

TEACHING PLAN

I. IDENTIFICATION			
Course:	GRADUATE PROGRAM IN BIOLOGICAL SCIENCES		
Discipline:	CBI0140 – Writing Scientific Papers		
Responsible Teachers	Carlos Henrique Xavier Custódio and Paulo César Ghedini		
Other collaborators teachers :			
School semester:	2026-1		
Theoretical Workload:	64h (4 credits)	Practical Workload:	
Language in which the course will be taught	() Portuguese	(X) English	() Spanish
	Obs:		
Subject Modalities	() Virtual	() Face to face	(X) Virtual and face to face
	() Synchronous	() Asynchronous	() Synchronous and asynchronous
II. SUMMARY			
Writing of scientific articles: knowledge and determination of the impact factor and classification by the Qualis System; elaboration of self-authored article in English and that meets the requirements of a properly chosen good quality journal; analysis and issuance of opinion of scientific article.			
III. GENERAL OBJECTIVE			
Improve the knowledge of graduate students in scientific writing techniques.			
IV. SPECIFIC OBJECTIVES			
At the end of the course the student should be able to:			
<ul style="list-style-type: none"> - Differentiate forms of bibliographic record through the analysis of the norms of different types of journals. - Know and determine the impact factor and classification by the Qualis System. - Write an article of your own authorship in English. - Analyze and issue an opinion on a scientific article. 			
V. CONTENT			
Scientific articles writing. Editorial process: from submission to acceptance or rejection.			
VI. METHODOLOGY			
<p>The discipline will be taught in English and divided into two modules, an initial one taught by Prof. Paulo Ghedini (Part 1) and the following (Part 2), taught by Prof. Carlos Xavier. Strategies will be used to guide and train students regarding important and relevant aspects of the editorial process, from writing scientific articles to peer review.</p> <p>Classes will be taught through remote teaching using Google Classroom and GSuite tools. The content will be taught through synchronous and asynchronous methodologies. Through synchronous methodologies, the teacher will adopt the method of joint elaboration of reasoning, in which the teacher dialogues and makes a didactic conversation on the subject by instigating questions of discussion, seeking new perspectives on this study subject. The course will be taught in English and divided into two modules, an initial one taught by prof. Paulo Ghedini (Part 1) and the following (Part 2), taught by Prof. Carlos Xavier. Strategies will be used to guide and train students regarding important and relevant aspects of the editorial process, from</p>			

writing scientific articles to peer review.

Directed activities will be applied to be answered and later discussed in class, when applicable, which will also be developed remotely using the virtual tools of GSuite.

Instructions for the Module taught by Prof. Carlos H. Xavier

- ✓ The class will be divided into pairs (one will play as an author and the counterpart, as a reviewer). Each pair will choose an article from their field, by any author.

✓ The pair must send the article to all colleagues and to the professor at least one week in advance. All students of the discipline should consult, on the website of the journal that published the submitted article, the norms for revision. Likewise, everyone should bring questions and criticisms about the article.

✓ After choosing and sending the article by the pair to everyone in the class, as instructed above, one of the members of the pair will be responsible for presenting the chosen article in detail (we will have around 40 minutes for presentations), mimicking the role of the author. After the presentation, the other component of the pair will be responsible for criticizing the article, in the role of reviewer, following the review that the pair was responsible for preparing (we will have around 30 minutes for criticism). Such revision in an adequate format (informed by the magazine of the article), must be prepared in text and sent to everyone in the class, at least 4 days before the presentation in class.

✓ After the presentation of each article and the review by the pair, the audience will be able to ask their questions and criticize the work and the review presented. In the end, the audience will act as editor and decide on the terms of acceptance or rejection of the article.

✓ The slides of the presentation and the text of the revisions, prepared by the pair of each day, must be written in English!!!

- ✓ Additional details and explanations will be provided in the first class of module 2 by the teacher.

VII. EVALUATION PROCESSES AND CRITERIA AND EVALUATION SCHEDULE

Students will be evaluated for activities assigned by teachers and also for attendance and participation in classes. According to Cepec Resolution 1491, the academic performance of students in the discipline will be expressed by grades A, B, C, D. Those who obtain grade D will also be considered insufficient, failed and without the right to credits. Students should attend to eighty-five percent (85%) of the discipline or activities.

VIII. TIMELINE *

Part 1 – Prof. Paulo Ghedini 04/07/26 to 04/30/26 (Tuesday and Thursday at 2 pm to 6 pm)

Part 2 – Prof. Carlos Xavier 05/06/26 to 05/27/26 (Mondays and Wednesdays at 2 pm to 6 pm)

Themes	Date	Prof.	Class Modality
Introduction to the discipline and Videoclasses 1 and 2 presentations	04/07	Paulo	Face to face Place: XXXX
Videoclasses 3 and 4 presentations	04/09	Paulo	Virtual
Videoclasses 5 and 6 presentations	04/14	Paulo	Virtual
Videoclasses 7 and 8 presentations	04/16	Paulo	Virtual
Videoclasses 9 and 10 presentations	04/21	Paulo	Virtual
Videoclasses 11 and 12 presentations	04/23	Paulo	Virtual
Videoclasses 13 and 14 presentations	04/28	Paulo	Virtual

Videoclass 15 presentation	04/30	Paulo	Virtual
- Introduction to the editorial process – the role of the editor and reviewers in peer review	05/06	Carlos	
- Presentation of the discipline's dynamics / Division of presentation/debate groups			
Authors vs. reviewers 1	05/11	Carlos	
Authors vs. reviewers 2	05/13	Carlos	
Authors vs. reviewers 3	05/18	Carlos	
Authors vs. reviewers 4	05/19	Carlos	
Authors vs. reviewers 5	05/25	Carlos	
Closing notes and feedback	05/27	Carlos	

* The schedule may change during the school term.

IX. REFERENCES

- 1) Zucolotto, V. Curso de Escrita Científica: Redação de Artigos de Alto Impacto. 2013. Curso online. Disponível em www.escritacientifica.com e www.nanomedicina.com.br
- 2) Aquino, I.S. Como escrever artigos científicos - Sem arroteio e sem medo da ABNT. São Paulo: Saraiva, 2010.
- 3) Bernard, H. R. Research Methods in Anthropology: qualitative and quantitative approaches. Altamira Press, USA, 2002.
- 4) Cervo, A. L. & Bervvian, P. A. Metodologia Científica. São Paulo, McGraw-Hill, 2004.
- 5) Eco, H. Como se faz uma tese. São Paulo: Editora Perspectiva, 1989.
- 6) Köche, J. C. Fundamentos de metodologia científica: teoria da ciência e prática da pesquisa. Petrópolis: Vozes, 1997.

X. PLACE OF RELEASE OF RESULTS

SIGAA virtual system

XI. Notes