

Political Science 8000 – Autumn 2018  
**WRITING AND PUBLISHING IN POLITICAL SCIENCE**  
Enarson Classroom Building 248  
Wednesday 9:00 – 11.45 am

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**Instructor:** Prof. Inés Valdez  
**Email:** [valdez.39@osu.edu](mailto:valdez.39@osu.edu)

**Office:** 2072 Derby Hall  
**Office hours:** by appointment

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All of us can write. Few of us know how to work at writing. And even fewer of us know how to sculpt our lives so that we can write. These are learned skills. Acquired through time and practice. ... learning how to think deeply about our writing lives is different from just being busy.

De Salvo 2014, 13

#### COURSE DESCRIPTION

The status of scholars depends centrally on the quality and visibility of their published scholarship. Publishing, in turn, depends crucially—and obviously—on our ability to express our ideas in writing. No matter our methodological orientation (qualitative, quantitative, experimental, ethnographic, interpretive) we will be more likely to publish our research if we write regularly and purposively and develop the ability to write our ideas down in a concise and engaging manner. Moreover, writing itself spurs our thinking, meaning that we will not be able to develop, clarify, and organize our thinking unless we *write* about it.

Despite this, graduate training devotes little attention to the method and practice of writing. Writing is something that we are all supposed to have mastered on our own; something that we are supposed to be doing, most of the time; but also something that we barely discuss out loud, for fear of falling short according to some implicit standard. This situation results in feelings of shame (for not doing enough writing), frustration (with the challenges of writing), and failure (when we appear unable to produce polished pieces of research efficiently and in a timely manner).

#### COURSE GOALS

The main goal of this course is to work on a *pre-existing* draft paper throughout the semester and submit a polished piece of research to a journal upon completion of the course. Other goals include: (1) to demystify the process of academic writing; (2) to acquire the skill of healthy, prolific, and creative writing; (3) to instill and consolidate a practice of writing that allows for regular downtime that accompany students/researchers throughout their academic careers; and (4) to understand writing as a collective endeavor that relies on others for company, feedback, encouragement, and accountability.

## LEARNING OBJECTIVES

- To guide and accompany students through the process of revising, requesting feedback, polishing, and submitting an *existing* piece of research for publication
- To prepare students to navigate the review process, including dealing with rejection and revisions, as well responding to a revise & resubmit (R&R) decision.
- To prepare graduate students for the process of publishing an article before going on the job market, thus enhancing the visibility of their research and improving their placement
- To fuel reflection among advanced graduate students (third year and above) on their practices of writing including the blockages and anxieties associated with writing
- To instill in students a daily writing practice that allows them to overcome anxieties and blockages and realize their intellectual creativity
- To establish different methods of writing accountability during the semester that will—if desired—become permanent
- To facilitate students' understanding of the process of drafting, receiving feedback, revising, and polishing an article until it reaches publishable shape
- To facilitate students' understanding of the dynamics of publication in political science, including choosing the appropriate outlet for a paper, framing research for particular journals, and correctly formatting submission materials

## COURSE REQUIREMENTS

→ It is a requirement for enrollment in this course to have an *existing* draft paper (a candidacy paper, MA thesis, or a paper coming out from a conference or graduate seminar) that you and your advisor consider a promising piece of writing to expand upon.

### *Graded Requirements*

1. Regular seminar participation and attendance: 25%.
2. Paper presentation: 20%. You will choose a week to present your work to the seminar participants.
3. Seminar presentation: 10%. you will share your findings about a survey of two full years of work published in the journal of your choice.
4. Peer review: 10%. you will provide constructive feedback on the paper of one of your peers.
5. Journal submission of the paper: 35%. You will submit your polished paper to a journal of your choice.

### *Non-graded Requirements*

- Sign up as a member of the National Center for Faculty Diversity (see Appendix)

- Subscribe to the Write on Site listserv commit to attend at least one of the weekly meetings on campus for four weeks (see how to subscribe and commit at [mwpweb.eu/InesValdez/further\\_1.html](http://mwpweb.eu/InesValdez/further_1.html)), attend accordingly, you can drop or remain in the group after the first month.
- Prepare and send weekly and daily plans to peers once accountability groups have been set up.

