The University of Texas at
TYLER
School of Nursing

Fall 2020

NURS 6343.60
Publishing Scholarly Papers

COURSE FACULTY
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Course Description

Outcomes-based course for the purpose of acquiring skill in the development and production of a scholarly scientific manuscript to contribute to the evidence base of a professional discipline. Progressive written products with feedback/critique will move incrementally toward the completed manuscript that will be submitted for publication to a peer-reviewed scholarly journal at the end of the course.

Prerequisites

Permission of the instructor(s) is the only prerequisite for this course. Students will come into the course with a written paper or previous research ready to be transformed into a manuscript for publication.

Instructional Goals and Objectives
Upon successful completion of the course, students should be able to:
1. Formulate a well-organized and coherent plan for completion of a written manuscript suitable for publication within the allowed timeframe (planning stage). **Students evaluated by: Evaluation of the outline and writing plan to overcome barriers at the end of Module 1.**
2. Integrate additional literature into a previously-written paper or literature base to produce a readable product that contributes to scientific scholarship (production stage). **Students evaluated by: Evaluation of sequential iterations of the manuscript.**
3. Produce a publishable manuscript prepared according to the target journal guidelines and submit to the journal for consideration of publication. **Students evaluated by:**

Evaluation of final written product for consistency with journal guidelines; submission confirmation from journal.

Grading Information

Progressive writing goals will be individually negotiated with a minimum of three significant stages: writing plan; completed a minimum drafts 1, 2 & 3; completed manuscript ready for publication. No numeric or letter grades are given in this course. Substantive feedback will be offered for the purpose of improving your product. Note: *You are expected to respond to all suggestions*, just as you would with review feedback from a journal with changes or rationale for why you choose not to follow the suggestions. Choosing to not act on suggestion is an acceptable response, but there should be substantive rationale for why.

Final grade for the course will be either Credit or No Credit (CR/NC). The grade of "No Credit" will be given if any of the course requirements are not completed.

Course Requirements

1. Overcoming Barriers, Style Comparison paper, Writing Plan, and Outline
2. Completed at minimum drafts 1, 2, 3, incorporating feedback and journal guidelines. There may be a need for further drafts depending on progress made.
3. Completed final manuscript with accompanying requirements for publication
4. Evidence of submission to professional peer-reviewed journal

Written Assignments

- ***All written assignments are to be completed in Microsoft Word and submitted on the agreed date.***
- Please note that all written assignments must be submitted by 11:59 U. pm Central Time on the due date.
- All written assignments should be submitted to an assignment tab within the module in Canvas, unless otherwise noted by the professor. The same location will be used to deliver the feedback document using track changes as the feedback mechanism.

Welcome

Welcome to "Publishing Scholarly Papers," a 3-hr course focused on mastering **writing a manuscript for publication**. At the end of the semester, you will submit your finished manuscript to a journal for consideration of publication. The semester will be fast-paced and productive with no wasted effort, which means that you will build on each draft of the manuscript you complete. Emphasis will be on outcomes, which is getting a quality manuscript completed and submitted. It is about building confidence in your writing skills and understanding how to get the task completed. Welcome aboard; let's get started.

