

The G³ of Writing and Publishing Tips: Gentle Guidelines, Great Stories, and Gigantic Scholarly Gains

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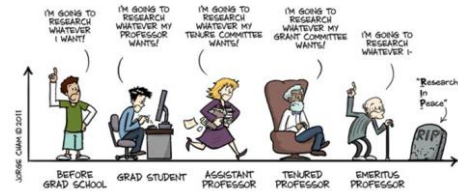
INDIANA UNIVERSITY



1

Sidenote: Don't Just Publish for the Sake of Publishing...

THE EVOLUTION OF INTELLECTUAL FREEDOM



WWW.PHDCOMICS.COM

2

March 27, 2019

One Discipline's Soaring Publishing Expectations Colleen Flaherty, Inside Higher Ed

<https://www.insidehighered.com/news/2019/03/27/sociologys-publishing-expectations-have-doubled-recent-decades>

One Discipline's Soaring Publishing Expectations

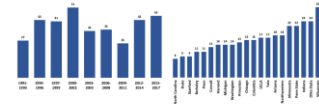


Figure 1: Number of new assistant professors by year and department.

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One Discipline's Soaring Publishing Expectations Colleen Flaherty, Inside Higher Ed

<https://www.insidehighered.com/news/2019/03/27/sociologys-publishing-expectations-have-doubled-recent-decades>

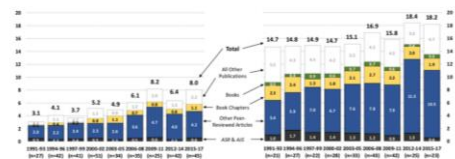


Figure 3: Mean number of publications by type and year. Shown are new assistant professors (left) and newly promoted associate professors (right).

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March 27, 2019

One Discipline's Soaring Publishing Expectations Colleen Flaherty, Inside Higher Ed

<https://www.insidehighered.com/news/2019/03/27/sociologys-publishing-expectations-have-doubled-recent-decades>

"What does that look like, exactly? In 2017, new assistant professors at the 21 departments included in the study had published 4.8 peer-reviewed articles, on average, on their start date. About 25 years ago, the number was 2.5."

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March 27, 2019

One Discipline's Soaring Publishing Expectations Colleen Flaherty, Inside Higher Ed

<https://www.insidehighered.com/news/2019/03/27/sociologys-publishing-expectations-have-doubled-recent-decades>

"Newly promoted associated professors in article-centric subfields in the 2010s also published almost twice as many peer-reviewed articles as their counterparts two decades earlier. And even in book-centric subfields, the number of peer-reviewed articles has risen."

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March 27, 2019

One Discipline's Soaring Publishing Expectations
Colleen Flaherty, Inside Higher Ed

<https://www.insidehighered.com/news/2019/03/27/sociology-publishing-expectations-have-doubled-recent-decades>

- Echoing the "why" piece of his study, Warren said that his findings have potential "human consequences," in that "it's stressful and may push otherwise qualified people out of the field."
- Expectation creep also has "implications both for the quality of scholarship -- which may go down as demands for quantity increase -- and for the topics that sociologists may choose to study," he said.

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Purposes of this Session

Part I: The Process

- Exploring the process for getting published
- Selecting a journal for publication
- Academic information resources
- Predatory journal issues
- Taking the plunge

Part II: Writing Tips and Insights

- Examining 20+ writing tips
- Making commitments to future writing

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February 15, 2019

The Hardest Part of Writing Is Restarting
Rebecca Schuman, The Chronicle of Higher Education

<https://www.chronicle.com/article/The-Hardest-Part-of-Writing-Is/245728?cid=cp242>

A New Series on Scholarly Productivity:
'Are You Writing?'



