

Saskatchewan Indigenous Mentorship Network Non-Credit Writing Course | Winter 2021

Instructor Name: Allison Piché

Instructor Office Location: 4304 Health Sciences (currently working remotely)
Instructor Telephone: 306-966-1206
Instructor Email: Allison.piche@usask.ca
Instructor Office Hours: TBD

Course Days and Time: TBD

Classroom Location: Canvas online

Course Description, Goals, and Outcomes:

This graduate seminar is an introduction to the complex world of academic publishing and is designed to give writers in a variety of disciplines practical experience in getting their work published in peer-reviewed journals. Indigenous students in health and wellness fields (broadly understood) are encouraged to attend. Using Wendy Laura Belcher's best-selling *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success*, the course explains the publication process to students and shares strategies for achieving success in the academic writing arena. Some of the areas covered are: setting up a work schedule, identifying appropriate journals for submission, working with editors, writing query letters, clarifying arguments, making claims for significance, and organizing material. In a supportive environment, participants revise a draft (often a classroom paper, conference paper, or dissertation chapter) into a peer-reviewed article and submit it for publication. The goal of this course is to aid participants in taking their papers from classroom quality to journal quality and to help attendees overcome anxiety about academic publishing in the process. The class meets for two hours once a week.

Some course details.

- You cannot wait to read the workbook until the night before class, because it has daily tasks you must complete.
- The class is part lecture, part workshop, that is, a combination of learning and doing. Thus, you should have the materials and Belcher's workbook handy for each session.
- Marking up these documents by hand is an essential part of the process.
- If you ever finish a group exercise in class early, turn to revising your article. You should use some of every class time to push your article forward.
- You can download and print out some of the forms in the book, such as the weekly calendars, at <https://wendybelcher.com/writing-advice/workbook-forms/>.
 - *Note from Allison: I will upload as much as I can to our Canvas site under the relevant week as well.*
- This class is a confidential place; do not discuss outside of class the comments and work you hear and see in class. People are bringing writing at every stage; they need to feel safe in sharing rough work.
- If you complete your article early and want to send it to a journal before the end of class, go for it. Just be sure to send proof of sending to the instructor.
- Should you wish to comment on your journey through the workbook on social media, the hashtags are #WYJA and #12WeekArticle and @WendyLBelcher. Belcher usually responds.

Required Texts

Belcher, Wendy Laura. 2019. *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success*. Second edition. Chicago: University of Chicago Press. (You need this edition, not the previous one, from 2009.) If you want to keep your workbook clean, you can print out the forms at <https://wendybelcher.com/writing-advice/workbook-forms/> and use those instead of writing in the book.

- Note from Allison: I will also upload relevant forms for each week to our Canvas page.

The Style Manual for your discipline i.e.

- University of Chicago Press. 2010. *The Chicago Manual of Style*. 16th ed. Chicago and London: University of Chicago Press.
- American Psychological Association. 2020. *Publication Manual of the American Psychological Association, Seventh Edition*.
- Other (Modern Languages Association, etc.)

Course Schedule

Week 1: Introduction and Designing Your Plan for Writing (I)

Introduction [10-30 minutes]

- Discussion: Writing Process
- Lecture: Keys to positive writing experiences (or characteristics of successful academic writers)
- Discussion: Obstacles to writing
- Individual Exercise: Designing a plan for submitting your article in twelve weeks
- Group Exercise: Selecting a Paper for Revision

Lecture: Setting up a Writing Site, Reference Management Software, and Backup System

Next Week's Assignment (to do for the second class session):

- Skim Belcher's workbook Introduction and Week 1: Designing Your Plan for Writing (pages 1-59), without doing the tasks, but pay close attention to the "Selecting a Paper for Revision" section and make sure that your paper is appropriate.
- Read Belcher's workbook Week 2: Advancing Your Argument, filling out the boxes and forms and doing the tasks through the Day 1 tasks (pages 60-83). Do not do the Day 2-5 tasks; you will do them in class.
- Fill out your "Week 1 Calendar for Actual (Not Planned) Writing" each day.
- Prepare a one-minute elevator talk on the argument of your article.

Week 2: Advancing Your Argument (II)

Bring to class: Your filled out workbook, your filled out calendar, and a print out of your article.

- Discussion of reading and exercises in Week 1
- Discussion of reading and exercises in Week 2
- Group Exercise: Reviewing each other's argument
- Individual Exercise: Revising your article for argument

Next Week's Assignment (to do for the third class session):

- Revise your article around your argument, using Week 2.
- Read Belcher's workbook Week 3: Abstracting Your Article (pages 90-110), doing the tasks of reading published abstracts and journal articles, drafting an abstract, and filling out the forms and checklists. You don't need to do the social tasks, the ones that require you to talk with or work with someone else, as you will be doing those in class.
- Be prepared to report on the published abstracts and journal articles you read.

Week 3: Abstracting Your Article (III)

Bring to class: Your filled out workbook and two printouts of your abstract.

