

NURS 6343
Publishing Scholarly Papers
Syllabus
Summer 2018

Welcome

Welcome to “Publishing Scholarly Papers,” a 3-hr course focused on mastering **writing a manuscript for publication**. At the end of the semester, you will submit your finished manuscript to a journal for consideration of publication. The semester will be fast-paced and productive with no wasted effort, which means that you will build on each draft of the manuscript you complete. Emphasis will be on outcomes, which is getting a quality manuscript 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 persuasion – what some people like to call “sales.” It is about building the case for why your idea is worthy of consideration – both by the publisher and by the reader. Your writing will establish that your “something to say” is noteworthy first an editor and then to the journal readership. Your work will help the editor sell subscriptions by producing an article that subscribers want to read. Yes, harsh as it is to accept, professional journals have a bottom-line existence, like all businesses...a singular financial reason – to sell subscriptions. You can ascribe to scientific journals all of the noble qualities you wish, including 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 - all of which are true, and we hope these are by-products of our publishing efforts. But realistically, publishing is a business with a bottom-line and a profit margin. And as with other businesses, 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 a manuscript that subscribers are dying to read, you WILL be published. If you produce a manuscript that you are dying to write (hold on to your heart) -- 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 put on your savvy writing shoes, because this semester we will write a manuscript that is informative, substantive, and competitive.

You don't write because you want to say something, you write because you have something to say.

-F. Scott Fitzgerald

Pay attention to F. Scott Fitzgerald’s words. 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* that colleagues need and want to hear, whether they realize it or not.

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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 as engaging, productive, comforting, and pleasant as possible. Therefore, you will not use unfamiliar acronyms, stilted sentences that 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 your something to say* with your readers; do not make them work for it. You will use figures and tables to offer clarity of complicated information and examples to illustrate complex concepts. You will paint word pictures that 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, concepts and principles 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 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 engaging, informative, interactive, 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: Babs McAlister, PhD, RN, CNM

Office: online

Office Hours: online, by phone, and by appointment for virtual meeting

Course Email: bmcalister@uttyler.edu

Email is my **strong preference** for our communication as I check email frequently Monday through Friday, and occasionally on the weekends. If you email me and have not heard from me within 24 hours, please resend your email. If you have not heard from me within 12 hours of your second email, then please free to text or call. Of course, if you have an emergency that requires immediate attention please do not hesitate to call. My cell is 214.240.3035. Thank you in advance for your support in this matter.

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 manuscript to contribute to the evidence base of a professional discipline.

Progressive written products with feedback/critique will move incrementally toward the completed manuscript that will be submitted for publication to a peer-reviewed scholarly journal at the end of the course.

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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 a manuscript for publication.

Instructional Goals and Objectives

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

1. Formulate a well-organized and coherent plan for completion of a written manuscript suitable for publication within the allowed timeframe (planning stage). **Students evaluated by 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 that contributes to scientific scholarship (production stage). **Students evaluated on sequential iterations of the manuscript.**
3. Produce a publishable manuscript prepared according to the target journal guidelines and submit to the journal for consideration of publication. **Students evaluated by 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 manuscript
- b. Writing the rough draft (draft 1)
- c. Reviewing for redundancy, writing accuracy, substantive, logical flow, & reader engagement
- d. Responding to feedback (draft 2)

III. Publication Phase

- a. Based on feedback, prepare manuscript for submission (draft 3)
- b. Revise final version and submit with cover letter both to course and to journal
- c. Submitting the manuscript **Caveats: Students must submit the final version produced within this course; other manuscripts are not permissible. Faculty chairs/advisors will be kept informed of writing progress and be included in the notification of manuscript submission, including the final manuscript submitted.**

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. The APA manual also has good information about presenting your information cleanly and writing well. If your journal uses AMA, MLA, or another style format, you should be able to

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download basic instructions from the Internet from Purdue Owl. You are expected to identify and get the supportive writing materials you need to guide you from the library or internet.

Suggested resource: American Psychological Association (APA) *Publication manual of the American Psychological Association, 6th 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 a minimum drafts 1, 2 & 3; completed manuscript ready for publication. No numeric or letter grades are given in this course. Substantive feedback will be offered for the purpose of improving your product. Note: *You are expected to respond to all suggestions*, just as you would with review feedback from a journal with changes or rationale for why you choose not to follow the suggestions. Choosing to not act on suggestion is an acceptable response, but there should be substantive rationale for why.

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 at minimum drafts 1, 2, 3, incorporating feedback and journal guidelines. There may be a need for further drafts depending on progress made.
3. Completed final manuscript with accompanying requirements for publication
4. Evidence of submission to professional peer-reviewed journal

Written Assignments/Turn-It-In

☑ **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 11:59 P.M. Central Time on the due date.

