

10.16 Writing for Journal Publication

<i>SMS Code</i>	LT717001		
<i>Level</i>	7	<i>Credits</i>	10
<i>Total Learning Hours</i>	100	<i>Contact Hours</i>	30
<i>Work Experience Hours</i>	nil	<i>Self Directed Hours</i>	70
<i>NQF Units/Other Components contained are: N/A</i>			
<i>Course approved in another Programme: No</i>			

Aims

To provide a scholarly writing framework that enables participants to transform aspects of their practice and/or research into publishable journal articles.

To support participants through the drafting, critiquing, rewriting and editing stages while being mindful of the purpose and readership of the article and the specific journal requirements to which it will be submitted.

Learning Outcomes

At the successful completion of this course, participants will be able to:

- appraise a range of journals for publication and identify an appropriate journal for an intended submission;
- develop a draft publication based on sound research and/or practice experiences and undertake self and peer review processes;
- demonstrate the ability to rework a draft publication in response to feedback;
- adhere to appropriate editing and reference skills

Content

1. Reasons for publishing which include contributing to a discipline-specific body of knowledge and gaining a research output.
2. Types of journals and their characteristics: selecting appropriate journals, understanding journal requirements, establishing relationships with editors, adhering to author guidelines.
3. Authorship and etiquette: sole or collaborative, conventions for listing authors.
4. Possibilities for publication: scholarly articles about empirical research, theoretical articles, conceptual refinements of key ideas in participants' area of interest, discussions of a new methodology or transforming a

conference paper into a journal article; review articles; publishing from a thesis

5. Writing and re-writing processes: planning time to write; finding the right voice; starting; writing for self; writing for others.
6. Reviewing: by paragraph and thematic analysis; reading aloud to self; reading aloud to others; responding to informal peer feedback; responding to formal peer review.
7. Re-writing -principles, processes and practices.
8. Feedback types and processes: informal (e.g. critical friend); formal, e.g. Workshop article with group using specific criteria, e.g. significance of paper, appropriateness for journal, quality of research (conceptual/theoretical/design/analysis) or account of practice experience or conceptual refinement, quality of writing (organisation, clarity, style).
9. Editing and referencing.
10. Submission and turn around time.
11. Handling rejection
12. Responding to peer review
13. Proofs and production

Learning/Teaching Strategies/Methods

Learning and teaching methods will incorporate reflective, experiential and collaborative strategies to enable active group involvement in all aspects of the writing for journal publication process. Participants will experience and contribute to large and small group discussions, self directed activities, electronic searches, workshoping sessions, narrative processes, individual and collaborative presentations and electronic communication methods.

Assessment

Participants will produce a draft journal article which meets the requirements for submission to an identified journal.

Attendance Requirements

Attendance is not a requirement for successful completion.

Completion requirements

To achieve a pass for this course, participants must successfully complete all assessments.

Literature References for Curriculum Development

Black, D., Brown, S., & Race, P. (1998). *500 tips for getting published*. London: Kogan Page.

- Bleakley, A. (2000). Writing with invisible ink: Narrative, confessionality and reflective practice. *Reflective Practice*, 1(1), 11-24.
- Canter, D., & Fairbairn, G. (2005). *Becoming an author: Advice for academics and professionals*. Maidenhead: Open University Press.
- Deene, Rosemary, and Ponsot, Marie. (1989). *Beat Not the Poor Desk: What to Write, How to Write it and Why*. Oxford: Heinemann.
- Hiemstra, R., & Brier, E. (1994). *Professional writing: Processes, strategies and tips for publishing in educational journals*. Florida: Krieger Publishing Company.
- Holdstein, H., & Bleich, D. (2001). *Personal effects: The social character of scholarly writing*. Logan: Utah State University Press.
- Kenway, J., Gough, N., & Hughes, M. (1998). *Publishing in refereed academic journals: A pocket guide*. Geelong: Deakin Centre for Education and Change.
- Lee, L., & Boud, D. (2003). Writing groups, change and academic identity: Research development as local practice. *Studies in Higher Education*, 28 (2), 189-200.
- McDonald, T., Herlihy, B., Kulisa, J., Legget, B., Lummis, G., & Woods, J. (2002, July). *The persistent push for publications: Success stories from time-poor academics*. Paper presented at the HERDSA Conference, Australia.
- Moore, S. (2003). Writers' retreats for academics: Exploring and increasing the motivation to write. *Journal of Further and Higher Education*, 27 (3), 333-342.
- Morss, K., & Murray, R. (2001). Researching academic writing within a structured programme: Insights and outcomes. *Studies in Higher Education*, 26 (2), 35-51.
- Murphy, Elizabeth M. (1989). *Effective writing: Plain English at work*. Melbourne: Pitman Publishing.
- Murray, R. (2004). *Writing for academic journals*. Maidenhead: Open University Press.
- Rooks, George M. (1988). *Paragraph Power: Communicating ideas through paragraphs*. Englewood Cliffs, NJ: Prentice Hall Regents.
- Surma, A. (2000) Defining professional writing as an area of scholarly activity. *TEXT*, 4 (2).
- Truss, L. (2003). *Eats, Shoots & Leaves*. London: Profile Books Ltd.
- Williams, J.M. (1994). *Style: Ten lessons in clarity and grace*. New York: HarperCollins.

Student Reading List

Participants are encouraged to read widely from recommended readings which are updated annually and provided in the course outline.



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