

SYLLABUS

Writing for Scholarly Publication

Spring, 2011

Wednesday, May 18, 24, and June 1, 8, from 10:00-18:00

Location: Seminarraum UNK-E-2, Universitätsstr. 84, 8006 Zürich (Tram-Station Winkelriedstr., Lines 9 & 10).

Instructor: William McKinley, Professor of Management, Southern Illinois University at Carbondale, Carbondale, IL, USA

Instructor's e-mail: decline@siu.edu

Course Objective

The purpose of this course is to give doctoral students practice in crafting manuscripts that are potentially publishable in scholarly journals. The course is targeted primarily at track B and C doctoral students in the business disciplines, e.g., management, marketing, and accounting. However, the course would also be suitable for track A doctoral students in business or in other social science disciplines, such as sociology, psychology, anthropology, and political science. However, track B/C students in business will have priority. Please send your application with a short description of your PhD thesis proposal to the instructor Professor McKinley by the end of March.

The course reflects the instructor's belief that most social science doctoral students receive little formal training in the craft of writing publishable papers, and that they can benefit from such exposure. Given the pressures to publish in refereed journals that doctoral students will face, as well as the difficulty of getting informal scholarly input from colleagues, a course such as this can be helpful. In particular, in European universities, students and professors are under increasing constraint to publish in English-language journals, which are the orientation point for this course.

Procedures

The course will be taught as a Blockseminar on May 18, May 24, June 1, and June 8. During the first class session, the instructor will provide an introductory lecture about the process of framing scholarly manuscripts for publication, and also discuss the details of the journal review process. The students will have a chance to ask questions and discuss problems they have encountered in pursuing scholarly publication.

On May 24, we will begin the main agenda of the course, which is to assist each student in developing a draft manuscript that could eventually be submitted to a scholarly conference or journal in her field. This work will take place in stages (see Course Outline and Schedule below). By Monday, May 21, *at the latest*, each student should e-mail the first part of her paper to the instructor and all the other students in the course. This document should include the title, abstract, introduction to the paper, literature review, and references. The document should be sent in a Word 2003 file. In class on May 24, the instructor and the other students will take turns critiquing each student's submission.

Each student will then incorporate the critique into her developing paper, and add a theoretical framework to the paper after the literature review. The revised title, introduction, and literature review, plus the theoretical framework, should then be e-mailed to all course members by Monday, May 30. In class on June 1, this document will be critiqued. Each student's task will then be to complete the paper by adding a discussion section. The full paper is due by e-mail to all course participants by June 6. A final critique of the full student papers will take place in class on June 8.

The process described above is designed to produce theoretical papers of the type published in *Academy of Management Review*, *American Sociological Review*, and some other social science journals. However, the process can be adapted to the production of empirical papers, if the student has access to data. This would require the addition of a methods section and a results section to the sections described above. If a student decides to develop an empirical paper in this course, she should make sure that the methods and results are presented in such a way that they would be understandable to a social science academic who is not necessarily a specialist in the student's discipline.

Through the iterative process referred to above, each student should finish the course with a reasonable first draft of a paper that can be further developed by the student, hopefully with additional input from colleagues. Students should realize that manuscripts emerging from this course will probably not be adequately developed for immediate submission to a conference or journal, but the student will have a draft in hand that provides a good start for reaching that goal. Needless to say, the process of writing these papers will be intense, due to the compressed time frame of the course. Therefore any student intending to take this course should immediately begin thinking about the topic of the paper she intends to write, and start reading the literature required to frame the paper as a novel contribution. The student should also begin reading the book by Anne Huff titled *Writing for Scholarly Publication*; this is the main text for the course. Supplemental readings that will be helpful are listed at the end of this syllabus. I particularly recommend the paper by Locke and Golden-Biddle (1997), because it describes techniques that successful authors have used in creating "opportunities for contribution" in their journal articles.

