

ENC 7760:

From Paper to Publication: The Peer-Reviewed Journal Article in English Studies and Related Fields

Instructor: Dr. Laura Gonzales

Office: Turlington Hall 4358

Class meets: Wednesday 7:20-10:10pm

Class location: TUR 2336

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Office Hours: Weds. 5-7pm and by appt.

Term: Fall 2023

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)
- 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

- All required texts available via Canvas

Assignments

- *Class Discussions*—Weekly discussions will be based on the weekly topics. 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).
- *Peer Review*—During the course of the semester students will engage in peer review exercises and build a writing group with their peers.
- *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
93.0-100.0	A
90.0-92.9	A-
87.0-89.9	B+
83.0-86.9	B
80.0-82.9	B-
77.0-79.9	C+
73.0-76.9	C
70.0-72.9	C-
67.0-69.9	D+
63.0-66.9	D

60.0-62.9	D-
0-59.9	F

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

8/23	Course overview and goal setting
8/30	What do I need to do in order to have time to write?
9/6	Journal audit—What journals should I publish in?
9/13	Journal audit presentations
9/20	What is a revise and resubmit?
9/27	How do you draft reviewer response letters?
10/4	Is it ok to incorporate personal narrative into peer-reviewed articles? How do you do it?
10/11	How do you write a literature review?
10/18	How do you write about research methods?
10/25	Who are we writing for, and why?
11/1	How do publication experiences differ depending on your identity and positionality?
11/8	Work on final projects
11/15	Work on final projects
11/22	Thanksgiving
11/29	Work on final projects
12/6	Final Class

Class Policies

As a community working and learning together, our shared learning space is interdependent, which means that we all need to rely on each other in order to establish a community learning space that works for all of us. I expect every member of our class community to be present when and how you can, and to do your best to communicate with me and let me know how I can make the class more accessible for you given everything that will undoubtedly change throughout the semester. Please do your best to let me know if you cannot make it to our

synchronous meetings. If you are sick, get sick, or need to caretake, please prioritize your needs in the moment and speak with me when you can so that we can make a plan for completing your coursework.

In general, all work is due on the day indicated on the course calendar and on Canvas. **Generally, I do not accept late work.** Within the scope of these policies, I also understand that things happen outside of our own control. Please make an appointment to speak with me so that we can ensure you have everything you need to be successful in this course during this difficult time.

No two people learn exactly the same way. If you find that the materials are difficult for you to absorb, don't assume right away that you don't understand the material. Perhaps you prefer to process information through speaking or listening, but all I am providing are written handouts, making it difficult for you to process. Please speak with me if you would like to think through other options for engaging with the material and activities in the course.

Disabilities are visible and invisible, documented and undocumented: I do not distinguish between these designations. If you have a disability, or think you may have a disability, I encourage you to speak with me as soon as you can about your learning needs and how I can best accommodate them. If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please speak with me and register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) as soon as possible.

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out.

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health @Shands offers a variety of clinical services and is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 352-392-0627 or visit the website at <https://shcc.ufl.edu>

Crisis intervention is available 24/7 at the Alachua County Crisis Center, 352-264-6789. Visit <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to schedule an appointment. Get the help needed to work through stressful situations that impact your personal life and academic performance. You are not alone.

Counseling and Wellness Center (CWC) 352-392-1575 offers a variety of FREE and low-cost services such as psychological assessment, intervention and assistance for math and test anxiety. Visit the website for more information. Online and personal assistance is available.