**KINE-8970-004 (Summer 2016)**

**The Publication Process**

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**Introduction**

* In this course we will examine the five key phases involved in publishing an academic paper. These could be described as (i) selecting the appropriate outlet for the work, (ii) getting ready to submit (iii) the submission process, (iv) understanding the review process and responding to reviews, and (v) post-acceptance issues.
* Each module will involve class discussions, student presentations, reading and homework.
* It is planned that we will work on a day-on/day-off schedule, where the days off are allocated to students completing readings, following up with their major professor, and preparing presentations for the next class.
* All students should have at least one paper that is currently "in progress", either of their own, or one they are working on with their advisor. This paper will be the reference piece for the course.

**Text**

* How to Write & Publish a Scientific Paper, by Robert Day (any version)

**Participation**

* It is expected that students will attend every scheduled class meeting, will actively participate in class discussions if relevant, and will meet all project, term paper, or presentation deadlines.
* Please refer to the current edition of the Tiger Cub (http://www.auburn.edu/tigercub) for the definition of excused absences. Students are responsible for initiating arrangements for missed work.

**Schedule**

| **DAY** | **CLASS** | **HOME** | **SUBMIT BEFORE NEXT CLASS***(5pm)* |
| --- | --- | --- | --- |
| **18/5** | Introduction to the course syllabus  Purpose of the course  Develop "my publication profile"  Develop "my goals as a researcher"  Read getting published | Complete:  1. Am I published?  2. Am I currently engaged in a research paper that will be published soon?  1. Who with?  2. Which lab?  3. Do I know my author status?  4. How do I know this?  5. Do you know where it is headed (i.e. which journal)  3. Am I aware of the top 3 journals related to my work, where I am either currently, or wish to be cited?  4. Am I aware of the various ways in which I can track my publication record in the future?  Goals?  1. Am I currently really interested in being a top level researcher?  2. Do I know the pedigree of my main mentor, and how they are shaping my goals?  3. How invested am I in learning as much as possible about the research process in order to achieve my goals in #1? | Read chapters 1 and 2 from text**.**  Submit 10 key points summary |
| **19/5** |  | Get a current paper from your mentor that is in process (*not submitted*). Discuss with them where it might be submitted.  Read Kirk et al. paper.  Read the "Getting published" paper and select which you believe are the top 3 to consider. | PowerPoint summary of Kirk paper (5 key points)  Prioritize the "Top 3" of the Top 10 getting published reading and submit. |
| **22/5** | Discuss Kirk  How to examine author instructions  Develop a checklist for your future papers |  |  |
| **23/5** |  | Read Chapter 16 of the text: *Choosing the journal*  Review the instructions to authors of 5 journals in your field.  Complete or adjust your checklist (length, referencing, where to submit.) | Submit 5 key points summary of book chapter  PowerPoint report of your review of 5 journals.  Commentary on (i) ease of use, (ii) any particular idiosyncrasies of that journal, (iii) comprehensiveness, and (iv) your confidence that you could present to that journal without screwing up! |
| **24/5** | Present the results of reviews  Discuss the critical decision, and discrimination between journals  Examine sources of impact factors |  |  |
| **25/5** |  | Read chapters 4 and 5 from the text: *Titles*and*Authors*  Discuss with your mentor the decision regarding authorship of your sample paper. | Submit 5 key points summary of book chapters |
| **26/5** | Present 5 key take homes  Getting the paper in shape  MS word formatting skills. page numbers, headers, line numbers. |  |  |
| **29/5** |  | Read chapter 7 from text: *Introductions*  Then read the introduction from 4 papers in your field.  Make a summary of the best ones and justify. Use the 10 simple rules of Literature Reviews paper as your guide. | 5 key points from chapter 7    PowerPoint of your summary of the best introductions (use the 10 simple rules as the template)  1st slide: list the 4 papers you read and rank the quality of the introductions  2nd slide: give a general response concerning the quality of the best two  3rd slide: use the rating scale to select the 5 best features of the best introduction  4th slide: select the weakest introduction and use 2 items on the "top 10" to justify its limitations |
| **30/5** | Presentations of introduction reviews.  Developing a methods checklist |  |  |
| **31/5** |  | Read chapter 8 from the text: *Methods*  Then read the methods from 4 papers in your field.  Use the methods checklist to evaluate the rigor of each. | 5 key points from chapter 8   PowerPoint of your summary of the best introductions (use the methods checklist)  1st slide: list the 4 papers you read and rank the quality of the methods  2nd slide: use the checklist to select the best methods  3rd slide: select the weakest methods and justify its rankings based on the checklist |
| **1/6** | Presentations of methods reviews.  Writing results and statistics |  | Read chapter 13 from the text: *Tables*  5 key points from chapter 13  Look over the results section from one paper, and evaluate it using the checklist (you do not need to submit this)  Find some data that you are working on, or have collected, that you might want to bring so you can create a table in the next class. |
| **2/6** | Tables | Read chapter 13 from the text: *Tables*  5 key points from chapter 13  Look over the results section from one paper, and evaluate it using the checklist (you do not need to submit this)  Find some data that you are working on, or have collected, that you might want to bring so you can create a table in the next class. | 5 key points from chapter 13    Find some data that you are working on, or have collected, that you might want to bring so you can create a table in the next class. |
| **5/6** | Tables tutorial |  |  |
| **6/6** |  | Read chapter 14 from the text: *Figures*  Read "Crap charts" paper  Find 3 figures from 3 different journals in your field. Make a commentary on these. | 5 key points from chapter 14  Submit 3 figures from sample papers in a PowerPoint slide. Annotate why these are good or not using the 10 simple rules for better figures file. |
| **7/6** | Excel tutorial and prepare figure  (bring some data in an excel file) |  |  |
| **8/6** |  | Read chapter 12 from the text: References | 5 key points from chapter 12  Select 3 journals from your field.  Make a 3 slide PowerPoint presentation (one for each journal). On each slide, include (i) the referencing system they use, (ii) one sample reference, and (iii) a statement concerning in text citation. |
| **9/6** | Submission process  Introduction to Manuscripts Central  Writing the author letter  Selecting reviewers. |  | Find 2 different online submission sites. Look at the submission process from 2 journals. Compare and contrast similarities. Ease of use.  Make a 3 slide PowerPoint summary.  (i) name of each journal and submission location  (ii) report similarities and differences  (iii) the two things you learned/found most interesting |
| **12/6** | Report submissions  The review process |  |  |
| **13/6** |  | Read chapter 17/21 from the text: *The Review Process*  Using any www search engine (Google, Yahoo) find and review 5 sites using the following search term: "Conducting a review of a journal paper" | 5 key points from chapter 17/21  Create a 5 slide PowerPoint presentation. For each, describe three key things learned from the listed website |
| **14/6** | Discuss reports |  |  |
| **15/6** | Reading and responding to reviews: Strategies and tactics.  Post acceptance responsibilities |  |  |
| **16/6** |  | Read chapter 18 from the text: *The Publishing Process* | 5 key points from chapter 18 |
| **19/6** | ResearchGate & Wrap up | Create a ResearchGate account | Send the link to your page in the assignment section |