## GRADES

If you fulfill all the requirements for this course, as above, you will receive one of the five following letter grades:

A 93-100% | A- 90-92.9% | B+ 87-89.9% | B 83-86.9% | B- 80-82.9%

An “A” grade indicates truly outstanding performance and top prospects for future scholarships and academic careers. An “A-” grade indicates a good student who performs at the standard expected for graduate students with no particular concerns or weaknesses. Students with clear weaknesses or generally mediocre performance will earn a “B+” or lower. A “B” or lesser grade indicates major problems.

## EXPECTATIONS

Because the focus is on writing, there is relatively little reading for this course. However, I still consider reading, as well as related discussion of the readings during the seminar, to comprise an important part of your work for this course. In this course, your ability to give thoughtful and constructive feedback on others’ work is also important. This means that you are expected to give feedback that is not intended to make you look smart, but devoted to get your peers’ project closer to publishable shape (and you will be evaluated accordingly). Hence, I have weighted your regular seminar participation and your seminar presentation to count for 25% of your grade.

My baseline expectation is that seminar participants will come every week having read the assigned readings in their entirety. I also expect seminar participants to come prepared with something substantive to say about the week’s readings and something substantive *and* constructive to say about your peers’ projects, when applicable.

Attendance for all seminars is required. If you miss a seminar, you must complete a response paper based on the readings for the day and send specific comments to the peer/s whose work was discussed in class. The essay should not be a summary; it should raise substantive issues. Essays for missed classes will be due the following week, at the beginning of seminar. If you do not turn in your essay, I will automatically take 5% off your final grade.

If personal issues arise which make attendance (and active participation) difficult, please talk to me immediately.

Lastly, please participate actively in seminar. This will be a fun and rewarding seminar if everyone pitches in. On this, see also the next section on Discussion Ethics.

## DISCUSSION ETHICS

Participants in the seminar are expected to conduct themselves with respect toward the others. This implies that we should approach dialogue constructively, listen attentively, and frame our interventions so that all members of the seminar benefit from our insights. Given that we come to the seminar from different backgrounds and with diverse training, a constructive conversation will imply avoiding jargon when sharing our research and generously responding to others inquiries about our topic.

I have a broad notion of participation; it includes attentive listening, asking questions of one another (including "what do you mean?"), reading relevant passages aloud, helping another person find the right page, explaining why you agree or disagree with what someone else has said, taking detailed notes, and engaging in and facilitating discussion. Everyone must experiment with a variety of forms of participation, rather than always playing the same role.

I understand that some people are nervous about speaking in public, but I still expect you to challenge yourself to do so. Writer and poet Audre Lorde's reminds that us that we (or some of us) have been socialized to respect fear more than our own needs, but waiting in silence for fearlessness only gets us further away from language and self-definition.<sup>1</sup>

## ACADEMIC INTEGRITY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research and other educational and scholarly activities. The Ohio State University and the Committee on Academic Misconduct (COAM) expects that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and in this syllabus may constitute "Academic Misconduct."

## DISABILITY NOTICE

**The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions),**

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<sup>1</sup>Audre Lorde, "The Transformation of Silence into Language and Action," in *Sister Outsider* (The Crossing Press, 1984), p. 44.

**please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.**

**SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); [614-292-3307](tel:6142923307); [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.**

#### TITLE IX STATEMENT

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

#### COURSE MATERIALS

You are in charge of ordering or otherwise obtaining all books assigned for this course. Plan ahead to obtain the book on a timely manner and contact me immediately if you are not able to find a particular book.

**\*\* Please note that there are readings assigned for the first session \*\***

The following are required books:

Belcher, Wendy Laura. 2009. *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success*. New York: Sage Publishing

[Note: first two chapters available on Carmen as PDFs].

Rettig, Hillary. 2011. *The Seven Secrets of the Prolific: The Definitive Guide to Overcoming Procrastination, Perfectionism, and Writer's Block*. La Vergne: Lightning Source.

[Note: while it seems it's out of print, you can buy the paperback directly from the author on her website <http://www.hillaryrettig.com/books/the-7-secrets-of-the-prolific/> and get the ebook for free; or from Amazon marketplace <https://www.amazon.com/dp/>

[098364540X?m=A1D577DFG1MLR9&ref=vp\\_sp\\_widget\\_detail\\_page](https://www.amazon.com/dp/098364540X?m=A1D577DFG1MLR9&ref=vp_sp_widget_detail_page). You can also get the ebook (for less) on the author's website]

→ All other readings are available on the course's *Carmen* website.

