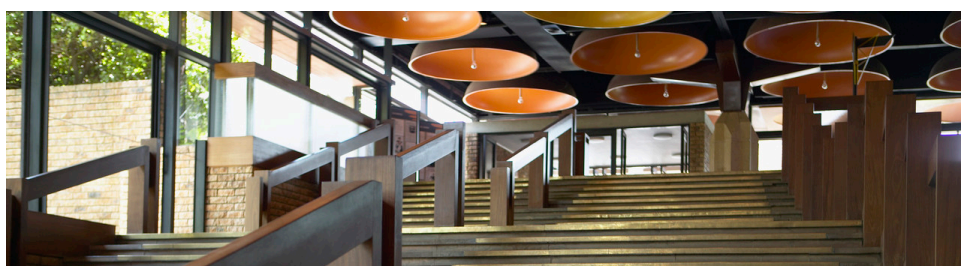# Scholarly Publishing

English 5370

Fall, 2018
Thursday, 2-5:50pm
Carlisle Hall

The University of Texas at Arlington

Estee Beck, PhD
estee.beck@uta.edu

http://esteebeck.github.io
https://mentis.uta.edu/explore/profile/estee-beck
https://scholarlypublication.slack.com

Contact/Info →

Spring Office Hours:
by appointment
(including virtual)

Digital Class Meeting Space:
We will use Slack over the course of the semester.

Course Description

This seminar and workshop-style graduate course prepares graduate students for the rigorous demands of scholarly writing and publishing. Its approach to the topic unfolds through the study of histories, methods, and practices of writing and research in U.S. higher education. Readings will engage the humanities and English studies from a broad perspective. Other topics will include professionalization around research and teaching, discussion of tenure and promotion at an array of institutions, and work/life balance.

Learning Outcomes

You will be able to identify the characteristics of scholarly publication within English studies so that you might publish as graduate students and later faculty.

You will be able to explain the structures and functions of scholarly writing in different genres to provide critical commentary and contribute to their discipline.

You will be able to develop a cohesively written article suitable for submission to a peer-reviewed journal.

Materials

Recommended Books:

Graduate Study for the Twenty-First Century
Gregory M. Colón Semenza
Springer-Verlag
ISBN: 9780230100336

Other Materials:

Academia.edu, LinkedIn, Twitter, Toggl, Slack, & Zotero accounts, along with additional readings

Required Books:

The Elements of Academic Style
Eric Hayot
Columbia University Press
ISBN: 9780231168014
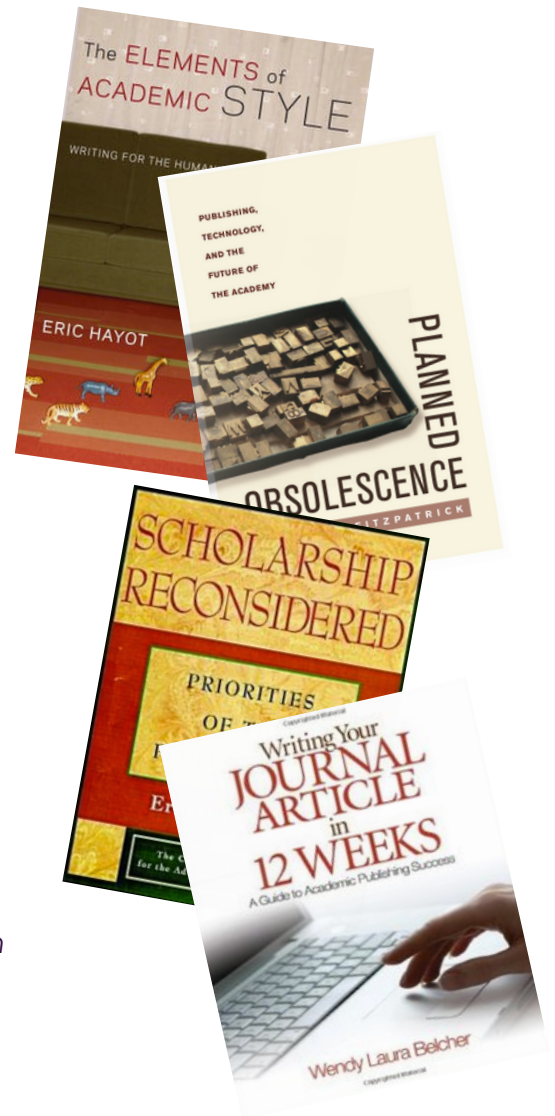
Planned Obsolescence
Kathleen Fitzpatrick
New York University Press
ISBN: 9780814727881