**Assessment**

* Chapter/reading reviews (20%)
* PowerPoint reviews (20%)
* In class presentations (30%)
* In class participation (30%)

**Grading**

* A = 90+
* B = 80-89
* C = 74-79
* D = 70-73
* F < 70

**Honesty Code**

* The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

**Professionalism**

* As faculty, staff, and students interact in educational settings, they are expected to demonstrate professional behaviors as defined in the College of Education’s conceptual framework. These professional commitments or dispositions are as follows: 1) engage in responsible and ethical practices, 2) contribute to collaborative learning communities, 3) demonstrate a commitment to diversity, and 4) model and nurture intellectual vitality.

**Attendance**

* The material and experiences in this class are important and if you are not in class, you cannot take an active role as a student. Class attendance and appropriate participation is paramount to your success as a student.
* At the discretion of the instructor, students arriving tardy to class will lose 1% of their final grade per offense.
* Unexcused absences cannot be made up and will result in up to 3% deduction from the student’s final grade per absence. Once a student has accrued five (5) unexcused absences he/she will not be permitted to take the final examination and will receive a grade of FA (as stipulated by KINE Departmental guidelines).Moreover, students who accrue eight (8) absences, (excused, unexcused or a combination of the two types) will not be permitted to take the final examination and will receive a grade of FA.
* If an unusual condition such as a serious illness results in this situation (8 total absences) students are encouraged to consult the AU Bulletin and/or an academic advisor in their college to determine if they meet university guidelines for requesting withdrawal from the course.

**Absences**

*Excused absences will be treated as follows:*

* Students must provide the instructor with a valid excuse upon returning to class (refer to Auburn University’s policy concerning class attendance and excused/unexcused absences): and
* Make-up work developed and assigned at the discretion of the instructor must be completed within a week of the student returning to class.
* If the student fails to follow these instructions the excused absence in question will be calculated as an unexcused absence. There are times when unforeseen circumstances will not allow you to attend class.
* Exceptions to this policy due to extreme circumstances are only permitted with the professor’s timely knowledge and approval.
* Arrangements to make up missed assignments and examinations due to properly authorized excused absences shall be initiated by the student within a week of the excused absence as mandated by Auburn University. Again, the format of any make-up work/assignments will be at the instructor’s discretion.
* Finally, the instructor will address all issues concerning absences at his/her discretion. Students are encouraged to refer to Auburn University’s policies concerning attendance, absences, academic honesty, and make-up work as found in the Auburn Bulletin.