

**THE UNIVERSITY OF TEXAS AT AUSTIN**  
**SCHOOL OF SOCIAL WORK**

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**Course/Unique Number:** SW 395K / U# 96235

**Office Number:** SSW 3.130K

**Semester:** Spring 2008

**Office Phone:** 471-6266

**Meeting Time/Place:** T/Th 8:30-11 am / SSW 2.118

**Office Hours:** Thurs 11-12 & appt.

**Instructor:** Yolanda C. Padilla, PhD, LMSW-AP, Professor, [ypadilla@mail.utexas.edu](mailto:ypadilla@mail.utexas.edu)

**Teaching Assistant:** Monica Faulkner, [MonicaF480@aol.com](mailto:MonicaF480@aol.com)

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*“You look at your past life and you say I have been working for 20, 25, 30 years, what did I do really? What has come out of it, beneficial or not? I did my job to the best of my capacities, that's all. I am grateful to society, to my parents, professors, friends, who gave me a chance to produce good work; in return I contributed some valid pieces of knowledge and other work which was not so valuable. I feel that I have been useful, that I have respected my contract, as we say in French.” (Edwards, 2002, p. 320, cited in Babor, Stenuius, and Sawa, 2004)”*

**DOCTORAL WRITING SEMINAR (PHD)**

**I. Course Description**

This seminar provides instruction on writing for publication. It presents tools and resources for writing scholarly articles as well as familiarizes students with the journal editorial process. Students are exposed to various perspectives by experts and others experienced in the process of scholarly writing, including the progression from research proposal and study implementation to a published article.

**II. Course Objectives**

By the end of the course, the student will be able to:

1. Understand the journal editorial process, including article submission requirements and the review process.
2. Organize a writing project, incorporating various aspects of the preparation of an article: literature search, outlines, notetaking, and drafts.
3. Distinguish the purpose of various parts of an article, such as the background and significance and the literature review.
4. Structure scholarly articles according to the intended purpose, with an emphasis on how to report empirical research and how to develop a conceptual paper.
5. Understand the place of scholarly publication in the larger endeavor of academia, considering ethical responsibilities and ways in which publication furthers the aims of knowledge generation and social change.

### III. Teaching Methods

This class is conducted using a seminar format. The primary teaching approach will be collaborative learning. Collaborative learning involves student group work with a focus on the application of concepts from the readings. Students should come prepared to discuss the assigned readings. In addition, students will have an opportunity to critique each other's writing. Class attendance and participation is required.

### IV. Required Readings

**Text:** Williams, Joseph M. 2007. *Style: Lessons in Clarity and Grace* (9<sup>th</sup> ed.). New York: Longman.

**Other:** Listed in the day assigned (provided by instructor). For full citations, see Bibliography.

**Additional optional writing resources:** See Bibliography.

### V. Course Requirements

This course is on a pass/fail basis. According to UT academic policies, course work requirements and methods of evaluation must be the same for students registered on the Credit/No Credit basis as for those registered on the letter-grade basis. Performance at the level of C or above for courses taken on the Credit/No Credit basis is required to earn credit (CR).

1. Class Participation/Attendance (Required) .....	40%
Timely submission of worksheets and drafts	
2. Writing for Publication Portfolio .....	60%
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	100%

#### Writing for Publication Portfolio

Keep a binder with the following:

- (a) Notes from the writing workshops, class lectures, and readings (can be brief)
- (b) A brief running journal of what you learn each week (from the workshops, the readings, and your own work) and how you are applying it to your own writing
- (c) Outlines and drafts of your article sections, including peer/instructor comments

### VI. Bibliography of Writing Resources

American Psychological Association. 2001. *Publication Manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Babor, Thomas F., Kerstin Stenius, and Susan Sawa. 2004. *Publishing Addiction Science: A*

