



# Transferable Skills: Teaching Population Leaders Research & Writing Skills

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APLIC – I

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## Overview of talk

- Background of CSDE / PLP
- Fall Quarter Syllabus
- Winter Quarter Syllabus
- Transferable Skills



# CSDE at the University of Washington

- Previously within Sociology - 1947
- Became independent unit - 2000
- Primarily serves:
  - Anthropology
  - Economics
  - Geography
  - Sociology
- Increasing interaction with:
  - other schools outside of Arts & Sciences
  - demographers in the Pacific NW region



## CSDE Workshops & Training

### CSDE Biodemography Core Courses

- \* Methodological Issues in Using Biomarker Data for Demographic Research
- \* Biodemography Seminar (BioA 450) (full quarter course)

### CSDE Computer Core Courses

- \* Intro to the CSDE Simulation Cluster
- \* Introduction to Unix computing

### CSDE Information Core Courses

- \* Basic Endnote
- \* Advanced Endnote
- \* Research Databases: How to search efficiently

### CSDE Statistics Core Courses

- \* SUDAAN I: Introduction to SUDAAN for survey data
- \* CSSS 508: Introduction to R for Social Scientists (full quarter course)
- \* Hierarchical Linear Modeling
- \* Introduction to R
- \* Introduction to SAS

### Poster Making Workshop




# The Population Leadership Program





Population Leadership Program

# CSDE and PLP

 **Population Leadership Program** at the University of Washington

[Home](#) | [The Fellows](#) | [The Fellowship Year](#) | [Post Program Initiatives](#) | [Links](#) | [News & Updates](#) | [Contact Us](#)


## Country List

[Current Fellows](#) | [Packard-Gate Fellows](#) | [Population Leadership Program](#)

2004 - 2005  
2003 - 2004  
2002 - 2003  
2001 - 2002  
2000 - 2001  
Country List

Cambodia | Cameroon | Ethiopia | Ghana | Haiti | India | Iran | Liberia | Maldives | Mexico | Myanmar | Nepal | Nicaragua | Nigeria | Pakistan | Peru | Philippines | Rwanda | Sierra Leone | Sudan | Trinidad | Uganda | Vietnam | Zambia

67 Fellows | 24 Countries





# My First Year - 2004





# Autumn 2005 Syllabus

<b>Date</b>	<b>Topic</b>
September 21 <sup>st</sup> 9 § 10:00 am	Introductions, Libraries, the CSDE Library and website resources
September 22 <sup>nd</sup> 2 § 3p m	Academic writing: Basic structures and expectations
September 27 <sup>th</sup> 1-2:30p m	Outlining for writing & PowerP oint prese ntations
Oct 25 <sup>th</sup> 10:30 - 12:00	Doing a literature searc h: finding and evaluating resources
Nov 1 <sup>st</sup> 10:30 - 12:00	Academic writing: Mak ing a clear argu ment
Nov 8 <sup>th</sup> 10:30 - 12:00	Finding full-text articles: Part I; Citation Prac tices and Plagiarism
Nov 29 <sup>th</sup> 10:30 - 12:00	Finding full-text articles: Part II; Acad. Writing: pulling it all together?





# Getting to know the fellows: the first-day questionnaire





# Research Timeline & Evaluating internet resources



<http://lib.washington.edu/uwill/research101/intro02.htm>

**Exercise:** In pairs. Look at web resources below. Decide where they fit on the timeline.

## Hurricane Katrina Examples

1. **BLOG** <http://www.livejournal.com/users/interdictor/>
2. **Data** <http://dmisp.ngdc.noaa.gov/interest/katrina.html>
3. **Yahoo** [http://news.yahoo.com/fc/us/hurricane\\_katrina](http://news.yahoo.com/fc/us/hurricane_katrina)
4. **PA** <http://csde.washington.edu/research/funding/archive/katrina05.09.26.shtml>
5. **Wikipedia** [http://en.wikipedia.org/wiki/Hurricane\\_Katrina](http://en.wikipedia.org/wiki/Hurricane_Katrina)
6. **Water data** <http://www.epa.gov/katrina/testresults/water/index.html>
7. **Gov. Hrg** <http://www.house.gov/science/hearings/full05/oct%207/testimony.pdf>
8. **Senate** <http://jec.senate.gov/democrats/Documents/Reports/katrinareportsep05.pdf>
9. [http://www.nola.com/newslogs/breakingtp/index.ssf?/mtlogs/nola\\_Times-Picayune/archives/2005\\_09\\_02.html](http://www.nola.com/newslogs/breakingtp/index.ssf?/mtlogs/nola_Times-Picayune/archives/2005_09_02.html)



# Citations & Plagiarism

## What is plagiarism?

What UW says: <http://depts.washington.edu/pswrite/plag.html>

ON YOUR OWN: Learn more about plagiarism and citations

<http://www.lib.umb.edu/webtutorial/module6/Module6-1.html>

## When should we cite our sources?

<http://www.lib.unc.edu/instruct/citations/plagiarism/plagiarism2.html>

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## EXERCISE: Where do the citations go? (attached)

EXERCISE:  
Where do the citations go?

