

University of Massachusetts/Amherst

School of Education

Course Syllabus for

Educ 691 D:

Writing for Publication in Language, Literacy, and Culture

LLC Doctoral Seminar

Professor Sonia Nieto

Fall 2004 Semester

Educ 691D

Writing for Publication in Language, Literacy, and Culture

General Information

Credits:	3
Meeting Time:	Mondays, 4:00-6:30 P.M.
Classroom:	Room 219 Furcolo Hall
Instructor:	Sonia Nieto
Facilitators:	Peter Silver & Francis Bangou
Office:	Room 210 Furcolo Hall, School of Education
Hours:	Wednesdays, 1:30 - 4 P.M. and by appointment
Telephone:	545-1551
FAX:	545-2879
email:	snieto@educ.umass.edu
Messages:	May be left via email, in mailbox outside my office or outside Department office, or on my voicemail
Required Texts:	<p>Henson, Kenneth T. (1999). <i>Writing for Professional Publication: Keys to Academic and Business Success</i> (Allyn & Bacon).</p> <p>Ueland, Brenda (1938, 1987). <i>If You Want to Write: A Book About Art, Independence, and Spirit</i> (Graywolf Press).</p> <p>Available at: Food for Thought Bookstore 106 No. Pleasant Street Amherst, MA. 253-5432 Open Monday-Saturday, 10 A.M.-6 P.M.</p>

Course Description

This seminar is intended for doctoral students who have course papers documenting research they have done on some aspect of language, literacy, and culture and that they want to develop into publishable manuscripts. A requirement for participation is that you have a paper about your research that has already received substantive feedback from a faculty member or members. The class will provide support for further developing your data analysis; considering appropriate journals for submission and their requirements, expectations, and procedures; and revising your paper for submission to a scholarly journal. The goal is to have a manuscript ready for submission at the end of the semester, and to send it to a professional journal for consideration.

A significant aspect of the course involves collaborating with a support group and a facilitator in providing and receiving feedback on your projects. As a result, some class sessions will involve the entire class, while others will be small support group meetings. At other times, you will confer individually with me and with one of the facilitators, to review your progress and to resolve any problems you may be encountering in analyzing and reporting your research, or writing your paper.

The goals of the course are to:

- become familiar with readings focused on writing research for publication
- survey and identify relevant journals in your field and select the one most appropriate for your manuscript
- study the selected journals to identify writing goals for content and form
- continue to survey the literature related to your topic to frame the significance of your paper
- become familiar with the editorial review process
- write a blind review of a manuscript following journal guidelines
- receive a blind review of your manuscript from a faculty member
- improve your writing
- submit your ms to the selected journal at the end of the semester

As these goals indicate, you will be spending considerable time working on your paper and on preparing it for publication. Although a published manuscript is not a requirement of the course, a major purpose of the course is to demystify the publishing process so that you will have at least one publication by the time you complete your dissertation.

PLEASE NOTE:

If you have any condition, such as a physical or sensory disability, which will make it difficult for you to carry out the work as I have outlined it or which will require extra time on assignments, please notify me in the first two weeks of the course so that we may make appropriate arrangements.

Course Format, Requirements, and Grading

Course Format

As previously indicated, some sessions will involve the entire class, others will be small support group meetings, and still others will be individual conferences with me. Consult the [Class Schedule](#) for the proposed activities and dates that assignments are due.

Whole class meetings:

September 13
 September 27
 October 13
 October 25
 November 1
 November 29
 December 13

Support group meetings:

September 20
 October 18
 Nov 8
 December 6

Individual conferences:

October 4 (with Peter or Francis)
 November 15 (with Sonia)

Course Requirements

The major requirement for the course is the preparation of a paper for publication in a scholarly journal in your field. Supplementary activities include identifying appropriate journals for your paper, continuing to study literature related to your topic, and writing a review of a manuscript following journal guidelines. Each of these is briefly described below.

A. Preparing a Ms for Publication in a Research Journal

All course activities are geared toward this major objective. You will work on various drafts of your paper during the course of the semester, receiving feedback from your peers and from me, a facilitator, and at least one other faculty member (either an LLC Faculty or LLC Affiliated Faculty member). Before the first class, I got in touch with you to ask that you bring two copies of your research paper (in whatever form it may be) to the first class session on September 13. After collecting them that evening, Francis and Peter will contact you to set up individual conferences with you for October 4 to give you some preliminary feedback.

