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PREFACE TO THE SECOND EDITION ix

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INTRODUCTION: Using This Workbook 1

The workbook's goals, field-tested nature, pragmatic emphasis, radical audience, revision focus, and disciplines.

General instructions: *Using the print or electronic version. Completing tasks. Following disciplinary tracks and stage pathways. Using the workbook according to your temperament; by yourself; in a writing group; with a writing partner; with coauthors; or to teach a class or workshop.*

Some publishing terms and processes: *What is a journal? What is an article? What processes do journal articles go through?*

Giving feedback to author

WEEK 1: Designing Your Plan for Writing 14

Instruction: Understanding feelings about writing. Keys to positive writing experiences: *successful academic writers write; read; make writing social; persist despite rejection; and pursue their passions.*

Your tasks: Designing a plan for submitting your article in twelve weeks. *Day 1, reading the workbook. Day 2, designing your writing schedule. Day 3, selecting a paper for revision. Day 4, re-reading your paper to identify revision tasks. Day 5, setting up your writing site, citation software, and file backup system; addressing coauthorship; and reading a journal article.*

WEEK 2: Advancing Your Argument 60

Instruction: Myths about publishable journal articles: *being profoundly theoretical, packed with ideas, and entirely original.* What gets published and why: *how publishable articles pair evidence and approaches.* What gets rejected and why: *perfectly acceptable articles and those with no argument.* Understanding and making arguments: *what is an argument; how do you know whether you have one; how do you make strong arguments; and how do you write an argument-driven article?*

Your tasks: Organizing your article around your argument. *Day 1, reading the workbook. Day 2, testing out your argument. Day 3, reviewing your article for argument. Days 4-5, revising your article around your argument.*

WEEK 3: Abstracting Your Article 90

Instruction: Abstracts as a tool for success. Ingredients of a good abstract: *good SciQua and HumInt abstracts.*

Your tasks: Crafting an effective abstract. *Day 1, talking your way to clarity about your article. Day 2, reading others' abstracts and drafting your own. Day 3, reading strong articles in your field. Day 4, reading articles to cite in your article. Day 5, getting feedback on and revising your abstract.*

WEEK 4: Selecting a Journal 110

Instruction: Good news about journals. The importance of picking the right journal. Types of academic journals: *nonrecommended, debatable, and preferred publishing outlets.*

Your tasks: Finding suitable academic journals. *Day 1, reading the workbook. Day 2, searching for journals. Days 3–4, evaluating academic journals. Day 5, reading relevant journals and writing query letters.*

WEEK 5: Refining Your Works Cited 150

Instruction: Reading scholarly texts. Types of scholarly texts: *primary, original, or exhibit sources; scholarly or secondary literature; and derivative or tertiary documents.* Advice for scholars at resource-poor institutions. Strategies for citing your reading: *common mistakes in citing texts; establishing your "citation values"; avoiding improper borrowing; good citation habits; and post-borrowing solutions.* Strategies for getting reading done: *reading theoretical literature; related literature; and original, primary, or exhibit literature.* Strategies for writing your related-literature review: *what's your entry point; what is a related-literature review; and how do you write a methodological- or theoretical-literature review?*

Your tasks: Writing about others' research. *Day 1, reading the workbook. Day 2, evaluating your current Works Cited list. Day 3, identifying and reading any additional works. Day 4, identifying your entry point into the related literature. Day 5, writing or revising your related-literature review.*

WEEK 6: Crafting Your Claims for Significance 190

Instruction: On the difference between arguments and claims for significance. What is a claim for significance: *types of claims; examples of claims; making claims; and the "So What?" exercise.* Types of feedback: *what to do (and not do) when giving and receiving feedback.*

Your tasks: Claiming significance. *Day 1, reading the workbook. Day 2, exchanging writing and doing the "So What?" exercise. Day 3, writing and inserting your claims for significance. Days 4–5, revising your article according to feedback received.*

WEEK 7: Analyzing Your Evidence 216

Instruction: Analyzing evidence. Types of evidence: *textual; qualitative; quantitative; and experimental.*

Your tasks: Revising your evidence. *Day 1, reading the workbook. Day 2, highlighting and analyzing your evidence. Day 3, analyzing the quality, relevance, and placement of your evidence. Day 4, analyzing your interpretation of your evidence. Day 5, collecting additional evidence.*

WEEK 8: Presenting Your Evidence 238

Instruction: Presenting evidence in *SciQua* articles, in *HumInt* articles, and in illustrations; obtaining image or text permissions.

Your tasks: Revising your presentation of evidence. *Day 1, reading the workbook. Days 2–4, revising your presentation of evidence. Day 5, checking your presentation of evidence by section.*

WEEK 9: Strengthening Your Structure 256

Instruction: On the importance of structure. Article-structuring principles: *macrostructure and microstructure; structural building blocks; rhetorical orders of structure; structure signals; and common genres' structures*. Types of journal article macrostructures: *SciQua; HumInt; disciplinary; and synaptic macrostructure*. Types of pre- and postdraft outlining.

Your tasks: Revising your structure. *Day 1, reading the workbook. Day 2, outlining someone else's published article. Day 3, making a postdraft outline of your article. Days 4–5, restructuring your article.*

WEEK 10: Opening and Concluding Your Article 280

Instruction: On the importance of openings: *fashioning your title; molding your introduction; and choosing your name*. On the importance of conclusions.

Your tasks: Finalizing your opening and conclusion. *Day 1, reading the workbook and revising your title. Day 2, molding your introduction. Day 3, molding your introduction and choosing your name. Day 4, revising your abstract and author order. Day 5, constructing your conclusion.*

WEEK 11: Editing Your Sentences 308

Instruction: The nature of microrevising. The Belcher Editing Diagnostic Test and its principles: *reduce lists; strengthen verbs; clarify pronouns; decrease prepositions; and cut unnecessary words*.

Your tasks: Editing your article. *Day 1, Reading the workbook and running the Belcher Editing Diagnostic Test. Days 2–5, revising your article using the Belcher Editing Diagnostic Test.*

WEEK 12: Sending Your Article! 330

Instruction: On the importance of finishing. Following journal submission guidelines: *understanding the journal's style manual; implementing the journal's documentation, punctuation, and spelling style; collecting journal submission information; and writing a submission cover letter*. What to do after sending.

Your tasks: Getting your submission ready. *Day 1, identifying what remains to be done. Day 2, putting your article in the journal's style. Days 3–4, wrapping up any remaining issues. Day 5, send and celebrate!*

WEEK X: Revising and Resubmitting Your Article 358

Instruction and tasks: Navigating the review process. Receiving the journal's decision: *tracking the journal's time to decision; emotionally managing and interpreting the journal's decision*. Responding to the journal's decision: *responding to a journal's decision to reject your article or*

to a revise-and-resubmit notice; setting up for revising your article; revising your article; drafting your revision cover letter; and resubmitting your article. After the journal publishes your article: bringing attention to your article and reviewing someone else's article.

WEEK 0: Writing Your Article from Scratch 390

Instruction and tasks: Writing your article from scratch without an idea: *setting up, getting an idea, testing your idea, collecting evidence for your idea, drafting your article, and revising your article using the workbook.* Writing your article from scratch with an idea.

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