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AUTHORAID

Research Writing Workshop
Participant Handbook

This handbook is for you to keep.
Please feel free to write anywhere on it.

Day one

D1-S2: Establishing the right mindset to be a research author

Fixed mindset vs growth mindset

See www.brainpickings.org/2014/01/29/carol-dweck-mindset for a summary.

Growth mindset to become a better writer

In this workshop we won't be talking about the linguistic aspects of research writing, such as English grammar, writing style and vocabulary. Yet good writing skills are essential to become a successful research author. Do you have a growth mindset to check and improve your writing skills?

There are a lot of resources online to help you become a better writer, and many are free of cost. A couple of suggestions are given below.

1. Visit coursera.org and edx.org to look for online courses in English writing

2. Read the classic work 'The Elements of Style', the full text of which is freely available online as the book is out of copyright. Google it.

You may also find it useful to seek a writing mentor who can give you feedback on your writing. Check out the AuthorAID mentoring scheme: www.authoraid.info/en/mentoring

D1-S3: Research and publishing ethics

The following resources may help you learn more about research ethics:

Avoiding Plagiarism, Self-plagiarism, and Other Questionable Writing Practices: A Guide to Ethical Writing (Office of Research Integrity, USA)	ori.hhs.gov/avoiding-plagiarism-self-plagiarism-and-other-questionable-writing-practices-guide-ethical-writing
How to Recognize Plagiarism: Tutorials and Tests (Indiana University)	www.indiana.edu/~academy/firstPrinciples/index.html
Scientific Misconduct (Wikipedia)	en.wikipedia.org/wiki/Scientific_misconduct
Defining the Role of Authors and Contributors (International Committee of Medical Journal Editors)	www.icmje.org/recommendations/browse/roles-and-responsibilities/defining-the-role-of-authors-and-contributors.html
Conflict of Interest in Research (University of California, San Francisco)	coi.ucsf.edu
Retraction Watch	retractionwatch.com

D1-S4: Defining the focus and contribution of your paper

Instructions for the essay

Write a short essay (300 to 400 words long) addressing the following questions. This essay should clearly describe the **focus of your research** and the **contribution of your research manuscript** in advancing knowledge in your field.

We suggest that you write out the questions given below in your document and answer each one. You may also use your own headings as long as they are related to the questions given.

This is not a formal research writing task, so we do not expect you to provide citations – although you are welcome to add any citations you know of. Also, you do not have to provide accurate numerical data. Rough or tentative data is fine.

Don't worry about the stage of your actual manuscript (completed, work in progress, or hardly begun) or if your research is not yet complete; just write about what you've done so far.

Now open a blank document on your computer to write your essay. Once you are done, email it to your designated workshop peer.

1. **What is the focus of your research project?**

2. **What has already been done or is already known in this area?**

3. **What have you done to add to what is known?**

4. **What have you found?**

5. **How do you see your manuscript advancing knowledge in your field?**

You should receive an assessment form by email from the workshop facilitator for the assessment phase of this activity.

D1-S5: Identifying appropriate target journals

'Think. Check. Submit.' is a campaign to help researchers identify trusted journals and help researchers stay away from suspicious journals. INASP is one of the organizations behind this campaign. Note that this website does not contain any list of 'approved' or 'suspicious' journals. It is meant to help you think.

thinkchecksubmit.org

How to target a journal that's right for your research (SciDev.Net). This article covers the impact factor and the existence of fake impact factors, the open access model, predatory journals, etc.
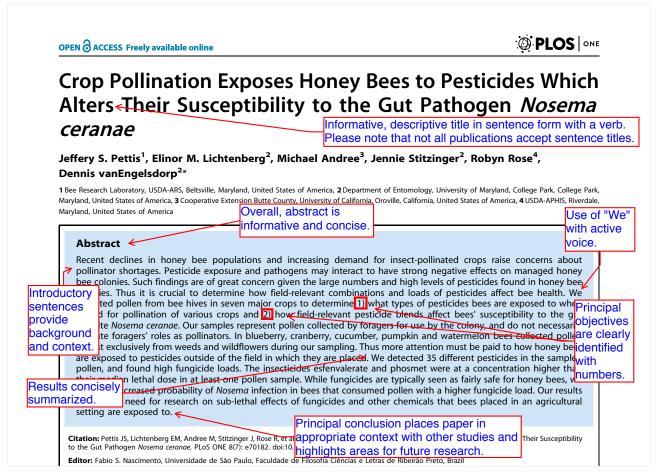
www.scidev.net/global/publishing/practical-guide/target-journal-right-research-communicate-publish.html

Note: Jeffrey Beall's popular but controversial list of predatory journals suddenly disappeared in January 2017. It seems unlikely that this website will be back online.

