

## Publishing Scholarly Papers

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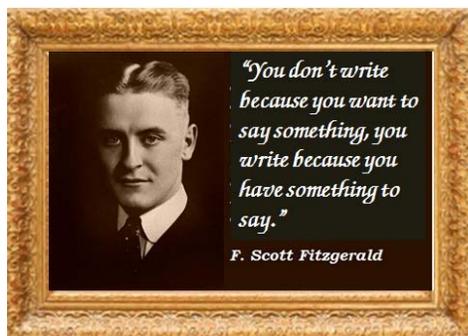
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### Welcome

Welcome to “Publishing Scholarly Papers,” a 3-hr course focused on producing an article for publication. At the end of the semester, it is anticipated that you will submit your finished article to a journal for consideration of publication. The semester will be fast-paced and productive with no wasted effort. Emphasis will be on outcomes, i.e. getting a quality article completed and submitted. It is about building confidence in your writing skills and understanding how to get the task completed. Welcome aboard, let’s get started.

### Introduction

Publishing is all about “sales.” It is about selling your idea to an editor as noteworthy. And it is about helping the editor sell journals by producing an article that subscribers want to read. Yes, harsh as it is to accept, professional journals exist for a singular reason – to sell subscriptions. You can ascribe to scientific journals all of the noble qualities you want; i.e. to get discipline research into the mainstream, to create a better system for getting work done, to provide evidence upon which we base practice, to improve or even save lives. We hope those are by-products of our publishing efforts. But folks, publishing is a business with a bottom line and a profit margin. If no one subscribes to the journal, it ceases to exist. So, editors are constantly challenged to fill the journal with articles that are desirable to the consumer (i.e. the subscribers who read the journal). If you produce an article that subscribers are dying to read, you WILL be published. If you produce an article that you are dying to write, no one will care ... unless it also happens to be one that people are dying to read. That happens more often than you think. If you are curious or interested in a topic, chances are that many others from your discipline are as well. Even if it is a topic that may have limited general interest, it can be written in a way that appeals to your target audience making it a desirable product. So we will use this semester to write an article that is informative, substantive, and competitive.



Pay attention to F. Scott Fitzgerald’s words here. The best way to be sure that you have something to say is to talk about a topic you know well because you have credibility and expertise. For this course, you will take a paper or topic with which you already have a great degree of familiarity and experience and will develop it into something to say which colleagues need and want to hear, whether they realize it or not. You will tell your story with

the reader in mind knowing that there is really no other reason to write. You always write for the reader, even if that reader is you. You want to make the time you share with the reader be as productive, comforting, and pleasant as possible. So, you will not use unfamiliar acronyms, stilted sentences which are difficult to follow, and long comma-filled lines of words that ramble on incessantly. You do not have to prove you are scholarly, they will know that by the information you produce. Share it with your readers; do not make them work for it. You will use figures and tables for complicated or redundant information and examples to illustrate complex concepts. You will paint word pictures which affirm the reader as a partner and promote a welcoming environment. And you will share your important information and findings so that the reader can apply your words into everyday life and general practice in a positive way. That is the experience we all want when we read an article. It is the least we can provide for the consumers of our own writing.

This syllabus will outline the mechanics of the course and will show you the pathway to successful completion. This course is designed to be informative, productive, comforting, and pleasant, just like your articles that will arise from it. I am your partner in this journey. Let's get started.

### **Instructor Contact Information**



Instructor: K. Lynn Wieck, RN, Ph.D., FAAN  
Office: online  
Office Hours: online most of the time  
Course Email: [lynn@drwieck.com](mailto:lynn@drwieck.com)  
Phone: 281-375-8155 or 281-923-3242 (cell)  
Fax: 281-375-8154  
SKYPE: [lynn.wieck77](https://www.skype.com/people/lynn.wieck77)

**Course Title:** Publishing Scholarly Papers

### **Course Description**

Outcomes-based course for the purpose of acquiring skill in the development and production of a scholarly scientific article to contribute to the evidence base of a professional discipline. Progressive written products with feedback/critique will move incrementally toward the completed article which will be submitted for publication to a peer-reviewed scholarly journal at the end of the course.

