*SCHOLARLY WRITING*

*EMPL 659 -- 4 credits – CRN: 12059*

*2017 Fall Term*

Tuesdays, 1-3:50 pm

Location – Lokey 115

*To become a scholar is a lonely pursuit.*

- John Adams, late 1700s

*I am sorry to have written you such a long letter,*

*but I didn’t have the time to write a short one.*

- Samuel Clemens, in a letter to a friend, late 1800s

*A question well stated is half solved.*

- John Dewey, 1913

*…nor am I a friend to a scrupulous precision of style. I readily sacrifice*

*the niceties of syntax to euphony and strength.*

- Thomas Jefferson, on writing well, 1823

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| *Professor*: | *Office Location:* | *Communication:* |
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*INTRODUCTION*

The most important skill a student should develop during her or his graduate program is the ability to write for a professional audience. The simple fact is that the more one engages to any activity precisely and with informed guidance, that practice will refine that particular skill. This truism is especially true of professional writing; there is no way to learn to write well but to write, receive critical feedback, and to rewrite – many times.

Professional writing exercises are complicated by the overlay of the American Psychological Association’s (APA) publishing and writing style. Throughout graduate school and in careers in the educational or social science fields, you will find that writing in APA style is required. For this course, I assume that you all have learned APA style and format in other classes, and that you are facile with its nuances – especially in the content area(s) of one’s own choosing.

A related characteristic of a successful graduate student, which is as important as writing acumen, rests in becoming familiar with the professional literature in a particular area. To become a “scholar” (probably the greatest complement paid in academia), a graduate student should become an expert on the literature, research, and methods employed relative to a specific, defined subject area – one which provides the foundation for several years, or perhaps all, of one’s career.

That focused knowledge of a subject area should be complemented by “core skills,” knowledge and expertise (e.g., learning theory, group processes, statistical skills) that can be used to study a particular topic *and* applied to other areas of study. Many of our faculty were trained in specific content areas early in their respective careers and then “reinvented” themselves several times, becoming successful in grant procurement, research and scholarly writing in areas far removed from where they first started their careers.

Something that may come as a surprise to many graduate students is that most of the process of professional writing does *not* include actual composition. In my view, at least 80% of writing a professional publication is encompassed by the data collection, analyses, reading, thinking, and mental revision process one goes through before putting pen to paper or fingers to keyboard.

Of course, writing skills and knowledge on a topic means little in the context of the academic world unless one learns to execute the art of writing for publication. What sets a recently “minted” doctoral student apart from other candidates in a job search rests with a record of scholarly publications, achievements which are the “currency” of the academy and foster entry into professional employment. Something that has changed over the years I have worked in and around universities is the increasing expectation that new PhDs will, and should, have multiple publications reflecting a durable and fruitful future research agenda.

*COURSE PURPOSE*

The *primary purpose* of this course is to provide a context in which students will write, revise, and finalize a professional publication that could be submitted for publication. Over the term students will develop different parts of such a scholarly manuscript of their own choosing on a topic of professional interest, which will be critiqued by other members of the class on an ongoing basis.

It follows that the *secondary purpose* of the course is have students review one another’s work in a format that is similar to the actual editorial process followed by a peer-reviewed journal. I believe it essential that one learns what to do - and not to do – in the review process. Providing editorial feedback to others is a skill that should be mastered early in one’s career. That feedback should be provided that is constructive and professional, and in a manner consistent with what you would tell the author in-person and not from the safety of anonymity.

Through these various writing and review exercises students will gain knowledge of the publication process and, hopefully, produce a manuscript that will be submitted for publication in a peer-reviewed journal as well as gaining skills and insights for future submissions.

*GUEST SPEAKERS*

Throughout the term, guest speakers with established and emerging academic reputations will discuss their professional histories and describe one of their publications that they believe to be both important and illustrative of their careers. The discussions will examine how those faculty chose to structure their respective careers, coupled with unique and personal insights you may adopt to navigate the expectations and challenges of the academy.

The guest speakers will identify an article to discuss that they believe to be “pivotal” in their career, however they choose to define that term. You all will review the article before the faculty comes to class. Depending upon enrollment, I will assign 1 or more students to take the lead, asking the faculty about the specifics of the article and nuances of the writing process.

Invited faculty will be asked a series of questions, which they may choose to address in the form of a lecture or in a question and answer format. Possible questions include –

* Which course best prepared you for your career?
* What was the most important thing you learned in your graduate program?
* What was the most important thing you achieved in your graduate program?
* What attributes/skills/experiences do you believe made you successful in your professional career?
* What was the most important thing you did in your professional career?
* How do you formulate your idea for a publication? What process do you follow in preparing a manuscript? When and how do you engage in writing?
* What do you believe to be the most important thing a newly minted PhD should do to be successful in their professional career?
* What is your greatest challenge in writing for publication?
* As a scholar, what was the major mistake you encountered with manuscripts? What should other authors do to address that mistake successfully?

