

From Paper to Publication: The Peer-Reviewed Journal Article in Humanities

Professor Jodi Schorb

ENC 7760

R 6-8 (Thursday 12:50-3:50pm), Tur 2354

We gather in person; in the event a student requests or requires a remote accommodation, please inform me in advance and use this link:

<https://ufl.zoom.us/j/98008865325?pwd=Y0MzanNkcG1BL0JdVZDTXlyNjRsUT09Links to an external site.>

Office Hours:

Tuesdays 3:00-4:30 on Zoom (use direct link on Canvas calendar), and additional conference times Tuesday, Wednesday, Thursday, and Friday by request.

Thursdays in Turlington 4334 from 11am-12pm, and additional conference times on Wednesday and Thursday with 24-hour advance request.

Course Description:

Publishing peer-reviewed articles is one the most valuable methods for participating in professional conversations and for establishing one's voice in those conversations. Having published articles is also helpful to academic job placement and promotion in the humanities and for possible careers in the public humanities. This proseminar demystifies the publication process and provides guided activities and strategies for successful academic writing through hands-on experience.

Across the semester, students will revise a classroom paper, conference paper, or dissertation chapter into a peer-reviewed article and prepare to submit it for publication. The seminar provides structure, accountability, and a supportive environment for participants to make progress across on semester and is recommended in lieu of research credit hours.

The class has some lecture but is designed as a workshop that blends learning and doing. Topics include: clarifying your argument and crafting an abstract, locating journals and targeting your publication for an intended audience, choosing a journal (including information on publishing metrics), streamlining arguments and evidence, the journal submission process (writing query letters, working with editors, revise and resubmits), strengthening writing style, and developing a long-term writing ethos. While our readings focus on publishing in academic journals, the class will also share success stories, examples, and advice about the many diverse ways of writing for the public.

Secondary reading is brief and designed to facilitate your focus on making weekly progress on your article. The weekly reading and corresponding preparatory tasks follow Wendy Belcher's *Writing Your Journal Article in Twelve Weeks* workbook, which is a guidebook that works best with group support under a seminar leader rather go it alone (for reasons that will become clear as we progress through the steps, which involve many peer group exercises.) Grading will be based on participation and progress getting your paper finalized and ready for submission.

The proseminar emerged from conversations with graduate students on the professional development and hands-on opportunities they would find most useful for mid- to late-stage scholars in the program. The course can be used to finalize a dissertation chapter or seminar paper that has potential to work as a standalone article, **so long as you have completed the chapter's research and extensive research reading and have narrowed down your specific argument and evidentiary claims prior to the start of the semester.** (You will fine tune your argument and claims periodically this semester.)

A reminder that this seminar does *not* count as one of the required department seminars in our English degree program, but its three credit hours *do* count towards the 90-credit hour PhD. (This policy may change in future years, so check in with the Graduate Coordinator if you are still in coursework next academic year.)

Course Objectives

- Substantially complete an article designed for publication.
- Improve habits for a regular writing practice
- Identify examples of strong abstracts, articles, argumentation, and structure.
- Learn approaches to writing/revising key elements of journal articles.
- Evaluate evidence and situate their arguments in relation to other scholarship.
- Participate in effective peer-review process, including responding to reader reports.
- Assess key journals in their field (mission, guidelines, thematic and theoretical concerns) and determine which are appropriate for their project.
- Compose submission cover letters.

Required Texts:

- Belcher, Wendy. *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success*. **Second edition**. Chicago, Ill: Chicago University Press, 2019. Digital textbook or paperback is fine, just be sure you have the 2nd edition.
- Joli Jensen: *Write No Matter What: Advice for Academics* (U Chicago Guides to Writing, Editing, and Publishing).

A style guide is handy (not required) for your personal consultation and use. Popular guides include Eric Hayot's *The Elements of Style: Writing for the Humanities* (2014) and Helen Sword's *Stylish Academic Writing* (2012), but these are only suggestions.

Please refer to the "Syllabus" box on Canvas for weekly schedule of readings [addendum: see schedule of readings below]; supplemental pdfs are in "Files."