### **Prerequisites**

Permission of the instructor(s) is the only prerequisite for this course. Students will come into the course with a written paper or previous research ready to be transformed into an article for publication.

## Instructional Goals and Objectives

Upon successful completion of the course, the student should be able to:

1. Formulate a well-organized and coherent plan for completion of a written article suitable for publication within the allowed timeframe (planning stage). **Students evaluated by: Evaluation of the outline and writing plan to overcome barriers at the end of Module 1.**
2. Integrate additional literature into a previously-written paper or literature base to produce a readable product which contributes to scientific scholarship (production stage). **Students evaluated by: Evaluation of sequential iterations of the article**
3. Produce a publishable article prepared according to the target journal guidelines and submit to the journal for consideration of publication. **Students evaluated by: Evaluation of final written product for consistency with journal guidelines; submission confirmation from journal.**

## Course Outline

- I. Preparation Phase
  - a. Outline for expedience and productivity
  - b. Target journal selection and author guidelines
  - c. Strategies to overcome personal barriers to writing
  - d. Query letter decisions
- II. Production Phase
  - a. Organizing the literature review
  - b. Writing the rough draft
  - c. Reviewing for redundancy
  - d. Responding to critiques by additional drafts
- III. Publication Phase
  - a. Preparing the manuscript for submission
  - b. Cover letter and abstract
  - c. Submitting the article

**Course Calendar:** see link to calendar.

## Textbook Information, Other Readings and Materials

There is no required textbook for this course. It is recommended that you have the APA manual if your journal requires APA. This book also has good information about presenting your information cleanly. If your journal uses AMA, MLA, or another style format, you should be able to download basic instructions from the Internet. You are expected to get the reading materials you need from the library or internet.

Suggested resource: American Psychological Association (APA) *Publication manual of the American Psychological Association, 6<sup>th</sup> ed.* Washington D.C.: Author. ISBN-10: 1-4338-0561-8 (softcover).

## **Grading Information**

Progressive writing goals will be individually negotiated with a minimum of three significant stages: writing plan; completed first draft; completed paper ready for publication. No numeric or letter grades are given in this course. Critique will be offered to try to improve your product, and you are expected to respond to all suggestions; rationale for why you choose not to follow the suggestions is an acceptable response.

Final grade for the course will be either Credit or No Credit (CR/NC). The grade of “No Credit” will be given if any of the course requirements are not completed.

## **Course Requirements**

1. Overcoming Barriers, Style Comparison paper, Writing Plan, and Outline
2. Completed first draft and subsequent drafts using journal guidelines
3. Completed final paper with accompanying requirements for publication
4. Evidence of submission to professional journal

## **Written Assignments**

- All written assignments are to be completed in Microsoft Word and submitted on the agreed date.
- Please note that all written assignments must be submitted by midnight U.S. Central Standard Time on the due date.
- All written assignments should be submitted to me at [lynn@drwieck.com](mailto:lynn@drwieck.com).
- Plagiarism is a serious academic and professional offense. Please avoid the consequences of academic or scientific dishonesty by citing all sources that you use in your work. SafeAssign is a feature provided by Blackboard that is designed to detect plagiarism or non-original student work. Your instructor has set up this feature so that when you submit papers, they are automatically sent through SafeAssign. The program checks your work against a comprehensive database of source material including previous students' work and other papers and materials found on the web. An originality report will be generated that indicates the percentage of non-original material (text that matches existing sources) found in your paper. The purpose of using SafeAssign in your course is to ensure you are writing original papers and to encourage you and all students to properly attribute all sources used.

## **Assignments/Projects Turn-In Process**

All assignments will be submitted by email to me at [lynn@drwieck.com](mailto:lynn@drwieck.com).

When assignments are received, I will open them in Microsoft Word and will use Track Changes for review and comments. This will enable me to make comments, ask questions, etc. I will then return your assignment using reply to the email address you used to send it originally. You are responsible for checking this email to get feedback from me.