By Rebecca Schuman | 10/27/2018 12:13 PM

The Hardest Part of Writing Is Restarting



10/27/2018 12:13 PM

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December 12, 2018

Don't Spend Your Holiday Break Writing
Rebecca Schuman, The Chronicle of Higher Education

<https://www.chronicle.com/article/Don-t-Spend-Your-Holiday/245292>

The Worst Writing Advice in the World



By Rebecca Schuman | 10/27/2018 12:13 PM

Editor's Note: This is the second column in a new series, 'Are You Writing?' Part 1 is here.

Don't Spend Your Holiday Break Writing



By Rebecca Schuman | 10/27/2018 12:13 PM

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March 31, 2019

Step Away From the Delete Button
Rebecca Schuman, The Chronicle of Higher Education

<https://www.chronicle.com/article/Step-Away-From-the-Delete/246813?cid=cp242>

Step Away From the Delete Button



By Rebecca Schuman | 10/27/2018 12:13 PM

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September 13, 2016

Strategies to Maintain Focus while Writing Your Dissertation

GradHacker, Inside Higher Ed

<https://www.insidehighered.com/blogs/gradhacker/strategies-maintain-focus-while-writing-your-dissertation>

Strategies to Maintain Focus while Writing Your Dissertation

How to find your writing rhythm and keep it going.

By InsideHacker | September 13, 2016

Danielle Marais is a Ph.D. candidate in Forest Ecosystems and Society at Oregon State University. You can find her on Twitter @daniellemarais or at her website.



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September 13, 2016

Strategies to Maintain Focus while Writing Your Dissertation

GradHacker, Inside Higher Ed

<https://www.insidehighered.com/blogs/gradhacker/strategies-maintain-focus-while-writing-your-dissertation>

1. Freewriting 15 minutes per day...don't worry about grammar and word usage.
2. "Only writing produces text"—words on paper overcomes anxiety and procrastinate.
3. Meditation and mindfulness...for 5 minutes.
4. Intentions journal...visualize goals and create checklists.
5. Identifying our most productive times of day for writing using [heat mapping](#).
6. Write first...clean house after.
7. Email and smartphone—turn off and abstain.
8. Schedule meetings in the morning/afternoon (protect some portion of day)
9. "Park on a downhill slope"...so you can pick up where you left off.
10. Gain momentum...by focusing on one thing at a time.

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January 24, 2020

Advice for Writing -- and Finishing -- Your Dissertation

Bertin M. Louis Jr., The Chronicle of Higher Education

<https://www.insidehighered.com/advice/2020/01/24/tips-writing-and-completing-your-dissertation-opinion>

Advice for Writing -- and Finishing -- Your Dissertation

Bertin M. Louis offers five tips for moving past intimidation all the way to completion.

By Bertin M. Louis Jr. / January 24, 2020

2 COMMENTS

When I came back from the field as a graduate student, I was confident that I could write up my dissertation in no time. But when it came to actually working on the dissertation, I had difficulty getting started. I remember reading an



14

December 10, 2019

Rewarding Your Writing

Leslie Leonard, Inside Higher Ed

<https://www.insidehighered.com/blogs/gradhacker/rewarding-your-writing>



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October 3, 2019

Crucial Co-Writing Considerations

Jordan McNeill, Inside Higher Ed

<https://www.insidehighered.com/blogs/gradhacker/crucial-co-writing-considerations>



Strategies to strengthen your team and your product.

By Jordan McNeill / October 3, 2019

1 COMMENT

Jordan McNeill is a doctoral student in special education at the University of North Carolina at Chapel Hill. Follow her on Twitter at [@jordanmcneill](#).



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October 3, 2019

Crucial Co-Writing Considerations

Jordan McNeill, Inside Higher Ed

<https://www.insidehighered.com/blogs/gradhacker/crucial-co-writing-considerations>

1. Clarify authorship order ahead of time.
2. Have an honest conversation about the strengths of each team member--draft, revise, proofread, and format your manuscript.
3. Be clear on division of labor.
4. Nonwriting tasks are important too--taking notes, submission guidelines, and keep track of deadlines.
5. Set up digital collaboration norms and platforms--archiving, tracking, commenting, etc.
6. Respond to feedback professionally.
7. Build in time for feedback and revision.
8. Singular voice throughout paper--assign one member of team to read for writing style and flow.

