



**Part 1: Course Information**

<b>Academic Year</b>	Fall 2022
<b>Course</b>	KINE 406/COLL 400
<b>Course Title</b>	Public Health Research Issues
<b>Faculty</b>	Carrie B. Dolan, PhD Department of Kinesiology William & Mary <a href="mailto:cbdolan@wm.edu">cbdolan@wm.edu</a> Office: Adair 112
<b>Office Hours</b>	Tuesday 1-2 PM Thursday 1-2 PM  Please do not email me directly to schedule either regular office hours. Simply use the online book system to make a 15-minute appointment that works for you. In the comments section of the appointment invitation, please let me know the topic for the meeting and any relevant questions so that I am prepared for our discussion. If you cannot make the available times due to class or work conflicts, please reach out and check our schedules for a time that works.  Although I plan my schedule to be available on Tuesdays and Thursdays from 1-2, I will not necessarily be in my office, if there are no appointments scheduled. I am here to help you succeed and look forward to seeing you this semester! Please do reach out. <a href="#">Schedule a Meeting at my bookings' link</a> (in case hyperlink doesn't work: <a href="https://outlook.office365.com/owa/calendar/CarrieDolansBookingCalendar@wmedu.onmicrosoft.com/bookings/">https://outlook.office365.com/owa/calendar/CarrieDolansBookingCalendar@wmedu.onmicrosoft.com/bookings/</a> )
<b>Required Text</b>	Wendy Laura Belcher, Writing your Journal Article in 12 Weeks: A Guide to Academic Publishing Success (Thousand Oaks, CA: Sage Publications, 2009)
<b>Course Information</b>	Face to Face meetings: Thursdays 3:30-6:20 Location: Small 235
<b>Course Context</b>	This overall goal of this course is for students to be exposed to a variety of issues related to journal publication in public health; the experience of writing an article for submission to a journal; and reviewing articles for journals
<b>Mode of Study</b>	Announcements, readings, and supplementary materials will be available on Blackboard. Check-in regularly to keep up to date on the latest course information. <b>Assignments should be submitted directly to Blackboard. Please do not email assignments directly to me.</b> If you do, they will not make it to Blackboard and will not be graded. Student grades will be posted in the grade center on Blackboard.
<b>Important W&amp;M Dates</b>	The course begins: 9/1 Add/drop deadline: 9/12 Fall break: 10/13-16 Withdraw deadline: 10/31 Last day of classes: 12/9 Final exam: 12/19 7:00-10:00PM



<b>Last Revised</b>	August 2022
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### Part 2: Course Description, Goals, and Outcomes

<b>Course Description</b>	<p>This undergraduate course is an introduction to the complex world of academic publishing and is designed to give writers in a variety of disciplines, including public health, practical experience in getting their work published in peer-reviewed journals. Using Wendy Laura Belcher's best-selling <i>Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success</i>, the course explains the publication process to students and shares strategies for achieving success in the academic writing arena, including setting up a work schedule, identifying appropriate journals for submission, working with editors, writing query letters, clarifying arguments, making claims for significance, and organizing material. In a supportive environment, participants revise a draft (often a classroom paper, conference paper, or dissertation chapter) into a peer-reviewed article and submit it for publication. The goal of this course is to aid participants in taking their papers from classroom quality to journal quality and in overcoming anxiety about academic publishing in the process.</p>
<b>Some Course Details</b>	<ul style="list-style-type: none"><li>• You cannot wait to read the workbook until the night before class, because it has daily tasks you must complete.</li><li>• The class is part lecture, part workshop, that is, a combination of learning and doing. Thus, bring the required printouts and Belcher's workbook to every class. If you are opposed to printing, you will need to bring your documents in some locked form where you can edit the document with a stylus (not typing) and can easily share it with someone else in the class. Marking up these documents by hand is an essential part of the process.</li><li>• If you ever finish a group exercise in class early, turn to revising your article. You should use some of every class time to push your article forward.</li><li>• You can download and print out some of the forms in the book, such as the weekly calendars, at <a href="https://wendybelcher.com/writing-advice/workbook-forms/">https://wendybelcher.com/writing-advice/workbook-forms/</a>.</li><li>• This class is a confidential place; do not discuss outside of class the comments and work you hear and see in class. People are bringing writing at every stage; they need to feel safe in sharing rough work.</li><li>• If you complete your article early and want to send it to a journal before the end of class, go for it. Just be sure to send proof of sending to the instructor.</li><li>• Should you wish to comment on your journey through the workbook on social media, the hashtags are #WYJA and #12WeekArticle and @WendyLBelcher. Belcher usually responds.</li></ul>

### Part 3: Grading and Course Policies

- Writing assignments: You have some writing due every week, much of which won't be graded, but must be submitted to pass the course. You will be graded on three assignments: your abstract; a draft of the article; and a final revised article ready for sending to a journal. Extra credit will be given to those students who actually submit their revised article to an appropriate journal and then forward to the instructor the email



from the journal acknowledging receipt of the article.

