

Synopsis of "What you need to know to be effective in writing and publishing your work". Taught by Dr. Michael Hochberg, University of Montpellier

This course capitalizes on my experience as Editor in Chief of the journal *Ecology Letters* for over a decade to provide students with unique insights into the publishing world. Understanding the many facets of publishing will help their development within the scientific community, and provide the tools to communicate their science more effectively.

The course will include both lectures and practical work over five days. The *lectures* will be interactive, and cover a wide range of topics, including how to write papers, why we publish, the importance of impact factors, how journals operate, and what editors are looking for.

Day 1: Why publish. I discuss reasons for publishing, ethical issues such as concurrent submissions, plagiarism, citing previous work, acknowledgments, authorship, copyright issues and publication bias. 3 hours.

Day 2: Writing a manuscript. I provide insights to assist students in becoming autonomous in writing manuscript. I stress the importance of using models in writing papers, different working aids for writing, and obtaining feedback on manuscripts before they are submitted. 3 hours.

Day 3: How to publish. I discuss different types of journal decision, including reasons for rejection, how to reply to decision letters, and how to formulate appeals. 3 hours.

Day 5: Reviewing manuscripts. I teach students about the importance of being a responsible reviewer, and methods for reviewing manuscripts, including proper etiquette in addressing comments to authors and editors. 3 hours.

The *practical work* will provide training in several important ways, including scientific expression, manuscript structure, the process of writing, and reviewing manuscripts. The practical work will require students to do either independent or team-based assignments. At the start of days 2 through 5 of the lectures, I will review the previous day's assignments with the students.

Day 1: Scientific expression. *Write a paper I.* The students will be confronted with a figure and legend, and be asked to write a short manuscript about the contents. This experience will be replayed on Day 4, with the expectation that the students have learned the key lecture on Day 2 to improve their writing approach. 3 hours.

Day 2: Key parts of a manuscript. Attracting potential readers to one's work means being able to effectively write titles, abstracts and choose keywords that will catch the attention of both specialists and the wider scientific community. Students will be given short manuscripts to read, and will be asked to write titles, an abstract, and keywords. 3 hours.

Day 3: Understand manuscript structure. Part of the strategy for writing manuscripts is to understand what makes a written manuscript work. In this project, the students will be given a manuscript that has been cut into pieces, asked to reassemble this "puzzle", and explain their logic. 3 hours.

Day 4: Scientific expression. *Figure critiques + Write a paper II.* This assignment builds on lectures and previous assignments. The first part will require the students identify shortcomings in a series of table and figures, and suggest improvements. The second part is similar to Day 2's writing assignment, but requiring more use of insights about manuscript structure. 6 hours.

Day 5: Review a manuscript. Students will be provided with a short manuscript to read on the previous evening, and asked to conduct a review of the manuscript for a specific journal. 3 hours.