Introduction

Publishing is all about persuasion – what some people like to call "sales." It is about building the case for why your idea is worthy of consideration – both by the publisher and by the reader. Your writing will establish that your "something to say" is noteworthy first an editor and then to the journal readership. Your work will help the editor sell subscriptions by producing an article that subscribers want to read. Yes, harsh as it is to accept, professional journals have a bottom-line existence, like all businesses…a singular financial reason – to sell subscriptions. You can ascribe to scientific journals all of the noble qualities you wish, including to get discipline research into the mainstream, to create a better system for getting work done, to provide evidence upon which we base practice, to improve or even save lives - all of which are true, and we hope these are by-products of our publishing efforts. But realistically, publishing is a business with a bottom-line and a profit margin. And as with other businesses, if no one subscribes to the journal, it ceases to exist. So, editors are constantly challenged to fill the journal with articles that are desirable to the consumer (i.e. the subscribers who read the journal). If you produce a manuscript that subscribers are dying to read, you WILL be published. If you produce a manuscript that you are dying to write (hold on to your heart) -- no one will care … **unless** it also happens to be one that people are dying to read. That happens more often than you think. If you are curious or interested in a topic, chances are that many others from your discipline are as well. Even if it is a topic that may have limited general interest, **it can be written in a way that appeals to your target audience** making it a desirable product. So put on your savvy writing shoes, because this semester we will write a manuscript that is informative, substantive, and competitive.
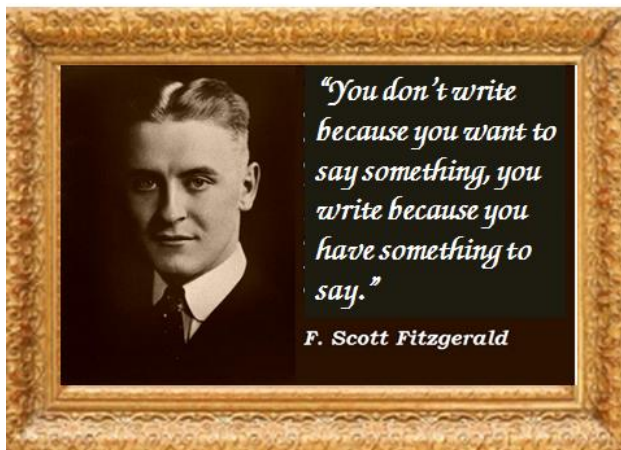
Pay attention to F. Scott Fitzgerald's words in the picture. The best way to be sure that you have *something to say* is to talk about a topic **you know well** because you have credibility and expertise. For this course, you will take a paper or topic with which you already have a great degree of familiarity and experience and will develop it into *something to say* that colleagues need and want to hear, whether they realize it or not. You will **tell your story** with the reader in mind knowing that there is really no other reason to write. ***You always write for the reader, even if that reader is you.*** You want to make the time you share with the reader as engaging, productive, comforting, and pleasant as possible. Therefore, you will not use unfamiliar acronyms, stilted sentences that are difficult to follow, and long comma-filled lines of words that ramble on incessantly. **You do not have to prove you are scholarly, they will know that by the information you produce**. *Share* your *something to say* with your readers; do not make them work for it. You will use figures and tables to offer clarity of complicated information and examples to illustrate complex concepts. You will paint word pictures that affirm the reader as a partner and promote a welcoming environment. And you will share your

important information and findings so that the reader can apply your words, concepts and principles into everyday life and general practice in a positive way. That is the experience we all want when we read an article. It is the least we can provide for the consumers of our writing.

This syllabus will outline the mechanics of the course and will show you the pathway to successful completion. This course is designed to be engaging, informative, interactive, productive, comforting, and pleasant, just like your articles that will arise from it. I am your partner in this journey. Let's get started.

Course Outline

I.   Preparation Phase
   a. Outline for expedience and productivity
   b. Target journal selection and author guidelines
   c. Strategies to overcome personal barriers to writing
   d. Query letter decisions
II.   Production Phase
   a. Organizing manuscript
   b. Writing the rough draft (draft 1)
   c. Reviewing for redundancy, writing accuracy, substantive, logical flow, & reader engagement
   d. Responding to feedback (draft 2)
III.   Publication Phase
   a. Based on feedback, prepare manuscript for submission (draft 3)
   b. Revise final version and submit with cover letter both to course and to journal
   c. Submitting the manuscript **Caveats: Students must submit the final version produced within this course; other manuscripts are not permissible. <u>Faculty chairs/advisors will be kept informed of writing progress and be included in the notification of manuscript submission, including the final manuscript submitted.</u>**

Textbook Information, Other Readings and Materials

There is no required textbook for this course. It is recommended that you have the APA manual if your journal requires APA. The APA manual also has good information about presenting your information cleanly and writing well. If your journal uses AMA, MLA, or another style format, you should be able to download basic instructions from the Internet from Purdue Owl. You are expected to identify and get the supportive writing materials you need to guide you from the library or internet.