- **Oral presentation assignments:** You have two oral presentations: one PowerPoint presentation that is an overview of your article and one PowerPoint presentation on the outline of your article.
- **Reading assignments:** You will have an average of 25 to 50 pages of reading per week and will be required to complete the writing workbook's tasks for that week and bring them to class for discussion. Always bring your writing workbook to class.

Due dates for writing, oral presentation, and reading assignments are outlined in the Course Schedule. To make the writing and oral presentation assignment deadlines more transparent, I outlined them below:

ASSIGNMENT	DUE DATE
Abstract	9/22
Oral presentation: overview of article	10/27
Draft article	11/3
Oral presentation: outline of your article	11/10
Final revised article	12/19 at 10PM

### Grading Policy

Attendance, oral presentations, and participation in the course count for 30% of the grade. Writing assignments count for the rest: abstract (15%); article draft (25%); and final revised article (30%). All assignments must be completed in order to pass the course.

Final articles will be graded based on their (1) stating an argument early and clearly; (2) being carefully organized around that argument; (3) linking to a relevant scholarly conversation; and (4) providing pertinent evidence in support of the argument.

### Grading Scale

Late assignments that do not use a life token will not be accepted. A standard grading scale will be employed to determine the final course grade:

A	>93
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9
C-	70-72.9
D	60-69.9
F	<60

### Viewing Grades in Blackboard

All grades will be available via the Grade Center on Blackboard. I reserve the right to make grade book corrections to keep it consistent with the syllabus so that your grade reflects performance, not software or user error. If you see something that does not make sense, please alert me. Thank you for your help.

### Honor Code



**Do not cheat!** The College of William & Mary has had an honor code since at least 1779, and I am the Honor Council representative for Health Sciences. Academic integrity is at the heart of the university, and we all are responsible for upholding the ideals of honor and integrity. The student-led honor system is responsible for resolving any suspected violations of the Honor Code, and I will report all suspected instances of academic dishonesty to the honor system. The Student Handbook ([www.wm.edu/studenthandbook](http://www.wm.edu/studenthandbook)) includes your responsibilities as a student and the complete Code. Your full participation and observance of the Honor Code are expected. To read the Honor Code, see [www.wm.edu/honor](http://www.wm.edu/honor)

### University Events

Recognized student organizations provide an opportunity for students to become engaged citizens. As part of my commitment to being an engaged faculty member I like to support these organizations by attending sporting events, choral, stage or dance performances, art exhibits, debates, sketch comedy performances, carnivals, and the list continues. If there is an opportunity for me to attend one of your events please let me know through email or after class. When possible, I make every effort to attend and see how you are helping create an engaging learning environment for all of us.

### ADA accommodations at W&M

It is the policy of William and Mary to accommodate students with disabilities and to qualify for diagnosed conditions following federal and state laws. Any student who feels s/he may need an accommodation based on the impact of a learning, psychiatric, physical, or chronic health diagnosis should contact Student Accessibility Services staff at 757-221-2509 or [sas@wm.edu](mailto:sas@wm.edu) to determine if accommodations are warranted and to obtain an official letter of accommodation. For more information, please visit <http://www.wm.edu/sas>

### Diversity Plan

The Department of Kinesiology & Health Sciences is committed to supporting a diverse and inclusive environment. To advance that commitment in concrete ways, the Department adopted a diversity and inclusion plan <https://www.wm.edu/as/kinesiology/diversity-plan/index.php>

### Mental and Physical Well-Being

William & Mary recognizes that students juggle different responsibilities and face challenges that make learning difficult. Asking for help is a sign of courage and strength. Many resources are available at W&M to help students navigate emotional/psychological, physical/medical, material/accessibility concerns. If you or someone you know is experiencing any of these challenges, we encourage you to reach out to the following offices:

- The W&M Counseling Center at (757) 221-3620. Services are free and confidential.
- The W&M Health Center at (757) 221-4386
- For additional support or resources & questions, contact the Dean of Students at 757-221-2510

### Part 4: Topic Outline/Schedule

<i>Date</i>	<i>Summary</i>
<b>Week 0: Introduction</b> 9/1	<b>Introduction [10-30 minutes]</b>  <b>Discussion: Writing Process</b>  <b>Group Exercise: Hammering out your topic</b>  <b>Next Week's Assignment (to do for the second class session):</b>



