

ACTIVIDAD FORMATIVA

INFORMACIÓN DE LA ACTIVIDAD FORMATIVA	
Título	3.1 Redacción Académica
Programa	CETIS PHD
Créditos ECTS	3
Universidad	Universidad Pontificia Comillas
Descriptor	La asignatura busca reforzar las competencias de redacción académica del alumnado de un modo que repercuta directamente en su desarrollo profesional como investigadores e investigadoras en formación. Una redacción académica clara, rigurosa y persuasiva sigue siendo esencial para el éxito en una carrera investigadora, pues sustenta la comunicación eficaz de ideas, metodologías y resultados empíricos. La formación que ofrece esta asignatura dota al estudiantado de la capacidad de estructurar argumentos de manera coherente, presentar evidencias con precisión y adaptar las convenciones académicas a distintos formatos de producción científica, incluidos los documentos de trabajo, los artículos de revista, los informes de política pública y las ponencias en congresos. Más allá de las destrezas técnicas de escritura, la asignatura fomenta hábitos valorados en los entornos profesionales de investigación: atención al detalle, transparencia metodológica y capacidad de síntesis de información compleja. El alumnado aprende a situar su investigación dentro de la literatura existente, a articular sus aportaciones con claridad y a interactuar de forma constructiva con la retroalimentación recibida. Estas competencias facilitan una transición más fluida hacia los programas de doctorado, las ayudantías de investigación y los puestos en instituciones académicas o de política pública. Por último, el énfasis en la lectura crítica y en la revisión por pares fomenta competencias colaborativas cada vez más relevantes en los entornos de investigación multidisciplinares. Al finalizar la asignatura, el alumnado estará mejor preparado para participar en comunidades de investigación, contribuir a los debates académicos y comunicar sus resultados a audiencias académicas y no académicas con confianza y profesionalidad.
PROFESORADO	
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Departamento	Economía
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Tutorías	

Requisitos previos
No
OBJETIVOS DE APRENDIZAJE
CM02, CM04, CM06 CN02 HA02, HA06
CONTENIDOS
Esta asignatura contribuye principalmente al desarrollo de las competencias CB12 (capacidad para concebir, diseñar o crear, poner en práctica y adoptar un proceso sustancial de investigación o creación), CB15 (capacidad para comunicarse con la comunidad académica y científica, y con la sociedad en general, acerca del alcance de sus conocimientos en la forma apropiada y en inglés, lengua franca de la comunidad científica internacional) y CA05 (integrar conocimientos, enfrentarse a la complejidad y formular juicios con información limitada). Al finalizar la asignatura, se espera que el alumnado sea capaz de: — Revisar los procedimientos de elaboración de documentos científicos y su aplicación a la redacción de una tesis doctoral. — Estructurar un texto académico (un artículo o una ponencia de congreso) de forma clara, ordenada y científicamente rigurosa. — Conocer las distintas partes de un artículo académico y de una tesis doctoral, así como las estrategias correctas para redactar este tipo de documentos. — Analizar y mejorar diferentes ejemplos de escritura académica. — Dominar las distintas partes de un artículo académico o de una tesis doctoral redactada en inglés. Objetivos generales de la asignatura * Comprender los principios fundamentales de una comunicación académica eficaz, incluyendo la redacción académica, la presentación oral y la difusión orientada a la política pública. * Identificar las convenciones estructurales y estilísticas que caracterizan los distintos productos de investigación, desde los artículos de revista hasta los informes de política pública y las ponencias de congreso. * Aplicar estrategias de comunicación adecuadas para transmitir con claridad ideas de investigación complejas en formato escrito, visual y oral. * Analizar documentos académicos y de política pública para valorar su claridad, coherencia argumentativa y adecuación a los públicos previstos. * Evaluar la eficacia de la comunicación escrita y oral atendiendo a la precisión, la capacidad persuasiva y la transparencia metodológica. * Elaborar textos académicos rigurosos y bien estructurados, presentaciones profesionales y documentos accesibles orientados a la política pública, adaptados a audiencias diversas. Objetivos específicos de la asignatura * Reconocer los rasgos distintivos del estilo académico, el estilo orientado a la política pública y la presentación científica eficaz. * Distinguir entre artículos de investigación, propuestas de proyecto e informes de política pública, atendiendo a sus objetivos comunicativos y a sus requisitos estructurales. * Aplicar los principios de claridad, cohesión y lógica argumentativa al preparar trabajos escritos y presentaciones orales. * Integrar de forma eficaz la literatura académica mediante una citación rigurosa, la síntesis y la comunicación visual de la evidencia empírica. * Valorar críticamente la escritura y las presentaciones de los compañeros utilizando criterios estructurados que enfatizan la claridad, la pertinencia y la adaptación al público. * Revisar y depurar textos y diapositivas incorporando la retroalimentación recibida, reforzando la argumentación y mejorando el hilo narrativo. * Desarrollar productos de comunicación basados en la investigación que articulen la motivación, la contribución y las decisiones metodológicas tanto en contextos académicos como de política pública. * Producir manuscritos académicos cuidados, presentaciones profesionales e informes de política pública concisos que comuniquen los resultados de la investigación de forma eficaz tanto a audiencias especializadas como generales. Además, dada la relevancia que han adquirido los modelos LLM en la generación automatizada de textos, el alumnado deberá ser capaz de comprender en qué se diferencian los textos generados de un texto real y de hacer un uso razonable de las herramientas de IA en su escritura.

