George Mason University
College of Education and Human Development

EDUC 797 Section 002 Advanced Topics in Education

METHODS FOR PUBLISHING RESEARCH
1 credit
Summer A 2013

If your thoughts are not in writing, they remain in the ether – Elizabeth Wiig

Meeting Day/time: Tuesdays 3:45pm - 6:50pm Section 002
Class Location: Robinson Hall B218

Professor: Anastasia P. Samaras, Ph.D.
Office hours: email or call 703-489-1663 for apt.
Office: Thompson 1403
Email: asamaras@gmu.edu
University Faculty Page: http://cehd.gmu.edu/people/faculty/asamaras/

Course Description
This course helps to prepare you as an emerging scholar to learn about the “rules” of getting published – practical and scholarly knowledge to learn at any stage of your doctoral program. Publications and conference presentations are essential to your professional development and advancement. You will have an opportunity to frame a manuscript from your exiting work and later apply those skills towards the goal of publishing components of your dissertation. The course project will be particularly useful for students moving towards portfolio 3 and/or those who have a manuscript in progress. Applicable to students in any College and in the consortium universities.
Course Goals and Objectives
This course is designed to enable students to:

- Build your literature review and conceptual framework aligned to an argument
- Examine the process of identifying and refining a research topic, writing, choosing a publishing outlet, submitting, and revising a manuscript
- Refine and expand understanding of the process of peer and editorial review
- Gain knowledge about role of scholarly publishing in career trajectory
- Learn about successful book publishing strategies of taking a thesis to a book
- Assess how to effectively submit, deliver, and publish conference presentations
- Develop a manuscript frame with a publishing goal

Nature of Course Delivery ~ This course utilizes a seminar and interactive workshop format with participation and writing during class time. Seminars will include discussion of readings and specific topics applicable to your work entailing professor, speaker, and student-led discussions, writing activities, and student informal update presentations that will take place during class meetings. Students are expected to complete all class readings prior to each session so as to engage in active dialogue and sharing of ideas. Learning activities will also include independent library research and writing and peer and professor consultation.

1. Weekly Class Dialogue ~ Be a good listener and open learner
This course utilizes a pedagogy designed for interaction, mediation, and dialogue and within sociocultural Vygotskian tenets of pedagogy and learning. During each class you are encouraged to ask questions, share your mistakes, and understanding of manuscript development. It is less about the quantity of your talk and more about your sharing of your ongoing, honest, deep and critical analysis of your meaning making. It is about your ability to listen to other’s thinking in a respectful and non-judgmental manner for mutual progress.

2. Assignments and Readings ~ Demonstrate commitment and support
Since the manuscript draft is a large and longer term endeavor, I have designed a series of professor and peer supported assignments towards your successful project completion. You are required to complete the assignments, POST them on the respective Discussion Thread by the class date. In essence these mini assignments allow you to build a stronger and higher quality manuscript. If you do not complete the assignments on time, you will not be able to participate adequately in class discussions, and I will not be able to give you timely feedback.

You are expected to complete all class readings prior to each session so as to engage in active dialogue and sharing of ideas. Reading assignments are listed for the day on which they will be discussed. My expectation is for you to read and apply the readings to support the development of your manuscript. Share any questions you have about the readings in class.
High quality work (i.e., “A” work) is expected on all assignments and in class participation. All assignments must be completed. For full consideration, all assignments are due posted electronically on the Blackboard discussion thread prior to the beginning of class on the day they are due, unless otherwise announced.

All written assignments are to be word-processed using Times Roman 12 pt font, double-spaced, and submitted electronically. Title each assignment with your last name and the name of the project/assignment, e.g., Smith.Draft1.06.04.13. It is required that you save your work in multiple places for safe keeping. Use APA style.

3. Peer Review ~ Embrace Critique
Virtually all research designs go through some type of peer review process in academia, including the dissertation proposal stage, requests for funding, or when a study is reviewed for publication. For this reason, I am having you involved in an ongoing collaborative peer review process, designed to be supportive as well as constructive and to give you the opportunity to embrace the value of peer critique for improving the quality of your research. You will provide, and receive, constructive suggestions to assist you in improving your thinking and in looking at something familiar in a new way. Our work will involve mutual support, collaboration, and continuous peer review in a “critical friend review team” which will be explained in class. In a collaborative relationship, you are expected to practice your best professional relationship skills in your discussions. This collaboration/peer review will provide us with opportunities to see the value of collaborating as well as the challenges. It gives us practice.

4. Communicate
During or after class, please ask me any questions that remain unanswered. Your questions and comments will help me be responsive to your ongoing learning needs.

Required Readings


Reading Resources ( * = posted on Bb)


This article is based on an invited talk entitled "Getting Published While in Grad School," which was presented for the Graduate Student Council of the American Educational Research Association at the association's 2005 annual meeting. The authors discuss issues to consider when one is planning and writing a scholarly manuscript, and they offer several suggestions about substance, organization, and style. They also describe the journal submission and peer review process, including what to do if a journal editor's decision is "revise and resubmit," "accept pending revisions," or "reject."


