

## **ENC 7760**

### **From Paper to Publication:**

### **The Peer-Reviewed Journal Article in English Studies and Related Fields**

Sid Dobrin

M 3-5

CBD \*\*

Office Hours—By Appointment

#### **Description**

Publishing peer-reviewed articles is one of the most effective ways to prepare for the academic job market and a requirement for promotion for nearly all faculty positions (that require research and publication). It is also one of the most valuable methods for participating in professional conversations and for establishing one's voice in those conversations. This graduate seminar is an introduction to the complex world of academic publishing and is designed to give writers in the humanities practical experience in getting their work published in peer-reviewed journals. The course explains the process for publishing in several academic forms, the peer-reviewed article in particular. The seminar shares strategies for achieving success in the academic writing arena, including setting up a work schedule, identifying appropriate journals for submission, working with editors, writing query letters, clarifying arguments, organizing material, and developing long-term professional ethos. Participants in the seminar will revise a classroom paper, conference paper, or dissertation chapter into a peer-reviewed article and submit it for publication. Thus, there are two primary goals for this seminar: 1. demystifying academic publishing processes and 2. providing a supportive atmosphere in which participants work to revise an article from classroom quality to journal quality to the end of submitting and publishing that article. The class is part lecture, part workshop—a combination of learning and doing.

Enrollment in this course will give priority to students who have already completed their qualifying exams. This is a pilot course with limited enrollment. It does not count as a seminar for degree purposes but does count toward overall required hours.

#### **Course Objectives**

Students will

- Improve their writing practice (scheduling and addressing issues that impeded writing such as procrastination)
- Study examples and elements of strong articles and argumentation
- Learn approaches for writing specific elements of journal articles (titles, introductions, presenting evidence, footnotes, and conclusions)
- Identify and assess leading journals in their field (in regard to mission, audience, thematic and theoretical concerns, guidelines) and determine which are appropriate for their respective projects
- Review related literature, assess citations, and situate their arguments in relation to other scholarship
- Target their articles for a specific scholarly community and journal
- Compose submission cover letters
- Learn and participate in the peer-review process, including reviewing manuscripts and responding to reader reports.

## Required Texts

- Belcher: Wendy Laura. *Writing Your Journal Article in Twelve Weeks* (2<sup>nd</sup> Edition). University of Chicago Press. 2019. ISBN: 9780226499918.
- Gallagher, John and Danielle Nicole Devoss. *Explanation Points: Publishing in Rhetoric and Composition*. Utah State University Press. 2019. ISBN: 9781607328827.
- Williams, Joseph and Joseph Bizup. *Style: Lessons in Clarity and Grace* (12<sup>th</sup> Edition). Pearson. 2016. ISBN: 9780134080413.

## Assignments

- *Weekly Readings*—Readings will provide starting points for each week’s classroom discussions; thus, completing each week’s reading is essential.
- *Class Discussions*—Weekly discussions will be based on the weekly readings and will expand upon the concepts in the readings. Likewise, class discussions will be advice-driven, providing suggestions and approaches for academic writers.
- *Publication Audit*—Students will complete an “audit” of journals specific to their field of study in order to identify potential publication venues for their work and to identify the publication requirements for those journals (print and/or digital). Students will complete the Publication Audit found at <http://users.clas.ufl.edu/sdobrin/Publication-Audit.pdf>
- *Peer Review*—During the course of the semester students will engage in three peer review exercises toward the end of two objectives: 1. Learning to provide rigorous reviewer comments to other writers (learning to articulate revision suggestions to others can help writers better understand their own writing) and 2. To receive substantial revision suggestions toward improving one’s own article prior to submission for publication.
- *Revised Article*—Throughout the semester students will revise an article (loosely defined) toward the end of submitting it for publication.

