

## **POLS 5399-560: Independent Study: Research Revision and Publication**

Instructor: Dr. Amentahru Wahrab

Email: awahrab@uttyler.edu

Office: CAS 124A

Term Dates: May 11, 2026 – August 8, 2026 (Long Summer 2026)

Delivery Format: Canvas, Zoom, Independent Study with Weekly Check-Ins

### **Course Description**

This independent study is designed to guide students through the process of transforming an existing research paper into a polished manuscript suitable for submission to a peer-reviewed academic journal. Students will engage in intensive revision, focusing on argumentation, theoretical framing, literature integration, methodological clarity, and professional academic writing. The course emphasizes iterative feedback, structured revision, and accountability through weekly progress reports and staged deliverables.

### **Learning Objectives**

By the end of the course, students will be able to:

- Revise an existing research paper to meet the standards of peer-reviewed academic journals
- Strengthen theoretical arguments and situate research within relevant scholarly debates
- Improve clarity, organization, and scholarly writing style
- Incorporate constructive feedback from peers and the instructor into successive drafts
- Identify appropriate journals and prepare manuscripts for submission according to professional guidelines

### **Course Structure**

This course is organized around continuous revision and structured milestones. Students will meet with the instructor weekly (in person or via Zoom) to discuss progress and receive feedback. Each meeting should demonstrate substantive advancement in the manuscript.

### **Required Work**

Students must begin the course with a complete draft of a research paper. This paper will serve as the foundation for all revision work.

Major Assignments and Deadlines

May 11 – August 8: Weekly Check-Ins (8 total)

Students will meet weekly with the instructor and provide evidence of progress. This may include revised sections, notes on restructuring, literature integration, or responses to prior feedback.

### **June 1: Revision Action Plan**

Students will submit a detailed written plan outlining:

- Target journal(s) for submission
- Required revisions (argument, structure, literature, methods, style)
- Timeline for completing revisions
- Specific goals for each remaining week of the course

### **July 1: Revised Draft (Peer Exchange Version)**

Students will submit a substantially revised draft to be shared with classmates. This version should reflect significant progress and be suitable for formal peer review.

### **July 1 – July 15: Peer Review Process**

Students will provide written feedback on peer drafts, focusing on argument clarity, structure, theoretical contribution, and readiness for submission.

### **August 1: Final Draft and Submission Materials**

Students will submit:

- Final revised manuscript
- Proof of submission to a peer-reviewed journal

### **Assessment**

Weekly Check-Ins (8 total): 20%

- Evaluation based on consistency, preparedness, and demonstrated progress

Revision Action Plan (June 1): 20%

- Clarity, specificity, feasibility, and alignment with journal expectations

Revised Draft and Peer Review (July 1): 20%

- Quality of revision and engagement in peer feedback

Final Draft and Proof of Submission (August 1): 40%

- Overall quality of manuscript and completion of submission process

### **Grading Scale**

A = 90–100

B = 80–89

C = 70–79

D = 60–69

F = below 60

### **Expectations and Policies**

## **Progress and Accountability**

Students are expected to demonstrate continuous, measurable progress. Missed check-ins or lack of progress will significantly affect the final grade.

## **Professional Writing Standards**

All work must reflect graduate-level writing and adhere to appropriate citation standards (Chicago author–date unless otherwise approved).

## **Academic Integrity**

All revisions must be the student's own work.

## **Flexibility and Communication**

Given the independent structure of the course, proactive communication is essential. Students encountering obstacles should contact the instructor promptly to adjust the revision plan if necessary.

## **Required Statement on Artificial Intelligence and this Course**

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

**The use of AI is NOT PERMITTED in this course.** I expect all the work students submit for this course to be their own. I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. For this course, I expressly forbid using ChatGPT or any other artificial intelligence (AI) tools for any stages of the work process, including brainstorming. **Any instance of the following constitutes a violation of UT Tyler's Honor Code and academic honesty values:** a student has another person/entity do any portion of a graded assignment, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, using a previously submitted assignment and/or using AI tools (such as ChatGPT).

## **Schedule for Weekly Workflow**

Although individual plans may vary, students are encouraged to follow a structured schedule:

- Weeks 1–2: Diagnose weaknesses and restructure argument
- Weeks 3–4: Revise literature review and theoretical framework
- Weeks 5–6: Revise analysis and evidence
- Weeks 7–8: Refine prose, formatting, and submission materials
- Final weeks: Final edits and journal submission