Journal Data Bases

WilsonWeb Journal Directory
http://vnweb.hwwilsonweb.com/hww/Journals/

Articles and Websites on Presenting and Publishing
Academic Writing, Wendy Belcher
http://www.wendybelcher.com/index.html
Sign up for electronic newsletter:
http://www.wendybelcher.com/pages/FlourishNewsletter.html

Tomorrow’s Professors Listserv
Check out archives for Graduate Students

Additional Resources

Writing and Academia

Publishing


**Example of Dissertation to Book**


**Example of Dissertation to Articles**


**Participation Rubric** (Includes 5pts for faculty interview and exit presentation)

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary 20 pts.</th>
<th>Accomplished 19-19pts</th>
<th>Developing 17pts</th>
<th>Undeveloped Below 17 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments are central to the development of your project. Attendance and participation are critical components.</td>
<td>Successfully completes all assignments. Outstanding and consistent participation in f-t-f</td>
<td>Completes all assignments. Participates in f-t-f and online discussions and activities on a</td>
<td>Does not complete some assignments. Does not contribute to f-t-f and online discussions or activities very</td>
<td>Few assignments completed. Few contributions to in f-t-f and</td>
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</tbody>
</table>
of this course. It gives you the opportunity to learn from and contribute to building a positive classroom experience and learning community. Participants contribute to each other’s learning by actively listening, exchanging ideas, sharing learning from reading and websites, peer view, and supporting each other’s efforts.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Standards</th>
<th>Grading</th>
<th>Grade Points</th>
<th>Graduate Courses</th>
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<tbody>
<tr>
<td>A</td>
<td>Meets Standard</td>
<td>93 – 100</td>
<td>4.00</td>
<td>Satisfactory / Passing</td>
</tr>
<tr>
<td>A-</td>
<td>Meets Standard</td>
<td>90 – 92.9</td>
<td>3.67</td>
<td>Satisfactory / Passing</td>
</tr>
<tr>
<td>B+</td>
<td>Approaches Standard</td>
<td>88 – 89.9</td>
<td>3.33</td>
<td>Satisfactory/Passing</td>
</tr>
<tr>
<td>B</td>
<td>Approaches Standard</td>
<td>83-87.9</td>
<td>3.00</td>
<td>Satisfactory/Passing</td>
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Course Requirements

Class Participation and Critical Friend Work  
Includes Faculty Interview and Final Exit Presentation (5 pts. each)  
Two Manuscript Drafts: (15pts each)  
Final Manuscript Draft  
100 total points

Class Participation

You are expected to participate in class discussions with openness, consideration, and effort to “hear for” and “listen to” others as you also seek to be understood and expand your ways of knowing. To be successful in the course, you will need to read widely and become familiar with the literature on publishing. I have generated a list of reading resources to provide you with a rich reservoir of materials to draw upon for your publishing project. My expectation is for you to read and use these resources as they apply to your project. You should informally journal and/or take notes about the readings
in relation to your journey as a writer. Those reflections can be incorporated into your Final Exit Presentation.

Attendance is mandatory and a part of your final grade as class dialogue is essential to the process of our work in hearing multiple perspectives of knowing. Please notify professor if you must miss a class. If you miss a class, you are responsible for working with colleagues to learn the material you missed. Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

Faculty Interview: Interview a faculty member about his/her publishing experience and present findings in his/her voice in improvisation. (See handout posted on Bb).

Manuscript Drafts with Professor and Critical Friend Peer Review
Effective writing involves continuous effort with feedback from “critical friends” who help you reframe your thinking about your writing. Critical friends play a significant role in your professional development as they provide feedback that is constructive and nonjudgmental and a feedback loop. As trusted colleagues they ask each other for clarification and work to validate the writing and offer alternative points of view.

Work with a class peer to complete your writing/publishing project. Establish ground rules with “critical friends.” You will engage in several planned conversations including a series of letters with your colleague about your understanding of writing/publishing.

- Use active listening, i.e., listening for each other without judgment and without personal agendas. Practice professional ethics.
- Take turns listening and hearing each others’ perspectives.
- You might also use an online learning environment or a chat room or blog for extending your conversations. You might also invite other peers into that conversation to gain their perspectives.

Respond to each other’s drafts in writing. Suggested Prompts:
- Can you locate the focus of the writing/publishing project?
- What suggestions do you have for improving components of this manuscript?
- Does the abstract convince you to read further?
- Does the paper have a:
  1. clear purpose setting, including context and interest in research topic
  2. articulate description of project
  3. cogency, organization and writing
  4. distinctive focus or voice
  5. accessible style and presentation
  6. sufficient evidence to support claims
  7. systematic data analysis
  8. thorough conclusions drawn from body of paper
  9. evidence of impact
  10. consistent style; grammatically correct and professional language
  11. complete reference list using APA style
Final Manuscript Draft

This is your final manuscript draft as we close this course together but one that you can continue to build and polish. It honors the formative nature of this course but with the progress you made from your first and second draft and as it relates to what you learned from class and readings.