## COURSE SCHEDULE

Date	Week	Topic	Readings
W, 8/22	1	<ul style="list-style-type: none"> <li>- Introduction and outline of the course</li> <li>- Establish accountability groups</li> <li>- Commit to Write on Site</li> <li>- Discussion ethics</li> </ul>	Moi, Toril (2003) "Discussion or Aggression? Arrogance and Despair in Graduate School," in <i>The Grind</i> 4(1): 4-5. Rettig, Chapter 1, "The Mechanics of Procrastination" Zadie Smith and Jeffrey Eugenides on writing (in class video)
W, 8/29	2	<ul style="list-style-type: none"> <li>- Our relation to writing</li> <li>- Perfectionism</li> <li>- Developing the ability to write on the spot</li> </ul>	Belcher, Introduction "Using this Workbook" and Week 1, "Designing Your Plan for Writing" ( <b>Note: all assignments in Belcher book are due on the day the reading is due</b> ) Rettig, Chapter 2, "Overcoming Perfectionism" Haave, Neil (2015) "Developing Students' Thinking by Writing," in <i>The National Teaching and Learning Forum</i> 25(1): 5-7. Cantor, Hallie (2017) "The Writer's Process," in <i>The New Yorker</i> , May 29. George Saunders on writing (in class video)
W, 9/5	3	<ul style="list-style-type: none"> <li>- Getting started</li> <li>- Select two (external) readers</li> <li>- Journal surveys and presentations start</li> </ul>	Belcher, Week 2, "Starting Your Article" Rettig, Chapter 4, "Liberating Yourself from Time Constraints" Richards, Carl (2017) "Want to be Creative on Purpose? Schedule It," in <i>The New York Times</i> , May 15.
W, 9/12	4	<ul style="list-style-type: none"> <li>- Crafting an argument</li> <li>- Journal surveys and presentations continue</li> </ul> <b>Bring two hard copies of your abstract!!</b>	Belcher, Week 3, "Advancing Your Argument" Rettig, Chapter 3, "Coping with Resource Constraints"
W, 9/19	5	<ul style="list-style-type: none"> <li>- Writing productivity</li> <li>- Selecting a journal</li> <li>- Journal surveys and presentations continue</li> </ul>	Belcher, Week 4, "Selecting a Journal" Rettig, Chapter 5, "Optimizing Your Writing Process" Furtak, Erin Marie (2016) "My Writing Productivity Pipeline," in <i>The Chronicle of Higher Education</i> , June 6.
W, 9/26	6	<ul style="list-style-type: none"> <li>- Grounding your argument</li> <li>- Journal surveys and presentations continue</li> </ul>	Belcher, Week 5, "Reviewing the Related Literature" Rettig, Chapter 6, "Coping with Bias and Internalized Oppression"
W, 10/3	7	<ul style="list-style-type: none"> <li>- Structuring your paper</li> <li>- Journal surveys and presentations continue</li> </ul>	Belcher, Week 6, "Strengthening Your Structure" Rettig (nd) "What to do if you are Stuck in the Middle of a Writing or Other Project," in <i>Tomorrow's Professor</i> , #1417.
W, 10/10	8	<ul style="list-style-type: none"> <li>- Backing up your argument</li> <li>- Journal surveys and presentations continue</li> </ul>	Belcher, Week 7, "Presenting your Evidence"

W, 10/17	9	- Introducing and concluding your argument - Journal surveys and presentations continue	Belcher, Week 8, "Opening and Concluding Your Article"
W, 10/24	10	- Revising based on feedback <b>- Peer review session</b>	Belcher, Week 9, "Giving, Getting, and Using Other's Feedback" Nygaard (2016) "Giving Feedback," excerpt from <i>Writing for Scholars</i> , Chapter 8.
W, 10/31	11	- Polishing your paper - Journal surveys and presentations continue	Belcher, Week 10, "Editing Your Sentences"
W, 11/7	12	- Wrapping up - Journal surveys and presentations continue	Belcher, Week 11, "Wrapping Up Your Article"
W, 11/14	13	- Preparing your paper for submission - Journal surveys and presentations continue <b>→ Send article to your two readers, request 2-week turnaround!!</b>	Belcher, Week 12, "Sending Your Article!" Byrne, Daniel (2017) "Write a Persuasive Cover Letter (for Your Research Paper Submission)," in <i>Tomorrow's Professor</i> , #1566.
W, 11/21	14	- Coping with rejection - Journal surveys and presentations (last day)	Rettig, Chapter 7, "Coping with Rejection" Liao, Kim (2016) "Why you Should Aim for 100 Rejections a Year," <i>Literary Hub</i> . Various examples of journal reviews/decisions including rejections, R&Rs, and acceptances) as well as model responses (see reviews folder)
W, 11/28	15	- Tying lose ends	Independent work on paper – class meets as Write on Site
W, 12/5	16	- Tying lose ends	Independent work on paper – class meets as Write on Site
F, 12/10		<b>Last day to submit article for review -- Email Proof of Submission by 7pm</b>	