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May 2, 2017

A GradHacker Writing Round-Up

GradHacker, Inside Higher Ed

<https://www.insidehighered.com/blogs/gradhacker/gradhacker-writing-round>

A GradHacker Writing Round-Up

Resources to help you conquer five common writing roadblocks.

By gradhacker / May 2, 2017



1. Overcome writer's block with regular meetings and writing.
2. Break down your writing into manageable chunks.
3. Use a writing partner to help you stay motivated.
4. Set up a writing schedule and stick to it.
5. Use a writing prompt to get you started.
6. Use a writing prompt to get you started.
7. Use a writing prompt to get you started.
8. Use a writing prompt to get you started.
9. Use a writing prompt to get you started.
10. Use a writing prompt to get you started.

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May 19, 2020

Why It's Important to Write a Proposal for an Academic Book

Rachel Toor, The Chronicle of Higher Education
<https://www.chronicle.com/article/Why-It-s-Important-to-Write/248810>

Why It's Important to Write a Proposal for an Academic Book

By Rachel Toor | May 15, 2020



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Insights and Advice on Getting Published in Higher Education

Part I: The Process

20

Writing Difficulties and Challenges of a Early Career Scholar

1. Time
2. Writing habits
3. Resources
4. Local/Global Support
5. Starter text
6. Reputation
7. Connections
8. Journal awareness
9. Energy/Stamina
10. Service/Teaching duties



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Put Forward your Best Work

1. Collaborative research projects
2. Literature reviews
3. Reflections/ conceptual pieces
4. Grant projects
5. Class projects



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Finding a Journal that Fits

What to look for?

1. Who will be your target readers?
2. Who are the authors and journals you cite the most related with your research program?
3. Is there a match between your work and the journal aims and scope?
4. What is the journal turnaround time?
5. What is the journal acceptance rate?
6. Do you know the editor(s)?



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Where to start?

Peer-Reviewed Journals

1. Top-tier journals: are SSCI-indexed
2. Second-tier journals: have an established history in the field
3. Third-tier journals: often are newer to the field



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Where to start?

Practitioner Journals

1. Target practitioners
2. Deal with problems and issues tied directly to practice
3. Receive wider circulations and visibility
4. Refereed or nonrefereed articles



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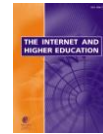
TOP-TIER JOURNALS



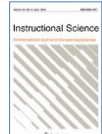
[*British Journal of Educational Technology*](#)



[*Educational Technology Research and Development*](#)



[*The Internet and Higher Education*](#)



[*Instructional Science*](#)

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SECOND-TIER JOURNALS



[*Journal of Educational Computing Research*](#)



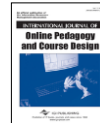
[*TechTrends*](#)



[*The American Journal of Distance Education*](#)

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THIRD-TIER JOURNALS (often new journals)



[*International Journal of Online Pedagogy and Course Design*](#)



[*Contemporary Issues in Technology and Teacher Education*](#)



[*Interactive Technology and Smart Education*](#)

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Resource and Idea Suggestions

- Subscribe to news feeds (not too many)
- Save links and images to interesting articles
- Review saved documents for themes monthly
- Share those links in Facebook, Twitter, etc., for peer reactions
- Write to people interviewed in articles

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Academic information/ resources (Cont'd)

(Feng-Ru Sheu, Kent State University, 2018)

- **Journal selection/evaluation**
 - Impact/accreditation (*Predatory Journals)
 - Citation index (Web of Science, Google Scholar, etc.)
 - Impact factor
 - Ranking
 - Open Access vs. non-Open Access
 - [Directory of Open Access Journals](#)
 - [Open Access Scholarly Publishers Association](#)

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Predatory (fake) Journals/ Publishers

(Feng-Ru Sheu, Kent State University, 2018)

Be Aware of Predatory Journals/Publishers!

