

**COM 692: The Publication Process - Fall 2018 – STAUF 431 – SLN 9333**

Fri Sept 28 - 3:30-4:45 p.m.; Wed Oct 3, 10, 17, 24 - 6-8:45 p.m.; Fri Oct 26 - 3:30-4:45 p.m.  
The Hugh Downs School of Human Communication, Arizona State University-Tempe  
**Sarah J. Tracy**, Ph.D., Herberger Professor - [Sarah.Tracy@asu.edu](mailto:Sarah.Tracy@asu.edu); (480) 965-7709  
Office Hours: Tue 1-2 and 6-6:30 p.m. Wed 5-5:45 p.m. & by appt., STAUF 424A

**Course Description**

In this one-unit module, students will read about, discuss, and practice strategies that will help them prepare manuscripts for academic publication (particularly in communication outlets). Students will analyze and identify good venues for their research, consider desired audiences given their scholarship's contributions, learn effective strategies for revision, create a writing plan, and give collaborative and supportive feedback to one another. Students enrolling for the module should have a specific paper draft in hand ready to undergo significant revision that could be submitted to an academic journal.

The goal is that students will leave the module with a paper ready for (or well on its way toward) submission to a journal or edited volume. Course readings will focus on best scholarly writing practices and examples related to the backstage scholarly publication process – as well as students' choice of articles related to the venue and form they are interested in pursuing.

*Note: Dr. Tracy is offering this course for the first time in her career in response to doctoral student request. As such, enrolling students should realize the structure of the module may be, in part, determined along the way. A huge acknowledgement to ASU English Professors Shirley Rose and Keith Miller from whom Dr. Tracy is borrowing many ideas.*

**Learning Outcomes:**

At the end of the course, students will be able to

- Craft a writing plan and schedule
- Reflect upon and strengthen writing processes and habits
- Revise and edit (from an existing draft) a publishable scholarly journal article
- Identify key audiences or outlets for this article
- Practice close reading and critique of peers' academic writing in progress

**COURSE Resources**

The reading load for this course is not heavy, though some weeks there will be many pages to skim. The primary emphasis will be on preparing your scholarly writing for submission for publication, which will very likely require extensive independent reading.

**Required Texts:**

- Harris, Joseph. *Rewriting: How to Do Things with Texts*, Second Edition. Logan: Utah State University Press, 2017.
- Silvia, P. J. (2007). *How to write a lot: A practical guide to productive academic writing*. Washington, DC: APA.
- Sword, Helen. *Air and Light and Time and Space: How Successful Academics Write*. Cambridge, MA: Harvard University Press, 2017

**Recommended Resources:**

- Alexander, A., & Potter, W. J. (Eds.). *How to publish your communication research: An insider's guide*. Thousand Oaks, CA: SAGE.
- Becker, H. S. (2007). *Writing for social scientists: How to start and finish your thesis, book, or article* (2nd ed.). Chicago, IL: The University of Chicago Press.
- Berkun, S. (2009). #35 – How to give and receive criticism. Retrieved from <http://scottberkun.com/essays/35-how-to-give-and-receive-criticism/>
- Bishop, W. (1999). *Ethnographic writing research: Writing it down, writing it up, and reading it*. Portsmouth, NH: Boynton/Cook Publishers.
- Boice, Robert. *Professors as Writers: A Self-Help Guide to Productive Writing*. New Forums Press 1990.
- Booth, Wayne, Gregory Colomb, and Joseph Williams. *The Craft of Research*. Second Edition. Chicago: U of Chicago P, 2003.
- Fassler, J. (December 17, 2013). How to write: A year in advice from Franzen, King, Hosseini, and more. *The Atlantic*. Retrieved June 22, 2018 from <http://m.theatlantic.com/entertainment/archive/2013/12/how-to-write-a-year-in-advice-from-franzen-king-hosseini-and-more/282445/>
- Foss, Sonja K. and Williams Waters, Destination Dissertation: A Guide to a Done Dissertation. Rowman and Littlefield 2007.
- Goodall, H. L., Jr. (2008). *Writing qualitative inquiry: Self, stories, and academic life*. Walnut Creek, CA: Left Coast Press.
- Grant, B. (2008). *Academic writing retreats: A facilitator's guide*. Adelaide, Australia: HERDSA.
- Hardré, P. L. (2013). The power and strategic art of revise-and-resubmit: Maintaining balance in academic publishing. *Journal of Faculty Development*, 27(1), 13-19. <http://www.ingentaconnect.com.ezproxy1.lib.asu.edu/contentone/nfp/jfd/2013/00000027/00000001/art00002#>
- Heaney, K. (June 28, 2018). You should probably do your writing in the morning: How to schedule your work according to your attention span. *The Medium*. Retrieved September 1, 2018 from: <https://medium.com/the-cut/you-should-probably-do-your-writing-in-the-morning-f4bd759357b8>
- Kellogg, R. T. (1999). *The psychology of writing*. Oxford, UK: Oxford University Press.
- King, S. (2000). *On writing: A memoir of the craft*. New York, NY: Pocket Books.
- Lamott, A. (1994). *Bird by bird: Some instructions on writing and life*. New York, NY: Pantheon Books.
- Lindemann, K. (2017). *Composing research, communicating results: Writing the communication research paper*. Hoboken, NJ: John Wiley & Sons.
- Richardson, L., & St. Pierre, E. A. (2018). Writing: A method of inquiry. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (5th ed., pp. 818–838). Thousand Oaks, CA: SAGE.
- Tracy, S. J. (2012). The toxic and mythical combination of a deductive writing logic for inductive qualitative research. *Qualitative Communication Research*, 1(1), 109–141. <https://doi.org/10.1525/qcr.2012.1.1.109>
- Whitehead, C. (2012). How to write. *The New York Times*. Retrieved June 22, 2018 from <http://www.nytimes.com/2012/07/29/books/review/colson-whiteheads-rules-for-writing.html?src=me&ref=general>

