



**Publish
& Flourish**

Become a Prolific Scholar

Tara Gray

Director, Teaching Academy
Associate Professor of Criminal Justice
New Mexico State University

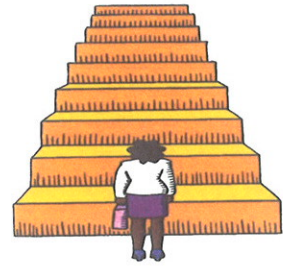
505-646-1013
tara@taragray.com

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Publish and Flourish: Become a Prolific Scholar The Twelve Steps

Managing Time

1. Differentiate between the urgent and the important.
2. Write daily for 15-30 minutes.
3. Record your time spent writing daily; share your records weekly.



Writing

4. Write from the first day of your research project.
5. Post your thesis on the wall and write to it.

Revising

6. Organize around key sentences.
7. Use your key sentences as an after-the-fact outline.

Getting Help

8. Share early drafts with non-experts and later drafts with experts.
9. Learn how to listen.
10. Respond to each specific comment.

Polishing and Publishing

11. Read your prose out loud.
12. Kick it out the door and make 'em say "No."

WRITING LOG

Week Beginning on _____ Name _____

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat. (opt.)	Sun. (opt.)	TOTAL
Writing Time (i.e. 8:00- 8:30)								X
Minutes of Writing (i.e. 30)								

Note: “Writing time” includes *any* time working to communicate your research with words, including the final presentation (not the generation) of numbers in tables.

WORKING THE STEPS

THIS WEEK I...

- _____ wrote _____ days.
- _____ recorded daily my minutes spent writing.
- _____ shared my records weekly with my sponsor or buddy.
- _____ posted my thesis on the wall and wrote to it; that is, my thesis was always in plain view and I kept it in mind as I wrote.
- _____ found a key sentence in every paragraph I wrote or revised.
- _____ studied my key sentences in isolation and asked: does each key sentence support the purpose (thesis) of the paper? Are the key sentences organized (that is, are they logical and coherent?)
- _____ shared part or all of a draft with someone.
- _____ responded to each specific comment I was given.
- _____ read my prose out loud.
- _____ kicked a manuscript out the door by sending it to a co-author, a reader, or to a publication outlet.

Managing Time

1. How would your life be different if you started writing daily?

Positive Changes I Expect	Negative Changes I Expect

2. On balance, does it make sense for you to start writing daily? Why or why not?

3. If you want to write daily this week, when are you going to do that each day? Write your times in your planner if you have it with you or in the space below if you don't. (Note: A writing log precedes this page. Before writing on it, however, duplicate it so that you will have a clean one to use after this one is filled out.)

4. How could a buddy or sponsor help you with your writing goals? Who should your buddy or sponsor be? When should you report (we recommend reporting daily for 30 days and weekly thereafter)?

Worksheet on Key Sentences

Key sentences are to paragraphs like street signs are to cities: they orient readers and help them navigate.

Key sentences are like topic sentences because they:

- Announce the topic of the paragraph
 - simply with little detail (the most general statement)
 - without trying to prove the point (the rest of the paragraph serves that function)
- Must be broad enough to “cover” everything in the paragraph, but not so broad that they raise issues that are not addressed in the paragraph
- Must allow you to answer the key question affirmatively, “Is everything after the key sentence about the idea in the key sentence?”
- Should be short and memorable
- Should use key words as subjects (i.e. if the topic of the paragraph is “Napoleon” then, ideally, the word “Napoleon” appears in the key sentence rather than the word “he.”)

Key sentences are different from what you may have been taught about topic sentences because they need not be the first sentence in each paragraph (in academe they usually aren’t except in the most technical writing).

Directions: Practice finding key sentences in the following paragraphs. Once you find the best available key sentence for each paragraph, write the number of the sentence in the left margin. For example, if the key sentence is first; write the numeral “1.” As you read, remember that the best option for a key sentence in any given paragraph may not meet every characteristic of the ideal.

If you don’t think the paragraph has a key sentence at all, write “0” in the margin and then write a key sentence and insert it into the paragraph.