This assignment is the major performance-based assessment for this course.

*The rubric for this will be an actual journal manuscript review form completed by student, peer, and professor. (see handout).

Final Exit Presentation

This is part of your classroom participation and it is an oral presentation and not written. It is your personal analysis of your progress on your manuscript. It is also an opportunity for you to present how you first framed and now have reframed your thinking and understanding about writing and publishing through the readings, speaker presentations, and writing project. Include a thorough discussion of the utilization of your efforts and experiences in this course to your personal and professional development. Your work and class experiences that are both reflective and analytic will inform this final presentation.

Suggested Prompts:

- Look back and consider any changes in your thinking.
- What course experiences had the greatest/least impact on these changes?
- Talk about your individual and collaborative experiences in coming to know.
- Include a discussion of the role of critical friends in your understanding. Did they shift your thinking and effort?
- How have your readings and participation informed your understanding about writing and publishing?
- Self-evaluation. Take a retrospective journey and reflect back on the “self” or your role and the conscious (and perhaps at the time unconscious) consequences of your actions in the process of studying in this course. Were you open, non-judgmental, critical, thoughtful, scientific?
- Share your progress to date and your presentation and publication plans! This last one is Required!

GMU POLICIES AND RESOURCES FOR STUDENTS

a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/honorcode/].

b. Students must follow the university policy for Responsible Use of Computing [See
c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students’ personal experience and academic performance [See http://caps.gmu.edu/].

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

CEHD PROFESSIONAL DISPOSITIONS
Students are expected to exhibit professional behaviors and dispositions at all times.

CEHD CORE VALUES COMMITMENT
The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. http://cehd.gmu.edu/values/ For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Emergency Procedures
You are encouraged to sign up for emergency alerts by visiting the website https://alert.gmu.edu. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on http://www.gmu.edu/service/cert.
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<thead>
<tr>
<th>Date</th>
<th>Class Topics</th>
<th>Readings and Assignments</th>
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<tbody>
<tr>
<td>May 21</td>
<td>Introduction to Course</td>
<td>Read Belcher Week 1-2 &amp; 9 this week</td>
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<tr>
<td></td>
<td>DECIDE TO WRITE</td>
<td><em>In class activities:</em></td>
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<td></td>
<td>DESIGN YOUR MANUSCRIPT</td>
<td>Frame/outline your article.</td>
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<td>Critical Friends for Peer Review</td>
<td>Write backwards: Draft an abstract.</td>
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<td>Getting and Giving Feedback</td>
<td>Locate appropriate journals and conferences.</td>
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<td><a href="http://cehd.gmu.edu/people/faculty/">http://cehd.gmu.edu/people/faculty/</a></td>
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<td>Schedule faculty interview on publishing</td>
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<td>May 28</td>
<td>REVIEW THE LITERATURE</td>
<td>Read Belcher Week 3-5 this week and AERA Standards for Publishing</td>
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<td>MAKE YOUR ARGUMENT</td>
<td><em>In class activities:</em></td>
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<td>Guest Speaker: Anne Driscoll</td>
<td>Share design frame.</td>
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<td>Education Liaison Librarian</td>
<td>Tell us your argument.</td>
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<td>Sketch your Conceptual Mapping.</td>
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<td>June 4</td>
<td>WRITING, SUBMITTING, REVISING A PUBLISHABLE ARTICLE</td>
<td>Read Belcher Week 6-8 this week</td>
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<td>THE REVIEW PROCESS</td>
<td><em>Post Really Rough Draft 1 and CF Review using tracking and comments</em></td>
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<td>Editorial Journal Panel:</td>
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<td></td>
<td>Dr. Kristien Zenkov, Dr. Debbie Sprague, Dr. Steve White, and Dr. Eirini Gouleta</td>
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<td><em>In class activities:</em></td>
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<td>Critique evidence and structure</td>
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<td>Methodological Concerns; Design Flaws</td>
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<td>June 11</td>
<td>SCHOLARLY PUBLISHING</td>
<td>Read Belcher Week 10-12 this week</td>
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<td>Articles, chapters, and books</td>
<td><em>Post Rough Draft 2 and CF Review using manuscript review rubric.</em></td>
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<td>Electronic outlets</td>
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<td>Role of Professional Organizations in publishing</td>
<td><em>In class activities:</em></td>
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<td>Networking and Social Media</td>
<td>Faculty Interview Improvisation</td>
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<td>June 18</td>
<td>SUBMITTING A CONFERENCE PROPOSAL</td>
<td><em>Post Final Manuscript</em></td>
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<td>EFFECTIVE PRESENTATIONS</td>
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<td><em>In class activities:</em></td>
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<td>Final Exit Presentation</td>
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<td></td>
<td></td>
<td>Have a great rest of summer!!</td>
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</table>