**Writing Science autumn 2019**

The sessions:

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| --- | --- | --- | --- |
| Week | Paper | Topic | Assignment |
| 33 |  | Intro | Welcome to Writing Science |
| 34 | 1 | Reading | How to read a scientific paper |
| 35 | 1 | The science | Discussing the article |
| 36 | 1 | ABT | Writing a bad first draft |
| 37 | 1 | Peer feedback | Talking about writing |
| 38 |  |  | Reading |
| 39 | 2 | The science | Discussing the article |
| 40 | 2 | Argumentation | Analysing argumentation |
| 41 | 2 | Argumentation | Writing an argumentative text |
| 42 | 2 | Peer feedback | Talking about writing |
| 43 |  |  | Information  |
| 44 | 3 | Reading | Analysing a project plan |
| 45 | 3 | Discussion | Discussing the plans |
| 46 | 3 | Project plan | Drafting a project plan, combining ABT and argumentation |
| 47 | 3 | Peer feedback | Talking about the writing |
| 48 |  |  |  |
| 49 |  | 1.december! | DEADLINE |

Contact info:

Eli B. Rye: e.b.rye@fys.uio.no

Åsmund H. Eikenes a.h.eikenes@mn.uio.no

**Writing Science autumn 2019**

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| 33 |  | Intro | Welcome to Writing Science |

Onsdag 14.august kl 12.15-13.00.

Kristian Birkelands Auditorium.

Ein del av introduksjonsuka for nye masterstudentar.

Agenda:

**Writing exercise**

**What is Writing Science?**

Find all the information you need at

<https://www.mn.uio.no/fysikk/studier/ressurser/writing-science/>

**Writing exercise**

**Discussion**

What did you write about?

How was it to write like this?

**See you all at Writing Science next week!**

**Writing Science autumn 2019**

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| 34 | 1 | Reading | How to read a scientific paper |

**1. Warm-up exercise (3 min)**

Keep writing about a given topic (an atom) for 60 seconds. Train yourself to not stop.

**2. Introduction with names and favourite nuclear particle (10 minutes)**

**3. Group discussion (5 min)**

In groups of 3-5 make a prioritized list of 3 things you expect to learn from Writing Science. Share the top two with the large group

**4. Paper 1: The Higgs boson (5 min)**

Group discussion: What are some of the different strategies for reading a paper?

**5. Individual work, start reading the paper (15 minutes).**

**6. Group discussion (5 min)**

What is this paper all about?

**7. Reflection when writing (3 min)**

“Today, I learned…”

 **Writing Science autumn 2019**

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| 35 | 1 | The science | Discussing the article |

 **1. Warm-up exercise (3 min)**

Keep writing about a given topic (a cup of coffee) for 60 seconds.

**2. Main assignment (30 min):**

In groups of two-three, discuss the paper that you have read. Use the following questions as a guide:

1. What is the topic?

2. What did we know before the start of the experiments?

3. What was unknown?

4. What is the aim of the research?

5. Which methods did they choose?

6. What (if any) choices do the authors make along the way?

7. What are the main conclusions?

8. Were there any surprising results?

9. What are the unanswered questions?

10. How does this paper move the field forward?

Group discussion (20 minutes)

Plenary discussion about reading the paper. Difficulties, surprises, strategies (10 minutes)

**3. Reflection on the writing process.**

“Today, I learned…”

**Writing Science autumn 2019**

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| 36 | 1 | ABT | Writing a bad first draft |

 **1. Warm-up exercise (3 min)**

Keep writing about a given topic (a bear) for 60 seconds.

**2. A model: AND – BUT – THEREFORE**

Introduction. The model is useful to understand and discuss research papers.

Scheme:

A sentence introducing the topic. (Big picture)

**AND**

A paragraph highlighting what we know. (Latest findings)

**BUT**

A paragraph highlighting what the researchers DIDN’T know. (The research gap)

**THEREFORE**

A paragraph introducing the methods used. (Approach to problem)

A paragraph about the results. (We have filled the knowledge gap!)

A brief paragraph highlighting the implications. (Big picture)

**3. Assignment: Write a 200 word summary (a bad first draft!) of the Higgs boson-paper. Your audience is a bachelor student in physics.**

**4. Reflection on the writing process.**

“Today, I learned…”

Next week: BRING 3 PRINTED COPIES OF YOUR TEXT.

**Writing Science autumn 2019**

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| 37 | 1 | Peer feedback | Talking about writing |

**1. Warm-up exercise (3 min)**

Keep writing about a given topic for 60 seconds.

**2. Peer feedback**

**The rules:**

* We’re a team
* We will only talk about the structure of the draft summary
* We will listen and make notes

Spend no more than 10 minutes per text.

Follow the set of instructions below.

**1.** The writer reads his/her text. Read slowly.

**2.** Each of the readers say one thing they liked. The writer listens.

**3.** The readers discuss each paragraph/section of the text. The writer listens.

**4.** The readers suggest where the writer could spend his/her time revising.

**5.** Optional: The writer asks questions for clarification.

**3. Make a list of the three things you will do to start editing your text**

**4. Reflection on the writing process.**

“Today, I learned…”

Next week: Week 38. No Writing Science. Spend the time looking for a potential master thesis supervisor.

**Writing Science autumn 2019**

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| 39 | 2 | The science | Discussing the article |

**1. Warm-up exercise (3 min)**

Keep writing about a given topic for 60 seconds.

