



Promoting Learning & Development Across the Lifespan

**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.

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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**

Belcher, W. L., (2009). *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success*. Thousands Oaks, CA: Sage.

Standards for reporting on empirical social science research in AERA publications, AERA. *Educational Researcher* (2006), 35, (6), 33-40.

Use: American Psychological Association (2009). *Publication manual* (<sup>th</sup>.6ed.). Washington, DC, American Psychological Association (Available as reference at library).

### **Reading Resources ( \* = posted on Bb)**

\* Becker, H. S. (2007). *Writing for social scientists: How to start and finish your thesis, book, or article*. Chicago: University of Chicago Press. Chapter 6: Risk by Pamela Richards.

\*Boice, R. (1994). Conclusion. *How writers journey to comfort and fluency: A psychological adventure*. (pp. 235 – 246). Westport, CT: Praeger.

- \*Boice, R. (1997). Strategies for enhancing scholarly productivity. In J. M. Moxley, & T. Taylor (Eds.). *Writing and publishing for academic authors*. (2<sup>nd</sup> ed., pp. 19 – 34). Lanham, MD: Rowman & Littlefield Publishers.
- Booth, W., Colomb, G. G., & Williams, J. M. (2003). *The craft of research*: Chicago: University of Chicago Press.
- \*Deats, S. M. (1997). From podium to print: Editing conference papers and publishing the dissertation. In J. M. Moxley, & T. Taylor (Eds.). *Writing and publishing for academic authors*. (2<sup>nd</sup> ed., pp. 127 – 140). Lanham, MD: Rowman & Littlefield Publishers.
- \*Fiske, D. W. (1997). Planning and revising research reports. In J. M. Moxley, & T. Taylor (Eds.). *Writing and publishing for academic authors*. (2<sup>nd</sup> ed., pp. 71-82). Lanham, MD: Rowman & Littlefield Publishers.
- Freedman, M. et al. (2007). Standards of evidence in qualitative research: An incitement to discourse. *Educational Researcher*, 36, (1), 25-32.
- \*Klein, E., Riordan, M., Schwartz, A., & Sotirhos, S. Dissertation support groups: Building a community of practice using Noddings' ethic of care. In A. P. Samaras, A. R. Freese, C. Kosnik, & C. Beck (Eds.). (2008). *Learning communities in practice. The Netherlands: Springer*. (Bb)
- \*Klingner, J. K., Scanlon, D., & Pressley, M. (2005). How to publish in scholarly journals. *Educational Researcher*, 34(8), 14 – 19.  
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."
- \*Moxley, J. M. (1997). If not now, when? (pp. 127 – 140). In J. M. Moxley, & T. Taylor (Eds.). *Writing and publishing for academic authors*. (2<sup>nd</sup> ed. pp. 3 – 18). Lanham, MD: Rowman & Littlefield Publishers.
- Gray, T. (2005). *Publish and flourish: Become a prolific scholar*. Las Cruces, NM: Teaching Academy, New Mexico State University.
- Harman, E., Montagnes, I., McMenemy, S., Bucci, C. (Eds.) (2003). *The thesis and the book: A guide for first-time academic authors* (2<sup>nd</sup> Edition). Toronto: University of Toronto Press.
- Luey, B. (2002). *Handbook for academic authors*. Cambridge: Cambridge University Press.
- \*Niederhauser, D. S., & Wetzel, K. (2004). From manuscript to article: Publishing educational technology research. *Contemporary Issues in Technology and Teacher Education*, 4(2).
- \*Thomson, P., & Kamler, B., (2012). *Writing for peer reviewed journals*. London: Routledge. Chapter 9 posted.
- Wellington, J. (2003). *Getting published: A guide for lecturers and researchers*. London: RoutledgeFalmer.

### ***Journal Data Bases***

Cabell, D. W. E. (2006). *Cabell's directory of publishing opportunities in education*. Beaumont, TX: Cabell Publishing Company. Available at GMU Library Reference.

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

<http://cgi.stanford.edu/~dept-ctl/tomprof/posting.php?ID=1191>

### **Additional Resources**

#### ***Writing and Academia***

Boice, R. (1996). *Procrastination and blocking: A novel, practical approach*. Westport, CT: Praeger.