MÉTODO DE ENSEÑANZA Y APRENDIZAJE	
1. La escritura como proceso: 2. Del proyecto al artículo: el doble embudo 3. Componentes de un artículo 4. El guion narrativo (story board) 5. Elementos de estilo	
ACTIVIDADES PRESENCIALES	COMPETENCIAS
Clases magistrales Esta parte introduce los fundamentos de una redacción académica clara y rigurosa. Las sesiones abordan la estructura de los artículos de investigación, la organización de los párrafos y el desarrollo de argumentos coherentes. El alumnado examina cómo integrar la evidencia de forma eficaz, cómo establecer un hilo lógico y cómo mantener un tono académico adecuado. Se tratan también otros temas, como las prácticas de citación, las convenciones propias de cada disciplina y los errores frecuentes como la ambigüedad, la complejidad innecesaria o las transiciones poco sólidas. Ejercicios en clase El alumnado participa en talleres de revisión por pares en los que evalúa textos de muestra atendiendo a la claridad, la estructura y la coherencia argumentativa. Se valoran en clase breves tareas de escritura, con el foco puesto en la reescritura de pasajes poco claros, el refuerzo de las oraciones temáticas y la mejora de la cohesión. Los debates en grupo permiten al alumnado comparar formulaciones alternativas y reflexionar sobre cómo las decisiones de escritura condicionan la interpretación.	CM02, CM04, CM06 CN02 HA02, HA06
ACTIVIDADES NO PRESENCIALES	COMPETENCIAS
El alumnado realiza un conjunto de tareas de escritura para trabajar en un borrador revisado de su propio proyecto. Se espera que incorpore la retroalimentación recibida en clase, documente las revisiones y entregue una breve reflexión sobre su progreso.	CM02, CM04, CM06 CN02 HA02, HA06

EVALUACIÓN Y CRITERIOS DE EVALUACIÓN

La no asistencia al 75% de las clases/talleres implicará el no aprobado. El alumnado deberá cursar de nuevo la AF al año siguiente, ya que solo existe una convocatoria.

Se fomenta el uso responsable y crítico de las herramientas de IA. En esta asignatura, esto significa que el estudiante puede utilizar IA para reformular oraciones o mejorar la estructura de un texto, así como para redactar, refinar y evaluar el trabajo, pero cada ajuste debe justificarse con los pasos metodológicos utilizados en el curso. El objetivo del curso es precisamente comprender la estructura y la formulación correctas de un texto académico, sin las cuales este no puede evaluarse. No se permite el uso libre o incontrolado. El estudiante debe demostrar capacidad crítica para garantizar la integridad académica y su propio aprendizaje.

El uso indebido de ChatGPT o de otras herramientas de inteligencia artificial generativa (IAG) se considerará una falta grave, según lo establecido en el Reglamento General de la Universidad, art. 168.2.e, como: “la realización de actos dirigidos a falsificar o defraudar los sistemas de evaluación del rendimiento académico”. Las consecuencias serán “la expulsión temporal por un periodo de hasta tres meses o la prohibición de presentarse a examen en la convocatoria siguiente a la imposición de la sanción, en una o varias asignaturas en las que el estudiante esté matriculado, [...] además de la calificación de suspenso (0) en la asignatura correspondiente, [...] [y] la prohibición de presentarse a examen en esa asignatura en la convocatoria siguiente”.