**2. Main assignment (30 min):**

In groups of two-three, discuss the paper that you have read. Use the following questions as a guide:

1. What is the topic?

2. What did we know before the start of the experiments?

3. What was unknown?

4. What is the aim of the research?

5. Which methods did they choose?

6. What (if any) choices do the authors make along the way?

7. What are the main conclusions?

8. Were there any surprising results?

9. What are the unanswered questions?

10. How does this paper move the field forward?

Group discussion (20 minutes)

Plenary discussion (10 minutes)

**3. Reflection on the writing process.**

“Today, I learned…”

**Writing Science autumn 2019**

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| 40 | 2 | Argumentation | Analysing argumentation |

**1. Warm-up exercise (3 min)**

Keep writing about a given topic for 60 seconds.

**2. Argumentative writing is a conversation**

Introduction to one of the models to structure arguments in academic texts:

**TOPIC.** One sentence, the claim.

**THEY SAY.** What others have said about this topic.

**I SAY.** Relevance to your findings / argument.

**Assignment:**

1. Find similarly structured arguments in the paper you have read, and in the example paragraphs provided.
2. Discuss how the structure of the arguments contributes to how you read the paper and interpret the results.

**3. Reflection on the writing process.**

“Today, I learned…”

**Writing Science autumn 2019**

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| 41 | 2 | Argumentation | Writing an argumentative text |

**1. Warm-up exercise (3 min)**

Keep writing about a given topic for 60 seconds.

**2. Assignment**: Write a 200 word text (a bad first draft) where you argue for or against something related to the paper you have read.

Use “They say - I say” to structure your text.

Ideas: How is the paper relevant to your field, why is it hard to read, for whom is it still important, how does it inspire you?

**3. Reflection on the writing process.**

“Today, I learned…”

Next week: BRING 3 PRINTED COPIES OF YOUR TEXT.

**Writing Science autumn 2019**

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| 42 | 2 | Peer feedback | Talking about writing |

**1. Warm-up exercise (3 min)**

Keep writing about a given topic for 60 seconds.

**2. Peer feedback**

**The rules:**

* We’re a team
* We will only talk about the structure of the draft summary
* We will listen and make notes

Spend no more than 10 minutes per text.

Follow the set of instructions below.

**1.** The writer reads his/her text. Read slowly.

**2.** Each of the readers say one thing they liked. The writer listens.

**3.** The readers discuss each paragraph/section of the text. The writer listens.

**4.** The readers suggest where the writer could spend his/her time revising.

**5.** Optional: The writer asks questions for clarification.

**3. Make a list of the three things you will do to start editing your text**

**4. Reflection on the writing process.**

“Today, I learned…”

Next week: Week 43. No writing Science. Mandatory meeting with information from the study section.

**Writing Science autumn 2019**

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| 44 | 3 | Reading | Analysing a project plan |

**1. Warm-up exercise (3 min)**

Keep writing about a given topic for 60 seconds.

**2. Reading a project plan.**

Read and analyse one of the example texts, and make notes of the structural elements used in the text.

**Answer the following questions:**

What is the master thesis project plan about?

Why is this topic important?

What is unknown?

How will the writer approach the problem?

How does the methods fit the problem?

What are the uncertainties regarding the project?

If successful, what will be the scientific contribution from the project?

Discuss your findings with another student.

**3. Reflection on the writing process.**

“Today, I learned…”

**Writing Science autumn 2019**

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| 45 | 3 | Discussion | Discussing the plans |

**1. Warm-up exercise (3 min)**

Keep writing about a given topic for 60 seconds.

**2. Drafting a project plan.**

On your own, answer the following questions(in writing)

* What is your master thesis project about?
* Why is this topic important?
* What is unknown?
* How will you approach the problem in the lab or in theory?
* How do the methods fit the problem?
* What are the uncertainties regarding the project?
* If successful, what will be the scientific contribution from the project?

**3. Reflection on the writing process.**

“Today, I learned…”

**Writing Science autumn 2019**

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| 46 | 3 | Project plan | Drafting a project plan, combining ABT and argumentation |

**1. Warm-up exercise (3 min)**

Keep writing about a given topic for 60 seconds.

**2. Master Thesis Project Plan. 30 minute writing time.**

There are no rules for how to structure the project plan/description, but it might be helpful for you to think about it as a draft for the master thesis.

In the **introduction**, you may use the AND – BUT – THEREFORE-model to structure the first paragraphs. This will guide the reader towards your **research question** or goals.

A natural follow-up is to describe the **methods** you will use, and maybe describe how they are relevant to your work. Sometimes, these paragraphs will contain arguments for why you choose a specific method, structured similar to discussion sections (THEY SAY – I SAY).

Some also choose to set specific **milestones** for the project, deadlines for when to complete specific experimental or written tasks.

Optional: You may also consider writing a short paragraph on how this research will move the field forward, how you think this will **contribute** to the field, or some other reflections where you argue for the need for your research.

 **3. Reflection on the writing process.**

“Today, I learned…”

Next week: BRING 3 PRINTED COPIES OF YOUR TEXT.

**Writing Science autumn 2019**

|  |  |  |  |
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| 47 | 3 | Peer feedback | Talking about the writing |

**1. Warm-up exercise (3 min)**

Keep writing about a given topic for 60 seconds.

**2. Peer feedback**

**The rules:**

* We’re a team
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* We will listen and make notes

Spend no more than 10 minutes per text.

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**3.** The readers discuss each paragraph/section of the text. The writer listens.

**4.** The readers suggest where the writer could spend his/her time revising.

**5.** Optional: The writer asks questions for clarification.

**3. Make a list of the three things you will do to start editing your text. The Sumbission deadline is December 1st.**

**4. Reflection on the writing process.**

“Today, I learned…”

Optional: Send your draft to your Writing Science instructor for a short written feedback.