Assignments, Info, & Policies

Grading:

Attendance and participation in the course count for 60% of the grade, including completing the workbook activities for that week. (Based on earning 5 points a week for 12 weeks.) I will review the workbook activities that most matter the week prior; we won't do every single daily step in the workbook, but we will be using it quite heavily, especially the first half of the semester.

Writing assignments count for the rest: abstract (5%); article draft (10%); and final revised article (25%).

The three writing assignments must be completed in order to successfully complete the course.

Final revised articles will be graded based on their (1) stating an argument early and clearly; (2) being carefully organized around that argument; (3) linking to a relevant scholarly conversation; and (4) providing pertinent evidence in support of the argument, and (5) following the submission directives on the assignment sheet.

Attendance/Participation:

We have just 14 weeks to meet given the Thursday seminar, so attendance is expected. If you are absent more than twice, please come to office hours to discuss an accountability plan.

To earn an "A" for regular participation and preparation, the A level student is **regularly** prepared and engaged. They have their materials handy and are able to refer to specifics in their materials during class. They are able to **make connections** from the readings and/or **build productive discussion from others** - student or instructor ideas. They contribute to the ongoing discussion by responding thoughtfully to others and/or by asking questions that help build useful group understanding. They contribute regularly and are active listeners in group work. B range participants **mostly** meet the above criteria, C range participants **occasionally** meet the above criteria, D range participants **rarely** meet the above, F range participants **fail** to meet the above criteria.

Additional UF-wide syllabus information:

Students with disabilities: Please consult with me as soon as possible so that I can work with you on appropriate accommodations for you.

Special Needs Accommodations: If you need academic accommodations for special needs, you must first contact the Disability Resource Center at 392-8565 (accessuf@dso.ufl.edu; 0001 Building 0020 [Reid Hall]) to verify the disability and to establish eligibility for accommodations. You should schedule an appointment with me within the first two weeks of the semester to make appropriate arrangements.

Course Evaluations: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at [https://evaluations.ufl.edu/results/Links to an external site..](https://evaluations.ufl.edu/results/Links%20to%20an%20external%20site..)

Health and Wellness Resources:

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608. Visit the UF Health Emergency Room and Trauma Center website.

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

Academic Resources

E-learning technical support: [Contact the UF Computing Help DeskLinks to an external site.](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

[Career Connections CenterLinks to an external site.](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library SupportLinks to an external site.](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center:Links to an external site.](#) Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420.

General study skills and tutoring.

[Student Complaints On-CampusLinks to an external site.](#): Visit the Student Honor Code and Student Conduct Code webpage for more information.

On-Line Students Complaints: View the Distance Learning Student Complaint Process.

Schedule of Readings:

January 12

Week "0" (to sync with Belcher workbook!), Introduction

1. Course Introduction, workshop overview.
2. Discussion: the writing process. (Including responses from Jensen short excerpt, "Writing in Academe.")
3. Hands-on work: hammering out a topic.

(This emerges from Belcher's Introduction & Chapter 1, pp. 1-14, which you can scan after obtaining your book this week)

Review *next week's reading and tasks*:

- For 1/19, read Belcher, Introduction and Chapter One (esp. pp. 14-59), including brainstorming answers to the boxes and attempting the daily (5-day) tasks. The most important task is identifying the article (or chapter) that you will work on this term. You will also track your time this week to help you identify and blocking out regular time for writing.
- Jensen, "Securing time, space, energy" (pdf in Canvas this week only)
- Anyone use reference management software?
- I will send an e-mail reminder to inventory where your time goes each day this week. This will be used to carve out a writing schedule next week.

January 19

Week 1: Designing Your Plan for Writing

- Positive writing experiences, obstacles to writing, scheduling writing. Responses to and discussion of Belcher pp. 18-33 and Jensen second section (pdf in files)
- Solutions to common academic writing obstacles: <https://wendybelcher.com/writing-advice/solutions-common-writing-obstacles/>Links to an external site.
- Idea swap: Reference Management software.
- Breakout exchange: Selecting a paper for revision.
- Accountability: Plan to write this week: 5 days, 5 blocks of time (short frequent chunks are advised; you will fine tune next week after assessing how successful you were this week.)