## Email and Course Discussions

This course is built on the anticipation of an engaged learner who is intrinsically motivated to produce. You are welcome to discuss any issues with other students or with the instructor. The Discussion Board feature of Blackboard will be opened if we see a need for it. However, the work of this course is self-generated and somewhat solitary. That is how writing is done. So please feel free to communicate by email within the course with other participants or all participants by clicking the TOOLS link on the left side of the Blackboard screen, then click SEND EMAIL to send a message. You are able to send messages to All Users or Select Users in the course, including the instructor. If you find something helpful, I am sure that everyone will be grateful if you share.

Questions or problems other than technical problems (see Technical Requirements in this Syllabus) may be submitted to the email address above.

I will make every effort to respond quickly to your emails. Generally speaking, I check my email inbox several times a day during the workweek and less frequently on the weekend. One caveat: technical problems in email systems may slow down responses. My priority is communicating with you, so if there are any problems, I will work with you to solve them.

## Accessing Library Resources

Students enrolled in this course have excellent access to the [Robert R. Muntz Library](#) at the University of Texas at Tyler. Follow the link, and then complete the instructions at those sites for accessing information from a distant site. Many of the database subscriptions funded by student fees give you access to full text journals that you will need for your review of the literature in each course. Please take the time to set up your account and get familiar with the resources available. They are awesome.

## Technical Information

If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing [itsupport@patriots.uttyler.edu](mailto:itsupport@patriots.uttyler.edu).

When you email IT Support, be sure to include a complete description of your question or problem including:

- The title and number of the course
- The page in question
- If you get an error message, a description and message number
- What you were doing at the time you received the error message

You may also visit [Distance Education FAQs](#) for helpful information.

## Plug-ins and Helper Applications

UT Tyler online courses use Java, JavaScript, browser plug-ins, helper application and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your online course.

- [Adobe Reader](#) allows you to view, save, and print Portable Document Format (PDF) files.
- [Java Runtime Environment](#) (JRE) allows you to use interactive tools on the web.
- [Adobe Flash Player](#) allows you to view content created with Flash such as interactive web applications and animations.
- [Quick Time](#) allows users to play back audio and video files.
- [Windows Media Player](#) allows you to view, listen and download streaming video and audio.
- [Real Player](#) allows you to view and listen to streaming video and audio.

## Academic Dishonesty Policy

Academic dishonesty, such as unauthorized collusion, plagiarism and cheating, as outlined in the [Handbook of Operating Procedures](#), University of Texas at Tyler, will not be tolerated.

University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event disciplinary measures are imposed on the student, it becomes part of the students' official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor. Please understand that the online technology that has so greatly enhanced our ability to find and use other people's words has also made it much easier to track and discover those who do.

Please note: The following items are required in the syllabus of all UT system courses. If they do not seem to apply to an online course, you will understand why they must be included.

#### **POLICIES THAT MUST APPEAR IN EACH COURSE SYLLABUS**

The following University policies must appear on each course syllabus or be provided as an informational sheet (web-links to these policies may be used in the print or electronic syllabus) <http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf>

##### **Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

##### **Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

##### **State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

##### **Disability Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to [cstaples@uttyler.edu](mailto:cstaples@uttyler.edu)

##### **Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

##### **Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

##### **Social Security and FERPA Statement:**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

##### **Emergency Exits and Evacuation:**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

## **Netiquette Guide**

“[Netiquette](#)” is network etiquette, the do’s and don’ts of online communication. Netiquette covers both common courtesy online and informal “rules of the road” of cyberspace. Review and familiarize yourself with the guidelines provided.

## **Navigation**

In order to effectively participate in online learning, it is imperative that you understand how your course is arranged and how to access and contribute information. If you have a question regarding the navigation within this course, please refer to the Blackboard user manual available under the Tools area.

## **Completion Time**

You must provide proof of submission to a journal to receive your grade. This submission process generally includes providing additional items, such as transmittal forms, curriculum vitae, cover letters, declarations of original work, etc. You must plan time at the end of the semester to get everything done in time to get the article submitted by the last day of class. You can submit early.

## **Getting Started**

Please refer to the information contained in this Syllabus anytime you have a question regarding the basic course information.

Please begin this course by clicking on the **MODULES** tab.

## **Final Note:**

All you need for success in this course is a good idea and the desire to share it. We will work hard, but it will be worth it. The scientific community is waiting out there for you to finish this course because you have something to say, and they want to read it. Now let’s get to work.

*Lynn Wieck*, Instructor