Syllabus

Course Description
This course will explore the world of academic publishing. The intent is to help the students increase their chance of publishing manuscripts as a Ph.D. student and as a new faculty member. Although nothing can substitute for having information and research relevant for the field, the art of writing for publication should not be under estimated. Journal publishing, like any other human service endeavor, is a process that gets easier as you become proficient. Most academics become proficient at communicating their ideas and research through trial and error. However, proficiency and one’s chances of being published can be increased by studying and learning from expert in the field. In this course, students will become familiar with social work related journals, develop a manuscript from concept to final version and publication plan, and provide peer reviews of colleagues’ articles. In order to facilitate a discussion with journal editors, several sessions of the course will be offered online using a chat room. Journal editors from around the world will be invited into the chat room to discuss their views on publishing and answer questions posed by the class.

Goal
- To introduce students to the world of academic publishing and to increase their publishing skills.

Objectives
- To develop an overview of the journals available in the human services
- To expose students to review and publishing processes related to scholarly journals
- To help students communicate their ideas most effectively in order to increase the chances of their manuscripts being published.
- To develop a publication quality manuscript and publication plan on a topic of the student’s choice.

Options for Course Texts
I would recommend you read Strunk, The Elements of Style, see reading list.
Note: expect that additional readings will be added to the course syllabus throughout the course.

Assignments  (See coursepack on web site for more details)
Detailed review of 5 human service journals. Students will develop detailed reviews of 5 journals that publish articles in their specialty area. The reviews will be posted using FrontPage to a class web site for all to use. The intent is to provide students with a good overview of the major human services journals in the field. For each journal, the review will link to the journal home page and have the following content. Use the exact headings below to insure consistency in the final list of journals.
1. Journal Title, etc., reviewer (you), date of review, 3-5 keywords for indexing the review
2. Journal Subject Matter, typically a cut & paste/edit from the journal or its web site
3. **Editorial Board Analysis**, e.g., credentials, expertise, diversity in areas such as employment position, location, perspectives, gender, etc.
4. **Publication Information**, publisher, schedule, circulation, acceptance rates
5. **Readers**, e.g., who you conclude reads the journal, e.g., intended audience, etc. See if the target audience is consistent with your analysis of the types of articles published in the last several years. Indicate how well the how editorial board reflects the readers.
6. **Submission Guidelines**, e.g., length, format, turnaround time expected, etc. Include a link to complete guidelines if possible.
7. **Analysis and Recommendation**, e.g., advice to authors considering this journal for their manuscript and any additional information.

The reviews will be no longer than the equivalent of 2 pages, single spaced with 1” margins for each journal. It is fine to quote information directly from the journal or its web site, just follow APA guidelines for quoting. If information is missing from the web, you should see if the information is available from a recent issue at the UTA library. If UTA does not carry the journal, you might be able to get information from a recent issue from ILL. Or, you can email the journal editor.

**Develop a paper for publication.** This assignment will allow students to prepare a paper for publication. The paper can be a theoretical, conceptual, or research based manuscript. The assignment will be in four stages with each stage receiving feedback. Due dates are on the grading table below.

1. The first stage will be to submit a manuscript concept paper. If you are totally lost, schedule a meeting via phone or before or after class or during office hours where we can explore your options.
2. The second stage will be the submission of a detailed outline. Make sure your outline corresponds to APA and takes into account the journal to which you intend to submit.
3. The third stage will be the submission of a draft manuscript.
4. The fourth stage will be receiving 3 peer reviews on your revised draft manuscript.
5. The fifth stage will be a final manuscript for submission. The final manuscript will be accompanied by a copy of the intended Journal’s submission guidelines along with a post submission plan.

The manuscript will be graded on whether it journal quality. A manuscript of 16-18 pages is anticipated, so those providing substantially fewer or greater number of pages should consult with the instructor prior to the final submission. You can exclude the abstract and reference page, but count tables, figures and appendixes APA format is required and following APA format will be part of the grading criteria. The exception will be if the intended journal specifies a different format for manuscripts. The intent by the end of class is to have students with a manuscript ready to revise along with a post submission plan.

**Peer Review 3 manuscripts.** This assignment allows students to peer review colleagues manuscripts in order to obtain experience in reviewing, obtain a reviewer’s perspective, and to help them become good reviewers of manuscripts for journals. When reviewing the manuscript, use the perspective of the anticipated submission journal if possible.

<table>
<thead>
<tr>
<th>Grading</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submission of concept for manuscript (Due week 4)</td>
<td>25</td>
</tr>
<tr>
<td>Review of 5 human service journals (Due week 5)</td>
<td>200</td>
</tr>
<tr>
<td>Detailed outline of manuscript for publication (Due week 6)</td>
<td>50</td>
</tr>
<tr>
<td>Draft manuscript for publication (Due week 10)</td>
<td>250</td>
</tr>
<tr>
<td>Peer review of 3 manuscripts (Due week 12)</td>
<td>100</td>
</tr>
<tr>
<td>Final manuscript for publication and submission plan (Due week 14)</td>
<td>300</td>
</tr>
<tr>
<td>Class participation (39 points for attendance; 39 for Blog discussion)</td>
<td>75</td>
</tr>
</tbody>
</table>
A=900-1000 points; B=800-899 points; C=700-799 points; D=600-699 points; F=less than 599 points
To insure you receive credit, always include your name on papers & your last name as part of the file name. Attendance and blog discussion are worth 3 points per week for a maximum of 75 points. Blog discussion is due by 4pm before each class.

Sessions

1: 31Aug06: Introduction and course overview
Topics: Introductions and overview of course, obtain agreement on syllabus, guest speakers, online sessions?

