

Imperial's Centre for Academic English (CfAE) Masterclass

Writing Tools for Research Publication Success

Engage with Imperial CfAE experts live online!

Are you about to write a research paper for publication? If so, this masterclass will train you to read more efficiently to write more effectively for the STEMM journals you wish to publish in.

Overview

This online masterclass, developed and delivered by the Centre for Academic English, provides targeted input and training towards writing a research paper for publication in your STEMM field. You will be given tools to analyse research articles in your own discipline to help you eventually create your own effective texts for publication. Through detailed, guided text analysis and exercises, you will learn to develop models for writing a research paper in your own field, and you will also gain knowledge of language features specific to key sections of a research paper.

Key learning objectives

On completion of this masterclass, you'll be able to:

- use your reading of research papers to enhance your writing
- identify the key features of effective research papers
- organise and connect information optimally
- make appropriate language choices
- become reader aware

Structure

The masterclass consists of 5 live online training sessions delivered over a 5-week period.

In addition, you are expected to spend 20-30 minutes each week in your own time completing short tasks to prepare for each live session.

Masterclass completion certificate

In the final session of the masterclass (week 5), you will present your findings from a small-group project. Upon successful completion, you will receive a masterclass completion certificate and a grade for this small-group project.

Online teaching methods

- The training sessions will be delivered via Microsoft Teams. These will consist of plenaries and small group collaborative activities.
- A Microsoft Class Notebook will be used for the collaborative activities. These will provide opportunities for formative feedback.

The entire programme will be delivered in English.

Participants' profiles

This masterclass is designed for postgraduate STEM researchers (MSc/MRes/PhD) about to write a research paper for publication.

All participants' English level will be no lower than IELTS 6.5.

Places on the programme are limited to 32 maximum.

Certification

Participants will receive a digital certificate, grade and project transcript from Imperial College London upon completion.

Imperial's Centre for Academic English

The Centre for Academic English is a unique and experienced team specialising in academic STEM communication. The team works with all Imperial College London academics, researchers and students, whether or not English is their first language. Their provision is extensive and ranges from responding to the STEM communication needs of first-year undergraduates to supporting the research output of senior faculty members. They also work with external organisations, providing intensive courses and workshops tailored to their specific requirements.

Programme team's bios



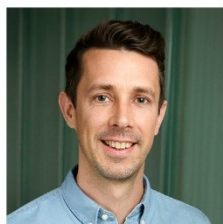
Julie King

Julie is the Director of the Centre and joined Imperial in 2013. She taught English in various countries before doing her master's and PhD at Durham University. She taught academic English at Durham University and Nottingham University, was a teacher trainer for the CELTA and DELTA, and was a principal examiner for IELTS for many years. She is an assessor for the BALEAP accreditation scheme and co-wrote the BALEAP TEAP Competency Framework. She was lead advisor for Epigeum's online *English for Academic Studies* course and, whilst at Nottingham, created an online Master's in teaching EAP. Since she started at Imperial, Julie has expanded and diversified the work of the Centre to support a wider range of College members with language needs related to learning, teaching and research publication. She supports postgraduate researchers, postdocs and academic staff through the Centre's *Writing Tools for Research Publication Success* workshops and the College's award-winning PhD *Thesis Writing* retreats



Hilary Glasman-Deal

Hilary Glasman-Deal is a Senior Teacher of English for Academic Purposes for the Centre. Hilary has been at Imperial since 1993, teaching research writing to doctoral students, postdocs and academic staff. Hilary is the author of *Science Research Writing*, which has sold over 30,000 copies. It has been translated into Korean, Japanese and Chinese, and is used as a course book at universities around the world. A second, updated version of the book, directed at both native and non-native speaker researchers, is now available. She is expert at consulting on STEM research articles at the highest level in all areas of science, technology, maths and medicine.



Robin Mowat

Robin is a Senior Teacher of English for Academic Purposes and has over 20 years' experience designing academic language and literacy programmes, with a particular focus on STEM research writing. Prior to joining Imperial in 2006, he developed and delivered courses at the University of Bordeaux, the Bordeaux Kedge Business School, and the Bordeaux Chamber of Commerce and Industry. At the CfAE, Robin is responsible for the coordination, quality assurance and strategic development of the Centre's programme for doctoral students. He also develops and delivers a range of research communication workshops, retreats and consultations for members of staff. Robin holds the Senior Fellowship of the Higher Education Academy.



Andrew Northern

Andrew is a Teacher of English for Academic Purposes at the Centre for Academic English and holds the Fellowship of the Higher Education Academy. Before joining Imperial in 2016, Andrew taught at The Hong Kong University of Science and Technology (HKUST), The Hong Kong Polytechnic University, and Tsinghua University (Beijing). He specialises in teaching research writing in STEM disciplines, including the Centre's *Writing a Research Paper* course for PhDs and the *Writing Tools for Research Publication Success* workshop for postdocs and fellows. He is also involved in the award-winning *PhD Thesis Writing and Research Impact and Influence* retreats.

Previous participants' testimonials

- I will definitely apply the reverse-engineering method and I can see already the benefits in my reading and writing.
- I found the mix of teaching, small group work, independent work, and then discussion really useful and I think it has likely cemented my understanding and ability to apply the principles much better than if it had been run in a different format.
- I feel much more confident in the way I find important information on a paper and how each session should be addressed.
- We think the manuscript reads much better now, and I have learned an immense amount about good writing from this course!
- Very good insight into emphasis, structuring of papers and how to focus the reader on the importance of the work. Very good trainers!

Provisional schedule

Date	UK time	China time	Sessions	Content
			20-30 mins Preparation for live session 1	Personal introductions and needs analysis
Week 1	TBC	TBC	Live session 1	Plenary: Introduction to the course and the reverse engineering approach. This approach consists of training participants to analyse relevant texts that will help them eventually create their own effective texts for publication. Small group activity 1: Reverse engineering practice using a sample simplified introduction section Plenary: Small group discussion/Q&A Trainer's input: Effective narrative
			20-30 mins Preparation for live session 2	Small groups share reflections on session 1 Small groups select target research articles
Week 2	TBC	TBC	Live session 2	Plenary: Q&A and reflections Small group activity 2: Individuals reverse engineer their target article introduction and then seek commonalities/identify differences with group Plenary: Small groups share their findings Trainer's input: Effective introduction sections
			20-30 mins Preparation for live session 3	Individuals reflect on session 2 Small groups select a shared article for the project
Week 3	TBC	TBC	Live session 3	Plenary: Q&A and reflections Trainer's input: Effective results sections Small group activity 3: Individuals reverse engineer their target article results section and then seek commonalities/identify differences with group Plenary: small groups share findings and Q&A Instructions for follow-up activity
			20-30 mins Preparation for live session 4	Small group project: prepare for session 5 presentation – analyse selected text
Week 4	TBC	TBC	Live session 4	Plenary: Q&A and reflections Small group activity 5: Individually reverse engineer target article's abstract; seek commonalities/identify differences with group Plenary: Small groups share findings and Q&A Small group collaborative writing activity 6: Draft an abstract Small groups review and evaluate each other's writing Trainer feedback on participants' writing
			20-30 mins Preparation for live session 5	Small group project: prepare for session 5 presentation – finalise slides or equivalent of group's text analysis
Week 5	TBC	TBC	Live session 5	Plenary: small group project presentations and panel/trainer feedback Masterclass summary, learning reflection and next steps