Scholarship Reconsidered
Ernest Boyer
John Wiley & Sons, Inc.
ISBN: 9781118988305

Writing Your Journal Article in Twelve Weeks
Wendy Belcher
Sage Publications
ISBN: 9781412957014

Course Projects

Revised Curriculum Vitae: Part of developing a scholarly identity as a graduate student means documenting professional activity. Based on your experiences to date, you will revise a CV appropriate for your professional identity. **Due: Week 3**

Peer Pair Writing Support: During week 3, you and a peer will form a writing support pair. You will exchange each other's seminar/revision paper each week and perform weekly peer tasks. Such tasks may include global revision suggestions, revision-in-progress exchanges, accountability tracking, and words of encouragement support. During week 4, you will submit revision and accountability plan (3-5 pages), and from thereon you will report on progress during class time to the entire group. You will also have up to 60-minutes from weeks 4 through 13 for in-class writing support and Q&A with the larger group. **Due: Week 4, Revision & Accountability Plan; Writing Support, Weeks 4 through 13.**

Journal Analysis: In Wendy Belcher's book, she describes the process of analyzing target journals for scholarly contributions. This project requires you to extend the activities from "week 4" in Belcher's book to write a journal analysis of the types of submissions three journals within your discipline or sub-discipline accept. The analysis must cover the questions asked by Belcher from pages 120 to 126, in addition to an examination of the larger scholarly conversation the journal covers. The approximate length of this should be 4 to 6 pages in MLA or APA format. **Due: Week 8**

Book Review: Doctoral students have one additional project for the course, a book review of a recently published print or digital book within their discipline or subdiscipline. Doctoral students should locate a book to review early in the course, contact a section editor to learn of interest, and write a review of the book for submission to a scholarly venue. **Due: Week 10**

Conference Presentation: Near the end of the semester, each junior scholar will give a 15-20 minute presentation of the overall argument/contribution of the revision paper to her or his discipline to an invited scholarly community. The style will be panel format with Q&A time. **Due: Weeks 14 and 15**

Revision Paper: Each person will take a previously written graduate seminar paper and revise the work over the course of the semester for suitable submission to an academic journal. You will provide your seminar paper early in the semester, and document your revision and editing of the work in final submission. The approximate length should be between 6,000-9,000 words, with approximately 40-60 citations in MLA or APA format. The submission must include a query letter to an editor, the journal article, and a 2-page letter of your revision and editing addressed to Dr. Beck. **Due: Final exam time**

Attendance: At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I take attendance. If you miss more than one class period, your final letter grade may be lowered by a letter grade. If you miss two or more classes, I will recommend you drop the course. If there are extenuating circumstances, I follow the university's policy regarding incomplete grades.

However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

Grading: I will grade all assignments using a holistic letter grade. I will also provide a rationale for the letter grade with each graded assignment. We will discuss expectations for each assignment, including how I will assess projects prior to project submission during class time.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

Counseling and Psychological Services: http://www.uta.edu/caps or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.*

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Title IX Policy: The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit* www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 jmhood@uta.edu.

Course and University Policies, which mainly follow UT-Arlington's 2016-2017 syllabus template

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

Final Review Week: for semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located to the left of the women's restroom, directly across from the elevator banks. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. – Estee Beck

--End Course/University Policies--

Success in this Course:

This is an intensive writing (and reading) course to prepare graduate students for the rigor of scholarly publication activity. This means students will need to have or develop a strong time management plan to meet the weekly reading and writing requirements. On average, students need to write and read for three (3) hours five (5) days a week for preparation for this course.

Some strategies to meet the weekly reading and writing activities:

- Preview the number of pages to read for the following week, and divide the reading into five discrete units for five reading days.
- Begin reading for the next week's class directly after the current week's class (do not wait until near the end of the week or the weekend)
- Write for at least 30 minutes a day, five (5) times a week
- Use Zotero to keep track of literature for the revision paper. This software allows its users to enter notes, make keywords, and visualize trends and connections for synthesis.
- Use Toggl to keep track of daily reading and writing— or any kind of electronic background timer to understand time allocation.

Throughout the semester, we will cover time management strategies, in addition to discussing methods and software that help people with their weekly work.

If you find that you are falling behind in the weekly reading and writing, please talk with me privately so we can create an action plan.