- The publishing venue prey on academicians for making money without following scholarly publishing standards, commonly seen in the Open Access world.
- Also called "Pseudo-journals," "fake journals," and "sham journals."

(Beager, 2017; Clark & Smith, 2017)

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Predatory Journals/ Publishers

(Feng-Ru Sheu, Kent State University, 2018)

Be Aware of Predatory Journals/Publishers!

- Characteristics
 - The journal asks for a *submission* fee
 - Promises of fast peer review and fast publication
 - Spam emails to attract potential authors
 - Small size of editorial board or not indicated clearly
 - Newness and the quantity: a very new journal that consists of a high quantity of articles in one issue
 - Inconsistencies in the scope and the content or journal title and contact address

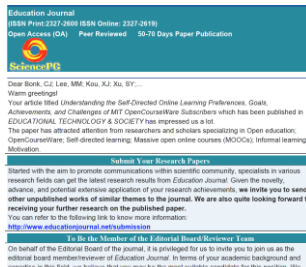
(Beager, 2017; Prater, 2018)

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Predatory Journals/ Publishers

(Feng-Ru Sheu, Kent State University, 2018)

Examples of spam emails to attract potential authors



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Selecting a Journal

(Feng-Ru Sheu, Kent State University, 2018)

Be Aware Predatory Journals!

- Using the "Think. Check. Submit." checklist
 - Developed by a initiative of scholarly publishing organizations



Are you submitting your research to a trusted journal?
Publishing your research results is key to advancing your discipline – and your career – but with so many journals in your field, how can you be sure that you're choosing a reputable, trustworthy journal?



Take control of your career at thinkchecksubmit.org

(think.check.submit.org, 2018)

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Selecting a Journal

(Feng-Ru Sheu, Kent State University, 2018)

Be Aware Predatory Journals!

- Criteria to check the journal
 - Do you or your colleagues know the journal?
 - Can you easily identify and contact the publisher?
 - Is the journal clear about the type of peer review it uses?
 - Are articles indexed in services that you use?
 - Is it clear what fees will be charged?
 - Do you recognize the editorial board?
 - Is the Publisher a member of a recognized industry initiative?



Access the checklist in detail at <http://thinkchecksubmit.org/check/>

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Selecting a Journal

(Feng-Ru Sheu, Kent State University, 2018)

Two resources to identify the journals and publishers

1. The Directory of Open Access Journals (DOAJ): <https://doaj.org/>
 - Identify legitimate and high quality open access, peer-reviewed journals
2. Beall's List of Predatory Journals and Publishers: <https://beallist.weebly.com/>
 - Identify predatory journals/publishers

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Take the Plunge...Part 1

- Look for opportunities to create publishable manuscripts from your dissertation
- Contribute with a chapter
- Conduct an interview
- Write a practical article, newsletter, or book review



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Take the Plunge...Part 2

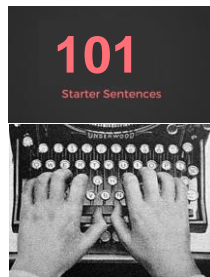
- Write a major grant proposal
- Lead a special journal issue
- Edit a book
- Sole author a book
- Get your name out there!



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Generate Starter Text...

- Author a blog
- Use social media
- Submit a conference proposal
- Write editorials
- Write book and software reviews



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Insights and Advice on Getting
Published from a New Faculty's
Perspective

**Writing Tips
and Insights**

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Meina Zhu:
An Early Career Perspective



1. Goals
2. Strategic Plans
3. Reflection
4. Collaborators
5. Professional Development

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1. Writing Goals



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2. Strategic Plans



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3. Reflection on Writing



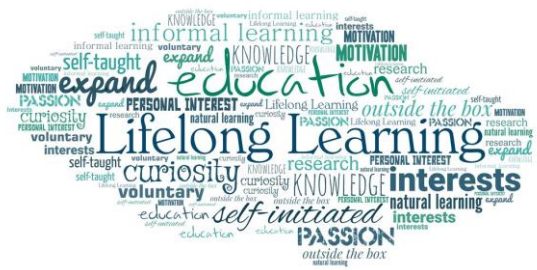
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4. Writing Collaborators