The AI Assessment Scale

1	NO AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills. You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.
2	AI PLANNING	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.
3	AI COLLABORATION	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.
4	FULL AI	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.
5	AI EXPLORATION	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.

RESUMEN DE LA CARGA DE TRABAJO DEL ESTUDIANTE		
HORAS PRESENCIALES		
CLASES MAGISTRALES	BASADAS EN ACTIVIDADES	PRUEBAS
50	10	30
HORAS NO PRESENCIALES		
ESTUDIO/TRABAJO INDIVIDUAL	TRABAJO EN GRUPO	
60	30	
CRÉDITOS ECTS:		

BIBLIOGRAFÍA
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Verboven H. (2012), *Heuristics & Introduction to Economic Research Methodology*, Antwerp: Universitas.

Walliman, N. (2005), *Your research project*, London: Sage – Chapter 1

FOCUSED COURSE

COURSE INFORMATION	
Title	3.1 Academic Writing and Dissemination
Program	CETIS PHD
ECTS Credits	6
University	Universidad Pontificia Comillas
Descriptor	The course aims to strengthen students' academic writing competencies in ways that directly enhance their professional development as emerging researchers. Clear, rigorous, and persuasive academic writing remains essential for success in research careers, since it underpins the effective communication of ideas, methodologies, and empirical findings. The training offered in this course equips students with the ability to structure arguments coherently, present evidence with precision, and adapt scholarly conventions to different research outputs, including working papers, journal articles, policy briefs, and conference presentations. Beyond technical writing skills, the course promotes habits valued in professional research environments: attention to detail, methodological transparency, and the capacity to synthesise complex information. Students learn how to situate their research within existing literature, articulate contributions with clarity, and engage constructively with feedback. These competences facilitate a smoother transition into doctoral programmes, research assistantships, and roles in academic or policy institutions. Finally, the emphasis on critical reading and peer review fosters collaborative skills that are increasingly important in multidisciplinary research settings. By the end of the course, students will be better prepared to participate in research communities, contribute to scholarly debates, and communicate their findings to academic and non-academic audiences with confidence and professionalism.
TEACHERS	
Name	Peter Claeys
Department	Economics
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e-mail	pgaclaey@comillas.edu
Tutorials	

Prerequisites
No
LEARNING GOALS
CM02, CM04, CM06 CN02 HA02, HA06
CONTENTS
This course mainly contributes to the development of the competences CB12 (the capacity to conceive of, design or create, put into practice and adopt a substantial process of research or creation), CB15 (the capacity to communicate with the academic and scientific community, and with society in general, about the scope of their knowledge in the appropriate form and in English, the lingua franca of the international scientific community) and CA05 (integrating knowledge, facing complexity and expressing opinions with limited information). At the end of this course, students are expected to: – Review the procedures of creation of scientific documents and their application to writing a PhD. – Structure an academic text (an article or a conference paper) in a clear, well-ordered and scientifically rigorous manner. – Be familiar with the different parts of an academic paper and a PhD and the correct strategies to write these types of documents. – Analyse and improve different examples of academic writing. – Have a strong command of the different parts of an academic paper or a PhD in English. General Course Objectives * Understand the core principles of effective scholarly communication, including academic writing, oral presentation, and policy-oriented dissemination. * Identify the structural and stylistic conventions that characterise different research outputs, from journal articles to policy briefs and conference presentations. * Apply appropriate communication strategies to convey complex research ideas clearly in written, visual, and oral formats. * Analyse academic and policy documents to assess clarity, argumentative coherence, and suitability for their intended audiences. * Evaluate the effectiveness of written and oral communication by considering precision, persuasiveness, and methodological transparency. * Create rigorous and well-structured academic texts, professional presentations, and accessible policy-oriented documents adapted to diverse audiences. Specific Course Objectives * Recognise the distinguishing features of academic style, policy style, and effective scientific presentation. * Distinguish among research articles, project proposals, and policy reports, noting their communicative goals and structural requirements. * Apply principles of clarity, cohesion, and argumentative logic when preparing written assignments and oral presentations. * Integrate scholarly literature effectively through accurate citation, synthesis, and visual communication of empirical evidence. * Critically assess peers' writing and presentations using structured criteria that emphasise clarity, relevance, and audience adaptation. * Revise and refine texts and slides by incorporating feedback, strengthening argumentation, and enhancing narrative flow. * Develop research-driven communication outputs that articulate motivation, contribution, and methodological choices in both academic and policy contexts. * Produce polished academic manuscripts, professional presentations, and concise policy reports that communicate research findings effectively to specialised and general audiences. In addition, given the importance that LLM models have taken on in the automated generation of texts, the student should be able to understand how generated texts differ from a real text, and how they can make reasonable use of AI tools in their writing.