	<ul style="list-style-type: none"><li>• Carefully read Belcher’s workbook Introduction and Week 1: Designing Your Plan for Writing (pages 1-59), filling out the boxes and forms, and doing all the tasks, day by day. Pay close attention to the “Selecting a Paper for Revision” section to make sure that your paper is appropriate.</li><li>• Fill out your “Week 1 Calendar for Actual (Not Planned) Writing” each day.</li></ul>
<p><b>Week 1: Designing your Plan for Writing</b> 9/8</p>	<p><b>Discussion: Positive writing experiences, obstacles to writing, and designing a writing schedule</b></p> <p><b>Group Exercise: Selecting a Paper for Revision</b></p> <p><b>Individual Exercise: Writing</b></p> <p><b>Next Week’s Assignment (to do for the third class session):</b></p> <ul style="list-style-type: none"><li>• Skim Belcher’s workbook Introduction and Week 1: Designing Your Plan for Writing (pages 1-59), without doing the tasks, but pay close attention to the “Selecting a Paper for Revision” section and make sure that your paper is appropriate.</li><li>• Read Belcher’s workbook Week 2: Advancing Your Argument, filling out the boxes and forms and doing the tasks through the Day 1 tasks (pages 60-83). Do not do the Day 2-5 tasks; you will do them in class.</li><li>• Fill out your “Week 1 Calendar for Actual (Not Planned) Writing” each day.</li><li>• Prepare a one-minute elevator talk on the argument of your article.</li></ul>
<p><b>Week 2: Advancing your Argument</b> 9/15</p>	<p><u>Bring to class: Your filled out workbook, your filled out calendar, and a print out of your article.</u></p> <p><b>Discussion of reading and exercises in Week 1</b></p> <p><b>Discussion of reading and exercises in Week 2</b></p> <p><b>Group Exercise: Reviewing each other’s argument</b></p> <p><b>Individual Exercise: Revising your article for argument</b></p> <p><b>Next Week’s Assignment (to do for the third class session):</b></p> <ul style="list-style-type: none"><li>• Revise your article around your argument, using Week 2.</li><li>• Read Belcher’s workbook Week 3: Abstracting Your Article (pages 90-110), doing the tasks of reading published abstracts and journal articles, drafting an abstract, and filling out the forms and checklists. You don’t need to do the social tasks, the ones that require you to talk with or work with someone else, as you will be doing those in class.</li><li>• Be prepared to report on the published abstracts and journal articles you read.</li></ul>



<b>Week 3: Abstracting your Article</b> 9/22	<p><u>Bring to class: Your filled out workbook and two printouts of your abstract.</u></p> <p><b>Discussion of reading and exercises in Week 3</b></p> <p><b>Group Exercise: Reviewing each other's abstracts</b></p> <p><b>Group Exercise: Presenting on published journal articles</b></p> <p><b>Next Week's Assignment (to do for the fourth class session):</b></p> <ul style="list-style-type: none"><li>• Read Belcher's workbook Week 4: Selecting a Journal, doing the tasks of searching for and studying journals. Make sure to fill out the Journal Evaluation Report on at least one journal.</li><li>• Email your top three journal choices to the instructor by the fourth class session and be prepared to present on them in class.</li></ul>
<b>Week 4: Selecting a Journal</b> 9/29	<p><u>Bring to class: Your filled-out workbook and a printout of at least one journal evaluation report.</u></p> <p><b>Discussion of reading and exercises in Week 4</b></p> <p><b>Lecture: Top Journal [20-60 minutes]</b></p> <p><b>Group Exercise: Presenting journal evaluation reports</b> <b>Group Exercise: Reviewing each other's journal lists</b></p> <p><b>Next Week's Assignment (to do for the fifth class session):</b></p> <ul style="list-style-type: none"><li>• Read Belcher's workbook Week 5: Refining Your Works Cited, doing the tasks of evaluating your citations, identifying any needed other works, identifying your entry point, and revising your related secondary literature review</li><li>• Bring two printouts of your revised related secondary literature review</li></ul>
<b>Week 5: Refining your Works Cited</b> 10/6	<p><u>Bring to class: Your filled-out workbook and two printouts of your related literature review</u></p> <p><b>Discussion of reading and exercises in Week 5</b></p> <p><b>Group Exercise: Reviewing each other's literature reviews</b></p> <p><b>Next Week's Assignment (to do for the sixth class session):</b></p> <ul style="list-style-type: none"><li>• Revise your literature review, based on class feedback.</li><li>• Read Belcher's workbook Week 6: Crafting Your Claims for Significance, doing all the tasks except the So What? Exercise, which you will do in class.</li><li>• Email three claims for significance to the instructor by class time.</li></ul>
10/13	FALL BREAK





