Carol Winkelman
Scientific Writing Seminar

Thursday July 15, 2010

Part 1  Overview: Writing for Publication

7:30- 8:30 AM  Resident Session  (Juhl Room)

Writing and Authorship

   a) Journal articles
   b) time-efficient writing and revision strategies for journal articles
   c) Working with journal editors
   d) Targeting journals
   e) Common writing challenges for young investigators

Grants: Fellow and Junior Faculty career development

Funding opportunities for junior faculty

   a) Society awards
   b) K grants,
   c) Candidate biography: how to write your story

8:40--11:30 Specific Aims, Funding Agency Insight

Part 2  Specific Aims (Room 4156 MFCB)

8:40-9:00 Dr. Burnside, Faculty

   Intro Carol Winkelman Workshop: Writing Compelling grants that “tell a story” and sell your science

9:00-10:45   “How to Write, Review, Edit and Mentor” Specific Aims
   I. The Story
   Construct a compelling story: Introduce major characters and crucial action, construct a logical rationale, hone your hypothesis and use innovative approaches: narrative, rhetoric, and marketing
II. Scoring the Specific Aim

   a) NIH grant criteria for outstanding science
   b) Writing criteria for well argued and persuasive aims grants

III. Savvy Strategies for writing compelling persuasive, readable aims

   a) Some successful formulas for story and structure
   b) The benefits of compelling beginnings and endings
   c) The grant writers arsenal: sentences with a punch-line
   d) Translate academese into grant language
   e) Translate academese into grant action

10:45 – 11:30 (Dr. Burnside and Faculty Panel)
Panel Discussion

   a. “Target your Audience” with a compelling story that sells your science
   b. Sales Pitch: How to Spin Translational Science for NIH audience

11:30 – 11:50 Break

Part 3 Grand Rounds – John Juhl Room F2/401 CSC

12:00 – 1:00 PM Grand Rounds

“Your Career through Grants and Publications, from Fellow to Senior Faculty”

Tips for all levels from panel - Faculty members share their strategies for meeting the intense writing demands of science and academic medicine.

   a) Junior faculty: fellows and assistant professors
      • “Writers Block” and “Writers Dread”
      • How to get started
      • How to make a deal with your “inner critic”
      • How to revise purposefully to save time
      • How to seek advice yet save face

   b) Mid level: associate professors
      • How to keep the momentum
      • How to make purposefully revisions
      • How to develop an editor’s vocabulary
c) Senior faculty members: full professors

- How to optimize mentoring
- How to manage increasing administrative loads

1:00 – 2:00 PM   Lunch with Beth, Vicki and other faculty

Part IV  MOCK REVIEW (Room 4156 MFCB)

2:30 – 3:00 PM   Group work: Review, mentor and suggest revisions
                 (faculty may participate)

a) Evaluate: Score Aims Sections using NIH criteria and Editor’s criteria
b) Mentor: Offer suggestions
c) Revise: Attempt revision (verbal and written) or begin a summary note
to researcher. Make editorial suggestions

3:10 – 4:00 PM   Strategies for Writing a 12 page grant

New requirements for NIH formatting: How to tell the new NIH "story"

a) Suggestions on preliminary data (where does it go?)
b) Strategies for customized biosketches vs. letters of support
c) Recommended timing for grant writing (being proactive)
d) How to make a story of your background
e) How to distinguish innovation, novelty and significance
f) Using hypothesis and aims phrases to unify and emphasize

Friday July 16, 2010

POST WORKSHOP CONSULTS: (3156 MFCB)

The morning will consist of 30-40 minute one on one consultations.