Review *next week's reading and tasks*:

- Belcher Week 2 (pp. 60-89), filling out the boxes and forms and doing the tasks through the Day 1 tasks. We will do the Day 2, 3, 4, 5 tasks together in the Jan 26 class.
- Starting tomorrow, and *every day* this week, track your writing time on the “actual planned writing time” calendar p. 89. (You will continue to tweak and adjust this.)
- Anyone serve on an editorial board?
- Come to 1/26 class with a a one-minute elevator talk on the argument of your article.

January 26

Week 2: Advancing Your Argument

Have on hand for class: Jan. 19-26 actual writing calendar, your 1-minute elevator talk, & the paper that you will be revising.

- Accountability Check in:
 - To see how your plan lined up with reality (and how you adapted if writing time didn't go as planned), you will message me a photo (or screenshot) of this past week's "actual" writing time tracking. You will do this in class, at the start of class. How successful were you in securing periodic and steady short writing blocks?
 - Debriefing our first week of writing and time tracking: challenges, adaptations, advice or tips that you drew on to advance plan or to adapt (if things went south).
 - Anyone change the paper they plan to revise?
- Discussion: What gets published and why, what gets rejected and why? (x and x student) will also share some insight from their own editorial board experience)
- Follow-up on this week's Day 1 Task: assessing and modifying your argument (Belcher, pp. 66-83); The main workbook "Day 1" activity that I want to discuss together is whether your argument in Box pp. 65 shifted by page 76.
- Small groups: pulling out your main argument.
- Group activity: pitching your argument and getting preliminary feedback (based on Belcher pp. 83-84; 202-208): everyone will share their one-minute pitch.

Review *next week's reading and tasks*:

- **Self-chosen reading of abstracts, articles in your field(s).** Read Belcher Week 3 (pp. 90-109); do boxes p.91; you'll be drafting an abstract this week, so pull what you find helpful from Belcher. (The abstract prewriting on pp. 98-99 and on pp. 100-101 is designed to get SOMETHING on paper that you'll hammer away with this week.)
- Complete the exercise where you read and assess PUBLISHED abstracts (pp. 102-3).
- Complete the day 3 exercise where you read strong articles in your field and take note of the common qualities of "good articles" (pp. 103-5).

- Complete the day 4 exercise where you read three articles that you are likely to cite in your research, devoting a few minutes to examining and learning from their FORM (pp. 106-107). Don't do the day 5 group stuff: We'll do the Day 5 stuff in class.
- **Draft a preliminary "abstract".** (No need to do the week's "social" activities: we will be using class time for **February 2**)

Week 3: Abstracts

Bring to class: two copies of your abstract; a copy of your ACTUAL writing time this week. This is a week whose prep involves more "outside" field research (locating and reading abstracts, "good articles," articles you are likely to cite in your piece. Keep in mind your focus is reading to improve your own skills in making a strong, clear, and concise argument, and arranging the essay around that core ("single" in Belcher) argument, learning from self-selected good examples.

1. Check in on steady writing successes, writing experience thus far.
2. Discussion: "hottest abs contest" (qualities of good abstracts, from your self-directed field reading)
3. Small group activity: peer feedback on your abstract
4. Hands-on discussion: report back on your field research, what for you makes a good article? (loosely drawn from pp. 103-107)
5. Review *next week's reading and tasks*:
 - Read Belcher Week 4 (pp. 110-149)
 - Spend time examining a journal you are aiming for (I suggest examining the last three years); read (at least) two articles of interest from one or two target journals.
 - Locating publishing information on journals'
 - The most reliable source of info will be right on the journal's main page (typically under an information page or banner for contributors/about submissions).
 - The second most useful source is the [MLA Directory of Periodicals database](#) (not to be confused with the MLA International Bibliography database) (quick demo)
 - I will forward an email on locating journals from Jeanne Ewert, subject specialist.
 - As you weigh your decisions, you may find something helpful in Wendy Belcher's blog project, which includes graduate student "reviews" (descriptive overviews) of journals based on workbook activities (who is this journal for, what sorts of articles do they publish, etc). Her site groups journals by subject field and also includes info on journal impact rankings: <https://journalreviews.princeton.edu/reviews-of-peer-reviewed-journals-in-the-humanities-and-social-sciences/Links-to-an-external-site.>

Feb. 9

Week 4: Selecting a Journal.

