1

NOTAS:

- (1) Un módulo comprende 9 semanas, por tanto 9 sesiones (casos excepcionales tienen más de una sesión a la semana). Si su horario contiene algún feriado, sólo puede recuperarlo previo acuerdo con los estudiantes, en un horario distinto y dentro del rango de fechas del Módulo, no es posible extender el calendario por más semanas ni en la semana de receso.
- (2) Para la opción "Clase Grabada", debe enviarla idealmente con una semana de anticipación, y con un mínimo de 72 horas de anticipación. Se enviará un Instructivo respecto a la grabación, envío y publicación
- (3) Para "Clase Online", esta debe realizarse en la hora asignada en la programación.
- (4) Todas las clases online deben ser grabadas y luego subidas a U-Cursos. Se enviará un instructivo.
- (5) Todos los materiales deben ser subidos a U-Cursos.
- (6) No se deben enviar materiales por mail.

BIBLIOGRAFÍA.-

Bibliografía Obligatoria.-

1. Hunter P. The communications gap between scientists and public: More scientists and their institutions feel a need to communicate the results and nature of research with the public. EMBO Rep. 2016 Nov;17(11):1513-1515.
2. Rull V. Free science under threat: The current revival of Bernalism and the use of market-based scientific practices are undermining science as we know it. EMBO Rep. 2016 Feb;17(2):131-5.
3. Córdova FA. Embrace uncertainty. Science. 2016 Feb 26;351(6276):994.
4. Bohannon J. Who's afraid of peer review? Science. 2013 Oct 4;342(6154):60-5.
5. Begley CG. Six red flags for suspect work. Nature. 2013 May 23;497(7450):433-4.
6. Farrelly C. 'Positive biology' as a new paradigm for the medical sciences. Focusing on people who live long, happy, healthy lives might hold the key to improving human well-being. EMBO Rep. 2012 Mar 1;13(3):186-8.
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.

NOTA: Todos los campos son obligatorios