- Guide for the Perplexed*. (International Society of Addition Journal Editors). Rockville, MA: Social and Health Services. Available online:  
<http://www.parint.org/isajewebsite/isajebook/isajewebbook.htm>
- Becker, Howard S. 1986. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*. Chicago, IL: The University of Chicago Press.
- Becker, Howard. 1998. *Tricks of the Trade : How to Think about Your Research While You're Doing It*. Chicago, IL: University of Chicago Press.
- Beebe, Linda. 1993. *Professional Writing for the Human Services*. Washington DC: NASW Press.
- Boice, Robert. *Professors as Writers: A Self-Help Guide To Productive Writing*. Stillwater, OK: New Forums Press. 1990.
- Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 2003. *The Craft of Research*. Chicago, IL: The University of Chicago Press.
- Galvan, Jose L. 1999. *Writing Literature Reviews*. 1998. Los Angeles: Pyrczak Publishing.
- Giarrusso, Roseann, Judith Richlin-Klonsky, William G. Roy, and Ellen Strenski. 1998. *A Guide to Writing Sociology Papers*. New York: St. Martin's Press.
- Huston, Aletha C. From Research to Policy and Back. 2008. *Child Development*, 79(1), 1-12.
- Lunsford, Andrea A. *The Everyday Writer*. 2005. Boston: Bedford/St. Martin's. Online tutorial available: [http://bcs.bedfordstmartins.com/everyday\\_writer3e/default.asp?uid=0&rau=0](http://bcs.bedfordstmartins.com/everyday_writer3e/default.asp?uid=0&rau=0)
- NASW Press. 1997. *An Author's Guide to Social Work Journals*. Washington DC: NASW Press.
- Pyrczak, Fred, and Bruce, Randall. 1997. *Writing Empirical Research Reports*. Los Angeles: Pyrczak Publishing.
- Shields, Patricia M. 2000. *Step by Step: Building a Research Paper (Project Organizer)*. Stillwater, OK: New Forums Press.
- Strunk, William, and E. B. White. 2000. *The Elements of Style*. New York: Longman.
- Tornquist, Elizabeth M. 1999. *From Proposal to Publication: An Informal Guide to Writing About Nursing Research*. Prentice Hall.
- Truss, Lynne. 2004. *Eats, Shoots & Leaves: The Zero Tolerance Approach To Punctuation*. New York: Gotham Books.
- Writing for the NASW Press: Information for Authors*. 2008. Washington, DC: NASW Press. [Available on-line: [www.naswpress.org](http://www.naswpress.org), under 'Resources/Tools for Authors.].

## VII. School of Social Work and Class Expectations

1. **Grades.** The grading criteria used in this class are as follows:

EXCELLENT (A): Significantly exceeds expectations (more than is required) and demonstrates in-depth critical thinking/analysis (e.g., coherent integration of ideas).  
GOOD (B): Meets all the requirements & demonstrates in-depth critical thinking/analysis.  
AVERAGE (C): Meets the requirements or has minor gaps but fails to demonstrate in-depth critical thinking/analysis.  
BELOW AVERAGE (≤D): Has important gaps: does not meet the requirements or fails to demonstrate in-depth critical thinking/analysis. (Class failed/no credit if below 70.)

2. **Attend class regularly and turn in assignments on the due dates.** Class attendance is required.
3. **Electronic communication.** Blackboard (including email postings) will be used for course management. Blackboard is available at <http://courses.utexas.edu>. Changes to the syllabus will be posted on Blackboard and/or announced in class. Blackboard support is provided by the ITS Help Desk at 475-9400 on week days. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address.
4. **Follow the rules of scholastic honesty.** Assignments which show evidence that they have not been completed directly by the student will not be accepted and may result in automatic failure for the course. Scholastic dishonesty, including plagiarism, will result in recommendation for dismissal from the University according to University guidelines.
5. **Request and offer feedback.** I will work with you throughout the semester and provide you with feedback for revisions on assignments. Student feedback about the course is welcome, as the course will be viewed as a joint effort between students and the instructor.
6. **Participate in class discussions and other in-class activities.** Share your perspectives. Based on the social work value of self-determination, we will ultimately strive to learn about and respect the perspectives of populations directly affected by issues at question as *they* experience them and define them.
7. **Present written and oral presentations professionally.** Written assignments should be proofread to avoid grammatical, spelling, or punctuation errors. Paginate all your papers.
8. **Use APA style for referencing.** The *Publication Manual of the American Psychological Association* is the style manual used by the School of Social Work.
9. **Agency and community safety.** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should also notify instructors regarding any safety concerns.
10. **Services for students with disabilities.** The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259 or 471-4641 TTY.