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5. Professional Development



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Curt Bonk: Reflections on a Hot Streak

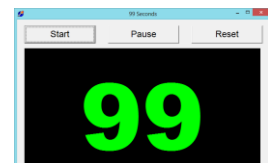


1. Persistence and grit.
2. Sense of now.
3. One at a time.
4. Assemble best team for you. Find comfort.
5. Intense and Relaxed Planning.
6. Explore Possible Journals and Commit.
7. Everyone has clear role.
8. Set bold and audacious goals.
9. Recheck list. Recheck goals.
10. Revel in good luck. Do not sulk if bad luck.

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99 Seconds Activity #1

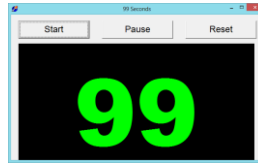
Commit to 1 to 2
things...than take
the plunge and share
them with your next
chair neighbor.



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99 Seconds Activity #1

With your next chair neighbor discuss 1 to 2 writing dilemmas currently facing.



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Insights and Advice on Getting Published
Higher Education from An Experienced
Faculty Member Perspective

Part II: Writing Tips and Insights

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October 2, 2018

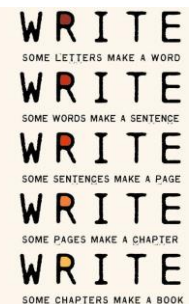
How to Learn to Write Like a Machine
Rose Jacobs, Inside Higher Ed

<https://www.chronicle.com/blogs/linguafranca/2018/10/02/how-to-learn-to-write-like-a-machine/>



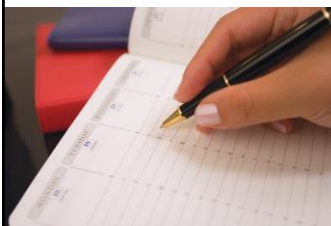
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The Top 20 Writing Tips



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1. Mark Writing Days in Planner



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2. Maintain a List and Network of Potential Research and Writing Collaborators



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Sidenote: Find Good People to Work With...Life is Short—Avoid Egomaniacs and People Who Lie



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3. Draft a Timeline or Multiple Timelines with Flexible Goals



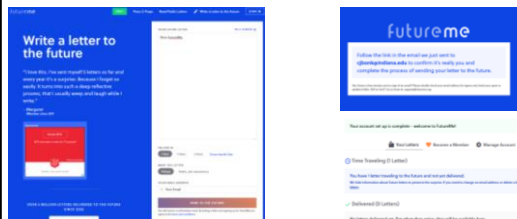
A tracking system for the production of manuscripts

Stage of Development					
Ideas and planning	Data collection and analyses	First draft of manuscript	Share manuscript for feedback	Draft revised and completed	Submitted for review
→	→	→	→	→	Paper 1
→	→	→	→	→	Paper 2
→	→	→	→	→	
→	→	Paper 4	→	→	
→	Paper 5	→	→	→	
Paper 6	→	→	→	→	

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October 10, 2018 Perhaps write to your future self about your goals...