- See above for the week's prep.
- Read Belcher Week 4 (pp. 110-149). The key exercise for the week, besides writing your essay, is to spend time assessing two runs of the two most likely journals for your essay. "Yes" to Belcher's advice to read through ALL the *ABSTRACTS* and *TITLES* (very easy, very big payoff for the limited time investment) across a number of years (2-5 years, depending on frequency of issues. Settle on journals that seem a good fit for your piece. Within

these journals, choose a couple articles to read purposefully: you are paying attention to "published article in my field" structure, but also assessing the KINDS of work this particular journal publishes, gathering field knowledge while assessing fit.

Bring to class: names and brief explanation on three journals you are aiming for (note how the journal came to your attention and the evaluation factors most influencing your choice).

I will also RETURN your abstracts to you with feedback this week.

1. Discussion: Selecting a suitable journal
2. Guest speaker: Dr. Sid Dobrin (advice from a journal editor; metrics basics; general Q&A)
3. Follow up on this week's task, which was to do a deep dive of possible journal(s) to send your article: what is your preferred journal *looking for*? (Belcher's blog helps see how others summarize and answer this.)
4. Small group exchange: what journals are you *aiming for*?
5. After the small group exchange: Give me a brief list of three journals that you currently have most in mind, in order, with a brief rationale. On that rationale, include whether this journal is published as part of a society and if so, the name of the society and how often/when their main gathering/conference is held (feel free to let me know if you've ever had a chance to attend or present at that conference). You can do this via paper submission in class or via Canvas Messenger by end of day.

Review *next week's readings/activities*:

- Read Belcher Week 5 (pp. 150-189).
- This is a challenging workbook week to fit cleanly into a week, since students will be at various points in their writing and research progress, and "literature review" is not necessarily a fixed part of every article. (Case in point: do the articles that you selected as good examples or model articles have "literature reviews"? If not, take note of where/how they put their work into research context, and how/where the essays are actively participating in scholarly conversations. [ed: in retrospect, I would move Kathleen Fitzpatrick's intro to *Generous Thinking* to this week or next week, as it demonstrates a stellar example of how to be in conversation with scholars without a "literature review" and through an ethos of "generous thinking." Pay attention to each time she invokes others, and notice how she justifies and positions her project in relation to others without arguing that these scholars "fail to do" x or y.]
- Focus most on 1) building out your reading list, and 2) scrutinizing those places in your paper where you recap and cite others' work and where you contextualize your work alongside others' research, 3) Goal is devote some focus this week on *fine tuning those paragraphs*. If you aren't that far, draft a paragraph where you contextualize your work alongside other research (or, if that's too much, draft a paragraph where you cite and engage with another scholar). Our core practice this week is cultivating effective citation practice. Bring that portion of your writing to class next week.
- Anyone willing to post (in advance of 2/16 class) a place in their paper where they review other scholarship or situate themselves in a wider debate?

Feb 16

Week 5: Refining Your Works Cited

Bring to class: a current draft (specifically, a portion, from a single paragraph to up to three pages) where you review scholarship in the field or position yourself in relation to the work of another scholar/other scholars.

1. We will talk about citing others and positioning ourselves (discussing the chapter advice as needed)
2. Hands on exchange: We will workshop a place in our current drafts where we recap the work of others in relation to our own work.
3. If you want instructor feedback on up to 5 pages of your draft (namely, where you cite others, review relevant scholarship, or situate yourself), submit that to me sometime this week, after our class session.