Day two

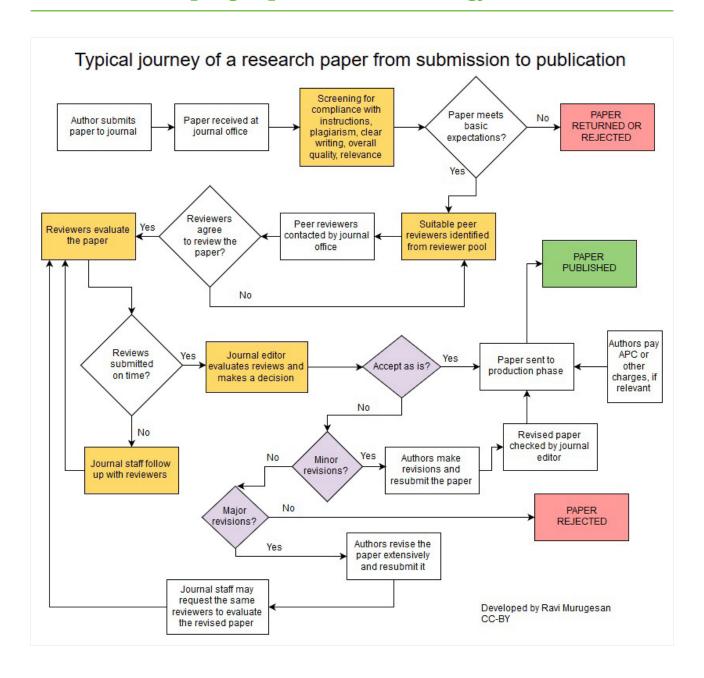## D2-S3: Writing the working title and abstract of your paper

Please refer to the following example to develop your abstract during this session.

PLOS | ONE

Crop Pollination Exposes Honey Bees to Pesticides Which Alters Their Susceptibility to the Gut Pathogen *Nosema ceranae*

Informative, descriptive title in sentence form with a verb. Please note that not all publications accept sentence titles.

Jeffery S. Pettis[1], Elinor M. Lichtenberg[2], Michael Andree[3], Jennie Stitzinger[2], Robyn Rose[4], Dennis vanEngelsdorp[2]*

1 Bee Research Laboratory, USDA-ARS, Beltsville, Maryland, United States of America, 2 Department of Entomology, University of Maryland, College Park, College Park, Maryland, United States of America, 3 Cooperative Extension Butte County, University of California, Oroville, California, United States of America, 4 USDA-APHIS, Riverdale, Maryland, United States of America

Overall, abstract is informative and concise.

Use of "We" with active voice.

Abstract

Recent declines in honey bee populations and increasing demand for insect-pollinated crops raise concerns about pollinator shortages. Pesticide exposure and pathogens may interact to have strong negative effects on managed honey bee colonies. Such findings are of great concern given the large numbers and high levels of pesticides found in honey bee colonies. Thus it is crucial to determine how field-relevant combinations and loads of pesticides affect bee health. We collected pollen from bee hives in seven major crops to determine 1) what types of pesticides bees are exposed to when used for pollination of various crops and 2) how field-relevant pesticide blends affect bees' susceptibility to the gut parasite *Nosema ceranae*. Our samples represent pollen collected by foragers for use by the colony, and do not necessarily indicate foragers' roles as pollinators. In blueberry, cranberry, cucumber, pumpkin and watermelon bees collected pollen almost exclusively from weeds and wildflowers during our sampling. Thus more attention must be paid to how honey bees are exposed to pesticides outside of the field in which they are placed. We detected 35 different pesticides in the sampled pollen, and found high fungicide loads. The insecticides esfenvalerate and phosmet were at a concentration higher than their median lethal dose in at least one pollen sample. While fungicides are typically seen as fairly safe for honey bees, we found an increased probability of *Nosema* infection in bees that consumed pollen with a higher fungicide load. Our results highlight a need for research on sub-lethal effects of fungicides and other chemicals that bees placed in an agricultural setting are exposed to.

Introductory sentences provide background and context.

Principal objectives are clearly identified with numbers.

Results concisely summarized.

Principal conclusion places paper in appropriate context with other studies and highlights areas for future research.

(Adapted from www.authoraid.info/en/resources/details/648)

Day four

D4-S2: Developing a publication strategy

Typical journey of a research paper from submission to publication

Developed by Ravi Murugesan
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D4-S3: Q&A session

Guidelines for the coordinator

If you've volunteered or been selected to play the role of 'coordinator' at your table, please do the following:

• You should remain at your table throughout the session. Only the other participants will shift from one table to another.

• You will be facilitating a number of mini discussions at your table. At each discussion, participants will address the question shown on the index card.

• At every mini discussion, act as the note-taker and summarize the main points. You can of course contribute to the discussions but please don't get drawn away from making notes.

• When a new group of participants joins your table, summarize to them the points that have come up so far, so that they don't repeat the same things.

• Keep discussions focused on the question at hand, and interrupt when you detect any digression or repetition.

• You should also act as a time-keeper. Make sure each group is at your table for not more than 5 minutes. Synchronize your work with the other coordinators.

• At the end of the Q&A session, summarize the top points to the entire group.