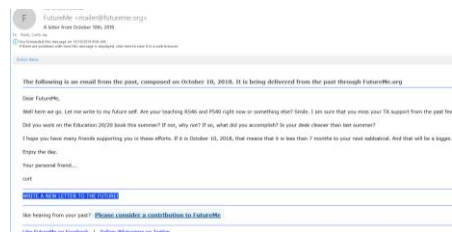
FutureMe.org
Write a letter to the future
<https://www.futureme.org/>



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October 10, 2019

The following is an email from the past, composed on October 10, 2018. It is being delivered from the past through FutureMe.org
FutureMe mailer@futureme.org



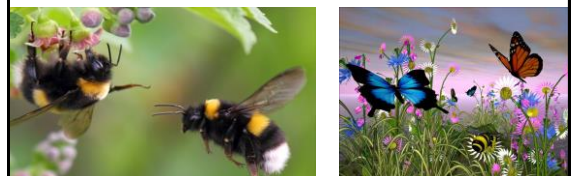
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4. Think Ahead About the Publishing Potential of Each Project



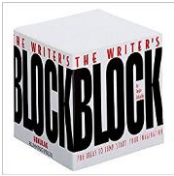
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5. Be a Bumblebee and Butterfly Project



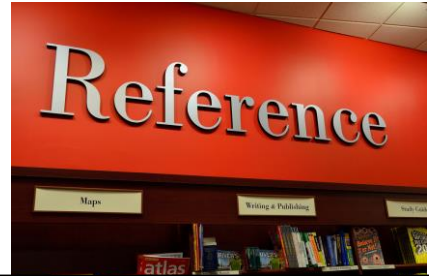
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6. Find, Save, and Use Starter Text (overcomes writer's block)



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7. Always Scan the Reference Sections of Other Articles to See What Journals are Popular



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8. Avoid High Quality (i.e., SSCI) Journal Fixations



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9. Be Second or Third Author Sometimes to Spread Limited Resources



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10. If Need Summer Money, Teach Short Term or Intensive Courses



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11. Edit Your Papers a Lot! (Mozartian vs. Beethovenian)



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October 1, 2018**6 Tips to Shape Up Your Writing**

Two-Minute Tips: Short videos to help you excel in the academic workplace
 Fernanda Zamudio-Suaréz, The Chronicle of Higher Education
<https://www.chronicle.com/article/6-Tips-to-Shape-Up-Your/244281?cid=cp221>
<https://www.chronicle.com/specialreport/Two-Minute-Tips/221>

1. Writing is an exercise (write!).
2. Set goals based on output not input (e.g., 3 pages double-spaced).
3. Find a voice (don't just focus on getting published).
4. Give yourself time (not deadlines).
5. Pick a puzzle (your writing is an answer to that puzzle).
6. Edit your work (over and over and over again...just like Beethoven).



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October 8, 2018**How to Improve Your Teaching-Philosophy Statement**

Two-Minute Tips: Short videos to help you excel in the academic workplace
 Fernanda Zamudio-Suaréz, The Chronicle of Higher Education
<https://www.chronicle.com/article/How-to-Improve-Your/244283>
<https://www.chronicle.com/specialreport/Two-Minute-Tips/221>



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October 15, 2018**How to Become a Highly Productive Writer**

Two-Minute Tips: Short videos to help you excel in the academic workplace
 Fernanda Zamudio-Suaréz, The Chronicle of Higher Education
<https://www.chronicle.com/article/How-to-Become-a-Highly/244351?cid=cp221>
<https://www.chronicle.com/specialreport/Two-Minute-Tips/221>



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12. Organize Conference Symposia Which Can Lead to Special Journal Issues and Books

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13. Sponsor Visiting Scholars to Work with You; They Often Have Writing Plans

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14. Try to Submit or Publish Your Paper Before the Conference

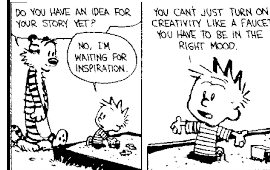
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15. Be Creative Somewhere
(e.g., unique model, figure, chart, etc.)



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Sidenote: Modify Your Environment (Find or Create Your Personal Sandbox)



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But not too much!



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16. Try Not to Give Up: Persistence and Grit Wins the Day



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17. Be Polite and Thankful to the Journal or Book Chapter Editors



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18. Recap Reviewer Points and How You Attempted to Address Them



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February 12, 2019

From Dreaded to Amazing

Cathy N. Davidson, Inside Higher Ed

<https://www.insidehighered.com/advice/2019/02/12/how-use-reviewers-revise-and-resubmit-comments-most-effectively-opinion>

From Dreaded to Amazing

Cathy Davidson describes how to transform your "revise and resubmit" comments from one to the other.

