



SOCIOLOGY 703: GRADUATE WRITING SEMINAR

SPRING 2023

MONDAY, 9:00AM-12PM

SOCIOLOGY DEPARTMENT LIBRARY

INSTRUCTOR: HANA SHEPHERD

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OFFICE HOURS: MONDAYS 12-1PM (PLEASE EMAIL ME FIRST)

DAVISON HALL ROOM 037

Course Description This course has two main purposes. The first is to provide support and feedback during the process of turning a paper draft into a publishable article or a complete QP submission. In the process, we will develop generalizable insights about academic writing that can be used in your future scholarly endeavors. There is a lot to keep track of in academic writing including: the larger argument of your project, the way each section is structured to contribute to that argument, whether your evidence adequately supports your argument, whether alternative explanations also fit your evidence, and sentence-level clarity of writing and style. We will pay attention to all of these elements.

Second, the class is an exercise in professional socialization as participation in workshops and providing feedback to peers on their own work is a core responsibility of an academic. Giving thoughtful and useful criticism is a real skill that can (and should) be developed. It is a huge, if under-discussed, element of the profession. But you also gain enormously from reviewing the work of others: you keep up on new work in your field, you learn new methods and techniques, you see what piques (or fails to pique) the interest of other researchers and editors.

Learning Goals In this course, we will:

- Learn how to turn a working paper into a paper that is ready for journal submission
- Learn how to provide constructive feedback to peers on their own work
- Learn how to accept and interpret feedback, especially from multiple, sometimes conflicting sources
 - o Internalizing the Arland Thornton Rule: All feedback is informative
- Identify techniques to maximize the clarity of arguments and writing
- Identify methods for writing that work best for each individual, including how to break a project down into manageable steps
- Discuss and assess writing advice from other scholars
- Discuss practical issues in paper submission and reviewing
- Learn how to present one's research findings in multiple forms and venues, including posters, oral presentations, abstracts, policy reports and other forms for general audiences
- Learn strategies to optimize participation in workshops

We will work towards these goals by:

- Writing and revising drafts of papers for journal submission
- Responding to feedback about your writing
- Providing careful feedback on other students' work each week in both written and spoken form
- Completing brief summaries of sources on social science writing
- Keeping a writing log or otherwise monitoring work habits for the first couple of weeks of

class

- Identifying models of articles that are doing something similar to your own work/argument
- Discussing the process of journal submission

Class Structure

- Each seminar member will choose two weeks in which they will present their work and receive feedback. First round presentations will be solo and second round presentations will be either solo or shared with another student, depending on class size. You must **send me your paper/materials by noon the Monday the week BEFORE you present** so that I can make it available to the class via Canvas (and/or email). The second round paper will be a revision based on the comments from the previous round and include a cover letter that responds to the previous comments and describes your changes, as you would for a journal revise and resubmission.
 - o Identifying your audience and crafting your argument, citations, and evidence for that audience is an enormously important part of the process of journal submission. Toward that end, when you submit your paper, please also identify at least 4 journals that it might be suitable for. You can use the ASA's "Guide to Publishing" that I've posted under Resources on Canvas.
- During the first round, you will be responsible for providing a **review of each paper and posting it on Canvas by noon on Sunday, the day before the author is presenting.**
- The first 20-30 minutes of each class will involve a discussion of writing tips and insights from different authors plus a discussion of practical issues with writing and journal submission. **Each seminar member will select a resource to summarize, and a date on which to present.** Please distill 2-3 main points from the writing resource for the other seminar members. You will review these main points and lead a conversation with one or two points or questions for the group to discuss. When relevant, ideally, you will have tried out some of the concrete suggestions from your resource and report back on a) what the concrete suggestions were, and b) what worked and what didn't work for you.

Evaluation Work for this course will be assessed as Satisfactory or Unsatisfactory. Attendance and participation are expected in every class. The requirements for receiving a satisfactory grade are submitting your first round paper draft at least a week before you are assigned to present; submitting a revised paper draft with a cover letter explaining changes (addressing reviewer concerns) at least a week before you are assigned to present for the second time; submitting thoughtful, constructive feedback to other workshop participants on time; and preparing a brief summary of the highlights of insight from a selected resource on writing to the group when assigned.

