

**HWG706****Publishing in the Humanities & Social Sciences**

Study Year	Recommended for CoHASS, IGP and RSIS postgraduates, post PhD Qualifying Examination (QE)
Academic units (AUs)	1.5 AUs (Pass/Fail)
Pre-requisite	NIL
Tutorial hours	19.5 hours (3-hour weekly seminar across 6.5 weeks)

**CONTENT**

This course will give students the opportunity to reflect on their graduate research thus far, and, drawing on chapter drafts: (1) create an abstract for a conference presentation, the contents of which can concomitantly be grown into a journal manuscript; (2) write chapter summaries for a potential monograph proposal. Peer and lecturer feedback will help students with the review process. An examination of published articles and publisher documents will complement the workshops. By the end of the course, students will have completed an abstract for submission to a conference committee for consideration and chapter summaries to accompany a monograph proposal to be submitted to an academic publisher.

**LEARNING OBJECTIVES**

This course will encourage students to share their innovative research with an audience beyond NTU. By the end of the course, students should have:

1. written an abstract and submitted it to a conference committee for consideration
2. written well-sequenced chapter summaries for a monograph proposal to be submitted to a publisher

**LEARNING OUTCOMES**

Upon successful completion of the course, students should be able to:

1. assess the publishing and conference opportunities within their field;
2. understand the purpose(s) of the types of documents required by academic publishers;
3. develop and summarize the contents of a potentially publishable monograph;
4. understand abstract and proposal reviewing criteria and processes; and
5. edit and revise potentially publishable work.

## COURSE SCHEDULE

<b>Week</b>	<b>Tutorial topics</b>	<b>Reading/Activities</b>
1	Academic Genres – Conference Abstracts, Conference Proceedings, Academic Journal Articles, Book Chapters and Monographs	Conference abstracts in students' disciplinary area: Students will evaluate the genre of the conference abstract, and exchange abstracts from their disciplinary research for peer and lecturer feedback. Students will then critically examine the various academic publication channels and opportunities available to them for their full and complete papers including conference proceedings, academic journals, book chapters, and monographs.
2	Conference Call for Papers; Types of Conference Papers, Conference Abstract Writing	Conference Call for Papers: Students will: (1) survey conferences in their disciplinary area; (2) analyze the Call for Papers and criteria for acceptance; (3) decide on the type of paper that they intend to present; (4) begin a draft abstract in response to the Call for Papers; (5) revise their draft following peer and lecturer feedback.
3-4	Academic Publishers, Monograph Commissioning Documents and Process	Websites of major International academic publishing companies; monograph proposal documents; proposal assessment and review documents and frameworks:  Students will examine and critically discuss: (1) the websites of the major publishers of academic work in their disciplinary areas; (2) monograph proposal forms and formats; (3) publishers' proposal assessment and review frameworks and criteria
5	The Reviewing and Revision Process; appropriate responses to reviews including disagreeing with reviewer comments	Students will be asked to examine sample reviews of: (1) journal and book chapter manuscripts; (2) monograph proposals. Students will be allowed to examine in-depth studies of cases where reviews have been biased, unfair, or unduly harsh. Active participation is encouraged and students are allowed to share and ask questions on reviewer comments which have been biased or controversial. Finally, students will be asked to examine guidelines on the ethics of academic reviewing.

<b>Week</b>	<b>Tutorial topics</b>	<b>Reading/Activities</b>
6-7	Monograph publishing; writing and revising monograph proposals for commissioning editors	Students will be introduced to the role of commissioning editors and the way monograph authors enter into discussions with commissioning editors on proposed monographs. The different components of a proposal form will be discussed in class and students will relate these components to their ideas for a proposed book. Publishers' forms used by reviewers of monograph proposals will also be examined and critiqued in detail.

## STUDENT ASSESSMENT

Students will be assessed through 100% continuous assessment. The following components will be assessed individually.

<b>Assessment</b>	<b>Weighting</b>
<b>Written assignments</b>	<b>80%</b>
<ul style="list-style-type: none"> <li>• Conference Abstract</li> <li>• Chapter Summaries for Book Proposal to Publisher</li> </ul>	<p>20%</p> <p>60%</p>
<b>Class participation</b>	<b>20%</b>

## TEXTBOOKS/REFERENCES

Students will work on selected published academic papers in their field.

References will also be made to:

1. Belcher, Wendy. *Writing your Journal Article in 12 Weeks: A Guide to Academic Publishing Success*, Sage, 2009.
2. Silvia, Paul. *How to Write a Lot*, APA Life Tools, 2009.
3. Toh, Glenn. (2018). Anatomizing and extrapolating from 'Do Not Publish' as oppression, silencing, and denial. *Critical Inquiry in Language Studies*, 15(4), 258-281.  
<https://doi.org/10.1080/15427587.2018.1460846>

### Tutorial hours:

<b>Semester</b>	<b>Tutorial hours</b>
Semester 1 or 2	6.5 weeks x 3 tutorial hours per week. Total hours: 19.5 hours