By Cathy N. Davidson // February 12, 2019

Perhaps the biggest turning point in my career as a researcher and writer came the day that it dawned on me that receiving a "revise and resubmit" reader's report – or any kind of professional feedback – was a gift, not a curse and a condemnation. The first few times it felt like, no matter what I did, some "authority figure" was going to tell me how wrong or bad or stupid I was. Sound familiar?



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February 12, 2019

From Dreaded to Amazing

Cathy N. Davidson, Inside Higher Ed

<https://www.insidehighered.com/advice/2019/02/12/how-use-reviewers-revise-and-resubmit-comments-most-effectively-opinion>

Deconstructing the R and R

Designing by deconstructing the reader's reports. I use a template, which I describe later in this essay, in order to make the process as clear, clear, even mechanical (as possible). Here are the specific steps I take.

- I print out the reader report(s) to make it easier to deconstruct them. (This is not the time to go sequential.)
- I make four categories that I'll explain in more depth later, into which I will put every single comment by each reader. I cut and paste everything from the reader's report onto separate pages for each category.
- I make each category its own sheet(s). I print these out and then I literally check off the boxes after I do something so I have a clear visual of completion and progress. (This is unlike editing online where your work disappears and your habits seem to stay and stay and stay.)
- Then I turn to my manuscript.
- I keep a clean original copy of my full manuscript – exactly what the readers saw.
- I make an online copy of the manuscript using a visually and distinctly different font or type size or margin or color.
- I make my revisions, both by hand and online, on this new copy, leaving the original printed. At some point(s), I also want a physical copy of the revision so I can see how much I'm accomplishing. Other times, I don't want to see the process – only how the final version is coming along.

Rewinding myself with progress on these steps is essential for an R and R.

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February 12, 2019

From Dreaded to Amazing

Cathy N. Davidson, Inside Higher Ed

<https://www.insidehighered.com/advice/2019/02/12/how-use-reviewers-revise-and-resubmit-comments-most-effectively-opinion>

No. 1. Praise. I list any complimentary comments according to Reader A, Reader B or both. I put in page numbers if they are available.

Action: I don't touch anything that both readers love, and you shouldn't either. Be very careful changing anything even one reader loves if the other one doesn't mention it. The easiest way to defend yourself with an R and R is to revise the good parts that don't need revision.

No. 2. Small, easy, fixable things. These include typos, bad syntax, run-on sentences, clarity points and the like. Again, I list these according to Reader A, Reader B or both.

Action: I like to fix simple things first. I literally go through the new manuscript in its new version 2 font and make all these changes. Every time I make a change, I check it off on my No. 2 sheet. Small, easy fixable things. This is a great psychological warmup for tackling the next step.

No. 3. Large, conceptual, and structural revisions. This is where I do much more extensive work on the piece.

Action: Sometimes I do this with a trusted writing group or friend. I like to make the revision first, then show someone the before and the reader's comments and the after and get feedback. It's easy to get lost. I don't have a method for whether to do both or the one or the other first. But I like to get feedback on how the doing and time, feel stuck.

No. 4. Personal readings of reader's reports. This is what I think is actually happening in reader's reports but that they aren't saying. Personal readings usually go something like "I'm sure I know what Reader A said. He's a marginalist and hates 'service work'."

Personal readings overemphasize critique and undermine the reader's support. In my experience, personal reading is typically wrong.

W: I was either an American literature for a decade and head writers of this personal reading. Dozens of times, including guesses about the specific person who must have written the report, about

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March 24, 2019

Tackling Revisions

Alexandra Gold, Inside Higher Ed

<https://www.insidehighered.com/blogs/gradhacker/tackling-revisions>

Tackling Revisions

Revision strategies for your next big writing project.

