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### **LRC 696a: Seminar, Spring 2007** **Writing for Publication in Education**

#### **Catalog Description for Seminars**

The development and exchange of scholarly information, usually in small group settings. The scope of work shall consist of research by course registrants, with the exchange of the results of such research through discussion, reports, and/or papers.

#### **Seminar Description:**

This seminar explores the sociocultural, political, and linguistic issues related to academic writing for publication in education. We will examine a variety of writing resources, styles, and techniques involved in writing articles for different types of academic journals and audiences as well as chapters for edited books, book proposals, and books. Participants will develop and learn to analyze their own academic writing, explore the purposes of different types of academic writing, experiment with alternative forms and styles of writing, become familiar with the rhetorical techniques used in academic writing, and understand the peer-review process in refereed journals.

The primary seminar project involves selecting a previous project or paper to prepare as a manuscript for submission. Other projects include reflections on self-as-writer, response to other students' writing, and research on professional journals related to a particular field of study. Class sessions will include small and large group discussions, presentations and panels of faculty, and peer writing groups. Professional readings will include reading about academic writing as well as reading professional pieces similar to each person's self-selected writing project.

Two parallel strands run through the course. One is reading and discussing the professional literature about academic writing for publication and the other is a writing workshop on our own academic pieces. Seminar participants will engage in extensive writing and reading, some of which is focused around the scholarly study of academic writing for publication and some of which is focused around each person's self-selected manuscript. Seminars are not lecture courses, but focused in-depth inquiries. Our goal is to form a strong working community to support both group and individual goals. The participation of all of us is essential to the success of the seminar.

#### **Course Objectives**

1. To develop our academic writing and sense of identity and voice as academic writers.
2. To know the purposes and audiences for different types of academic writing
3. To explore the influence of sociocultural, political, and linguistic issues on writing in academia.
4. To become familiar with the rhetorical structures used in academic writing
5. To experiment with alternative forms and styles of writing.
6. To understand professional journals and articles from a writer's perspective
7. To submit a manuscript to a professional journal.

#### **Beliefs about Learning within This Seminar**

Our class experiences are based on the following beliefs about learning:

1. Learning is an active process.  
We will immerse ourselves in informal and formal writing and in reading and responding to various kinds of professional literature.
2. Learning is a social process of collaborating with others.  
We will explore our thinking about our writing and reading through dialogue with others.
3. Learning occurs as we make connections to our own experiences and as we explore tensions with our current beliefs.  
Our writing and reading will focus on connections to our lives and teaching experiences. We will share ideas and concerns from our teaching and professional experiences. We will also identify and explore tensions with our current beliefs and past experiences to interrogate our values.
4. Choice allows learners to connect to their experiences and feel ownership in their learning.  
We will have choices in the focus of our writing, the professional journals we examine, and our responses to reading.
5. Learning is reflective as well as active.  
We will have many opportunities to reflect on what we are learning through writing, talking, sketching, and self-evaluations.
6. Learning occurs in a multicultural world with many ways of knowing.  
We will examine alternative forms and styles of writing and will search for professional literature that reflects diversity in experiences and ways of expressing those experiences.
7. Learning is a process of inquiry.  
As learners we need to search out the questions that matter in our lives and develop strategies for exploring those questions and sharing our understandings with others. In particular, we will focus on exploring and sharing our inquiries through writing for a broader audience.

### **Overall Course Structure**

Exploring your identity as a writer  
 Identifying a focus for your writing project and researching possible journals  
 Engaging in the writing process to prepare a manuscript for submission  
     Invention, Drafting, Revision, Editing  
     Rhetorical structures for different types of journals  
 Editorial Review Process  
 Final project and self-as-writer reflection

### **Course Readings**

Ralph Fletcher. (1996). *Breathing In, Breathing Out: Keeping a Writer's Notebook*. Portsmouth, NH: Heinemann.  
 Shelley Wepner & Linda Gambrell, eds. (2006). *Beating the Odds: Getting Published in the Field of Literacy*. Newark, DE: International Reading Association.  
 Janet Richards and Sharon Miller. (2005). *Doing Academic Writing in Education*. Mahwah, NJ: Erlbaum.  
*Publication Manual of the American Psychological Association*, 5<sup>th</sup> Ed. APA.  
 Occasional articles and chapters (Electronic reserve password is lrc696a).  
 Professional reading related to each class member's writing goals.

### **Course Projects**

1. **Attendance, participation, and readings**

Because of the collaborative, participatory nature of this seminar, class members are expected to attend every class session and to come prepared with written drafts and reflections and having completed the readings. The heart of the seminar is in-depth discussions about your own and other class members' writing and so any absence is problematic. Missing more than one class during the semester will negatively influence your final grade. If you absolutely have to miss a class due to illness or emergency, leave a message in advance in the LRC office (621-1311) or by email. Contact a class member so that you are fully prepared for the next class. Meet with me at the next class session to determine how you will make up the work for the class you missed.