*LEARNING OUTCOMES*

By successfully completing this course a student will learn the nuances of the professional publication process and develop a manuscript for submission to a peer-reviewed journal.

*PREREQUISITES*

This course is intended for advanced doctoral students who are nearing the end of their graduate programs; accordingly, students will have taken most, if not all, of their required research and professional writing courses. I really want students to have a data set or study that they have analyzed, or are analyzing, which will form the foundation for the manuscript they will develop in the course. Another alternative would be a review of the research literature in a particular area, a difficult but important task. Other possibilities may exist and, if so, please let me know at the beginning of the course.

I do require that each student’s advisor sign off on the idea for the manuscript as “acceptable” as the final product for this course and as a manuscript that will be submitted for publication. This approval must be secured at the beginning of the term. Students must include a short (1-page) description of their topic that must be reviewed and approved by their advisor. The written description must be attached to the approval form.

*REQUIRED MATERIALS*

Because the content of this course is determined in large part by the choices you make in choosing a topic and the research methods on which you will base your manuscript, I require only one book for the class - one you should own already and with which you should be familiar. The required book for the course is –

American Psychological Association. (2010). *Publication manual of the American Psychological Association (6th ed.).* Washington DC: American Psychological Association.

You also may want to consult the following references for this course or for other projects --

Perry, C. R. (2011). *The fine art of technical writing (2nd ed.).* Hillsboro, OR: Blue Herron Publishing.

Schwartz, B., Landrum, R.E., & Gurung, R.E.A. (2014). *An easy guide to APA style (2nd ed.).* Thousand Oaks, CA: Sage.

As I mentioned above, guest speakers will discuss one of their professional publications in the class in which they will speak. You will be responsible for reading those manuscripts, and possibly other materials speakers may assign, in advance of the class in which the specific faculty member will speak.

*REVIEWS*

I will assign students to review one another’s manuscript sections throughout the term during class time.

For the final reviews I will assign “editorial boards” that will review final drafts of manuscripts in a manner similar to that followed by most journals. I will form “editorial boards” of students who will review assigned manuscripts independently, turning those independent reviews to me before the class in which the editorial board reviews are scheduled. The editorial boards will meet as a group to discuss and review the assigned manuscripts. Individual students on each board will assume responsibility for aggregating and writing a summary letter describing the board’s collective feedback and editorial decision regarding publication. Those letters will be submitted to me and I will share that feedback with the respective students. I will strive to make the editorial process as authentic as possible, reflecting the review process followed by most peer-reviewed journals.

*GRADING*

The course is offered as Pass/No Pass. To earn a “Pass” the (a) advisor approval, (b) all draft sections of the manuscript, and (c) all reviews of those sections must be completed on time. Additionally, there are two major sets of activities I will weigh in assigning final grades.

First, the final version of the manuscript that will be developed throughout the term must be completed on time and include all components of a scholarly manuscript. When turning in the final manuscript, I also require a brief – 1 to 2-page memo – identifying the critical changes made in the manuscript over the course of the term.

Second, all reviews of the various parts of the manuscripts for review must be completed throughout the term. It is critical that the independent editorial board reviews are submitted on time and that each student participate in the editorial board review process at the end of the term. Each member of each board will be responsible for writing an editorial letter to the student summarizing the board’s collective impressions, suggestions for revision, and final editorial decision.