Suggested resource: American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. OR Purdue Owl:
     https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Course Requirements

Assignment	Credit
• Overcoming Barriers, Style Comparison paper, Writing Plan, and Outline	C/NC
• Completed at minimum drafts 1, 2, & 3 incorporating feedback and journal guidelines. Investment in these drafts will likely increase "publishability". Lack of investment may lead to the need for further drafts depending on progress made.	C/NC
• Completed 4th & FINAL manuscript according to the requirements for publication	C/NC
• Evidence of submission to professional peer-reviewed journal	C/NC
• Scheduled Scholarly Journal Entries – Reflections on the Writing for Publication Process	C/NC

Written Assignments
- ***All written assignments are to be completed in Microsoft Word and submitted on the agreed date.***
- Please note that all written assignments must be submitted by 11:59 U. pm Central Time on the due date.
- All written assignments should be submitted to an assignment tab within the module in Canvas, unless otherwise noted by the professor. The same location will be used to deliver the feedback document using track changes as the feedback mechanism.

Plagiarism is a serious academic and professional offense. Avoid the consequences of academic or scientific dishonesty by citing all sources that you use in your work. Turn-it-in is a feature provided in Canvas that is designed to detect plagiarism or non-original student work. Your instructor has set up this feature so that when you submit papers, they are automatically sent through Turn-it-in. The program checks your work against a comprehensive database of source material including previous students' work and other papers and materials found on the web. An originality report will be generated that indicates the percentage of non-original material (text that matches existing sources) found in your paper. The purpose of using Turn-it-in in your course is to ensure you are writing original papers and to encourage you and all students to properly attribute all sources used.

Turnitin

Turnitin is a feature provided by Canvas that is designed to detect plagiarism or non-original student work. This feature is set up so that when you submit papers, they are automatically sent through Turnitin. The program checks your work against a comprehensive database of source material including previous students' work and other papers and materials found on the web. An originality report will be generated that indicates the percentage of non-original

material (text that matches existing sources) found in your paper. The purpose of using Turnitin in your course is to ensure you are writing original papers and to encourage you and all students to properly attribute all sources used.

Assignments/Projects Feedback Process

When assignments are received, I will open them in **Microsoft Word** and will use Track Changes for feedback. This will enable me to make comments, ask questions, etc. within your manuscript. You are responsible for retrieving the feedback from me via the assignment location where you submitted your draft and then responding to the feedback in the subsequent draft. In the feedback document, *under the review tab, be sure that "All Markup" is designated so that all comments, edits and questions are visible*. Future drafts that do not incorporate feedback will not be reviewed and students will receive no credit for that assignment until feedback is addressed. Individual discussion about the manuscript review/feedback will occur by zoom with Dr. EFO after each draft. **Students will be asked to schedule 2 video conferences with Dr. EFO during the semester; they will occur after draft 1 and after draft 3. These should be scheduled within the first week of the semester.** Other issues may be addressed within email to efineout-overholt@uttyler.edu.

NOTE: all feedback must be addressed, either with changes or with rationale as to why you chose not to address the feedback.

Course Discussions: Enhancements to Course Work

This course is built on the expectation that all learners are intrinsically motivated to produce their best work. You are welcome and encouraged to discuss any issues with other students or with the instructor. We will have **at least 2 synchronous course meetings (see calendar) via video conference in students will present their work and we will discuss how to get to publication.** In addition, a Discussion Board within Canvas entitled WRITING NETWORK has been opened to facilitate ongoing dialogue about writing – tips, experiences, nuances, etc. are encouraged. Consider this like a professional writers' guild in which ideas are shared and strategies gleaned. The WRITING NETWORK is set up so that you can *subscribe* to the discussion. BE SURE TO SUBSCRIBE. Subscribing will enable all discussion to come to your email. You won't miss any of the tips from your colleagues. While this opportunity offers wonderful collaboration about writing, please NOTE that this discussion is an enhancement of the real work of this course, which is self-generated and somewhat solitary. That is how writing is done.