Boice, R. (1994). *How writers journey to comfort and fluency: A psychological adventure*. Westport, CT: Praeger.

Boice, R. (1990). *Professors as writers: A self-help guide to productive writing*. Stillwater, OK: New Forums Press.

Brodkey, L. (1994). Writing on the bias. *College English*, 56(5), 527 – 550.

Brodkey, L. (1996). *Writing permitted in designated areas only*. Minneapolis, MN: University of Minnesota Press.

Dahl, K. K. (Ed.) (1992). *Teacher as writer: Entering the professional conversation*. Urbana, IL: National Council of Teachers of English.

Davidson, P. (2001). Finding time to write. *The Key Reporter*. Spring, 4 – 5.

Elbow, P. (2000). *Everyone can write: Essays toward a hopeful theory of writing and teaching writing*. NY: Oxford University Press.

Lamott, A. (1995). *Bird by bird: Some instructions on writing and life*. NY: Anchor Books.

Nimus, N., & Boice, R. (2000). *Advice for new faculty members*. Boston: Allyn and Bacon.

Strunk, W. Jr., & White, E. B. (1979). *The elements of style* (3<sup>rd</sup> ed.). NY: Macmillan Publishing.

Williams, J. M. (1994). *Style: Ten lessons in clarity and grace* (4<sup>th</sup> ed.). NY: Harper Collins College Publishers.

#### ***Publishing***

American Educational Research Association. Standards for reporting on empirical social science research in AERA publications. American Educational Research Association. *Educational Researcher*, 35(6), 33 – 40.

Cantor, J. A. (1993). *A guide to academic writing*. Westport, CT: Praeger.

Coelho, R. J., & Saunders, J. L. (1997). Journal publication and peer review: Guidelines and standards for authors and reviewers. *Journal of Applied Rehabilitation Counseling*, 28(3), 18 – 21.

Herr, K., & Anderson, G. L. (2005). *The action research dissertation: A guide for students and faculty*. Thousand Oaks, CA: Sage Publications.

McGinty, S. (1999). *Gatekeepers of knowledge: Journal editors in the sciences and the social sciences*. Westport, CT: Bergin & Garvey.

Onwuegbuzie, A. J., & Daniel, L. G. (2005). Editorial: Evidence-based guidelines for publishing articles in *Research in the Schools* and beyond. *Research in the schools*, 12(2), 1 – 11.

Parsons, P. (1989). *Getting published: The acquisition process at University presses*. Knoxville: University of Tennessee Press.

Thompson, B. (1995) Publishing your research results: Some suggestions and counsel. *Journal of Counseling & Development*, 73 (3), 342 – 345.

Wager, E. (2005). *Getting research published: An A to Z of publication strategy*. Oxford, UK: Radcliffe Publishing.

Publishing Mixed Methods Research *Journal of Mixed Methods Research January 2011* (5) 3-6.

**Example of Dissertation to Book**

Valli, L. (1986). *Becoming clerical workers*. Boston: Routledge & Kegan Paul.

**Example of Dissertation to Articles**

Samaras, A. P. (1990). *Beyond “scaffolding:” The role of mediation in preschoolers’ self-regulation of model-consultation with microcomputer puzzles*. (Report No. PS 018 954). College Park, MD: University of Maryland, Department of Curriculum and Instruction (ERIC Document Reproduction Service No. ED 321 888)

Samaras, A. P. (1991). Transitions to competence: An investigation of adult mediation in preschoolers' self-regulation with a microcomputer-based problem-solving task. *Early Education and Development*, 2(3), 181 – 196. 1990. Recipient of Dissertation Research Award, Curry School of Education, University of Virginia.

Samaras, A. P. (1993). *Strategies, solutions, and Snoopy: Teacher-child dyads solving microcomputer puzzles*. (Report No. PS 021 704). College Park, MD: University of Maryland, Department of Curriculum and Instruction (ERIC Document Reproduction Service No. ED 360 099)

Samaras, A. P. (1996). Children's computers. *Childhood Education*, 72(3), 133 – 136.