Course Schedule

While all students have required readings, doctoral students have additional readings to complete each week, with the exception of a couple of weeks near the end of the semester. During class discussion, doctoral students are expected to highlight, analyze, and discuss all required readings in ways that model professional behavior of a graduate seminar.

All items listed are either required book materials or accessible via the web or behind the university's paywall. It's important for each person to download scholarly journal articles, as some university tenure and promotion committees and faculty count journal downloads as a metric of scholarly engagement.

8.23 | Week 1: Developing a Scholarly Identity

- Bring a copy of current CV to class
- Course introduction & reading/writing time management
- CV Analysis
- Scholarly identity discussion
- Identification of revision paper

Required reading for all students:

Hayot, Eric. (2014). *The elements of academic style: Writing for the humanities.* New York: Columbia University Press. 5–35.

Schippa, Edward. (2009). Your research identity. In *professional development during your doctoral education. National Communication Association.* Retrieved from https://www.natcom.org/uploadedFiles/Publications/ProfessionalDevelopmentDuringYourDoctoralEducation.pdf

Semenza, Gregory Colón. (2005). The graduate seminar. In *Graduate study for the 21st century: How to build an academic career in the humanities.* New York: Palgrave Macmillan. 68–81. [Available via PDF]

Additional required reading for doctoral students:

Noonan, Sarah J. (2014). Doctoral pedagogy in stage one: Forming a scholarly identity. *NCPEA International Journal of Educational Leadership Preparation, 10*(21). Retrieved from http://files.eric.ed.gov/fulltext/EJ1060946.pdf

8.30 | Week 2: What is scholarship?

- Guest speaker: TBD
- Discussion of research expectations as graduate students and later faculty
- Discuss UPenn CFP, listservs, Inside HigherEd, and the Chronicle
- Developing a writing habit
- Create academia.edu, linkedin, twitter, and toggl accounts
- Submit the current draft of the revision paper

Required reading for all students:

**Boyer, Ernest L. (1990). *Scholarship reconsidered: Priorities of the professoriate.* San Francisco: Jossey-Bass Publishers.

Additional required reading for doctoral students:

Hesse, Doug. (2013). Sustainable expectations? *College Composition and Communication, 65*(1), 16–18.

Pasco, Allan H. (2009). Should graduate students publish? *Journal of Scholarly Publishing, 40*(3), 231–240.

Recommended reading for all students:

Semenza, Gregory Colón. (2005). Organization and time management. In *Graduate study for the 21st century: How to build an academic career in the humanities*. New York: Palgrave Macmillan. 46–67.

9.6 | Week 3: How is Scholarship Rewarded?

- CV revision due
- Discussion of research expectations as graduate students and later faculty
- Discussion of print and digital expectations and shifting realities of publishing
- Review example tenure and promotion documents from a range of institutions
- Feedback on seminar/revision paper passed back & formation of peer pairs
- Big screen workshop of ½ of group's seminar papers with group comments

Required reading for all students:

Belcher, Wendy. (2009). *Writing your journal article in 12 weeks: A guide to academic publishing success*. Thousand Oaks, CA: Sage. 1–41.

*Note: Students should complete all daily activities for week one

**Modern Language Association. (2007). *Report of the MLA task force on evaluating scholarship for tenure and promotion*. Retrieved from https://www.mla.org/content/download/3362/81802/taskforcereport0608.pdf

Modern Language Association. (2012). *Guidelines for evaluating work in digital humanities and digital media*. Retrieved from https://www.mla.org/About-Us/Governance/Committees/Committee-Listings/Professional-Issues/Committee-on-Information-Technology/Guidelines-for-Evaluating-Work-in-Digital-Humanities-and-Digital-Media

Additional required reading for doctoral students:

*Note: Read Kelsey and select one Profession article to read (equally distributed)

**Anderson, Steve, & McPherson, Tara. (2011). Engaging digital scholarship: Thoughts on evaluating multimedia scholarship. *Profession,* 136–151. Retrieved from http://www.mlajournals.org/doi/abs/10.1632/prof.2011.2011.1.136

Fitzpatrick, Kathleen. (2011). Peer review, judgment, and reading. Profession, 196–201. Retrieved from http://www.mlajournals.org/doi/abs/10.1632/prof.2011.2011.1.196

Karen Kelsey. (2014, May 3). Why you need a five-year plan. [Web log]. Retrieved from http://theprofessorisin.com/2014/05/02/why-you-need-a-5-year-plan/