<p><b>Week 6: Crafting your Claims for Significance</b> 10/20</p>	<p><u>Bring to class: Your filled-out workbook</u></p> <p><b>Discussion of reading and exercises in Week 6</b></p> <p><b>Group Exercise: Do the So What? Exercise</b></p> <p><b>Discussion: Findings of So What? Exercise Next Week's Assignment (to do for the seventh class session):</b></p> <ul style="list-style-type: none"><li>• Insert your new claims for significance into your article.</li><li>• Read Belcher's workbook Week 7: Analyzing Your Evidence, doing the tasks of highlighting the evidence in your article with various colors, analyzing the quality of evidence, and beginning to collect more if needed and possible</li><li>• Create and bring a seven-slide PowerPoint presentation overview of your article, with one slide per the following: title, research context (lit. review), argument, claim(s) for significance, research design/method, evidence/findings, and conclusion. Be prepared to make a five-minute presentation with it.</li></ul>
<p><b>Week 7: Analyzing your Evidence</b> 10/27</p>	<p><u>Bring to class: Your filled-out workbook and your PowerPoint presentation on your article</u></p> <p><b>Discussion of reading and exercises in Week 7 Group Exercise: Presenting your article in seven slides</b></p> <p><b>Next Week's Assignment (to do for the eighth class session):</b></p> <ul style="list-style-type: none"><li>• Revise article based on class discussion about your evidence and argument</li><li>• Read Belcher's workbook Week 8: Presenting Your Evidence, doing the tasks of filling out the forms and revising your evidence</li><li>• Submit the draft of your entire article electronically to the instructor by class time</li><li>• Bring a print out to class for the exchange exercise</li></ul>
<p><b>Week 8: Presenting your Evidence</b> 11/3</p>	<p><u>Bring to class: Your filled-out workbook and a print out of your entire article as it stands</u></p> <p><b>Group Exercise: Reviewing each other's articles</b></p> <p><b>Discussion of reading and exercises in Week 8</b></p> <p><b>Next Week's Assignment (to do for the ninth class session):</b></p> <ul style="list-style-type: none"><li>• Revise article based on class discussion about your presentation of evidence.</li><li>• Read Belcher's workbook Week 9: Strengthening Your Structure, doing the tasks of outlining a published journal article, making a post-draft outline of your article, and starting to restructure your article as needed</li><li>• Prepare a Powerpoint Presentation of the post-draft outline of your article. Keep the description of each section brief, so that you</li></ul>



	can get the whole outline on one or two slides but without the font size going below 14 points.
<b>Week 9: Strengthening your Structure</b> 11/10	<u>Bring to class: Your filled-out workbook and your presentation of your outline</u>  <b>Discussion of reading and exercises in Week 9</b>  <b>Group Exercise: Reviewing each other's outlines</b>
<b>Week 10: Opening and Concluding your Article</b> 11/17	<u>Bring to class: Your filled-out workbook and your title.</u>  <b>Group Exercise: Revising titles together [60- 160 minutes]</b>  <b>Discussion of reading and exercises in Week 10</b>  <b>Next Week's Assignment (to do for the eleventh class session):</b> <ul style="list-style-type: none"><li>• Insert revised title into article</li><li>• Read Belcher's workbook Week 11: Editing Your Sentences, and do the tasks, including running the Belcher Diagnostic Test on your article, highlighting it with various colors, and beginning to revise your article accordingly</li><li>• Email to the instructor a sentence from your article with a lot of highlighting in different colors (at least three colors, the more the better).</li></ul>
11/24	<b>THANKSGIVING BREAK</b>
<b>Week 11: Editing your Sentences</b> 12/1	<u>Bring to class: Your filled-out workbook and a printout of one highlighted page from your article</u>  <b>Discussion of reading and exercises in Week 11</b>  <b>Group Exercise: Editing sentences together</b>  <b>Next Week's Assignment (to do for the twelfth class session):</b> <ul style="list-style-type: none"><li>• Revise article according to feedback</li><li>• Read Belcher's workbook Week 12: Sending Your Article!, doing the tasks of putting your article in the journal's style and filling out the checklists.</li><li>• Send article to the instructor/journal.</li></ul>
<b>Week 12: Sending your article</b> 12/8	<u>Bring to class: Your filled-out workbook</u>





Discussion of reading and exercises in Week 12 Lecture: When the times comes, revising and resubmitting your article

Celebrate!