*SCHEDULE*

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| **WEEK** | **TOPIC** | **DUE** | **ASSIGNMENT** |
| **1** | - Class Overview  - Syllabus  - APA Structure |  | - Write: 1 page synopsis of your paper  - Get: Advisor Approval  - Review: Sample peer review article |
| **2** | - Introduction | - Advisor Approval  - 1 page synopsis  - Review of sample peer review paper | - Write: Title Page & Introduction |
| **3** | - Conceptual framework/lit review | - Title Page & Introduction | - Write – conceptual framework  - Review - Title Page & Introduction |
| **4** | - Design, Sample, Setting, Measures, & Procedures  *Note: Class will start at 1:10.* | - Conceptual framework  - Review of peer’s intro/title page | - Write: Method (Design, Sample, Setting, Measures, & Procedures  - Review: conceptual framework |
| **5** | - No in-person class | - Methods section  - Review of peer’s conceptual framework section | - Analyses  - Review: Method |
| **6** | - Results - Tables & Figures  - Review Design, Sample, Setting, Measures, & Procedures | - Analyses  - Review of peer’s methods section | - Write: Results, tables and figures |
| **7** | - Discussion  - Review Analyses | - Results section + tables & figures  - Reflection on peer’s analyses | - Write: Discussion  - Review: Results – Tables & Figures |
| **8** | - References & Appendices  - Review Results – Tables & Figures | - Discussion section  - Review of peer’s results, tables, and figures | - Write: Conclusion  - Write: Memo of main changes  - Review – Discussion |
| **9** | - Editorial Process  - Review Next to Final Draft  - Directions for Final Review | - Final draft due by 1pm on Friday  - Memo of main changes  - Review of peer’s discussion section | - Write: Edit full manuscript  - Review: Review Final Drafts of papers for your board |
| **10** | Final Review | - Reviews for your board’s papers | Board Review |

*POLICIES*

*Incompletes*

I discourage assigning an INCOMPLETE or "I" grade. I will exercise this grading option only in cases of extreme emergencies where satisfactory progress has been demonstrated and a passing grade may be earned. Should an "I" grade be required, students should notify me at the time such circumstances exist. Upon notification, a course completion contract must be developed and approved no later than the end of week 9 of the term.

*Attendance*

Attendance is necessary to succeed in this course. Please note that although I will *not* take attendance, the *only way* to receive credit for assignments is to turn in the assignments at the time I specify and to participate in the review process. I will, however, allow late work that conforms to the policies described below. Approved late work, however, likely will not be reviewed through the in-class process.

*Late Work*

Students must contact me *no later* than the day prior to the day of the class in case of illness or emergencies that preclude attending class sessions. Merely telling me that you will not be able to attend class does not guarantee that late work will be accepted, we must come to a mutual agreement regarding the work that will be completed.

The agreement to accept late work must be confirmed in writing and a date by which the work is to be completed must be agreed upon; an e-mail record between you and me will suffice for this purpose. If no prior arrangements have been made and/or a written agreement is not in place, the product in question will be graded down and may be assigned a non-passing grade.

# *Academic Misconduct Policy*

All students are subject to the UO Student Conduct Code: <http://studentlife.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode/tabid/69/Default.aspx>

This code is a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the UO.

# *Conflict Resolution*

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment. It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, the course instructor, the EMPL department head, or the college’s associate dean.

Outside the college, you may contact:

UO Bias Response Team: 541-346-1139 or [http://bias.uoregon.edu/whatbrt.htm](http://bias.uoregon.edu/whatbrt.htm%20)

Conflict Resolution Services 346-0617 or <http://studentlife.uoregon.edu/SupportandEducation/StudentConflictResolutionServices/Services/tabid/135/Default.aspx>

*Diversity and Appropriate Language*

It is the policy of the University of Oregon and the College of Education to support and value diversity; to do so, requires that we as a college and class:

* respect the dignity and essential worth of all individuals;
* promote a culture of respect throughout the University community;
* respect the privacy, property, and freedom of others;
* reject bigotry, discrimination, violence, or intimidation of any kind;
* practice personal and academic integrity and expect it from others; and
* promote the diversity of opinions, ideas, and backgrounds that are the lifeblood of the university.

Finally, language used in assignments and class discussions (written and spoken) should be respectful and professional at all times. Use "people first" language in speaking and writing about people with disabilities or other elements of diversity.

*Documented Disability*

I will provide appropriate accommodations for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with me by the end of week 2 of the term. The documentation of your disability must come in writing from the Disability Services in the Office of Academic Advising and Student Services. For more information on Disability Services, please see <http://ds.uoregon.edu/>

*Expected Classroom Behavior*

* Participate in class activities.
* Respect the diversity of cultures, opinions, and viewpoint in the classroom.
* Listen to other students, professors, and lecturers with respect.
* Arrive on time, prepared for class.
* Do not use your phone or laptop during class time to access personal or work contacts and/or correspondence.
* Racist, homophobic, sexist, and disrespectful comments will not be tolerated.

### *Inclement Weather*

In the event the university operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main homepage (in the “News” section) at <http://www.uoregon.edu>.

*ADVISOR APPROVAL: Professional Writing for Publication*

I have met with the student and discussed the subject area that she or he wants to address through the Writing for Publication course. I approve this student’s idea and subject area as the focus for the course and as a manuscript to be submitted to a professional outlet. A brief description of the student’s written product on which I am basing my approval is attached to this form.

Student’s Name (Please Print)

Advisor’s Name (Please Print)

Advisor’s Signature