## VIII. Course Schedule

	Topic	Assigned Readings	Assignment Due
June 5	Pre-class meeting April 30. Make-up class June 17.		
June 10	What do editors want? Journal selection, the editorial process, impact factors Class overview		
June 12	How to think about writing	<i>Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article</i> Ch. 3: One Right Way.	<u>Worksheet</u> : Article Preparation Worksheet
June 17 8:30-12:00 1:30-3:00	<p>WORKSHOP 1  <u>Writing a Clear &amp; Competitive Grant Proposal</u>  <u>Responding to Critique and Resubmission</u>            Summer Research Institute, Sch. of Nursing            (\$150 Fee waived.)</p> <p>Elizabeth Tornquist, author of <i>From Proposal to Publication: An Informal Guide to Writing About Nursing Research</i> will cover how to write an NIH grant proposal. She will discuss how to use the literature and how to write the various components of a grant proposal, which parallels the structure of an empirical article.            * We will meet at 8:30 and walk together to the School of Nursing.</p>		

June 19	<p>Planning your manuscript: Formulating a question and outlining</p>	<p><i>The Craft of Research</i>          Prologue: Planning Your Project,          Ch. 3: From Topic to Questions          Ch. 4: From Questions to Problems</p> <p><i>A Guide to Writing Sociology Papers</i>          Outlining (p. 37-38)</p>	<p><u>Worksheet: Steps for Developing a General Thesis for an Article</u>          Author's guidelines from 2-3 journals where you may want to submit an article</p>
June 24	<p>WORKSHOP 2  <u>STEP by STEP: Building a Research Paper</u>          Dr. Patricia Shields, Professor of Public Administration, Texas State University</p> <p>Based on her writing guide, <i>STEP by STEP: Building a Research Paper (3rd Ed.)</i>, Dr. Shields will help students effectively deal with two of the biggest obstacles to writing: time and organization. By approaching writing as a project, she will provide methods on how to manage or organize three elements of writing: time, materials and ideas. (Excerpted from <u>STEP by STEP.</u>)</p>		
June 26	<p>Writing empirical articles</p>	<p><i>From Proposal to Publication: An Informal Guide to Writing About Nursing Research</i>          Part 3: Writing an Article Reporting Research</p>	<p>Article section draft</p>

July 1	<p>WORKSHOP 3  <u>A Systematic Approach to Academic and Professional Writing</u>  Dr. Leslie Jarmon, UT Graduate Studies Off.</p> <p>Based on her course, <i>A Systematic Approach to Academic and Professional Writing</i>, Dr. Jarmon will discuss a systematic approach for effectively organizing and writing various types of manuscripts with an emphasis on integrating academic writing with ones reading, listening, speaking, and thinking.</p>		
July 3	Writing conceptual articles	<i>Writing Literature Reviews</i> Ch. 4 General Guidelines for Analyzing Literature Ch. 5: Analyzing Literature from the Viewpoint of a Researcher Ch. 6: Synthesizing Literature Prior to Writing a Review	Article section draft
July 8	Empirical articles (cont.)  <u>Module: Preparing Manuscripts and Responding to Referees' Reports</u>	<i>Publishing Addiction Science</i> Ch. 6: Preparing Manuscript and Responding to Referees' Reports: Inside the Editorial Black Box (Online. See Bibliography)	Article section draft
July 10			Article section draft
July 15	Conceptual articles (cont.)	<i>Writing Literature Reviews</i> Ch. 7: Guidelines for Writing a First Draft Ch. 8: Guidelines for Developing a Coherent Essay	Article section draft

July 17			Article full draft (preliminary version)
July 22	The ethics of publication: The advancement of knowledge and social change	<i>Style: Lessons in Clarity and Grace</i> Lesson 12: The Ethics of Style (Textbook)  <i>Publishing Addiction Science</i> Ch. 9: Addiction Publishing and The Meaning of (Scientific) Life (Online. See Bibliography)  “From Research to Policy and Back” (available on Blackboard)	
July 24			
July 29	<i>Last class day</i> Student discussion on the writing process and the art of communicating knowledge through publication		Article full draft (preliminary version revised)