

	<p>Publishing in the Social Sciences</p> <p>Sociology 610</p> <p>M 9-11:50, 714 PLC</p> <p>Fall 2021</p> <p>Ryan Light</p> <p>Office Hours: Thursday, 2:00-4:00, Zoom via Calendly (https://calendly.com/light-sociology/15min) or schedule alternative arrangement, including in-person, via email.</p> <p>Email: light@uoregon.edu</p>
---	--

Course Description

Publication is a key aspect of the research process, but also one that is, perhaps, most anxiety-provoking. This course intends to help demystify the publication process in a supportive environment to build a stronger research and writing practice. It is structured as a workshop and students are expected to have, at minimum, completed or very nearly completed analyses for a specific article or chapter length project. Many students are likely to have a complete draft of a manuscript, like a thesis or dissertation chapter, that they hope to transition to a submittable article. The goal of this class will be to accomplish just that: We will bring our papers closer to the “press submit” stage.

Required Reading

Belcher, Wendy Laura. 2019. *Writing your journal article in twelve weeks: A guide to academic publishing success*. University of Chicago Press.

Expected Learning Outcomes

- Learn the structure of academic articles.
- Learn the publication process.
- Develop habits of regular, frequent writing.
- Learn how to revise and edit manuscripts.
- Practice offering constructive feedback to colleagues.

Course Policies

How Grades Will Be Determined

In-Class Participation and Attendance: This is a workshop, so class participation is essential.

Weekly Exercises: A few short exercises during the beginning of the class will you think through the publication process.

Peer Review: You will conduct four peer reviews for peer manuscripts. We will discuss peer review and offer examples prior to the first week.

Workshop Article: You will turn in a draft manuscript for workshopping during the term. We will have approximately an hour for discussion.

Final Revised Article with Revision Memo: The final paper consists of a revision of your workshopped article and a revision memo describing what changes were made.

Grade Summary

Every Assignment is Turned in on Canvas

10% In-Class Participation and Attendance

10% At least 5 Weekly Exercises

40% 4 Peer Reviews (1+ pages, single-spaced)

20% Workshop Article

20% Final Revised Article with Revision Memo

More information about grading standards are available under “Grade Culture” below.

Grade ranges:

A	93+	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	<60

Course Schedule (Subject to change with appropriate notice via Canvas announcement):

Note that reading assignments listed as CV will be available through Canvas and see the reference list below for exact page numbers for each reading assignment.

September 27, 2021

Introductions

October 4, 2021

Getting to know yourself as a writer

Belcher Week 1: Designing Your Plan for Writing

CV: Silvia Chapters

October 11, 2021

Introducing your argument

Belcher Week 2

Belcher Week 3

Task: Provisional Abstract

October 18, 2021

Knowing your audience

Task: Three Journals	Belcher Week 4 Belcher Week 5
October 25, 2021	Article Formalisms Belcher Week 6 Belcher Week 9
Task: Reverse Outline	
November 1, 2021	Introductions and Conclusions Belcher Week 10: Opening and Concluding Your Article 2 Peer Review Papers
November 8, 2021	Building a Framework (No More Literature Reviews) 2 Peer Review Papers
November 15, 2021	Data and Methods (And Editing) Belcher Week 11 CV: AMJ editors: “Crafting the Methods and Results” 2 Peer Review Papers
November 22, 2021	Results Belcher 8: Presenting Your Evidence 2 Peer Review Papers
November 29, 2021	Submit (and Resubmit) Belcher Week 12: Sending Your Article Belcher Week X: Revising and Resubmitting Your Article 2 Peer Review Papers

FINAL PAPER DUE December 10 at 12pm on Canvas

Additional University and Course Policies¹

Encouraging Inclusive Learning Environments: The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in barriers to your participation. You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 346-1155 or uoac@uoregon.edu.

Academic Misconduct: The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt

¹ From Professor Light and/or the Teaching Engagement Program (tep.uoregon.edu)

to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at www.libweb.uoregon.edu/guides/plagiarism/students.

Being A Good Academic Citizen: What it means to be a good academic citizen is changing at a rapid pace. Classroom norms differ between departments and professors. Technology and our relationship to it have much to do with these ambiguities. So, being a good academic citizen means following traditional norms of good academic behavior: don't plagiarize, including non-appropriated paraphrasing and quotation (see full statement below), be respectful of others ideas, and so forth. But, it is also worth considering newer norms. For my class your phones should be put away. It is distracting to others to have people fidgeting with their text messages. You *can* use a laptop, but you should stay on task and respectful of others around you. If someone is being distracting, please contact me or a GTF. Last, you may NOT sell material for this class (notes, study guides, etc.). Any student who needs help with note-taking should talk to me.

Remote Learning:

Note that the same ethics and responsibilities of the face-to-face classroom apply to remote learning and our Zoom meetings. Please be respectful of one another and courteous to one another both in our large meetings and in breakout rooms.

Your Well-being:

Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own--there's help and support on campus.

As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

[University Health Services](#) help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at counseling.uoregon.edu or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support.

[The UO Basic Needs Resource Guide](#) includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support.

Grade Culture

A+ Quality of student's performance significantly exceeds all requirements and expectations required for an A grade. Very few, if any, students receive this grade in a given course.

A: Quality of performance is outstanding relative to that required to meet course requirements; demonstrates mastery of course content at the highest level.

B: Quality of performance is significantly above that required to meet course requirements; demonstrates mastery of course content at a high level.

C: Quality of performance meets the course requirements in every respect; demonstrates adequate understanding of course content.

D: Quality of performance is at the minimal level necessary to pass the course, but does not fully meet the course requirements; demonstrates a marginal understanding of course content.

F: Quality of performance in the course is unacceptable and does not meet the course requirements; demonstrates an inadequate understanding of course content.