## APPENDIX I

### SUBSCRIBING TO THE NATIONAL CENTER FOR FACULTY DEVELOPMENT AND DIVERSITY (NCFDD) (COURTESY OF LEILA BEN-NASR)

The *National Center for Faculty Development and Diversity* is an independent professional development, training, and mentoring community of over 87,000 graduate students, post-docs, and faculty members. It is 100% dedicated to supporting academics in making successful transitions throughout their careers.

Ohio State has an Institutional Membership. **Faculty, staff, and graduate students are all eligible to activate FREE Institutional Sub-Account Memberships.**

→ Here is an overview of the NCFDD website: <http://www.facultydiversity.org/>

→ Register here for an Institutional Sub-Account [https://facultydiversity.site-ym.com/general/register\\_member\\_type.asp](https://facultydiversity.site-ym.com/general/register_member_type.asp).

In the past it took about 24 hours for memberships to be approved by administrators. Once your Individual Sub-Account Membership is approved, you will have access to an incredibly rich archive of professionalization resources.

→ List of Institutions Served: [http://www.facultydiversity.org/?Institutions\\_Served](http://www.facultydiversity.org/?Institutions_Served)

→ Here's an overview of the resources provided throughout the site: <https://facultydiversity.site-ym.com/?page=MemberResources>

→ Access the current list of workshops: [http://www.facultydiversity.org/events/event\\_list.asp](http://www.facultydiversity.org/events/event_list.asp)

All members are able to register for the webinars in advance or can download transcripts, audio files, and slides at their convenience. In addition, there are several learning communities, discussion forums, a career center, a regular "Monday Morning Motivator" email, etc.

Kerry Ann Rockquomore's work is really vital. It is worth joining just to receive her Monday Motivator message every week, but that weekly email is just one of many professional resources provided throughout the site. All webinars are archived and easily downloadable in audio and transcript form. It is by far one of the most useful professional development opportunities for academics today.

## APPENDIX II RESOURCES AT THE WRITING CENTER

### **The Writing Center: What We Do**

The **Writing Center** offers free help with writing at any stage of the writing process for any member of the university community. During our sessions, consultants can work with you on anything from research papers to lab reports, from dissertations to résumés, from proposals to application materials. Appointments are available in-person at 4120 Smith Lab, as well as for online sessions. You may schedule an in-person or online appointment by visiting WCOOnline or by calling 614-688-4291. Please note that the Writing Center also offers daily walk-in hours—no appointment necessary—in Thompson Library. You do not have to bring in a piece of writing in order to schedule a writing center appointment. Many students report that some of their most productive sessions entail simply talking through ideas. Please check out our "Services" page for the types of consultations we provide. We also maintain a [resources page](#) with writing handouts and links to [online resources](#).

Services:

- [Face-to-face](#), **45 minute** tutorials by appointment at our main location in 4120A Smith Labs and **25 minute** walk-in sessions at our satellite location at Thompson library.
- [Online sessions](#) via WCOOnline by appointment.
- Face-to-face, 25 minute drop-in appointments at our satellite location, Thompson library 1st floor, 122A (Fall and Spring semesters, only)
- [Writing Groups](#), weekly 60 – 90 minute themed and targeted writing sessions.
- [Team Project Sessions](#)
- [Themed writing workshops and retreats](#).
- [Classroom visits](#).

Please visit our [website](https://cstw.osu.edu) [https://cstw.osu.edu] and register for [WCOOnline](#) [https://osu.mywconline.com] to schedule an appointment.