Graduate School for Social Research

Semester 2, Spring 2024, 30 Hours

Article Finishing Course in the Social Sciences[1]

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Place:	GSSR, Room 232 (Palace Staszic, Nowy Swiat 72, Warsaw)
Time:	Wednesdays 17:00- 19:00 (15 classes, 2 hours per class period)
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Office Hours:	By appointment

Description

The Article Finishing Course (AFC) provides a classroom environment to complete an English-language article for submission to an international peer-reviewed academic journal in the social sciences. The AFC is separate from the one-semester course on Academic Writing (ERSS Part 2, or its equivalent). Please note that AFC is not a course to start articles – it is a course to finish articles so that students can submit them for peer review in an appropriate journal.

By journal, we mean an international, English-language, peer-reviewed, academic journal in the social sciences. By article, we mean an English-language article that is either (a) ca. 5000 - 8000 word original article or (b) ca. 4000 – 6000 word original research note that is publishable in a journal defined above. We will accept chapters of a book, i.e. "chapter in an edited book," so long as there is proof that such a book has been planned (there is a title, editor(s), a book proposal, and publishers interested). The article can be a theory article, a methods article, or substantive, i.e. with data and analysis. An article that has been rejected, or has a Revise & Resubmit status at a journal is welcome. We especially welcome papers that had been presented at an international academic conference and are now in the process of being refitted for a journal publication.

On the first day of class, the student must submit to the instructors via email an advanced draft of an English-language paper of which they are first or second author. The paper may be developed with their supervisor or colleagues. This paper will be the basis of the student's work for this course.

The AFC course is mandatory for NAWA STER Scholarship recipients. The course is open to all GSSR PhD students.

Method

Good writing habits include multiple revisions and accountability: the writing process involves a series of deadlines that others expect you to meet. Classes in this course foster an environment of constructive peer feedback. Class activities include:

-- Students will verbally report on (a) the problem in their article that they worked on, (b) what actions they took to solve that problem, and (c) another problem that they identified to solve for next week.

-- Presentations of articles in which students identify major and minor problems in framing, concepts and theory, methods, results, or conclusions.

-- Peer review in oral and written form

In-class didactic exercises, including Writing prompts, Scoping the academic journal environment and Using digital tools to improve our writing are also part of the AFC course.

Objectives

AFC-Social Sciences aims to provide students key skills for how to complete an English language social science article and submit it to a journal. At the end of this course, students should be able to:

- Develop useful writing strategies and habits;
- Edit their own writing;
- Understand basic principles of how to write publishable academic articles;
- Provide constructive criticism of colleagues' work;
- Identify realistic international peer review academic outlets for their article;
- Professionally communicate with journals.

Classroom Environment

Writing is a personal process guided as much by emotion as by intellect. Writers develop habits and ways-of-doing, and they develop emotional attachments to their writing. In a writing course, others will read your "unfinished" writing, which will feel even more personal.

We all must cultivate a civil and welcoming classroom environment in which everyone is free to discuss the issues and provide constructive criticism. We, the instructors, pledge to do our part by carefully monitoring the discussions and leading by example. You, the students, must also do your part to create a civil and welcoming classroom environment. Together, we can make every class a useful "writing retreat" that, by the end, will benefit us all.

Course Requirements and Evaluation

Class Preparation and Participation (30%): For each class, students are expected to have worked on some significant aspect of their article, verbally report on their progress, and comment on the writing of your peers.

<u>Draft of Article Submitted Midway through the Course (30%)</u>: Students will submit a draft of their article midway through the course. This draft must be a revision of the draft submitted at the beginning of the course.

<u>Finished Article (40%)</u>: At the end of the course, students will submit to the instructors a further revised version of their article that is ready to be submitted to a peer reviewed journal. Based on the in-class didactic exercises and peer feedback, the author must indicate three possible peer-reviewed journals that would be realistic outlets for that article.

Readings

There are assigned readings for some classes, but the course does not feature regular readings. Rather, the student authors are to continually revise their work. We suggest Schimel, Joshua. 2012. Writing Science: How to Write Papers That Get Cited and Proposals That Get Funded. Oxford University Press.