Williams, A. (August 25, 2018). Maybe your sleep problem isn't a problem. *The New York Times*. Retrieved September 1, 2018 from <https://www.nytimes.com/2018/08/25/style/sleep-problem-late-night.html>  
 Williams, Joseph. *Style*. Tenth Edition. New York: Longman, New York, 2010.

Studies in Writing and rhetoric Book Series videos:  
<https://www.youtube.com/playlist?list=PLDpRxuMOc9hCg0QfqHYrMbNGZVgc0rWLS>  
 Thirty Day Writing Challenge  
<https://www.facebook.com/BarefootWriterMagazine/videos/10154839310886373/>  
 Sword, Helen. Stylish Academic Writing <https://www.youtube.com/watch?v=nOsRvAVSVeM>  
 Williams, Joseph. *Style*. Tenth Edition. New York: Longman, New York, 2010.

**Additional course resources** will be made available on the Canvas course website. These include pre-publication drafts of peers' work in process, correspondence with editors, ms. reviews, and other writing related to scholarly publications. Most of this content should not be circulated outside the class.

**Grading:** Letter grades are figured as to the following guidelines (out of 100 pts).

<b>Outstanding – above expectations</b>	<b>Good – above average</b>	<b>Satisfactory – meets min. requirements</b>	<b>Unsatisfactory</b>	<b>Failing or academic dishonesty</b>
A+ 99-100 pts	B+ 87-89 pts	C+ 77-79 pts		
A 93-98 pts	B 83-86 pts	C 70-76 pts	D 60-69 pts	E 59 pts and below
A- 90-92 pts	B- 80-82 pts			XE - academic dishonesty

### Assignments

Assignments and feedback are public to all class members and will be facilitated by the Canvas Discussion Board feature. Unless otherwise noted, assignments are due by class time and peer feedback is due by Friday, 5 p.m. Assignments must be turned in on time to be available for other students to review. All assigned practica and feedback must be completed to earn a B+ or higher in the course.

Discussion board assignment turn-in threads should be named with your last name and a unique title. Use your judgement on whether to provide an attached document, write within the discussion board, or provide a (suggestable) Google link (as there are advantages and disadvantages to each). Please have your assignments available in class and be prepared to share/workshop your ideas from these assignments.

Peer and instructor feedback will be provided through discussion board. Please review the feedback given to others. Similar to how coaching advice given to one athlete (or musician) is applicable to the entire team (or orchestra), feedback provided to a single class member is often applicable and valuable to the entire class. The fastest learners tune in and ask, "how might this feedback improve the quality of my own practice?"

The Canvas discussion portals are structured in a way that require assignment submission before others are available to review. This facilitates originality and discourages priming effects.

### **WRITING SCHEDULE, GOALS, AND LOG - 10 pts**

For the first day of class, identify and upload one complete paper that you will focus on revising and improving over the course of the module (upload via Canvas Discussion Board).

Furthermore, in the effort to consider scholarly writing as a set of intentional habits, create a writing schedule and set of goals for the following four weeks. Consider using SMART goals.

- Specific (simple, sensible, significant).
- Measurable (meaningful, motivating).
- Achievable (agreed, attainable).
- Relevant (reasonable, realistic and resourced, results-based).
- Time bound (time-based, time limited, time/cost limited, timely, time-sensitive)

Over the course of the module, keep a log tracking the time, place, and outcome of scholarly writing. You will be asked briefly reflect on your goals and writing habits at the end of module (described under “exercises” below)

### **COMING TO TERMS WITH YOUR PROJECT, AUDIENCE, & CONTRIBUTION – 20 pts**

This assignment has three parts.