☑ All written assignments should be submitted to an assignment tab within the module in Canvas, unless otherwise noted by the professor. The same location will be used to deliver the feedback document using track changes as the feedback mechanism.

Plagiarism is a serious academic and professional offense. Avoid the consequences of academic or scientific dishonesty by citing all sources that you use in your work. Turn-it-in is a feature provided in Canvas 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 Turn-it-in. 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 Turn-it-in 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 Feedback Process

When assignments are received, I will open them in Microsoft Word and will use Track Changes for feedback. This will enable me to make comments, ask questions, etc. within your manuscript. You are responsible for retrieving the feedback from me via the assignment location where you submitted your draft and then responding to the feedback in the subsequent draft. In the feedback document, **under**

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the review tab, be sure that "All Markup" is designated so that all comments, edits and questions are visible. Future drafts that do not incorporate feedback will not be reviewed and students will receive no credit for that assignment until feedback is addressed. Individual discussion about the manuscript review/feedback will occur by zoom with Dr. McAlister after the first and third drafts. **Students will be asked to schedule 2 video conferences with Dr. McAlister during the semester; they will occur after draft 1 and after draft 3. These should be scheduled within the first week of the semester.** Other issues may be addressed within email to bmcalister@uttyler.edu.

NOTE: all feedback must be addressed, either with changes or with rationale as to why you chose not to address the feedback.

Course Discussions: Enhancements to Course Work

This course is built on the expectation that all learners are intrinsically motivated to produce their best work. You are welcome and encouraged to discuss any issues with other students or with the instructor. We will have **at least 2 synchronous course meetings (see calendar) via video conference in students will present their work and we will discuss how to get to publication.** In addition, a Discussion Board within Canvas entitled WRITING NETWORK has been opened to facilitate ongoing dialogue about writing – tips, experiences, nuances, etc. are encouraged. Consider this like a professional writers' guild in which ideas are shared and strategies gleaned. The WRITING NETWORK is set up so that you can **subscribe** to the discussion. **BE SURE TO SUBSCRIBE.** Subscribing will enable all discussion to come to your email. You won't miss any of the tips from your colleagues. While this opportunity offers wonderful collaboration about writing, please NOTE that this discussion is an enhancement of the real work of this course, which is self-generated and somewhat solitary. That is how writing is done.

Online courses require students and faculty to communicate online versus verbally. In this course, questions or problems about the course (other than technical problems; see Technical Requirements in this Syllabus) may be submitted to the **Course Discussion Board (CDB)** – which is where all *dialogue about the course* will be housed. If a student has a question about a due date, for example, that question would be posted to the **CDB** and the answer will be posted there as well. This discussion board

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will also be set up for you to **SUBSCRIBE** so that all course information can be delivered to your email. ***Please note that all information within the CDB is essential information that you are responsible for – please make sure you SUBSCRIBE.*** Consider the **CDB** to be like the first 15 minutes of an onsite class, when particular details may be provided, concepts elaborated upon, and student questions answered. Expect there to be extensive information shared within the **CDB**. Depending on your personal learning style and preferences, a course notebook may be helpful for you to record writing tips and other information/inspiration gleaned from course participation.

Individual issues are addressed via email to the instructor (bmcaster@uttyler.edu). Please note that 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. My priority is communicating with you...when there are challenges, I will work with you to resolve them.

Course Calendar/Schedule

The Course Calendar is posted in Canvas in the Getting Started module. Please refer to it frequently for Assignments and Due Dates, etc.

Accessing Library Resources

Students enrolled in this course have 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 reviews of the literature throughout your graduate journey. Please take the time to set up your account, if you haven't already, 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, please seek assistance by emailing 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.

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- ☒ 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 student's 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.

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 Canvas homepage to access both self-help guides and formal IT assistance.

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 manuscript submitted as well as send the instructor evidence of your submission by the last day of class** (see calendar). You are encouraged to 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 **HOME** tab or **Module One**.

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 for you to finish this course because you have *something to say*, and they want to read it. Now let's get to work.

Thank you and acknowledgment:

This course was originally conceptualized and designed by Dr. Lynn Wieck. Following Dr. Wieck's retirement, Dr. Ellen Fineout-Overholt has been providing course leadership and continuous course refinement. I appreciate the vision and expertise that have shaped this course thus far, and am humbled to have been given the opportunity to share NURS 6343 with you.

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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.

UT Tyler Course Policies

The following course policies may be found at the website listed below: absence for religious observance, absence for university-supported trips, services to students with disabilities, grade replacement, state-mandated course drop policy, and Social Security and privacy
<http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf>

University Policies

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://www2.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

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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

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.

A pdf of these policies can be found at: <http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf>

The information contained in the course syllabus, other than the grading criteria and absence and make-up policies, may be subject to change with reasonable advance notice as long as the change is without prejudice to the students.