2: 7Sep06: Academic Publishing: Underlying rationales and historical roots
Topics: Theories of communication, the ‘publish or perish’ debate, the value of blind peer review, components of a research article, components of a descriptive article, debugging of problems for online class.
Text: WWS: Ch. 1; APA: Ch. 1
Course Pack: Net etiquette or netiquette for participating in a mailing list, Tips on preparing a written paper/exam; Providing constructive feedback.
Handout: Article for review for class 3 will be provided

3: 14Sep06: Copyright, intellectual property, fair use, public domain, plagiarism, conflict of interest
Topics: Who owns what, what you can and cannot use in a manuscript, using content from the Web, use of student/client comments in publications, quoting and paraphrasing, intellectual property, obtaining permission from publishers, conflict of interest, IRB requirements, etc.
Text: WWS: Ch. 2; APA: Appendix C.
ICMJE Uniform Requirements for Manuscripts Submitted to Biomedical Journals, http://www.icmje.org/#editor

4: 21Sep06: Where to publish and why
Topics: A review of the journals in the human services field as presented on student’s web pages; the decision on where to submit first, top tier journals, secondary journals, specialty journals, book chapters, edited books, books, pay for publishing outlets, writing for the popular press; the upcoming world of digital media, online journals and books; multimedia presentations vs. traditional publishing; publishing for distance education audience.

5: 28Sep06: The process of writing
Topics: Communicating your ideas, organization of contents, the ups and downs of writing, writers block, pacing and charting your progress based on realistic expectations, appropriate and inappropriate redundancy, being too close to the material, celebrating success and handling rejection, etc.
Text: WWS: Ch. 3, 4, 5. APA: Ch. 2

6: 5Oct06: Academic writing to entice the reader
Topics: Using a catchy introduction, scenarios, is a picture is worth a 1000 words, use of tables and charts, data visualization, use of scenarios and examples, etc.
Text: WWS: Ch. 6, 7; APA: Ch. 3

7: 12Oct06: Authoring, solo and/or with others?
Topics: Publishing with one or more colleagues, publishing as part of a research project team, the importance and responsibilities of being first author, collaborative writing, using colleagues as a support system.
Text: WWS: Ch. 8, 9; APA: Ch. 5, 6.

8: 19Oct06: ‘Walking in the shoes’ of a journal editor and publisher
Topics: The world of academic publishing, the views of a journal editor, making the editor’s job easy, the cover letter, follow-up after submission, revisions, editorial boards, etc.
Text: WWS: Ch. 10, 11; APA: Ch. 4, 8; Appendix A, B, D, & E.

9: 26Oct06: Software and other publishing tools
Topics: Electronic reference databases, important features of Word for authors (line numbers, track changes, customizing the spell and grammar checker, etc.), collaborative writing tools, sharing documents, removing author identifying information from submitted copy, security, etc.
Text: WWS: Ch. 12, 13; APA: Ch. 9

10: 2Nov06: Post publication, citations and impact
Topics: Journal rankings, impact factors, citation indexes, Google scholar, wikipedia, etc.
Text: APA: Ch. 7
11:  9Nov06:  Maximizing communications about a major research project, e.g., dissertation
  Topics:  Dividing a research project into publishable topics, when are two manuscripts on the same research too similar, use of reprints, posting articles on the web, the Social Science Citation Index.
  Text:  WWS: Ch. 14

12:  16Nov06:  Developing an individual research and publishing agenda
  Topics:  What is an individual research and publishing agenda, academic appointments and publishing, negotiating publishing as part of your initial contract, the critical initial years, making publishing part of your workload.

23Nov06:  Thanksgiving holidays

13:  30Nov06:  Open session, topic to be decided by class

14:  7Dec06:  Publishing problems, issues, and the future
  Topics:  Handling non-contributing partners, publishing for the digital classroom, the global marketplace of ideas, academic journals as outdated relics, course review, course evaluation.

Note:  To avoid receiving a failing grade due to absences, it is the student’s responsibility to withdraw from or drop the class according to University guidelines and time frames.

Americans with Disabilities Act (ADA):  The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112 - The Rehabilitation Act of 1973 as amended.  If you are a student who requires accommodations in compliance with the ADA, please consult with me at the beginning of the semester.  As a faculty member, I am required by law to provide “reasonable accommodation” to students with disabilities, so as not to discriminate on the basis of that disability.  Your responsibility is to inform me of the disability at the beginning of the semester and provide me with documentation authorizing the specific accommodation.  Student services at UTA include the Office for Students with Disabilities (located in the lower level of the University Center) which is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

Student Support Services:  The University supports a variety of student success programs to help you connect with the University and achieve academic success.  They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs.  Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Academic Honesty:  It is the philosophy of the University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington.  All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures.  Discipline may include suspension or expulsion from the University.  “Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” (Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).

Bomb Threats:  If anyone is tempted to call in a bomb threat, be aware that UTA will attempt to trace the phone call and prosecute all responsible parties.  Every effort will be made to avoid cancellation of presentations/tests caused by bomb threats.  Unannounced alternate sites will be available for these classes.  Your instructor will make you aware of alternate class sites in the event that your classroom is not available.
Confidentiality and Intellectual Property: Since this course uses a listserv a course Web site, and possibly a chat room, issues related to confidentiality and intellectual property exist. Students should consider that course email and listserv emails are public information. As a general policy, listserv emails should not be forwarded outside the listserv without approval of the message writer. Also, please note that replies to listserv messages are posted to the list. It is a good habit to not use the reply feature to send assignments and personal information to the instructor. As with most organizations in the US, UTA has access to emails that use the UTA network and are stored in a UTA computer. However, copyright law suggests that email and chat room authors own the contents of their emails and chat messages. In summary, use a medium other than email for communications you expect to be confidential and your permission is needed before more than a few sentences of your emails or chat comments are published.