Course Outline

Class 1

Review of the General Structure of Empirical Research Articles

Appelbaum, M., Cooper, H., Kline, R. B., Mayo-Wilson, E., Nezu, A. M., & Rao, S. M. (2018). Journal article reporting standards for quantitative research in psychology: The APA Publications and Communications Board task force report. *American Psychologist*, *73*(1), 3.

Levitt, H. M., Bamberg, M., Creswell, J. W., Frost, D. M., Josselson, R., & Suárez-Orozco, C. (2018). Journal article reporting standards for qualitative primary, qualitative meta-analytic, and mixed methods research in psychology: The APA Publications and Communications Board task force report. *American Psychologist*, *73*(1), 26.

Due: 4000 word draft article (as defined above) that the student will work on throughout the course.

Class 2

Writing Strategies and Writing Habits

Smith, Chris. 2018. "Six academic writing habits that will boost productivity." LSE Impact Blog

Peterson, Todd C., Sofie R. Kleppner, and Crystal M. Botham. 2018. "Ten simple rules for scientists: Improving your writing productivity" Pl

"Leadership Lab: The Craft of Writing Effectively," by Larry McEnerney, Director of the University of Chicago's Writing Program https://youtu.be/vtIzMaLkCaM?si=ZzLkL8rxj1lwvra2

"Scientific Writing: Beyond Tips and Tricks," by Judy Swan, Carnegie Mellon University
https://www.youtube.com/watch?v=jLPCdDp_LE0&t=354s

Class 3

How to Provide Constructive Criticism

Reading: "Give your students better writing feedback. A practical guide for instructors"

Class 4

How to use AI assistants (e.g. ChatGPT, Google Bard, and Gammarly) to write a research paper

Ghassemi, Marzyeh, Abeba Birhane, Mushtaq Bilal, Siddharth Kankaria, Claire Malone, Ethan Mollick, and Francisco Tustumi. "ChatGPT one year on: who is using it, how and why?." Nature 624, no. 7990 (2023): 39-41.

AI can do your homework. Now what? (2023) -- Vox.

Optional: Miao and Holmes. 2023. Guidance for generative AI in education and research -- Unesco

Class 5

Dealing with academic stress.

- Tips: Dealing with Stress: https://gradschool.duke.edu/student-life/health-and-wellbeing/tips-dealing-stress/
- Preventing and managing stress: https://phd.tech.au.dk/for-phd-students/preventing-and-managing-stress
- Dericks, G., Thompson, E., Roberts, M. and Phua, F. (2019) Determinants of PhD student satisfaction: the roles of supervisor, department, and peer qualities. Assessment & Evaluation in Higher Education, 44 (7). pp. 1053-1068. https://centaur.reading.ac.uk/81463/1/Assessment&EvaluationinHigherEducation-Manuscript%20(final).pdf

Class 6

How to write an introduction in the social sciences, with a focus on psychology

Class 7

How to write a data, methods, and results section in the social sciences, with a focus on psychology

Class 8

How to write the discussion and conclusion sections in the social sciences, with a focus on psychology

Class 9

A. Authorship considerations for large consortia papers

B. Acknowledgments, and Citations

C. What goes in Appendices and Footnotes

The Nature Portfolio. Chapters: Authorship; Reporting standards and availability of data, materials, code and protocols; Acknowledgements: https://www.nature.com/nature-portfolio/editorial-policies

CRediT (Contributor Roles Taxonomy): https://credit.niso.org

Class 10

Journal scoping exercise. Where to submit an article. Navigating the academic journal environment.

Class 11

Grant writing, part 1: Rules, processes, and bureaucracy. Basics of NCN Preludium and Sonatina calls

Class 12

Grant writing, part 2: Some main principles in formulation and writing

"Secrets to writing a winning grant: Experienced scientists reveal how to avoid application pitfalls to submit successful proposals" by Emily Sohn in Nature (Dec. 2019)

Class 13

Grant writing, part 3: Assessing research proposals and understanding the reviewers' perspective

Class 14

The CV as a presentation of self

Class 15

Discussion of summer goals and career plans

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