Participation in the class includes

- Bringing drafts of your self-selected writing project to class
- Responding orally and in writing to other class members' writing
- Completing weekly readings and reflections
- Participating in small and whole group discussions of the readings and of each other's writing
- Completing and sharing reflections, lists, journal research, etc. related to your writing project.

## **2. Writers Notebook**

Many writers find it useful to keep a writers notebook in which they brainstorm ideas, do free-writing, make observations, jot down quotes, insights, etc. The notebook becomes part of the writer's life as an extension of thoughts and ideas that otherwise would be lost, and so the notebook is personal and private. Your writers notebook is required, but will not be evaluated or read by me or anyone else other than to verify that you have written in it on a regular basis (about 3-5 times a week). Always bring your notebook with you to class sessions so that you can make an entry or share an entry with someone when appropriate.

Your notebook will have two sections

- Entries related to your ideas and experiences as an educator  
selected insights, lines, images, ideas, dreams, fragments of talk, etc. gathered from your work as an educator and that become a spark for your own writing
- Entries related to learning about academic writing  
selected insights, ideas, guidelines, reflections about academic writing from your reading, class discussions, and writing experiences.

You can choose to have two separate notebooks or one notebook with two sections. Your first assignment is to find a notebook that will work for you.

## **3. Professional Reading about Academic Writing**

Reading and responding to the assigned readings and preparing for class discussions is essential to the learning of the entire class. As you read, choose a way to respond to those readings in order to be prepared for class discussions—underlining, highlighting, writing notes in the margin, writing notes and reflections, etc. Think about what the authors write about as well as how their ideas influence you as a writer. Reflect on the connections and tensions between the readings and your writing experiences and whether you agree or disagree with the authors' ideas. Choose a process of reflecting on the readings that works for you in order to be prepared for class and small group discussions of those readings.

Select particularly significant snippets of ideas, insights, connections to record in your writers notebook.

## **4. Self-as-Writer Reflections**

### **Initial Self-as-Writer Reflection**

Reflect on yourself as writer and on your current goals as an academic writer.

-Reflect on yourself as a writer, both in general and in relation to academic writing. What types of writing do you regularly engage in. What kinds or genres of writing do you most enjoy and/or find easiest? Why? What kinds of writing are difficult or not enjoyable for you? Why? What conditions are supportive for you as a writer (silence, music, computer, long-hand, early morning, late a night, etc.). When helps you produce your best work when writing for academic purposes? What do you see as your major stumbling blocks when writing for academic purposes?

*See chapter 1 of Richards and Miller for other possible areas for this reflection.*

-Describe your current academic writing goals. Why are you taking this seminar? What specific and/or general areas of your writing would you like to improve or further develop in this seminar? What types of writing projects are you working on this semester? Is there a specific project that you hope to work on in this seminar?

- Anything else that would help me better understand you as a writer?

### Final Self-as-Writer Reflection

Reflect on your growth as a writer and your learning and performance in this seminar

-Describe your goals for this seminar. Did you meet those goals? How?

-How as your writing developed or improved this semester? What conditions or actions on your part led to this improvement?

-What are your continuing struggles with your writing? What are your plans for addressing these struggles?

-What are your current goals for your writing?

### **5. Self-Selected Writing Project**

Select a manuscript that you want to work on throughout the seminar and submit for publication to an appropriate source by the end of the semester. It is your decision as to the focus of this project and the submission source, but your goal must be possible to accomplish by May 2. The focus should be a project for which you already have data or have written a course paper, so you can concentrate on the crafting of the manuscript rather than gathering the data needed to write the manuscript. You are expected to work on this manuscript throughout the seminar. The following are some of the assignments related to this project:

- Weekly progress reports to indicate what you have worked on and accomplished in your writing that week and what you plan to work on next. You each have 1-2 “passes” for a no-progress week where circumstances led to an inability to make progress on your paper.

- Submit your draft along with your progress report several times during the semester (2 to 3 per person) with the sections in boldface where you have been working. Indicate what you would like for me to focus on as I read your draft.

- Research and create a list of professional journals related to your area of academic work.

You can choose to work on this with another class member. Share in a handout.

-Research a professional journal in your field. Choose a journal to get to know better—one that you hope to submit your manuscript to. Browse through several issues of your selected journal, examining the contents, format, writing styles, etc. Read a range of articles across the issues. Write a description of the journal with the following information

Intended audience for the journal and its affiliation

Number of issues per year, refereed or peer-reviewed

Organization of contents (different sections, types of formats, written pieces)

Topics/issues addressed (be detailed)

Description of writing styles represented

Your opinion of the journal and why you would or would not publish in it

Read and attach a copy of the full guidelines for authors or call for manuscripts.

Write a reflection on your chosen project/paper in relation to submission to this journal.  
What do you need to consider in drafting and revising to submit your manuscript?

- Research a published author as a mentor

Choose an academic author whom you have come to respect and whom you enjoy reading, both for the content of their work and their writing style. Read several pieces by that author and analyze his/her writing style - the structure that the person uses to organize an article, the way he/she uses language, how that person's style varies across journals, etc. If possible, locate several articles on the same project but written for different audiences as well as several articles on different projects. Use the course readings to identify the areas where you want to focus in analyzing the way in which this author communicates ideas through writing. Reflect on how this person's writing connects to your own writing.