Students can use this course to write a new paper or to develop a manuscript that they have already begun and have been intending to submit to a conference or scholarly journal. In the latter case, *the paper should not yet have been under formal review for any conference or journal*. We are interested in providing input on early-stage manuscripts, not in polishing articles that have already survived a formal review process.

As the student develops her paper, references for the literature cited should be included at the end of the document. Please use the reference and citation format specified in the *Academy of Management Review* Style Guide for Authors (see the *AMR* website or any January issue of the journal). The *AMR* Style Guide for Authors also has much useful information on technical details like formatting section headings, appropriate language in scholarly manuscripts, etc.

In order to make the in-class critiques manageable, each student should plan to limit her complete paper to no more than 30 manuscript pages (double-spaced). At no time should a student submit a document longer than 30 pages for in-class critique. Normally, the documents submitted during the early part of the course will be much shorter than that. The 30-page limit does not include references.

Because in-class critique plays a critical role in this course, students are expected to attend all four class sessions and participate actively in the critique of their fellow students' work, as well as in discussion of their own work.

Text

Huff, A. 1999. *Writing for Scholarly Publication*. Thousand Oaks, CA: Sage Publications.

Chapter readings from this text are listed on the Course Outline and Schedule below, but it will be to each student's advantage to read the whole book as soon as possible. For those who are new to the process of writing for scholarly publication, Huff's book provides an excellent introduction to the craft, and it will familiarize the student with the basic parts of a scholarly paper. New and used copies of this book are available on Amazon.com for reasonable prices. Supplementary readings listed at the end of the syllabus can be purchased from Amazon.com, or in the case of journal articles, downloaded from the on-line data bases JSTOR or EBSCO, or located using Google Scholar.

Course Outline and Schedule

May 18	Introduction to course and instructor lecture Reading: Huff, Chapters 1-5
May 21	Title, abstract, introduction, and literature review of student paper due to all class participants
May 24	Student submissions critiqued in class Reading: Huff, Chapters 6-8
May 30	Title, abstract, introduction, literature review, and theoretical framework of student paper due to all class participants
June 1	Student submissions critiqued in class Reading: Huff, Chapters 9-11
June 6	Complete paper (title, abstract, introduction, literature review, theoretical framework, discussion) due to all class participants
June 8	Complete paper critiqued in class Reading: Huff (Appendices)

Supplementary Readings

- Beyer, J. M., Chanove, R. G., & Fox, W. B. 1995. The review process and the fates of manuscripts submitted to *AMJ*. *Academy of Management Journal*, 38: 1219-1260.
- Corley, K. G., & Gioia, D. A. Building theory about theory building: What constitutes a theoretical contribution? *Academy of Management Review*, 36: 12-32.
- Cummings, L. L., & Frost, P. J. (Eds.). 1985. *Publishing in the organizational sciences*. Homewood, IL: Richard D. Irwin.
- Cummings, L. G. & Frost, P. J. (Eds.). 1995. *Publishing in the organizational sciences* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Frey, B. S. 2003. Publishing as prostitution? - Choosing between one's own ideas and academic success. *Public Choice*, 116: 205-223.
- Frost, P. J., & Stablein, R. E. (Eds.). 1992. *Doing exemplary research*. Newbury Park, CA: Sage Publications.
- Golden-Biddle, K., & Locke, K. 1993. Appealing work: An investigation of how ethnographic texts convince. *Organization Science*, 4: 595-616.
- Kerr, S., Tolliver, J., & Petree, D. 1977. Manuscript characteristics which influence acceptance for management and social science journals. *Academy of Management Journal*, 20: 132-141.
- Locke, K., & Golden-Biddle, K. 1997. Constructing opportunities for contribution: Structuring intertextual coherence and "problematizing" in organizational studies. *Academy of Management Journal*, 40: 1023-1062.
- McKinley, W., Mone, M. A., & Moon, G. 1999. Determinants and development of schools in organization theory. *Academy of Management Review*, 24: 634-648.
- Mone, M. A., & McKinley, W. 1993. The uniqueness value and its consequences for organization studies. *Journal of Management Inquiry*, 2: 284-296.