Review next week's readings

- Read Joli Jensen, *Write No Matter What*: Part 3, "Challenging Writing Myths" (39-75)
- Reflect on a writing challenge or myth that you are grappling with right now. Offer a way you are working through the above, or locate a resource for the class that you find helpful for working through the challenge.
- If you gave to me (optional) a section of writing where you engage with the field or other scholars, you will get that back by 2/23 classtime.
- If you want to move ahead with Belcher, feel free to work ahead.
- Continue to track writing time; snapshot your workbook and upload it to me either during or after 2/23 class.

Feb. 23

1. Maintaining writing: Discussion drawn from Jensen. Share challenges and ways you are working through them.
2. Writing success stories.
3. Writing time. We will use time to write as a group.
4. Review next week's readings/tasks:
 - Read Belcher, Week 6: Read until the Week 6, Day 2 Tasks (pp. 190-212). We will do the Day 2 Task (exchange/so what exercise) in 3/2 class.
 - Keep working on building out or taming your scholarly sources, as needed (reviewing last week's advice on assessing, paragraph by paragraph, citation thoroughness *without getting bogged down*. Later weeks will focus on strengthening evidence.)
 - Revisit your claims for significance, expanding as needed.
 - If you aren't there yet: work on "whatever attracts your attention" (p. 191)
 - Continue to track writing time; snapshot your workbook and upload it to me either during or after 3/2 class.
 - Looking ahead to second half of semester: workshops adaptations, future topics of interest?

March 2

Week 6: Crafting/Revising Your Claims for Significance

Bring to class: A current draft (for peer exchange). Actual writing time sheet (any format)

1. Reading time (Day 2, Paired Exchange Writing Exercise), 45-60 minutes
2. Sharing Feedback (discuss advice on effective draft feedback), 45-60 minutes.

3. Writing time: a small block of time for integrating some revision based on feedback (focus especially on advice you received on refining arguments, citations, or claims for significance.)
4. Workshop feedback/future topics would like to see.

Next week's readings/tasks:

- Belcher, Week 7 (pp. 216-237) & scan for useful parts of Week 8 (pp. 238-254)
- This week, you will keep revising based on peer feedback this week.
- You'll upload a current copy of your essay draft to Canvas Dropbox (see below)
- We are *not* doing the PowerPoint presentation exercise described in week 7 readings; keep writing, focusing especially on assessing the quality of evidence and targeting paragraphs whose evidence is too little, not enough, or out of proportion with time spent interpreting evidence. If your evidence is thin, collect more. (You will have time in future weeks for *fine tuning* your interpretation of evidence; this week, paragraph by paragraph, work on building paragraphs with sufficient evidence and well balanced interpretation.)

March 9 NO ADDED READING TODAY. You will dedicate the seminar time for group writing time together in the seminar room.

Week 7: Analyzing Evidence, Seeking Permissions

Upload a current draft of your piece to me using Canvas Dropbox, and use the Comment box to check in on how you are feeling about the article/progress thus far (you have many more weeks to keep working). What feedback (ideally based in topics we have covered thus far) would be most useful at this point? (Send the comment with your upload.)

1. Responses or discussion of anything in Belcher, Week 7 (pp. 216-237) & scanning for useful parts of Week 8 (pp. 238-254)
2. Discussion of revision process as you spend more time fleshing out your readings (evidence, interpretations, arguments): Anyone collecting more or different evidence? Can you remain committed to this article?

I will roll the following topics requested by members of the workshop into future weeks:

1. Conference networking tips (initial)
2. About permissions: Practical advice on images, etc.

March 16

Spring break

March 23

Week 9: Strengthening Structure

Article drafts returned.

Read for today:

- Jensen Chapter 5; briefly reflect on the Jensen and share responses in class.
- Belcher Week 9, pp. 256-279. Read only for what you can use.
- To keep most on track and to really target a skill this week, think MOST about what **structural choices** "good articles" make that help you, as a reader, understand what the article is doing and where it is going. Then look at your *own* current draft's structure to target those places where you can do more of those things, i.e. identify where you can fine tune your **structure** to be kind and directive to readers.
- To recap your goals: on your writing days, focusing especially on strengthening structural guideposts/clues to readers.