*Note: Read the addendum or follow-up to this post as well

McGann, Jerome. (2011). On creating a usable future. *Profession,* 182–195. Retrieved from http://www.mlajournals.org/doi/pdf/10.1632/prof.2011.2011.1.182

**Nowviski, Bethany. (2011). Where credit is due: Preconditions for the evaluation of collaborative digital scholarship. *Profession,* 169–181. Retrieved from http://www.mlajournals.org/doi/abs/10.1632/prof.2011.2011.1.169

**Rockwell, Geoffrey. (2011). On the evaluation of digital media as scholarship. *Profession,* 152–168. Retrieved from http://www.mlajournals.org/doi/pdf/10.1632/prof.2011.2011.1.152

**Schreibman, Susan, Mandell, Laura, & Olsen, Stephen. (2011). Evaluating digital scholarship. *Profession 123–135*. Retrieved from http://www.mlajournals.org/doi/pdf/10.1632/prof.2011.2011.1.123

Recommended reading for all students:

Semenza, Gregory Colón. (2005). The culture of a graduate program. In *Graduate study for the 21st century: How to build an academic career in the humanities*. New York: Palgrave Macmillan. 10–30.

9.13 | **Week 4: The Standard of Peer Review**

- CV revision passed back
- Discussion of scholarly peer review and digital publication
- Guest speaker: TBD
- Big screen workshop of ½ of group's seminar papers with group comments
- Peer pair check-in & work (60 minutes)
- Revision & Accountability Plan Due

Required reading for all students:

Belcher, Wendy. (2009). *Writing your journal article in 12 weeks: A guide to academic publishing success*. Thousand Oaks, CA: Sage. 43–65.

*Note: Students should complete all daily activities for week two

*Note: Students should apply the uneven U to Fitzpatrick's chapter

Brito, Marisol; Fink, Alexander; Friend, Chris; Heidebrink-Bruno, Adam; Moe, Rolin . . . Wharton, Robin. (2014). Love in the time of peer review. *Hybrid Pedagogy*. Retrieved from http://www.digitalpedagogylab.com/hybridped/love-time-peer-review/

**Fitzpatrick, Kathleen. (2011). *Planned obsolescence: Publishing, technology, and the future of the academy*. New York: New York University Press. 1–49.

Hayot, Eric. (2014). *The elements of academic style: Writing for the humanities*. New York: Columbia University Press. 59–73.

Additional reading for doctoral students:

> Morris, Sean Michael & Stommel, Jesse. (2014). Hybrid pedagogy, digital humanities, and the future of academic publishing. *Hybrid Pedagogy*. Retrieved from
> http://www.digitalpedagogylab.com/hybridped/hybrid-pedagogy-digital-humanities-future-academic-publishing/

> Mulligan, Adrian. (2004). Is peer review in crisis? Perspectives in Publishing, 2. *Elsevier*. 1–6. Retrieved from
> https://www.elsevier.com/__data/assets/pdf_file/0003/93675/PerspPubl2.pdf

Recommended reading for all students:

> APA Science Student Council. (2007). A graduate students' guide to involvement in the peer review process. Retrieved from https://www.apa.org/research/publishing/peer-review.pdf

> Zellner, Andrea. (2013). Academic peer reviewing as a graduate student. *Gradhacker/Inside Higher Ed*. Retrieved from
> https://www.insidehighered.com/blogs/gradhacker/academic-peer-reviewing-graduate-student

9.20 | Week 5: Rethinking Authorial Practices

- Discussion of history, theory, and practice of authorship
- Create Toggl account
- Discussion of doctoral student review essay
- Discussion of journal analysis
- Peer pair check-in & work (60 minutes)

Required reading for all students:

> Beck, Estee. (2014). Infecting William S. Burrough's words: A mediation between host and parasite. *Enculturation*. Retrieved from
> http://enculturation.net/calling_all_reactive_agents

> Belcher, Wendy. (2009). *Writing your journal article in 12 weeks: A guide to academic publishing success*. Thousand Oaks, CA: Sage. 67–96.

> **Fitzpatrick, Kathleen. (2011). *Planned obsolescence: Publishing, technology, and the future of the academy*. New York: New York University Press. 50–88.

