The aim of this course is presenting the young researchers the main fundamentals and skills for quality scientific production and communication, addressed to achieve the actual standards demanded by the scientific community and the widest spread of the new knowledge generated during their PhD.

Throughout this course, the students will learn the principal techniques for effective writing, including types of scientific documents, recommendations, rules, quality vs. quantify, contextualizing... On the other hand, the second part of this course is addressed to provide ideas and skills to communicate your generated knowledge to the scientific community, as presentations in congresses, paper submission, review and layout processes, web tools, editor’s view...

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6. Recommended Prior Knowledge
As knowledge creation usually happens after a previous and wide documentation about the topic, trial performance and data analysis, communication of the knowledge generated to the scientific community for its validation, and finally, if appropriate, dissemination of this knowledge to the society, the teachers of the course recommend the students to attend previously to the course of “Documentación científica” offered by this University.

For the same reason, it’s highly recommended to follow the present course before that offered about “Scientific Dissemination”.

7. Student Outcomes
Specific Student Outcomes
CB15(G) Ability to communicate with the academic and scientific community and with society in general about their fields of knowledge in the modes and languages commonly used in their international scientific community.
CG10(E) Ability to critically analyze and evaluate one’s own results as well as those obtained by other researchers.
CE01(E) Ability to write scientific publications efficiently within a given field of research.
CB16(G) Ability to promote, in academic and professional contexts, scientific, technological, social, artistic or cultural advancement within a knowledge-based society.

UPV-Generic Student Outcomes
(08) Effective communication

8. Syllabus
1. Techniques for effective writing
   1. Lesson 1. Types of papers: Select the adequate format to spread your knowledge. [Ground technique, Case study, Empirical data analysis, Theoretical/conceptual/discussion, Design, Short-Communications, Technical Note, Others (meta-analysis, cross-section, panel, book review...)]
   2. Lesson 2. Title and abstract. Your visiting card. Read me!
   3. Lesson 3. Implications and introduction. State of the art. Hypothesis. Is what you want to solve really original and interesting?
   4. Lesson 4. Results and discussion. Tables, Figures, Illustrations. Ways to make your paper attractive and easier to read. How do you rate the quality of the paper?
   5. Lesson 5. Contextualizing: Social sciences, art and architecture, and JCR environment. Interviews to qualified researchers of
8. Syllabus

2. Scientific communication and publication
   2. Lesson 7. Target journals, proceedings of meetings. Identifying appropriate communication tools for your scientific production. Essential bibliometric indicators (prestige, impact factor).
   3. Lesson 8. Academic Branding. Support to develop a vision of your unique contribution. Create a plan to actualize your brand, and offer guidance on creating a platform consistent with your brand.
   5. Lesson 10. Paper submission. Authors/reviewers feedback. Relevance of referee task. How to review a scientific paper and possible issues that may occur.

9. Teaching and Learning Methodologies

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TOTAL HOURS: 30,00 + 30,00 = 60,00


10. Assessment

Outline

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<td>(13) Self-evaluation</td>
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<td>(10) Case</td>
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The assessment of the course will be done by means of two procedures:

1. A total of 6 self-assessments (one at the end of main lessons) will be used as ongoing assessment of the evolution of the students. This part will suppose the 60% of the total assessment of the course.

2. Make a Case (Task) to choose between these two:
   + Creating your Congress Poster
   + Paper submission to Open Journal System

This part will suppose the 40% of the total assessment of the course.

Those students who, having made the case and at least 3 of the tests, but they have not passed the course will be entitled to a final exam to retrieve the course.