1. Come to terms with your *present* writing project (what are you trying to do?) – Harris, pp. 33-34
  - a. Define your aim in the present draft of your article
  - b. Comment on the *present* strengths and limits of your piece—those aspects you’re pleased with and those you want to work on more.
2. Set out your vision and goals for the *revised* paper.
  - a. Identify what you believe will be the primary contributions (theoretical, practical, heuristic) of the *revised* paper. In other words, what type of scholarly “gift” will it provide?
  - b. Then identify and provide a rationale for specific audiences (scholars, professional societies, conference divisions, journals) that would find the contribution discussed in (a) to be interesting, relevant, and significant to their scholarly conversations.
  - c. What are four SMART (specific, measurable, achievable, relevant, time-bound) goals for improving the essay in the next three weeks?
3. Identify and review three or four model journal articles and/or essays in scholarly volumes that exemplify (at least in part) what you hope to accomplish in your own writing project. Consider publication venues appropriate for your own work. Create ~1-page article format models for via the following steps.
  - a. For each “model,” cite the source and create an outline of what is done in the article and the amount of space (number of pages, words, or paragraphs) allotted. For example:
    - Rationalizes the use of theory ABC as a new way of making sense of XYZ behavior (1.5 pps)
    - Bridges two different theories through a logical transition (2 sentences, middle of p. 4).
    - Methodology – 3 pages (pp. 11–13).
  - b. Use the model essay’s headers as a rough guide for the outline level of detail. However, feel free to go more detail (e.g. you may want to note the way the author substantiated the use of a certain sampling or analysis strategy).

### **SCHOLARLY JOURNAL ARTICLE REVISION & PEER REVIEW: 50 pts**

You will rewrite one scholarly essay (~10,000-12,000 words) that will make an interesting, well-developed, persuasive contribution to a specific scholarly community and has the potential to be published as a journal article or essay in an edited volume. Such an essay should not be a simple summary of past literature (e.g., like an Encyclopedia entry) or a research proposal. Rather, the essay must provide a new contribution to key audiences and might come in the form of an original research study, a novel literature synthesis (aka *critical literature review*), a pilot study coupled with propositions, or a theoretical piece.

With each new section of paper, students will write an accompanying document that details and explains the value of the revisions made since the time of the original draft. This is like what is expected for revise & resubmitted essays, albeit in this situation, students have the luxury of focusing on their own revision choices (coupled with any other feedback they have received via the instructor, mentors, or peers). For Part Four, this can be accompanied by a “to do” list if there are still things you know must be accomplished before publication submission.

The revision of this essay will unfold roughly as follows, adjusting where necessary for the type of essay you are revising:

**Part one** – Introduction, Rationale, Literature Review

**Part two** – Methods and Findings (and Discussion if desired)

**Part three** – (Discussion if not already turned in), Implications, Future Directions, Conclusion

**Part four** – Full revision; On cover page, note the outlet and timeline for publication submission

Unless otherwise noted, feedback to two of your peers is due Friday at 5 p.m. MST (one whom you’ll consistently be paired with and another that you will choose and should vary). As a class, we will collectively endeavor to ensure that all students receive feedback from two of their peers. Indeed, some people have noted that to succeed, we must go beyond SMART goals to SMART(ER) goals with the ER standing for Evaluated and Reviewed.

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A strict focus on “doing it right” can hamper the creativity and energy that marks imaginative arts like writing. As such, Parts 1, 2, and 3 and accompanying cover letters are graded for COMPLETION rather than being evaluated for excellence *If all aspects of Parts 1, 2, and 3 (and accompanying cover letters) are submitted on time, 15 points will be awarded.* Over the module, 10 points will be awarded in terms of robustness and quality of peer feedback, and 25 points are connected to the excellence of final cover letter and final paper revision.

### **EXERCISES, IN-CLASS ACTIVITIES & PRESENTATIONS, PARTICIPATION – 20 pts**

Most weeks we will have in-class activities that are drawn from readings (such as reading responses/discussion) or exercises completed during the class period. Preparation for and participation in these activities is critically important to your success in the course and adds up to a significant part of your grade.

As part of this, your final exercise (due within a week of the final class) will be a one to two-page reflection paper related to the quality and value of peer feedback, and analysis of your writing log/routine (e.g., what you learned about writing via the habits practiced during the module). This will be turned in via an email to the instructor rather than posted publicly.

