Publishing Seminar (SYA 7933 / CCJ 5934)
Spring, 2024
Drs. Abby Fagan and Chuck Peek

Course Scheduling: This course meets on Tuesdays from 9:35am to 12:35pm (periods 3 – 5). The meeting room assigned to this class is Matherly Hall Room 0010.

Instructor Contact Information:

Dr. Fagan

Office:	3362 Turlington Hall
Office hours:	Thursdays 10:30am – 1:30pm and by appointment
Email:	afagan@ufl.edu

Dr. Peek

Office:	3229 Turlington Hall
Office hours:	Mondays 10:30am – 1:30pm and by appointment
Email:	cpeek@ufl.edu

Course Description: The number and quality of journal articles we publish is one of the most important criteria used to evaluate sociologists and criminologists who are entering the job market and seeking tenure and promotion once in tenure-track positions. However, it has been our experience that graduate programs commonly relegate instruction on the details of publishing to the mentor/mentee dyad or omit training in this area altogether. Accordingly, the goal of this seminar is to provide a set of guidelines and procedures to foster students' writing and publication knowledge and skills, primarily by offering instruction in converting a paper-in-progress (e.g., a seminar paper, thesis, dissertation chapter, etc.) into a publishable article. We will focus considerable attention on developing the components of a publishable manuscript: a clear problem statement and persuasive rationale, an effective literature review, clear and accurate description of data and methods, presentation of quantitative or qualitative findings, and a conclusion that compares findings to related literature and makes recommendations for future research or policy. Other topics include establishing a writing plan, managing a publication "pipeline", selecting a journal that is a "good fit" for your manuscript, providing and receiving feedback, and navigating the submission and review processes. The course is designed for students who have one or more manuscripts under development and want to know more about the writing and publication process. Seminar meetings will consist of instruction, group discussions, and opportunities for "workshopping" (providing critical feedback) each other's writing. Multiple activities and assignments will require that students spend time writing, as that is the focus and goal of this seminar; however, final grades will not be dependent upon submitting a paper for publication.

Course Objectives: By the end of the semester, students will be able to:

- Compare and contrast scholarly journals in terms of their impact, content, and "fit" for publishing different types of articles
- Understand all stages of the publication process, from first submission of a scholarly article to revising and resubmitting an article
- Provide useful and professional feedback on their peers' manuscripts
- Understand how to structure, write, and revise scholarly papers so they have the best chance of getting published
- Make significant progress revising one or more of their own papers and preparing to submit it for publication

Required Texts:

Wendy Belcher. 2019. *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success* (2nd edition). Chicago, IL: University of Chicago Press. (Required). You can also find online versions of forms and other supplemental and biographical material at Dr. Belcher's website (www.wendybelcher.com/writing-advice).

We will also use several journal articles and other online resources to explain and illustrate topics covered in this course. These materials will be available on the Canvas site unless indicated otherwise. We reserve the prerogative to add, delete, or substitute material from the reading list as necessary to clarify and illustrate concepts central to the course.

Course Technology: This course requires the use of a laptop or desktop computer with a high-speed internet connection, a web camera, and a microphone. To access journal articles and other online resources, you will need access to a UF-networked computer or software that will enable you to establish a Virtual Private Network (VPN) connection. You can download Cisco Anyconnect Client (UF's preferred VPN) here:

https://it.ufl.edu/ict/documentation/network-infrastructure/vpn/

Attendance Policy:
You are expected to attend every class unless you have a documented emergency or illness, consistent with the UF attendance policy (https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/). A substantial part of your grade will be based on activities and participation during these sessions. If you are unable to attend, please notify us via email before class. Absences will result in the loss of a half letter grade for each absence beginning with your second missed class.

Professional Conduct: Our department encourages the free exchange of ideas in a safe, supportive environment. Accordingly, we insist that we treat each other with courtesy, professionalism, and respect. Of course, harassment of any type (physical, sexual, or verbal) will not be tolerated. In this class, we believe professional conduct also includes trust and

accountability. Presenting our intellectual work usually puts us in a vulnerable position, especially if the work is unfinished or we are struggling to fix problems or shore up weaknesses. Accordingly, we expect each of you to approach this course with the intention of creating an atmosphere of trust where we can share our nascent ideas and drafts, problems and all, and be confident that the feedback we provide and receive is intended to be helpful and constructive. Genuine, well-considered input from our colleagues is often difficult to receive, but it is one of the greatest resources we have for improving our work and is one of the most valuable services we can provide each other. Accordingly, we also expect each of you to be accountable for providing helpful, constructive feedback on your colleagues writing and ideas.

Assignments and Grading: Your grade in this class is based on your completion of individual and/or small group assignments completed during and outside of the class meetings. These assignments will test your ability to apply guidance from the readings to your own paper(s), as well as your ability to present your research to others and give constructive feedback to your peers. Doing well in this course thus requires you to regularly attend class, complete assignments on time, and conquer any fears of writing you may have.

