PROFESSIONAL WRITING FOR PUBLICATION
EMPL 659 -- 4 credits – CRN: 17188
2015 Fall Term
Day - T, Time – 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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Office Hours: W, 2-4 pm or by appointment.

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 skilled guidance, that practice will hone and 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 necessary 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.

A related characteristic of a successful graduate student, which is equally as important as writing acumen, rests in becoming familiar with the professional literature in a particular area of personal interest. 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 of one’s own choosing.
This type of focused knowledge should be complemented by “core skills,” knowledge and expertise in a “template” of subject areas (e.g., learning theory, group processes, statistical skills) that can be used to study a particular topic AND applied to other areas of study. Indeed, something that still surprises me, is that many of our faculty were trained in a specific content areas and then “reinvented” themselves several times over the years, 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 is that most of the task of professional writing does not include actual composition. In my view, at least 80% of writing a professional publication is encompassed by the reading, thinking, and mental revision process one goes through before putting pen to paper. (Note: I do know that virtually no one writes on real paper with a pen anymore, but you get the idea.)

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 which 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 before entering the university setting reflecting a durable and fruitful research agenda.

**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 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 so I can approve your plan in advance.

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.

**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.
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. I believe 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.

GUEST SPEAKERS

Throughout the term, guest speakers with established 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. Those collective discussions will examine how those different 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 on the review, asking the faculty about the specifics of the article. Invited faculty also 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. It is possible (probable?) that 1 or more students will take the lead in asking questions. Possible questions to the speakers 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?
✓ 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.
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. I also list a number of recommended readings below that you can consult on various research methodologies.

The required book for the course is –


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


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. At this point I have no idea how many students will be taking and completing the course so I must be a bit vague here regarding the details for the final review process. In any case, I will strive to make the editorial process as authentic as possible, reflecting the review process followed by most peer-reviewed journals.

GRADING

To receive a final grade in the course the (a) advisor approval (b) all draft sections, and (c) all reviews must be completed on time. If these requirements are not completed, and on time, the final grade will be affected negatively.

The course is offered as Pass/No Pass. To earn a “Pass” the final product must be completed on time and include all components of a scholarly manuscript. If the final product does not include all of the components of a scholarly manuscript and/or is not turned in on time a “No Pass” will be assigned.

INCOMPLETES

I discourage assigning an INCOMPLETE or "I" grade. I will exercise this grading option only in cases of extreme emergencies where satisfactory progress(161,378),(875,921)
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| 1    | - Class Overview  
   - Syllabus  
   - APA Structure | - Advisor Approval | - Walker materials |
| 2    | - Guest Speaker (GS) –  
   Hill Walker -  
   Introduction/Case Argument | - Advisor Approval  
   & Topic | - Title Page & Introduction |
| 3    | - Guest Speaker –  
   Randy Kamphaus  
   - Design, Sample, Setting, Measures, & Procedures | - Title Page & Introduction | - Review - Title Page & Introduction  
   - Design, Sample, Setting, Measures, & Procedures  
   - GS materials |
| 4    | - Guest Speaker –  
   Rob Horner  
   - Analyses  
   - Review Title Page and Introduction | - Design, Sample, Setting, Measures, & Procedures | - Review – Design, Sample, Setting, Measures, & Procedures  
   - Analyses  
   - GS materials |
| 5    | - Guest Speaker –  
   McKay Sohlberg  
   - Results - Tables & Figures  
   - Review Design, Sample, Setting, Measures, & Procedures | - Analyses | - Review - Analyses  
   - Results – Tables & Figures  
   - GS materials |
| 6    | - Guest Speaker –  
   Ellen McWhirter  
   - Discussion  
   - Review Analyses | Results – Tables & Figures | - Review - Results – Tables & Figures  
   - Discussion  
   - GS materials |
| 7    | - Guest Speaker –  
   Ed Kame’enui  
   - References & Appendices  
   - Review Results – Tables & Figures | Next-to-Final Draft | - Finalize Your Draft |
| 8    | - Editorial Process  
   - Review Next to Final Draft  
   - Directions for Final Review | | Final Draft |
| 9    | - No Class | Final Draft Due by 5 pm on Wed. 11/25 | Review Final Drafts |
| 10   | Final Review | Final Review | |
POLICIES

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, may 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
    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.
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. 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