SYLLABUS

Designing Research for Scholarly Publication
Spring, 2012
Class dates: March 12, March 26, April 12, April 23, May 7, May 21 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, or political science. However, track B/C students in business will have priority. If you wish to take the course, please inform Professor McKinley at the e-mail address above as soon as possible. Please include a short summary of your PhD thesis topic and your current research interests.

This course reflects the instructor's belief that most business doctoral students receive little formal training in the craft of writing publishable papers, and they can benefit from such exposure. Given the pressures to publish in refereed journals that doctoral students 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 pressure to publish in English-language journals, and the course is directed toward that goal.

Procedures

The course will be taught as a seminar on March 12, March 26, April 12, April 23, May 7, and May 21. 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 in the business disciplines. The students will have a chance to ask questions and discuss problems they have encountered in pursuing scholarly publication.

On March 26, we will begin the main agenda of the course, which is to assist each student in developing a draft manuscript that will eventually be submitted to a scholarly conference or a journal. This work will take place in stages, with a two-week cycle between classes (see Course Outline and Schedule below). By Wednesday, March 21, 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, and references. The document should be sent in a Word 2003 file. In class on March 26, 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 literature review to the paper. The revised title, abstract, introduction, and literature review should then be e-mailed to all course members by April 4. This document will be critiqued in class on April 12 (please note that April 9 is Easter Monday, so we will postpone the normal class meeting time by three days).

By April 18, each student should add a theoretical framework section to the other sections of the paper, and e-mail the resulting document to the class members. In class on April 23, 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 May 2. The full paper will be critiqued in class on May 7, and then a "revise and resubmit" of the full paper incorporating that critique will be due to all class participants by May 16. A final critique of the revised paper will take place in class on May 21.

The process described above is designed to produce theoretical papers of the type published in *Academy of Management Review*, *Organization Studies*, *Journal of Management Studies*, and similar 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 should have that as a goal. Normally, students should submit their papers, further developed, to a scholarly conference or journal within nine months of the end of the course.

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. Finally, the student should read some recent articles in *Academy of Management Review*, to get a better grasp of the organization and style of those papers.

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.

In each iteration of the student 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 proper formatting of section headings, acceptable 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 six class sessions and participate actively in the critique of their fellow students' work, as well as in discussion of their own work. I understand that sometimes unanticipated events intervene that may make it impossible to attend a class. If you must miss a class, your manuscript will not be critiqued that week; critique of the manuscript will be deferred to the next class session. The instructor and students should not be expected to provide comments by e-mail on papers whose authors have not attended a particular class.

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 (books), or downloaded from the on-line data bases JSTOR or EBSCO, or from Google Scholar (articles).

Course Outline and Schedule

March 12	**Introduction to course; instructor lecture**
	Reading: Huff, Chapters 1-5
March 21	**Title, abstract, and introduction of student paper due by e-mail to all class participants**
March 26	**Student submissions critiqued in class**
	Reading: Huff, Chapters 6-8

April 4   **Title, abstract, introduction, and literature review of student paper due by e-mail to all class participants**

April 12   **Student submissions critiqued in class**

                            Reading: Huff, Chapters 9-11

April 18   **Title, abstract, introduction, literature review, and theoretical framework of student paper due by e-mail to all class participants**

April 23   **Student submissions critiqued in class**

                            Reading: Huff (Appendices)

May 2   **Complete paper (title, abstract, introduction, literature review, theoretical framework, discussion) due by e-mail to all class participants**

May 7   **Complete paper critiqued in class**

May 16   **Revised paper due by e-mail to all class participants**

May 21   **Revised paper critiqued in class**

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. 2011. 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. 2010. Organizational theory development: Displacement of ends? *Organization Studies*, 31: 47-68.

McKinley, W., Mone, M. A., & Moon, G. 1999. Determinants and development of schools in organization theory. *Academy of Management Review*, 24: 634-648.

Mckinley, W., Wood, M. S., and Moon, G. 2011. Low heed in organization theory. *M@n@gement*, 14(3): 186-212.

Mone, M. A., & McKinley, W. 1993. The uniqueness value and its consequences for organization studies. *Journal of Management Inquiry*, 2: 284-296.