LEARNING AND TEACHING METHOD		
1 Value Creation and Scientific Communication 2. Writing as a process: 3. From project to paper: the double funnel 4. Building blocks of a paper 5. The story board 6. Elements of Style		
CLASS-BASED ACTIVITIES	COMPETENCIES	
Lecturing This part introduces the foundations of clear and rigorous academic writing. Sessions cover the structure of research papers, the organisation of paragraphs, and the development of coherent arguments. Students examine how to integrate evidence effectively, how to establish logical flow, and how to maintain an appropriate academic tone. Additional topics include referencing practices, discipline-specific conventions, and common pitfalls such as ambiguity, unnecessary complexity, or weak transitions. In-class exercises Students participate in peer-review workshops where they evaluate sample texts for clarity, structure, and argumentative consistency. Short writing tasks are assessed in class, with a focus on rewriting unclear passages, strengthening topic sentences, and improving cohesion. Group discussions allow students to compare alternative formulations and reflect on how writing choices shape interpretation.	CM02, CM04, CM06 CN02 HA02, HA06	
OUT OF CLASS ACTIVITIES	COMPETENCIES	
Students complete a set of writing assignments to work on a revised draft from their own project. They are expected to incorporate feedback received in class, document revisions, and submit a brief reflection on their progress.	CM02, CM04, CM06 CN02 HA02, HA06	

ASSESSMENTS AND ASSESSMENT CRITERIA		
ASSESSMENT ACTIVITIES	CRITERIA	WEIGHT
At the start of this part of the course on academic writing, the lecturer will present each student with a schedule of partial and final assignments to be submitted. Each session will contain a drafting or writing take-home task on which feedback is given after submission. Each task builds upon the previous tasks. - Task 1 contains a first literature search and details the objectives of a scientific project - Task 2 is a first write out of the details in task 1 - Task 3 develops the text from task 2 further giving it structure - Task 4 is the final draft text. The final draft text must be revised with the feedback provided. Each task counts for 20% of the total grade. The remaining 20% of the basis of continuous assessment which is based on on-the-spot assignments on the use of AI in writing, assessment of academic texts, and active participation in these activities. In order to pass this subject, it is necessary to attend all four sessions and submit the final written assignment in the form of a 'short paper'. A fail indicates a lack of engagement with the material of the class and limited understanding of how a scientific document is structured and how to distinguish good writing practices; a pass instead indicates the student masters the basics of a research project, document structure and writing style, and is therefore able to read and understand scientific documents' objective and structures as well as to use structuring techniques and basic writing tools.		25%

Non-attendance to 75% of the lectures/workshops will imply a non-pass. Students will have to take the AF again the following year, as there is only one sitting.

Responsible and critical use of AI tools is encouraged. In this subject it means that the student is allowed to use IA to rephrase sentences or improve the structure of a text, and the writing, refinement and evaluation of the work is allowed but each adjustment must be justified with the methodological steps used in the course. The aim of the course is precisely to understand the correct structure and formulation of an academic text, without which an academic text cannot be evaluated. Free or uncontrolled use is not permitted. The student must demonstrate critical ability to ensure academic integrity and his or her own learning.

The improper use of ChatGPT or other generative artificial intelligence (GAI) will be considered a serious offense as stated in the General Regulations of the University, art. 168.2.e as: "carrying out actions aimed at falsifying or defrauding the evaluation systems of academic performance". The consequences of this will be "temporary expulsion for up to three months or the prohibition to take an exam in the following call to the imposition of the sanction, in one or more subjects in which the student is enrolled, [...] apart from the grade of failure (0) in the respective subject, [...] [and] the prohibition to take an exam in that subject in the following call".

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SUMMARY OF STUDENT WORKLOAD		
CLASS BASED HOURS		
LECTURES	ACTIVITY BASED	TESTS
50	10	30
OUT OF CLASS HOURS		
INDEPENDENT STUDY/WORK	GROUP WORK	
60	30	
ECTS CREDITS:		

RESOURCES

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