### **Methods of Evaluation**

Each class member will reflect on their learning and their goals for the semester on a mid-term evaluation/reflection paper. At the end of the semester, class members will evaluate their projects in relation to their goals, their process of learning, and the quality of the product. Class attendance and active participation and preparation for class sessions along with the written reflections and final projects will be taken into account in the final course evaluation. Final grades will be determined holistically from the written reflections, final project, and class attendance/participation. More than one absence from class will affect the final grade. Your final grade will be based on your growth and learning, the quality of your written work, and your attendance, participation, and preparation for class. While you can negotiate the ways in which you define class projects, you must complete all of these projects to fulfill course requirements and your final grade will be based on the thoughtfulness and quality of this work with a B reflecting the completion of all course projects at a satisfactory level. An incomplete will not be given for the course except in extreme situations and only with prior approval by the instructor.

### **LRC STATEMENT OF PRINCIPLES ON MULTICULTURAL EDUCATION**

The term "multicultural education" expresses the essential mission of the department and the university. Multicultural education is not just "about" certain subjects; it does not merely offer "perspectives" on education. It is an orientation to our purposes in education - and ultimately an orientation to life, one that values diversity of viewpoints and experiences and sees people as valuable contributors to the experience of school and society. Life in universities is a self-consciously multicultural. Learners bring a variety of linguistic and cognitive strengths from their families, communities and nations into the classroom; these strengths are resources to be appreciated as such by educators. Education must expand on the linguistic and cognitive strengths that learners already possess and bring with them to the classroom, rather than ignore or try to replace them with others. Respect and appreciation for cultural and community knowledge means that universities serve the interest of education when they allow for an exchange of views, rather than rely exclusively on a transmission model of instruction. We recognize the existence of a variety of communities - each with its own voice and interests - both within and outside the university; a broad education offers the opportunity to hear and study as many of these voices as possible. Such an accommodation includes those communities which have traditionally been excluded or underrepresented in the university. Recognition of the validity of these general principles must be reflected in our courses, our relations with students, staff and other faculty members, and in the community life of the Department.

### **Tentative Schedule**

January 16      Introduction to seminar - Who am I as a writer?

January 23	Creating a writing life	Self-as-Writer Paper Choose a writers notebook Fletcher, pp. 1-29 R & M, C. 1
January 30	Writing our lives as educators Choosing a writing focus	Brainstormed list of writing ideas Fletcher, pp. 30-61 W & G, C. 1 & 2
February 6	Writing our lives as educators Considering possible journals/sources	Research and list journals in your field Fletcher, pp. 63-94 R & M, C. 2
February 13	Examining Rhetorical Stance, Voice & Audience for a Journal	Journal description and guidelines Analysis of your project/paper
February 20	Invention: Getting Started Finding Time and Self-Discipline to Write	R & M, C. 3 W & G, C. 3
February 22	LRC Graduate Student Colloquy, LRC at Twenty: Engaging Critical Praxis	
February 27	Drafting	R & M, C. 4
March 6	Writing for Professional Journals	W & B, C. 4 Ballenger, Kaser, Kauffman, Schroeder, & Short article Mid term due (progress report plus draft)
March 13	Spring Break - No Class	
March 20	Writing for Research Journals	W & B., C. 5 Mentor author analysis and reflection
March 27	Other Types of Writing	W & G, C. 6, 7, 8 Articles
April 3	Revision	R & M, C. 5
April 10	Editing	R & M, C. 6
April 17	Establishing a Writing Life as an Academic	
April 24	Editorial Review Process Responding to reviewers and editors	W & G, C. 9-10
May 2	Project Presentations/Sharing	Final manuscript and submission letter
May 9	Writer Presentations/Sharing	Self-as-Writer Final Paper Final reflections due

**Other relevant dates:**

January 20, Tucson TARC, Using Read-Aloud to Support the Writing Workshop. Lester Laminack. Pima College Downtown, 8:30-3:30 p.m.

February 3, 2007. ASU Annual Language and Literacy Conference. Writing for All, Katie Wood Ray and Byrd Baylor. Tempe Campus, Memorial Union. 8:00-2:30.

February 22, LRC Graduate Student Colloquy, LRC at Twenty: Engaging Critical Praxis. [www.ed.arizona.edu/colloquy](http://www.ed.arizona.edu/colloquy)

March 3. Conference on Literature and Literacy for Children and Adolescents, Literature and Light: The Power to Connect. Keynotes: Linda Sue Park and Chris Soentpiet. [www.ed.arizona.edu/litconference](http://www.ed.arizona.edu/litconference)

March 24. Tucson TAWL. Olga Torres, Creating a Supportive Classroom Environment for All Learners. Pima Downtown Campus, Amethyst Room, 8:30-1:30. [www.tucson.tawl.org](http://www.tucson.tawl.org)