> Jackson, Shelley. (2010). *Skin*. Retrieved from http://ineradicablestain.com/skindex.html

> Mangini, Laura. (2015). *Collaborative dissertations in composition: A feminist disruption of the status quo*. Retrieved from IUP Dissertations. 32-44.

> Mangini, Sabatino M. (2015). *Composition and the cooperative dissertation study: Our collective resistance*. Retrieved from IUP Dissertations. iv–v; 1–29. Retrieved from
> http://knowledge.library.iup.edu/cgi/viewcontent.cgi?article=1666&context=etd

Additional required reading for doctoral students:

Grollman, Eric Anthony. (2015). The trouble with collaboration. *Chronicle Vitae*. Retrieved from https://chroniclevitae.com/news/991-the-trouble-with-collaboration

Van Wyck, James M. (2016). Collaborate: An imperative for graduate students. *Inside Higher Ed*. Retrieved from https://www.insidehighered.com/advice/2016/02/29/why-grad-students-should-seek-out-opportunities-collaboration-essay

Recommended reading for all students:

APA Science Student Council. (2006). *A graduate student's guide to determining authorship credit and authorship order*. Retrieved from http://www.apa.org/science/leadership/students/authorship-paper.pdf

9.27 | Week 6: Texts, Preservation, and Accessibility

- Discussion of textuality and multimodality
- Discussion of preservation and accessibility
- Peer pair check-in & work (60 minutes)

Required reading for all students:

**Fitzpatrick, Kathleen. (2011). *Planned obsolescence: Publishing, technology, and the future of the academy*. New York: New York University Press. 89–154.

Belcher, Wendy. (2009). *Writing your journal article in 12 weeks: A guide to academic publishing success.* Thousand Oaks, CA: Sage. 99–137.

> *Students should skim articles from three journals, and should begin reading select articles for the journal analysis assignment

Additional required reading for doctoral students:

Doctoral students should have selected their book for review and should be reading the book.

Recommended reading for all students:

Kirch, Taylor. (2013). Open access and accessibility resources. *FemTechNet*. Retrieved from http://femtechnet.org/wp-content/uploads/2014/10/OpenAccessAccessibilityResources.pdf

10.4 | Week 7: Seminar Paper to Journal Article: Surveying Journals for Fit

- Guest speaker: TBD
- Discussion of traits for transforming a seminar paper to a journal article
- Create Toggl account
- Peer pair check-in & work (60 minutes)

Required reading for all students:

Alvarez, R. Michael. (2014, Aug 17). Publishing tips from a journal editor: Selecting the right journal [Web log]. Retrieved from http://blog.oup.com/2014/08/publishing-tips-journal-editor/

Hayot, Eric. (2014). *The elements of academic style: Writing for the humanities.* New York: Columbia University Press. 36–40.

Students additionally need to read three (3) to four (4) articles from the three (3) selected journals for the journal analysis.

Additional required reading for doctoral students:

Doctoral students should be nearly completed with reading their book for review.

10.11 | Week 8: Monographs

- Guest speaker: TBD
- Journal analysis due
- Writing the prospectus
- Writing the book
- Finding publishers
- Create Zotero account
- Peer pair check-in & work (60 minutes)

Required reading for all students:

Academic Coaching and Writing. (2017). Writing a literature review. Retrieved from http://www.academiccoachingandwriting.org/dissertation-doctor/resources/writing-a-literature-review

Belcher, Wendy. (2009). *Writing your journal article in 12 weeks: A guide to academic publishing success.* Thousand Oaks, CA: Sage. 139–169.

Hayot, Eric. (2014). *The elements of academic style: Writing for the humanities.* New York: Columbia University Press. 152–163.

Germano, William. (2005). An excerpt from 'from dissertation to book.' Chicago: University of Chicago Press. Retrieved from http://www.press.uchicago.edu/Misc/Chicago/288463.html

Sulik, Gayle; Eich-Krohm, Astrid; Loe, Meika; & Nack, Adina. (2010). From dissertation to book: A professional development workshop. Retrieved from http://gaylesulik.com/wp-content/uploads/2010/04/DissertationToBookCompanionHandout-8-13-12.pdf

Additional required reading for doctoral students:

Doctoral students should finish reading their book for review.

