

For: EASE Register of Training Courses in Scientific Writing and Editing

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EBRW - Biomedical Reading & Writing

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Course presentation: <http://www.uptoit.org/eng/teaching/teaching.htm>

Instructor profile

Valerie Matarese was born in New York and earned bachelor and doctoral degrees in biochemistry, cellular and molecular biology at Cornell University and University of Minnesota. She carried out postdoctoral research at the Whitehead Institute (MIT, Cambridge, USA) and worked at Glaxo's research center in Verona, Italy. Since 1997, she has worked as an independent biomedical editor and writer. In particular, she edited for six journals published by Springer in Italy, often during the journals' first years publishing in English. In addition, she created the course “EBRW Effective Biomedical Reading & Writing” and consulted on scientific writing for two years in a large research laboratory. Currently, she offers author editing for Italian researchers and provides original content for a European medical website. Besides the scientific papers written during her research career, she continues to publish in peer-reviewed journals:

Matarese V (2008) Relationship between quality and editorial leadership of biomedical research journals: a comparative study of Italian and UK journals. PLoS ONE 3(7):e2512

Matarese V (2006) An introductory course on getting to know journals and on "browsing" a research paper: first steps to proficiency in scientific communication. Croat Med J 47:7657-775

Course description

Title: EBRW – Effective Biomedical Reading & Writing

EBRW is an intensive, practical course that guide participants through the process of writing an original research paper. Each session includes short lectures, practical work in small groups and individual or group presentations. The first sessions of the course regarding the reading of research papers can be given as a stand-alone module. During the approximately two-week intervals of the full course, participants write a brief communication using their own research data, following a specific writing method given in the course.

Major learning objectives are: recognize the quality and role of biomedical journals; understand the structure of a research paper and how to navigate its contents according to the method called “Browsing”; appreciate the importance of clarity and rigor in scientific reporting; know how to organize the contents of a research paper and strategically present data; gain first hand experience in the scientific writing process; understand how to work with an medical editor and respond to the comments of a peer reviewer.

Although designed for non-native English speakers, EBRW is not a linguistic course. EBRW focuses on scientific writing techniques and addresses problems that persons from Mediterranean cultures typically face, such as paragraphing, paraphrasing and information richness.

Duration: EBRW: the full course is given in ten 6-h days, distributed over 6 months or a scholastic year

EBR: the first module on the reading of research papers can be given on two consecutive 8-h days

Target audience: Graduate students and young researchers in any biomedical or clinical science

Delegates: Maximum 18

Location: In any location convenient for the participants

Comments: The reading module (EBR) has been given to groups of physicians in northern Italy and was accredited for CME by the Italian Ministry of Health. The full 10-session course has been given in three consecutive years to graduate students at the University of Milan.