The out-of-class assignments and their due dates are listed on the course schedule. These assignments will be posted on Canvas and, unless otherwise indicated, must be completed and submitted through Canvas by 9:00am the Friday before the scheduled class meeting, to allow us time to provide you with feedback. They will be graded as Exemplary (=A), Satisfactory (=B), and Unsatisfactory (=C), based on our assessment of quality and effort. There are 13 assignments, and your overall grade will be based on the average of 10 of these assignments. You can miss 2 without penalty to your grade. Out of class assignments will account for 60% of your final grade.

The in-class assignments will be graded as completed (=A) or not completed (=C), based our assessment of your attendance and participation. In-class assignment will account for 40% of your final grade.

Course Evaluation Policy: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

University Policy on Accommodations for Students with Disabilities: Students requesting accommodation for disabilities must first register with the Dean of Students Office (disability.ufl.edu). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or other forms of evaluation. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations

Schedule of Topics [*]

Date and Mode	Topic	Reading(s)	Assignments, Activities, and Due Dates
January 9	Organizational meeting; Introduction to writing and publishing	Belcher: Introduction Criminology Code of Ethics Sociology Code of Ethics	None
January 16	Understanding different types of research articles; Designing a writing plan	Belcher: Week 1 N. Prabha Unnithan. (2016) "How to Publish and Develop a Research Agenda in Academic." *Journal of Criminal Justice Education*, 27: 212-224. Elena D. Kallestinova. (2011) "How to Write your First Research Paper." *Yale Journal of Biology and Medicine*, 84: 181-190.	Assignment 1 Draft a writing plan by filling in worksheets in Week 1 (complete before class)
January 23	Formulating the problem statement ("argument") and rationale; Providing constructive feedback	Belcher: Week 2, 6 (pp. 202-208)	Assignment 2 Prepare a brief (3-5 minutes) oral presentation describing your problem statement and rationale (complete before class)
January 30	Writing your abstract; Introduction and emphasizing significance	Belcher: Week 3, 6	Assignment 3 Provide constructive feedback on two other colleagues' abstracts (in class activity)
February 6	Selecting a journal	Belcher: Week 4 Susan P. Robbins, et al. (2016) "Publish, Don't Perish! Strategies for Getting Published in Peer Reviewed Journals" Social Work Education, 35: 487-494.	Assignment 4 Describe top 3 journals and discuss rationale for selection (in class activity)

February 13	Reviewing the literature	Belcher: Week 5	Assignment 5: critique their own literature review
		Andrew S. Denney and Richard Tewksbury. (2013) "How to Write a Literature Review." *Journal of Criminal Justice Education*, 24: 218-234.	Outline a literature review
		Caroline W. Ferree & Heather L. Pfeifer. (2011) "The 'Write' Stuff: Simple Techniques Designed to Teach Students How to Avoid Plagiarism." Journal of Criminal Justice Education, 22: 286-303.	
February 20	Explaining your methodology	Belcher: Week 7	Assignment 6
		Bryanna Hahn Fox & Wesley G. Jennings. (2014) "How to Write a Methodology and Results Section for Empirical Research." Journal of Criminal Justice Education, 25: 137-156.	
February 27	Presenting evidence	Belcher: Week 8	Assignment 7
March 5	Strengthening structure	Belcher: Week 9	Assignment 8
March 12	NO CLASS – Spring Break		
March 19	Discussion/Conclusion	Belcher: Week 10	Assignment 9
March 26	Editing and proofreading	Belcher: Week 11	Assignment 10
		Heidari, S., Babor, T.F., De Castro, P. *et al.* Sex and Gender Equity in Research: rationale for the SAGER guidelines and	

		recommended use. *Res Integr Peer Rev* **1**, 2 (2016). https://doi.org/10.1186/s41073-016-0007-6 APA Style and Grammar Guidelines (https://apastyle.apa.org/style-grammar-guidelines)	
April 2	Submitting the paper	Belcher: Weeks 12	Assignment 11
April 9	The review process	Belcher: Week X Elizabeth Ehrhardt Mustaine & Richard Tewksbury (2013) Exploring the Black Box of Journal Manuscript Review: A Survey of Social Science Journal Editors, Journal of Criminal Justice Education, 24:3, 386-401	Assignment 12
April 16	Questionable Research Practices and Open Science	Chin, J.M., Pickett, J.T., Vazire, S. *et al.* Questionable Research Practices and Open Science in Quantitative Criminology. *J Quant Criminol* **39**, 21–51 (2023). https://doi.org/10.1007/s10940-021-09525-6. https://qdstoolkit.org	Assignment 13
April 23	Wrapping up	TBA	

* Course topics and may shift according to the pace of the class.