Excerpt from:

DeRose, L.F., Dodoo, F.N., Ezeh, A.C., & Owuor, T.O. (2004). Does Discussion of Family Planning Improve Knowledge of Partner's Attitude Toward Contraceptives? [Electronic version] *International Family Planning Perspectives*, 30(2).

Promoting spousal discussion of family planning has frequently been advocated as a viable policy tool for narrowing the gender gap in partners' fertility intentions in developing countries. Discussion between spouses is expected to increase contraceptive use, because a sizable minority of women cite their husband's disapproval of contraception as the reason for nonuse, despite having never discussed family planning with their husband. Researchers have argued that



# Connecting to their class assignments

## Cheat Sheet for short academic paper organizational structure

### Paragraph One: Introduction

Introductory sentences (1-2)

Your thesis statement

Points you will use

*Transition*

### Paragraph Two: Point C

Point: Topic sentence

Illustrate: Sentences

Explain: Explaining

*Transition*

### Making your own presentation

All of you will be giving presentations soon, so you can use this opportunity to think about what you would like to include in that presentation. Let's start by opening PowerPoint and making a few slides for practice.

### I. Designing your slides: The Slide Master

The Slide Master lets you create a single slide with the design you want for all the slides in your presentation.

- To create a Slide Master:
  - o Go to View> Master> Slide Master



### PIE Š I want the whole PIE!

- Point: Topic sentence
- Illustrate: Sentences illustrating your point with evidence or proof
- Explain: Explaining why your evidence supports your point



# Winter Quarter - Small Grant Proposals

Week	Plan
January 24	<p>Review of past small grant proposals (2-4 past proposals) <i>Break into small groups and read over past proposal and discuss the proposal's merit. Was this proposal funded? Why or why not?</i></p> <ul style="list-style-type: none"><li>➤ How are they judged?</li><li>➤ Who judges them?</li><li>➤ What is the structure?</li><li>➤ What is the scope?</li><li>➤ What makes it successful?</li><li>➤ Discuss what a small grant proposal should look like.</li></ul>
January 31	<p>Proposed small grant proposal topics from fellows: 3-5 sentences outlining your proposal topic and scope.</p> <ul style="list-style-type: none"><li>➤ What is the main idea?</li><li>➤ Is the focus too broad? Too narrow?</li><li>➤ Is it compelling?</li><li>➤ What supporting evidence do you need for your proposal? Make a list of the evidence that you want to include to make your proposal stronger.</li></ul>
February 7	<p>Research evidence for your proposal</p> <ul style="list-style-type: none"><li>➤ Where will you look for sources?</li><li>➤ How will you qualify your sources?<ul style="list-style-type: none"><li>○ Who is the author?</li><li>○ When was it published?</li><li>○ Is the evidence controversial?</li><li>○ Does the evidence support or distract from your proposal?</li></ul></li><li>➤ Work with peers/librarian to evaluate your sources &amp; evidence.</li><li>➤ Enter your references into Endnote</li></ul>



# Examples, Worksheet, Write & Review

**Project Leader: Ann Marie Kimball, MD, MPH, FACPM, Principal Investigator, Program Director**

Dr. Kimball serves as the Program Director and Principal Investigator (25% FTE) of the Global Health Fogarty Frameworks activity. She brings extensive organizational and teaching experience to this role, having served as Director of the Masters in Public Health Program in Health Services, and Director of the Community

organization  
She directs  
the Biomed  
involvement  
Asia Pacific  
Guggenheim  
Prior to joining  
National All  
Organization

## Competence of the Grant Writer & Participants

1. Who are you? Who are your staff or colleague participants?
2. Why are you a good candidate for this grant?
3. What qualifications do you have that are relevant?
4. Have you had any other grants or awards?
5. Do you have any relevant published research?
6. Have you worked with any well-respected relevant organizations?



# Grant Proposal Workshop

## Executive Summary

### A. What is the **PROBLEM**

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### B. What are your goals? (Describe in 3-5 sentences)

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### C. Outline your proposal

#### 1. Specific objectives

## FINDING EVIDENCE FOR YOUR PROPOSAL

What is the **problem** you are addressing with your proposal?

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## Letters of Support

What does a letter of support show to the funders?

- Supports your claim of a need for this work
- Gives you credibility and strengthens your qualifications
- Shows that you have thought through the work you are proposing
- Shows you have done some pre-work by committing others to the idea

Who are your letter writers?

### 1. Who is your superior at the organization you work with?

- a. Boss \_\_\_\_\_
- b. Colleague \_\_\_\_\_
- c. Other \_\_\_\_\_

### 2. Who knows your work from joint projects in the past?



## Transferable Skills

- Research skills
- Citations & Plagiarism
- EndNote & PowerPoint
- Grant writing





*Thank you!*