## Policies

### Use of Personal Electronic Devices in Class:

Research suggests that focus, comprehension, recall of ideas, and information processing increase when people hand-write their notes, read from physical paper, and read from documents *without* hyperlinks. I encourage you to take notes by hand and make handwritten notes on printed readings (or disable hyperlinks if reading online). For more information on this:

- <http://www.nytimes.com/2014/06/03/science/whats-lost-as-handwriting-fades.html>
- <http://www.newyorker.com/online/blogs/elements/2014/06/the-case-for-banning-laptops-in-the-classroom.html>
- <http://www.scientificamerican.com/article/reading-paper-screens/>

Many of us are irresistibly drawn to our electronic devices. In the classroom, you are asked to turn off notifications and disconnect from e-mail, social media, and other Internet activities. If there is an activity in which use of the Internet will enhance our collective work, Dr. Tracy will alert the class. *Otherwise, please wait until a break or after class to converse virtually with classmates or others, or to browse the Internet. Furthermore, please avoid being consumed by your computer when others in the class are speaking or contributing.* If there is a situation in which you would like to request a special exception, contact Dr. Tracy.

**Unique Academic Needs:** Students with unique academic needs who would like to coordinate special accommodations should contact Dr. Tracy in the first couple sessions to discuss options and document their needs with ASU's disability resource center (<https://eoss.asu.edu/drc>).

**Plagiarism/Academic Dishonesty:** ASU's academic integrity and plagiarism policies are applicable to this course. Students are responsible for knowing standard style for citing outside sources. ASU's policies for academic integrity are available here <https://provost.asu.edu/index.php?q=academicintegrity>.

### Absences, Due Dates, Late or Incomplete Work:

Assignments will be marked down up to 10% each day late and will not receive points more than two weeks past their due date (and none will be accepted after November 5). Incompletes are only available to students who: 1) have finished more than half the coursework; 2) experience serious illness or personal emergency; and 3) negotiate the incomplete before 10/31.

### Instructor's Mandated Reporting of Sexual Violence and Discrimination:

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>. As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

Course Schedule (Subject to Modification via Announcement) – Last Revised 9/24/18

<b>Date, time</b>	<b>Topic and Reading</b>	<b>Due</b>
Fri 9/28 3:30- 4:45	<i>Intro &amp; Max Might's What is a PhD</i> Sylvia book Sword book pp. 1-10 create and be prepared to discuss in class the graphic described on pp. 8-9 (need not turn in on Canvas) <i>Recommended:</i> Heaney, K. (June 28, 2018). You should probably do your writing in the morning: How to schedule your work according to your attention span. <i>The Medium</i> . Retrieved September 1, 2018 from: <a href="https://medium.com/the-cut/you-should-probably-do-your-writing-in-the-morning-f4bd759357b8">https://medium.com/the-cut/you-should-probably-do-your-writing-in-the-morning-f4bd759357b8</a> Williams, A. (August 25, 2018). Maybe your sleep problem isn't a problem. <i>The New York Times</i> . Retrieved September 1, 2018 from <a href="https://www.nytimes.com/2018/08/25/style/sleep-problem-late-night.html">https://www.nytimes.com/2018/08/25/style/sleep-problem-late-night.html</a>	Turn in draft of essay to be worked on over term  <i>WRITING SCHEDULE, GOALS, AND LOG</i>
Wed Oct 3 6-8:45	<i>Where are we now and where are we going?</i> Berkun, S. (2009). #35 – How to give and receive criticism. Retrieved from <a href="http://scotiberkun.com/essays/35-how-to-give-and-receive-criticism/">http://scotiberkun.com/essays/35-how-to-give-and-receive-criticism/</a> Harris book pp. 1-34	<i>COMING TO TERMS WITH YOUR PROJECT, AUDIENCE, &amp; CONTRIBUTION</i>
Wed Oct 10, 6-8:45	<i>Rewriting and making a case for the value of our work</i> Selection of R&R letters (available on Canvas) Hardré, P. L. (2013). The power and strategic art of revise-and-resubmit: Maintaining balance in academic publishing. <i>Journal of Faculty Development</i> , 27(1), 13-19. <a href="http://www.ingentaconnect.com.ezproxy1.lib.asu.edu/contentone/nfp/1fd/2013/00000027/00000001/art00002?">http://www.ingentaconnect.com.ezproxy1.lib.asu.edu/contentone/nfp/1fd/2013/00000027/00000001/art00002?</a> Harris book pp. 35-155	Draft Part 1 & cover letter  Peer feedback due Fri 5 p.m.
Wed Oct 17, 6-8:45	<i>Theory-building and claim making workshop</i>  Sword book pp. 10-134	Draft Part 2 & cover letter Peer feedback due Fri 5 p.m.
Wed Oct 24, 6-8:45	<i>Having the resilience &amp; grit to get 'er done</i>  Discuss Sword – pp. 134-206	Draft Part 3 & cover letter Peer feedback due Fri 5 p.m.
Fri Oct 26, 3:30- 4:45	<i>Final informal presentations / "to do" and wrap-up</i>	
<b>The following are due dates, no class</b>		
Wed Oct. 31, 6 p.m.	Draft Part 4 (full draft) & cover letter (and "to do")	
Fri Nov 2, 6 p.m.	Reflection paper (sent via email) – see explanation under exercises	