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

Category	Exemplary 20 pts.	Accomplished 19-19pts	Developing 17pts	Undeveloped Below 17 pts
Assignments are central to the development of your project. Attendance and participation are critical components	Successfully completes all assignments. Outstanding and consistent participation in f-t-f	Completes all assignments. Participates in f-t-f and online discussions and activities on a	Does not complete some assignments. Does not contribute to f-t-f and online discussions or activities very	Few assignments completed. Few contributions to in f-t-f and

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.	and online discussions and class activities. Promotes conversation focused on the topic. Comments demonstrate a high level of understanding from assigned readings. Listens actively to peers. Embraces peer review; Prompts peer feedback, critique, and input. Purposely shares leadership roles in group work.	regular basis; questions and comments reveal thought and reflection and contribution from assigned readings. Frequently involves peers in discussion. Conducts peer review; Shares leadership roles in group work.	often, but generally reveals some thought and reflection and some contribution from assigned readings. Follows rather than leads group activities. Solicits some peer discussion and peer review. Misses classes. Is late for class. Somewhat shares leadership roles in group work.	online class discussions. Little evidence of participation and contribution. Shows little concern for peers' learning or input or peer review. Misses many classes and is late often. Does not share leadership roles in group work.
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### Grading Scale for Course

Grade	Standards	Grading	Grade Points	Graduate Courses
A	Meets Standard	93 – 100	4.00	Satisfactory / Passing
A-	Meets Standard	90 – 92.9	3.67	Satisfactory / Passing
B+	Approaches Standard	88 – 89.9	3.33	Satisfactory/Passing
B	Approaches Standard	83-87.9	3.00	Satisfactory/Passing

### Course Requirements

**100 total points**

<b>Class Participation and Critical Friend Work</b>	20 points
<i>Includes Faculty Interview and Final Exit Presentation (5 pts. each)</i>	
<b>Two Manuscript Drafts: (15pts each)</b>	30 points
<b>Final Manuscript Draft</b>	50 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](http://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.

Use APA Style. Please complete and save all assignments in word documents. Use APA style; 12 pt. font; double-spaced. See American Psychological Association. (2009).

*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

<http://universitypolicy.gmu.edu/1301gen.html>].

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> .

## Tentative Class Schedule

Date	Class Topics	Readings and Assignments
May 21	Introduction to Course  DECIDE TO WRITE  DESIGN YOUR MANUSCRIPT  Critical Friends for Peer Review Getting and Giving Feedback  <a href="http://cehd.gmu.edu/people/faculty/">http://cehd.gmu.edu/people/faculty/</a> Schedule faculty interview on publishing	Read Belcher Week 1-2 & 9 this week  <i>In class activities:</i> Frame/outline your article. Write backwards: Draft an abstract. Locate appropriate journals and conferences.
May 28	REVIEW THE LITERATURE  MAKE YOUR ARGUMENT  Guest Speaker: Anne Driscoll Education Liaison Librarian	Read Belcher Week 3-5 this week and AERA Standards for Publishing  <i>In class activities:</i> Share design frame. Tell us your argument. Sketch your Conceptual Mapping.
June 4	WRITING, SUBMITTING, REVISING A PUBLISHABLE ARTICLE  THE REVIEW PROCESS Editorial Journal Panel: Dr. Kristien Zenkov, Dr. Debbie Sprague, Dr. Steve White, and Dr. Eirini Gouleta	Read Belcher Week 6-8 this week  <b><i>Post Really Rough Draft 1 and CF            Review using tracking and comments</i></b>  <i>In class activities:</i> Critique evidence and structure Methodological Concerns; Design Flaws
June 11	SCHOLARLY PUBLISHING Articles, chapters, and books Electronic outlets  Role of Professional Organizations in publishing  Networking and Social Media	Read Belcher Week 10-12 this week Read Ch. 13, Samaras on Bb  <b><i>Post Rough Draft 2 and CF Review            using manuscript review rubric.</i></b>  <i>In class activities:</i> Faculty Interview Improvisation
June 18	SUBMITTING A CONFERENCE PROPOSAL  EFFECTIVE PRESENTATIONS	<b><i>Post Final Manuscript</i></b>  <i>In class activities:</i> Final Exit Presentation <b><i>Have a great rest of summer!!</i></b>