Recommended reading for all students:

Academic Coaching and Writing. (2017). Academic book proposals. Retrieved from http://www.academiccoachingandwriting.org/academic-writing/resources/academic-book-proposals

Select blog posts from http://getalifephd.blogspot.com/

10.18 | Week 9: Dissertations

- Guest speakers: TBD
- Doctoral student review essay due
- Writing the dissertation
- Peer pair check-in & work (60 minutes)

Required reading for all students:

TBD on dissertation

Belcher, Wendy. (2009). *Writing your journal article in 12 weeks: A guide to academic publishing success.* Thousand Oaks, CA: Sage. 171–187.

Hayot, Eric. (2014). *The elements of academic style: Writing for the humanities.* New York: Columbia University Press. 74–88; 102–125.

Additional required reading for doctoral students:

McHendry, George. (2011, Nov 16). Dissertation prospectus defenses as a scholarly conversation. [Web log]. GradHacker. Retrieved from http://www.gradhacker.org/2011/11/16/dissertation-prospectus-defenses-as-a-scholarly-conversation/

**Mulholland, James. (2011). What I've learned about revising a dissertation. *Journal of Scholarly Publishing, 43*(1), 40–51.

10.25 | Week 10: Book Chapters, Edited Collections, and Special Issues

- The genre of a book chapter, edited collection, and special issues
- Discussion regarding edited collection
- Guest speaker: TBD
- Peer pair check-in & work (60 minutes)

Required reading for all students:

Belcher, Wendy. (2009). *Writing your journal article in 12 weeks: A guide to academic publishing success.* Thousand Oaks, CA: Sage. 189–199.

Hayot, Eric. (2014). *The elements of academic style: Writing for the humanities.* New York: Columbia University Press. 126–129; 151–163.

Kelsey, Karen. (2012, Aug 24). Should I do an edited collection? [Web log]. Retrieved from http://theprofessorisin.com/2012/07/24/should-i-do-an-edited-collection/

Muller, Nadine. (2012, Nov 30). Editing essay collections and special journal issues. Retrieved from http://www.nadinemuller.org.uk/guides-to-academia/editing-publications/

Pepinksy, Tom. (2014, Apr 16). Book chapters for r1 assistant professors. [Web log]. Retrieved from https://tompepinsky.com/2014/04/16/book-chapters-for-r1-assistant-professors/

Sasley, Brent. (2014, Apr). Don't hate the book chapter. [Web log]. Retrieved from http://brentsasley.blogspot.mx/2014/04/dont-hate-book-chapter.html

Thompson, Pat. (2012, Aug 27). Is writing a book chapter a waste of time? [Web log]. Retrieved from https://patthomson.net/2012/08/27/is-writing-a-book-chapter-a-waste-of-time/

11.1 | Week 11: Conferences

- Discussion of developing a conference talk
- Discussion of conferences/panels
- Peer pair check-in & work (60 minutes)

Required reading for all students:

Belcher, Wendy. (2009). *Writing your journal article in 12 weeks: A guide to academic publishing success.* Thousand Oaks, CA: Sage. 221–232.

Kelsey, Karen. (2012). Should I go to graduate student conferences? *The Professor Is In.* Available http://theprofessorisin.com/2012/06/19/should-i-go-to-graduate-student-conferences/

Semenza, Gregory Colón. (2005). Attending conferences. In *Graduate study for the 21st century: How to build an academic career in the humanities.* New York: Palgrave Macmillan. 182–199. Via Slack PDF.

11.8 | Week 12: Presentations

11.15| Week 13: Presentations

11.22 | Week 14: National Day of Mourning [university closed]

11.29 | Week 15: Course Wrap-Up

- Discussion of finalizing revision papers, drafting query letter, drafting letter to Dr. Beck
- Discussion of lessons learned, celebration

Required reading for all students:

Belcher, Wendy. (2009). *Writing your journal article in 12 weeks: A guide to academic publishing success.* Thousand Oaks, CA: Sage. 235–269.

Hayot, Eric. (2014). *The elements of academic style: Writing for the humanities.* New York: Columbia University Press. 178–209.

Final Exam Hour

- Submit the revision paper, query letter, and letter to Dr. Beck

Required reading for all students:

> Belcher, Wendy. (2009). Writing your journal article in 12 weeks: A guide to academic publishing success. Thousand Oaks, CA: Sage. 271–285.

> Hayot, Eric. (2014). *The elements of academic style: Writing for the humanities.* New York: Columbia University Press. 140–148.

The CV revision, journal analysis, revision paper, and select readings marked by two asterisks were developed/assigned through Dr. Kristine Blair's doctoral course, "Research and Publication in Rhetoric and Writing" at Bowling Green State University in the Spring of 2012.