By Alexandra Gold // March 14, 2019

Alexandra (A.J.) Gold recently completed her Ph.D. in English at Boston University. She currently teaches as a Preceptor in the Harvard College Writing Program. Follow her on Twitter [@ajgold](https://twitter.com/ajgold) or check out her website.



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October 4, 2018

A New Series on Scholarly Productivity: 'Are You Writing?'

Rebecca Shuman, The Chronicle of Higher Education

<https://www.chronicle.com/article/A-New-Series-on-Scholarly/244689>

1. Read as peer reviewer; mark up everything.
2. Catalog problems on a 1 to 3 difficulty scale (Level 1 takes less than 30 minutes, Level 2 takes 2 hours or less; Level 3 takes more time).
3. Fix the easy ones and gain momentum for the harder ones!
4. Take breaks as needed.

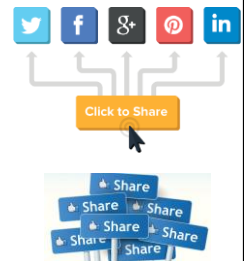


A New Series on Scholarly Productivity: 'Are You Writing?'

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19. Share Your Publication Efforts

(e.g., Twitter, Facebook, LinkedIn, email, ResearchGate, Academia.edu, etc.)



84

20. Celebrate Your Writing Accomplishments with Friends



85

You never know where you'll be celebrating your writing accomplishments... Even at a wedding of your nephew!



86

Just don't celebrate too much!



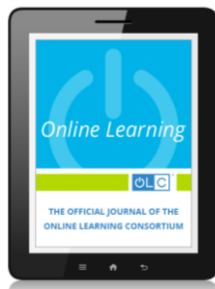
87

Bonus #1. Be Careful Committing to Other People's Projects (OPP)



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Bonus #2. Look for Special Issues that You Might Contribute To



89

Bonus #3. Save Research Articles for a Rainy Day
(file folders on different topics)



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Bonus #4. Treat Graduate Students as Colleagues (hec, treat everyone as a colleague)



The Importance of Friendships

Meeting the advice and priority for international students

by [International](#) / [10 minutes to read](#)

Let's put right in an international student who might have traveled across the globe to study in the United States might have to cope with a lot of things which are new:

- new culture
- new language
- new subjects
- new way of writing assignments
- new living conditions
- new of financial stability
- new food
- new friends
- new life
- new place

Collectively, these new experiences can be overwhelming. With 2018 being a record-breaking year for international students, it's no surprise that many of them are struggling to adjust to their new life. But if you give it a try, you'll be surprised to find that the graduate experience is not as bad as you thought it was.

Breaking the ice

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Bonus #5. Find a Mentor and Ask Senior People for Advice



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Bonus #6. Form a Writing Group



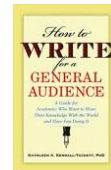
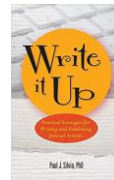
On the Value of Dissertation-Writing Groups



By [Kenshiwa Cawley](#) / [10 minutes to read](#)

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Bonus #7. Write for the General Public



Writing for Peers vs. the Public: When Academic Writing Falls Short

Writing for non-academics requires a different set of tools and approaches than for scholarly writing, but the payoff is worth it, writes Diana Drabzell.

By [Diana Drabzell](#) / [10 minutes to read](#)

[1 COMMENT](#)

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Bonus #8. Keep a Notebook of What Thinking



95

Bonus #9. Engage in Free Writing



96

Bonus #10. Read Everyday!



97

Time to Recap...

1. The process for getting published
2. The process for selecting a journal for publication
3. Writing tips and insights
4. Curated resources
5. You commitments to future writing

98

Concerns? Comments? Commitments?

Curt Bonk, IU, Email: cjbonk@indiana.edu
 Meina Zhu, WSU, Email: meinazhu@wayne.edu
 Slides: <http://www.trainingshare.com/workshop.php>



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