You will have a few weeks to prepare your ms for the next step. You will prepare a ms. for “blind review” (that is, you won’t know the identity of the reviewer) and hand it in to me on October 25. At that point, LLC faculty will have two weeks to respond to your manuscripts. You and I will review their comments and suggestions at individual conferences on November 15, and then you will have about a month to prepare your final ms to send out (December 13). This should give you ample time along the way to review the ms with your support group, your facilitator, and with me.

Please be prepared with your revisions when needed, and provide feedback to your peers in a timely manner so that they can proceed with their papers.

B. Identifying Appropriate Journals

At the beginning of the semester and throughout the remainder of our time together, you are expected to become familiar with the journals in your field, including their format, guidelines for submission, and so on. A first take on appropriate journals will be done early in the semester, with each of you responsible for reviewing three journals (September 27). To avoid duplications, you should let us know via email by September 20 which journals you will be reviewing. If there are duplicates, you can negotiate with one another to determine who will review the journal; alternatively, you can do so together. On the day of the review, bring as much information about each journal as you can to class (copies of submission guidelines, an actual copy of the journal, etc.). By October 4, at individual conferences with your facilitator, be prepared to explain which journal you’ve decided on and why.

C. Reading Required Texts/Other Participants’ Articles

The reading for this course is light; I have kept it to a minimum because I expect you to spend the bulk of your time working on your manuscript, becoming familiar with journals in your field, and learning to write a ms review. In addition to the required texts, I have included a list of other helpful resources at the end of this syllabus. In addition, I expect that, throughout the semester, you will continue the reading necessary to strengthen your paper. You are also expected to review peers’ work throughout the semester, providing suggestions, feedback, and resources. Please be prepared with readings when they are due so that everyone can be meaningfully involved in the dialogue.

D. Writing a Manuscript Review

An important professional responsibility of academics is to provide reviews of articles being considered for publication in scholarly journals. Even if you do not expect to become a professor, this skill can help you develop the critical eye needed in other professional positions in our field. In this course, it will also help you review articles written by your peers and understand the reviews written about your own ms.

Journal reviews are generally “blind” reviews, that is, the name of the author is kept confidential, as is yours. On October 13, members of each Support Group will receive an article for review, and we will discuss what is required in such reviews. You will prepare individual reviews, but of

course, you may consult with the members of your Support Group. Your ms reviews are due on November 1.

E. Continuing the Study of Literature

Throughout the semester, you will be responsible for continuing to expand and deepen the review of literature for your study. It will be reviewed and analyzed by me, your resource person, your support group, and your outside reviewer at different points during the semester.

Grading

This class will be graded on a Pass/Fail basis. If you want to receive a Pass for the course, your final manuscript must be mailed on the last day of class (December 13). I discourage your taking an Incomplete, other than in emergencies.

Other Useful References

Boice, R. (1990). *Professors as Writers*. Centerville, MA: New Forums Press.

Booth, W.C., Williams, J.M., & Colomb, G.G. (2003). *The Craft of Research*, 2nd ed. Chicago: University of Chicago Press.

Ely, M., Vinze, R., Downing, M. & Azul, M. (1997). *On Writing Qualitative Research: Living by Words*. London: Falmer Press.

Germano, W. (2001). *Getting it Published: A Guide for Scholars and Anyone Else Serious About Serious Books*. Chicago: University of Chicago Press.

Henson, Kenneth T. (1999). *Writing for Professional Publication: Keys to Academic and Business Success*. Boston: Allyn & Bacon.

Huff, A. S. (1998). *Writing for Scholarly Publication*. New York: Sage.

Maxwell, Joseph Alex (1996). *Qualitative Research Design: An Interactive Approach*. Thousand Oaks, CA: Sage Publications.

Moxley, J. & Taylor, T. (Eds.) (1997). *Writing and Publishing for Academic Authors*. Lanham, MD: Rowman & Littlefield.

Rankin, E. (2001). *The Work of Writing: Insights and Strategies for Academics and Professionals*.

Ueland, Brenda (1938, 1987). *If You Want to Write: A Book About Art, Independence, and Spirit* (Graywolf Press).

Wolcott, H. F. (2001). *Writing up Qualitative Research*. Newbury Park, CA: Sage Publications