Class Policies Workshopping papers can be a delicate business that requires good faith and persistence on both sides. To encourage the free exchange of ideas, the classroom should be safe, supportive, and productive. To facilitate such an environment, all class participants, students and faculty, must act with mutual respect and common courtesy. Please come talk with me about these issues at any point.

The Rutgers Sociology Department strives to create an environment that supports and affirms diversity in all manifestations, including race, ethnicity, gender, sexual orientation, religion, age, social class, disability status, region/country of origin, and political orientation. We also celebrate diversity of theoretical and methodological perspectives among our faculty and students and seek

to create an atmosphere of respect and mutual dialogue. We have zero tolerance for violations of these principles and have instituted clear and respectful procedures for responding to such grievances.

List of Books and Other Resources on Writing OR Model Article

Each seminar member will select either: a) resource from this list, b) a resource on the process of social science writing that is not on this list, or c) an article they find useful as a model for their own work for a brief presentation one week. Model articles are those which can give us ideas for how to present evidence, how to structure an argument, the order in which to structure a paper, etc.

"They Say / I Say": The Moves That Matter in Academic Writing Gerald Graff and Cathy Birkenstein

Seven Rules for Social Research Glenn Firebaugh

The Clockwork Muse Eviatar Zerubavel

Writing for Social Scientists: How to Start and Finish your Thesis, Book, or Article Howard Becker

Writing Strategies: Reaching Diverse Audiences, Qualitative Research Methods Laurel Richardson

On Writing Well William Zinsser

On Writing Steven King

Writing about Multivariate Analysis Jane Miller

Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success Wendy Belcher

Selections from: <http://sociologicalimagination.org/archives/13630>

Goldberg, A. E. & Allen, K. R. (2015). "Communicating qualitative research: Some practical guideposts for scholars." *Journal of Marriage and Family* 77: 3-22.

White, L. (2005). "Writes of passage: Writing an empirical journal article." *Journal of Marriage and Family* 67: 791-798.

Rockquemore, Kerry Ann. August 3, 2016. "How to Finish your Dissertation."

<https://www.insidehighered.com/advice/2016/08/03/advice-graduate-students-having-difficulty-finishing-their-dissertations-essay>

Kumar, Amitava. "10 Rules of Writing." *The Indian Quarterly*.

<http://indianquarterly.com/10-rules-of-writing/>

On Rejections: <http://lithub.com/why-you-should-aim-for-100-rejections-a-year/>

<http://terribleminds.com/ramble/2011/12/13/25-things-writers-should-know-about-rejection/>

SCHEDULE

Week One Introduction & Abstract and Style Workshop

Please bring an e- or paper version of your paper abstract to class, as well as a printed 2-3 page selection of your paper to exchange with another seminar member

Monday January 23:

Introduction to each other and the projects
 Course overview and scheduling
 Discussion about Writing: Writing logistics and the journal submission process
 Discussion about Reviewing: What makes reviews useful, building a template
 Abstract Workshop
 In pairs: exchange sample writing for evaluation

Week Two

Monday January 30:

- Discussion of insights into research and writing, summary of a writing resource
- Presenter 1: Feedback and discussion

Week Three

Monday February 6:

- Discussion of insights into research and writing, summary of a writing resource
- Presenter 2: Feedback and discussion

Week Four

Monday February 13:

- Discussion of insights into research and writing, summary of a resource
- Presenter 3: Feedback and discussion

Week Five

Monday February 20:

- Discussion of insights into research and writing, summary of a resource
- Presenter 4: Feedback and discussion

Week Six

Monday February 27:

- Discussion of insights into research and writing, summary of a resource
- Presenter 5: Feedback and discussion

Week Seven

Monday March 6:

- Discussion of insights into research and writing, summary of a resource
- Presenter 6: Feedback and discussion

Week Eight – NO CLASS, SPRING BREAK

Monday March 13

Week NineMonday March 20:

- Discussion of insights into research and writing, summary of a resource
- Presenter 7: Feedback and discussion

Week TenMonday March 27:

- Presenters: Round 2

Week ElevenMonday April 3:

- Presenters: Round 2

Week TwelveMonday April 10:

- Presenters: Round 2

Week ThirteenMonday April 17:

- Presenters: Round 2

Week FourteenMonday April 24:

- Presenters: Round 2

Week FifteenMonday May 1:

- Presenters: Round 2
- Summary discussion about writing and research; Making plans going forward