



FAL3508 Scientific Writing for Environmental Strategies Research 4.5 credits

Vetenskapligt skrivande för Miljöstrategisk analys

This is a translation of the Swedish, legally binding, course syllabus.

If the course is discontinued, students may request to be examined during the following two academic years

Establishment

Course syllabus for FAL3508 valid from Spring 2015

Grading scale

Education cycle

Third cycle

Specific prerequisites

The doctoral student should be admitted to third-cycle education. The doctoral student must have at least one manuscript.

Language of instruction

The language of instruction is specified in the course offering information in the course catalogue.

Intended learning outcomes

The aim of the course is that you should be able to make well-informed choices about how you choose to publish and how you design your articles. You should also be able to give and receive criticism on research publications in a constructive way. The course is therefore designed to give insight in and experience in scientific writing and the process of publishing.

After the course, you should be able to:

1. design and dispose scientific articles of different character
2. give constructive criticism on the scientific articles of other researchers
3. receive and use constructive criticism when writing own scientific articles
4. handle the scientific literature within your research domain in a structured way
5. use different resources as support when choosing journal for publication

Course contents

Tasks and examination

Seminar 1 (SEM1)

Before the seminar the course participants prepare a written assignment where they make their own review and study and analyse different versions of reviewers' comments on an already published article. We use already published articles of different character (case study, reviewâ€¦). The aim of the activity is partly to obtain insight in how the review process before publication is done, and partly to learn about design of different types of articles. The task is examined through a seminar, where the doctoral students discuss and compare their different reviews and how they relate to the formal reviewers' comments, as well as how the author has structured the text depending on which type of article it is. The doctoral students also write a joint seminar report. (Contributes to aim 1-3, partly 4)

Seminar 2 (SEM2)

The course participants review one another's manuscript before formal submission. All contribute with an own draft. The review is made according to instructions similar to those you may receive as reviewer to scientific journals. At a seminar both the article and the comments are discussed. All participants then make revisions and write replies to the reviewer, as if it were a "real" review. (Contributes to aim 1-3, partly 4)

Lecture and report (RAP1)

Lecture about the publishing policies that researchers have to relate to, regarding for instance open access and impact factor. Thereafter, the doctoral students make an overview of publishing possibilities within their own field and write a personal guide around this for future use. (Contributes to aim 4-5)

SEM1: 1.5 credits (participate at seminar, write seminar report)

SEM2: 1.5 credits (participate at seminar, write review report, make revision after review)

RAP1: 1.5 credits (participate at lecture, write guide for publication)

Course literature

Will be announced at the beginning of the course.

Examination

Based on recommendation from KTH's coordinator for disabilities, the examiner will decide how to adapt an examination for students with documented disability.

The examiner may apply another examination format when re-examining individual students.

SEM1: 1.5 credits (participate at seminar, write seminar report)

SEM2: 1.5 credits (participate at seminar, write review report, make revision after review)

RAP1: 1.5 credits (participate at lecture, write guide for publication)

Ethical approach

- All members of a group are responsible for the group's work.
- In any assessment, every student shall honestly disclose any help received and sources used.
- In an oral assessment, every student shall be able to present and answer questions about the entire assignment and solution.