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Example 1. Try thinking of paragraphs as having two parts: the issue and the discussion. The issue is a “short introductory section of the paragraph, or overture if you will,” which includes a transition and announces the topic. The discussion is the longer portion of the paragraph. The discussion “explains, elaborates, supports, qualifies, and argues for what the writer stated in the issue. The issue promises; the discussion delivers. . . . If you write a passage that does not seem to hang together, seems uncentered or out of focus, you may have made a promise but didn’t deliver, or you may have delivered on promises you didn’t make (Williams, Joseph. (1990). *Style: Toward clarity and grace*. Chicago: The University of Chicago Press, p. 92).

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Example 2. “We learn rules for actions better when those rules are structured, whether we learn by practicing them, by watching a teacher demonstrate them, or by listening to a teacher explain them. But do we learn better from a demonstration or an explanation? We are likely to learn more when we watch a demonstration if our language skills are so weak that we cannot understand words easily, or if the teacher cannot verbalize the rules. We are also likely to learn more from watching a demonstration when we must quickly coordinate intricate actions such as learning to ride a bicycle, but the explanation for them is too cumbersome. Finally, we are

likely to learn more from a demonstration if the action is difficult or unfamiliar and the teacher lectures about it at length. On the other hand, we will learn an action better from an explanation if we can deftly translate explanations into actions and then store the information" (Williams, Joseph. (1990). *Style: Toward clarity and grace*. Chicago: The University of Chicago Press, p. 87).

✓ *Example 3.* By definition the true value for each of the unknown variance parameters must be positive. However, it is not uncommon to obtain some estimates of these parameters that are negative. In this study, negative estimates were handled using the Brennan approach (1983). Brennan's approach involves replacing the negative estimate with zero, but retaining the original negative estimate in the formula for estimating other variance components. This approach has the advantage of producing unbiased estimates of the other variance components.

✓ *Example 4.* "The United States is at present the world's largest exporter of agricultural products. Its agricultural net balance of payments in recent years has exceeded \$10 billion a year. As rising costs of imported petroleum and other goods have increased the U.S. trade deficit, this agricultural surplus has taken on great financial importance in both the domestic and international markets. First, agricultural exports maintain profitable market prices for the American farmer and bolster the national economy by providing over one million jobs. The income from farm exports alone is used to purchase about \$9 billion worth of domestic farm machinery and equipment annually. Exports of U.S. agricultural products also reduce price-depressing surpluses. Without exports the government would be subsidizing American farmers by more than \$10 billion a year over the current rate. Finally, agricultural exports provide an entry to foreign markets than can be exploited by other industries" (Williams, Joseph. (1990). *Style: Toward clarity and grace*. Chicago: The University of Chicago Press, p. 100).

Example 5. "Seven out of eight reigns of the Romanov line after Peter the Great were plagued by some sort of palace revolt or popular revolution. In 1722, Peter the Great passed a law of succession that terminated the principle of heredity. He proclaimed that the sovereign could appoint a successor in order to accompany his idea of achievement by merit. This resulted in many tsars not appointing a successor before dying. Even Peter the Great failed to choose someone before he died. Ivan VI was appointed by Czarina Anna, but was only two months old at his coronation in 1740. Elizabeth, daughter of Peter the Great, defeated Anna, and she ascended to the throne in 1741. Succession not dependent upon authority resulted in boyars' regularly disputing who was to become sovereign. It was not until 1797 that Paul I codified the law of succession: male primogeniture. But Paul I was strangled by conspirators, one of whom was probably his son, Alexander I" (Williams, Joseph. (1990). *Style: Toward clarity and grace*. Chicago: The University of Chicago Press, p. 88).

Getting Help

Share *near-final* drafts with at least two Capital-E Experts

How?

“Query” journal editors

How do you query?

- Email the journal editor to say that you would like to submit your paper
 - Ask the editor how well it fits the journal’s mission
 - Include the title and abstract in the body of the message
 - Attach the whole paper
 - Wait two weeks and write again
 - Thank the editor regardless of the outcome!