Online courses require students and faculty to communicate online versus verbally. In this course, questions or problems about the course (other than technical problems; see Technical Requirements in this Syllabus) may be submitted to the **Course Discussion Board (CDB)** – which is where all *dialogue about the course* will be housed. If a student has a question about a due date, for example, that question would be posted to the **CDB** and the answer will be posted there as well. This discussion board will also be set up for you to **SUBSCRIBE** so that all course

information can be delivered to your email. ***Please note that all information within the CDB is essential information that you are responsible for – please make sure you SUBSCRIBE***. Consider the **CDB** to be like the first 15 minutes of an **CDB** onsite class, when particular details may be provided, concepts elaborated upon, and student questions answered.   Expect there to be extensive information shared within the **CDB**. A course notebook is recommended to record current study tips and other information from the.

Individual issues are addressed via email to the instructor (efineout-overholt@uttyler.edu). Please note that I will make every effort to respond quickly to your emails. Generally speaking, I check my email inbox several times a day during the workweek and less frequently on the weekend. My priority is communicating with you…when there are challenges, I will work with you to resolve them.

Technical Information

If you experience technical problems or have a technical question about this course, please seek assistance by emailing itsupport@patriots.uttyler.edu.

When you email IT Support, be sure to include a complete description of your question or problem including:

- The title and number of the course
- The page in question
- If you get an error message, a description and message number
- What you were doing at the time you received the error message

Navigation

In order to effectively participate in online learning, it is imperative that you understand how the course is arranged and how to access and contribute information. If you have a question regarding the navigation within this course, please refer to the Canvas Help.

Completion Time

You must provide proof of submission to a journal to receive your grade. This submission process generally includes providing additional items, such as transmittal forms, curriculum vitae, cover letters, declarations of original work, etc. **You must plan time at the end of the semester to get everything done in time to get the manuscript submitted as well as send the instructor evidence of your submission by the last day of class** (see calendar). You are encouraged to submit early.

Getting Started

Please refer to the information contained in this Syllabus anytime you have a question regarding the basic course information. Please begin this course by clicking on the **HOME** tab or **Module One**.

Final Note:

All you need for success in this course is a good idea and the desire to share it. We will work hard, but it will be worth it. The scientific community is waiting for you to finish this course because you have *something to say*, and they want to read it. Now let's get to work.

Dr. EFO, Professor

School of Nursing Policies and Additional Information
https://www.uttyler.edu/nursing/college/documents/son_student_guide.pdf

University Policies and Additional Information (updated 1/2018)
The following course policies may be found at the website listed below: absence for religious observance, absence for university-supported trips, services to students with disabilities, grade replacement, state-mandated course drop policy, and Social Security and privacy.
http://www.uttyler.edu/academicaffairs/files/syllabuspolicy.pdf

UT Tyler Honor Code
Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.
Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.uttyler.edu/wellness/rightsresponsibilities.php
Campus Carry
We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at http://www.uttyler.edu/about/campus-carry/index.php
UT Tyler a Tobacco-Free University
All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.
Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.
There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.
Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date).
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment.
- Completing the process for tuition exemptions or waivers through Financial Aid.

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit https://hood.accessiblelearning.com/UTTyler and fill out the New Student application. The **Student Accessibility and Resources** (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at http://www.uttyler.edu/disabilityservices, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

    i. "Cheating" includes, but is not limited to:
- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;

- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially
  ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
  iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
  iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students
- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)
- UT Tyler Muntz Library (903 566-7343), Library Liaison for Nursing, Suzanne Abbey (903.566.7165) email: sabbey@uttyler.edu

COVID INFO (2020)
- **Important Covid-19 Information for Classrooms and Laboratories**
- Students are required to wear face masks covering their nose and mouth, and follow social distancing guidelines, at all times in public settings (including classrooms and laboratories), as specified by Procedures for Fall 2020 Return to Normal Operations. The UT Tyler community of Patriots views adoption of these practices consistent with its Honor Code and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.
- Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature will be excused from class and should stay at home and may join the class remotely. Students who have difficulty adhering to the Covid-19 safety policies for health reasons are also encouraged to join the class remotely. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

Recording of Class Sessions

- Class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.

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