## Grading

Final grades will be determined using the following values:

- Participation—Class Discussions 30%
- Participation—Peer Review 30%
- Publication Audit 10%
- Article Revision 30%

Percent Grade	Grade	Grade Points
90.0 - 100.0	A	4.00
87.0 - 89.9	A-	3.67
84.0 - 86.9	B+	3.33
81.0 – 83.9	B	3.00
78.0 - 80.9	B-	2.67
75.0 - 79.9	C+	2.33
72.0 – 74.9	C	2.00
69.0 - 71.9	C-	1.67
66.0 - 68.9	D+	1.33
63.0 - 65.9	D	1.00
60.0 - 62.9	D-	0.67
0 - 59.9	E	0.00

This class adheres to UF’s policies regarding grading, which can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

## Schedule

- 1/6 Course overview
- 1/13 Belcher: Introduction and Week 1 (1-58)  
Ghallagher and DeVoss: Introduction, Bloom, Kirsch, Lunsford (3-24)  
Williams, Lesson 1 (2-8)
- 1/20 MLK Day; UF Closed; No Class
- 1/27 Belcher: Week 2 (60-89)  
Ghallagher and DeVoss: Barron, Tebeau, Hawk, Trimbur, Kumari, McKee, Silver, Faris (25-52)  
Williams, Lesson 2 (9-26)
- 2/3 Belcher: Week 3 (90-109)  
Ghallagher and DeVoss: Anson, Ridolfo, Medina, Barton, Shipka, Bauman, Peryman-Clark (53-76)  
Williams, Lesson 3 (28-45)
- 2/10 Belcher: Week 4 (110-149)  
Ghallagher and DeVoss: Bernhardt, Harris, Elliot, Fishman, Yancey (77-99)  
Williams, Lesson 4 (46-63)
- 2/17 Belcher: Week 5 (150-189)  
Ghallagher and DeVoss: Smith, Gonzales, Mullin, Flower, Lindquist/Halbritter (103-127)  
Williams, Lesson 5 (64-78)
- 2/24 Belcher: Week 6 (190-215)  
Ghallagher and DeVoss: McCorkle, Stedman/Danforth, Manthey, Cools, Inoue, Bost, Buck, Ghallagher/DeVoss (128-153)  
Williams, Lesson 6 (79-92)
- 3/2 Spring Break; UF Closed; No Class
- 3/9 Belcher: Week 7 (216-237)  
Ghallagher and DeVoss: Rose, Rhodes, Palmeri, Blair, Blakesley (157-176)  
Williams, Lesson 7 (94-108)
- 3/16 Belcher: Week 8 (238-255)  
Ghallagher and DeVoss: Duffy, Jensen, Comer, Cooper, Toth/Jensen, Amison, Palmquist (177-205)  
Williams, Lesson 8 (109-120)
- 3/23 Belcher: Week 9 (256-279)  
Ghallagher and DeVoss: Eyman, Cotich, Hicks, Johnson-Eilola/Selber, Poe (206-226)  
Williams, Lesson 9 (122-136)
- 3/30 Belcher: Week 10 (280-307)  
Ghallagher and DeVoss: Skinnell, Lettner-Rust, Sullivan, Brown, Mina, Halbritter/Lindquist (229-255)  
Williams, Lesson 10 (137-159)

- 4/6 Belcher: Week 11 (308-329)  
Ghallagher and DeVoss: Horner, Kornfield, Enoch, Cutrufello, Burnett, Lockhart et al. (256-279)  
Williams, Lesson 11 (160-174)
- 4/13 Belcher: Week 12 (330-357)  
Ghallagher and DeVoss: Parks, LaVecchia et al, L'Eplattenier/Mastrangelo, Gries, Hesse, Carter  
(280-302)  
Williams, Lesson 12 (176-192)
- 4/20 Belcher: Week X (358-389)  
Ghallagher and DeVoss: Owens, Cushman, Grabill, Rice, LeCourt, Dobrin (303-322)
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## **Required Syllabus Information**

### *Attendance Policy*

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### *Plagiarism and Cheating*

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code

(<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

### *Disability Accommodations.*

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://www.dso.ufl.edu/drc>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

### *Counseling Services*

Phone numbers and contact sites for university counseling services and mental health services: <http://www.counseling.ufl.edu/cwc/Default.aspx>; 392-1575, University Police Department 392-1111 or 9-1-1 for emergencies.

### *Software Use*

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

### *Student Privacy*

For information regarding federal privacy laws regarding grades earned in courses and on individual assignments, please see: <http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>