Class agenda:

1. Responses to Joli Jensen, *Write No Matter What: 5, building writing support*.
2. Structuring Articles: Questions, discussion, responses to fine-tuning structure. Here we might also address dissertation chapter introduction structure versus article introduction structure.
3. 5-minute activity "presentation": In small groups, in no more than 5 minutes, recap for peers your article's structure. You don't need to be as detailed as the examples in Belcher, but your recap should strive to offer up a birds-eye view of the shape and structure of your piece. (If you are working from an outline to prep for this exercise, the outline should be one page - or less!)
4. By workshop participant request: [Conference networking tips \(see discussion board\)](#)
5. Review next week's readings and main goal:
 - Titles, Introductions, conclusions (Belcher 280-307).
 - Homework (based on pp. 282-290): Decide on a title that you'll workshop briefly next week
 - Homework (based on pp. 290-297): After reading about introductions, print only the introduction portion of your piece (which might be 3-5 pages, possibly more), and spend some time assessing your introduction (based on the workbook shaded "boxed" questions, if useful) and revising it.
 - Submit to discussion board a sentence (or two consecutive sentences) that feel/s representative (of your writing), but meh, stylistically. I recommend you choose sentences from your introduction.
 - Send questions regarding permissions and images.

March 30

Week 10-11: Opening and Concluding Your Article, Style

Class agenda:

1. Idea swap: Is my title any good? (Based on preparing by reading Belcher "On the Importance of openings" (280-290))

2. Hands on: Style Clinic (revising self-selected sentences from your introduction).
3. Guest speaker: Dr. Mennel (securing permissions on films, images, and graphics.)
4. Writing time. (Continuing fine tuning introductions, conclusions, and style, especially in your introduction)
5. Review *next week's* topic and main activities:
 - Jensen, Ch 4, "Maintaining Momentum" and Conclusion.
 - Readyng a draft for submission (Scan Belcher Week 11-12)
 - Return to your preferred journals and look up their submission guidelines: make a checklist for the things you would need to finalize to meet submission guidelines.
 - Continue to revise focusing especially on introductions, structure, and moving through your evidence.

April 6

- This week we will devote the first part of class to your checklists and questions about communicating with editors. I will share some examples of submission letters. We'll also talk about navigating rejection/maintaining momentum (again, focusing on cultivating sustainable relationships to our writing.)
- We will then devote time for in-class writing.
- For next week-- Read "Working in Public," from Kathleen Fitzpatrick, *Generous Thinking* (Canvas pdf), "Writing for the Public" (Jensen Afterword); Cassuto & Weisbuch, "Public Scholarship" from *The New PhD* (Canvas pdf)

Discuss if a peer exchange (with oral feedback in class) would be best next week or finals week.

April 13

Writing for the Public: Issues, Ethics, Definitions, Importance

- Responses to assigned readings.
- Reflection on what sort of public scholarship you may already be doing or hope to do, and what the readings ask you most to consider about such work.
- Public Scholarship Graduate Success Stories. Featuring xx (guest visitor from our PhD program) and xx (workshop member)
- Before departing, confirm in seminar who would like their draft read in advance of workshop next week and who prefers to exchange and discuss a portion of your draft in small groups during class. Those preferring small groups, come prepared to provide peers with a short excerpt (8 pages?) that that can be read *and* discussed in a 30-40 minute exchange. Those who prefer the benefit a peer reading their full draft in advance (sharing feedback using the class session) will need to get drafts submitted to each other no later than Monday April 17 at noon.
- Group Writing time

April 20

- Final peer exchange/peer advice work.
- Last questions or loose ends on uploading final submissions.

Monday May 1, 11pm.

- Due: Mock cover email/submission (per your target journals' guidelines) and "Final" Article, upload to Canvas: include title, abstract, keywords.