- Discussion of reading and exercises in Week 3
- Group Exercise: Reviewing each other's abstracts
- Group Exercise: Presenting on published journal articles

Next Week's Assignment (to do for the fourth class session):

- Read Belcher's workbook Week 4: Selecting a Journal, doing the tasks of searching for and studying journals. Make sure to fill out the Journal Evaluation Report on at least one journal.
- Email your top three journal choices to the instructor by the fourth class session and be prepared to present on them in class.

Next Week's Assignment (to do for the fourth class session):

- Read Belcher's workbook Week 5: Refining Your Works Cited, **doing the tasks** of evaluating your citations, identifying any needed other works, identifying your entry point, and revising your related secondary literature review
- Bring two printouts of your revised related secondary literature review

Week 4: Selecting a Journal (IV) and Refining Your Works Cited (V)

Bring to class: Your filled-out workbook and a printout of at least one journal evaluation report.

- Discussion of reading and exercises in Week 4
- Lecture: Top Journal [20-60 minutes]
- Group Exercise: Presenting journal evaluation reports
- Group Exercise: Reviewing each other's journal lists

Bring to class: Your filled-out workbook and two printouts of your related literature review

- Discussion of reading and exercises in Week 5
- Group Exercise: Reviewing each other's literature reviews

Next Week's Assignment (to do for the sixth class session):

- Revise your literature review, based on class feedback.
- Read Belcher's workbook Week 6: Crafting Your Claims for Significance, doing all the tasks except the So What? Exercise, which you will do in class.
- Email three claims for significance to the instructor by class time.

Week 5: Crafting Your Claims for Significance

Bring to class: Your filled-out workbook

- Discussion of reading and exercises in Week 6

- Group Exercise: Do the So What? Exercise
- Discussion: Findings of So What?

Next Week's Assignment (to do for the 6th class session):

- Insert your new claims for significance into your article.
- Read Belcher's workbook Week 7: Analyzing Your Evidence, doing the tasks of highlighting the evidence in your article with various colors, analyzing the quality of evidence, and beginning to collect more if needed and possible
- Create and bring a seven-slide PowerPoint presentation overview of your article, with one slide per the following: title, research context (lit. review), argument, claim(s) for significance, research design/method, evidence/findings, and conclusion. Be prepared to make a five-minute presentation with it.
- Revise article based on class discussion about your evidence and argument
- Read Belcher's workbook Week 8: Presenting Your Evidence, doing the tasks of filling out the forms and revising your evidence
- Submit the draft of your entire article electronically to the instructor by class time
- Bring a print out to class for the exchange exercise

Week 6: Analyzing Your Evidence & Presenting Your Evidence

Bring to class: Your filled-out workbook and your PowerPoint presentation on your article; Bring to class: Your filled-out workbook and a print out of your entire article as it stands

- Discussion of reading and exercises in Week 7 and 8
- Group Exercise: Presenting your article in seven slides
- Group Exercise: Reviewing each other's articles

Next Week's Assignment (to do for the seventh class session):

- Revise article based on class discussion about your presentation of evidence.
- Read Belcher's workbook Week 9: Strengthening Your Structure, doing the tasks of outlining a published journal article, making a post-draft outline of your article, and starting to restructure your article as needed
- Prepare a Powerpoint Presentation/Print out of the post-draft outline of your article. Keep the description of each section brief, so that you can get the whole outline on one or two slides but without the font size going below 14 points.

Week 7: Strengthening Your Structure

Bring to class: Your filled-out workbook and your presentation of your outline

- Discussion of reading and exercises in Week 9
- Group Exercise: Reviewing each other's outlines

Next Week's Assignment (to do for the eighth class session):

- Revise article based on class discussion about your outline and structure
- Read Belcher's workbook Week 10: Opening and Concluding Your Article, doing the tasks of revising your title, introduction, abstract, and conclusion.
- Bring your title to class

Week 8: Opening and Concluding Your Article

Bring to class: Your filled-out workbook and your title.

- Group Exercise: Revising titles together [60- 160 minutes]
- Discussion of reading and exercises in Week 10

Next Week's Assignment (to do for the ninth class session):

- Insert revised title into article
- Read Belcher's workbook Week 11: Editing Your Sentences, and do the tasks, including running the Belcher Diagnostic Test on your article, highlighting it with various colors, and beginning to revise your article accordingly
- Email to the instructor a sentence from your article with a lot of highlighting in different colors (at least three colors, the more the better).

Next Week's Assignment (to do for the last class session):

- Revise article according to feedback
- Read Belcher's workbook Week 12: Sending Your Article!, doing the tasks of putting your article in the journal's style and filling out the checklists.
- Send article to the instructor/journal.

Week 9: Editing Your Sentences and Sending Your Article!

Bring to class: Your filled-out workbook and a printout of one highlighted page from your article

- Discussion of reading and exercises in Week 11
- Group Exercise: Editing sentences together

Bring to class: Your filled-out workbook

- Discussion of reading and exercises in Week 12
- Lecture: When the times comes, revising and resubmitting your article

Celebrate!

Assignments

Oral presentation assignments: You have two oral presentations: one PowerPoint presentation that is an overview of your article and one PowerPoint presentation on the outline of your article.

Reading assignments: You will have an average of 25 to 50 pages of reading per week and will be required to complete the writing workbook's tasks for that week and bring them to class for discussion. Always bring your writing workbook to class.