DO YOU WANT FEEDBACK ON A MANUSCRIPT?



Manuscript and Writing Guidance

by *Rene Hadjigeorgalis*

We've all lived the drill. We work for months on end on a manuscript, finally let it go, and send it to the reviewer. We receive the reviewer's comments only to find out that he missed the entire point of our manuscript.

It's easy to blame reviewers. They are normally faceless, and by most accounts not too pleasant in their comments. If it's not the reviewer, then it's the clueless thesis advisor. But is it really their fault? Is it at all possible that there was a "failure to communicate?"

"Of course not! I spent months on this! I had all of the *experts* in my field read it!"

Maybe you need a *Non-Expert*.

A non-expert is not constrained by your discipline. They are not drawn to the theory at the expense of your writing. Their role is to focus on your writing and whether or not you are saying what you set out to say. As a non-expert, I can help you to communicate your ideas by helping you:

- Avoid digressions
- Improve organization and clarity
- Uncover overriding (but often hidden) themes

I will read your manuscript with particular attention to these issues and provide you with written comments within a specified time. For an additional fee, I can discuss your paper with you further by telephone. Early, partial drafts as well as more refined manuscripts are welcome.



Rene Hadjigeorgalis is a former faculty member at a land-grant institution. She has reviewed manuscripts in: Aeronautical Engineering, Agronomy, Biology, Chemistry, Civil Engineering, Computer Science, Economics, Electrical Engineering, English, Faculty Development, History, Library Science, Linguistics, Literature, Management, Mechanical Engineering, Nursing, Public Health, Social Work, Sociology, Soil Science, Spanish, Statistics, and Teaching.

2008 Fee Schedule	Cost per Page*
Written Comments: 10 business-day turnaround	\$6
Written Comments: 5 business-day turnaround	\$8
Written Comments: 2 business-day turnaround	\$10

* Page count based on double-spaced text. Minimum charge of \$50. Add \$30 per manuscript for discussion by telephone.

SEND MANUSCRIPTS AS ATTACHMENTS (MS WORD OR PDF) TO

Rene.Hadjigeorgalis@gmail.com

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Instructions for Writing Circles

Before you start:

Divide time evenly between writers (as in 3:00-3:15, 3:15-3:30, etc.).

Appoint a time-keeper to help you stick to your schedule like glue.

If one writer needs more time, get a volunteer to work with him or her after the writing circle or by e-mail.

Review ground rules for readers and writers:

Ground Rules:

Readers: Avoid passing judgment on what you read. Just tell which sentence seems to be key and why you think so or why you are unclear between two sentences. In all that you say, remember that *the main purpose of writing groups is to motivate the writer* to want to write more. Asking, "Do you mean X or Y here?" is more motivating to a writer when saying, "This is unclear" because the writer doesn't intuitively know what is unclear or how to make it clear.

Writers: During the time that your paper is discussed, focus your attention on listening, asking questions, taking notes, and moderating. Moderating should empower you and should help reduce the "sting" of having your work criticized. Instructions for how to moderate are below, but the most important thing is this: *avoid talking too much and explaining what you were trying to say*. Instead, just look at the words on the paper and try to see your words through the reader's eyes.

First five minutes: Read and search for keys

Readers: Identify a key sentence (by number) for each paragraph.

Writers: Pretend you are just another reader and do the exact same things the other readers are doing.

Next nine minutes: Discuss keys

The writer asks, "In paragraph #1, which sentence is the key (#1, #2, #3, etc. . .)?"

If readers disagree, discussion ensues on that question before proceeding to the next question.

If readers agree, the writer skips ahead to the next question, "What else in this paragraph?"

Repeat for each paragraph.

Final minute: The positive round

The writer asks, "What works in this paper?" "What aspects should I keep as I make changes?"

Hints for Successful Writing Circles:

Before You Come:

- Write your thesis in the heading or footer of your paper.
- Make four copies of a three page rough draft.

When You Arrive:

- Be on time.
- Pass your writing log around to your teammates and look at theirs. Discuss.
- If you forgot your writing log, create one on the spot.

Create a community of scholars.