Pursuing Scholarly Research & International Refereed Publications

Dr. Leonora C. Angeles
Associate Professor
University of British Columbia
School of Community and Regional Planning
Institute for Gender, Race, Sexuality & Social Justice
Learning Objectives:

• To **identify opportunities** for scholarly research and **qualities of manuscripts** ready for submission to refereed international publications

• To **identify typical pitfalls** in writing and manuscript submissions

• To **identify strategies** in writing good titles, abstracts and paper outlines

• To **navigate the peer review process** and respond to review comments
Outline of Presentation

1. Planning Your Research and Publication for Timely Completion
2. Where to Submit, How to Submit Manuscripts for Publications
3. Qualities of a Strong Publishable Research Paper
4. The Peer Review Process: What to Expect and How to Respond
5. Dealing with Writer’s Block
Malcolm Gladwell’s Outliers: The Story of Success

• **Success** is often the product of **hard work**, combined with **timing**, **luck**, and **ability**.

• **Not** superior intelligence, you just need to be **just over a certain threshold** (originally from Ellis Paul Torrance, popularized by Gladwell)

• **10,000 hours of practice** to be an expert in anything!
What Does It Take to be a Writer?

• “The **first draft** of anything is **shit**.” “There is nothing to writing. All you do is **sit down** at a typewriter and **bleed**.” -- Ernest Hemingway

• To be a writer, you have to **read**. And **write**.

• To be a great writer, you have to **write often**, **persevere** through hard times, **withstand rejection**, **revise consistently**, and **keep on writing**.

Dr L C Angeles, Bicol Regional Workshop, Legaspi City, Dec 12, 2014
Key to Publishing Journal Articles

• Write, write, write
• Submit, submit, submit
• Revise, revise, revise
• Always have at least one article being revised for submission, one article under review, one article forthcoming or in press
• Rejections are part of our life as an academic

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Decisions to be Made

• Traditional or Manuscript Style Masters Thesis or PhD Dissertation?
• Co-Authored or Sole-Authored Article(s) or Book(s)?
• Need for Additional Funding for Research and Publication?
• Which Journals or Publishers to Submit?
Traditional or Manuscript Style
Masters Thesis or PhD Dissertation

TRADITIONAL
• Easier format to follow
• Formulaic
• Rigid
• Not easily translatable to journal publications
• Needs heavy revisions for book publications

MANUSCRIPT STYLE
• More difficult format IF we are not used to it
• Less formulaic and rigid
• Easily translatable to journal or book publication
• Needs to conform to specific journal requirements
Gender and small-scale fisheries in the Central Philippines, Danika Lynn Kleiber

- Manuscript Style
- Six Chapters
- Ch 1: Introduction
- Four Substantive Journal Article Formatted Chapters
- Ch 6: Conclusion
Title: Gender and small-scale fisheries: a case for counting women and beyond
Authors: Danika Kleiber, Dr. Leila M Harris, Dr. Amanda C J Vincent

Abstract
Marine ecosystem scale fisheries research and management must include the fishing effort of women and men. Even with growing recognition that women do fish, there remains an imperative to engage in more meaningful and relevant gender analysis to improve socio-ecological approaches to fisheries research and management. The implications of a gender approach to fisheries have been explored in social approaches to fisheries, but the relevance of gender analysis for ecological understandings has yet to be fully elaborated. To examine the importance of gender to the understanding of marine ecology we identified 106 case studies of small-scale fisheries from the last 20 years that detail the participation of women in fishing (data on women fishers being the most common limiting factor to gender analysis).
We found that beyond gender difference in fishing practices throughout the world, the literature reveals a quantitative data gap in the characterization of gender in small-scale fisheries. The descriptive details of women’s often distinct fishing practices none-the-less provide important ecological information with implications for understanding the human role in marine ecosystems. Finally, we examined why the data gap on women’s fishing practices has persisted, detailing several ways in which commonly used research methods may perpetuate biased sampling that overlooks women’s fishing. This review sheds light on a new aspect of the application of gender research to fisheries research, with an emphasis on ecological understanding within a broader context of interdisciplinary approaches.

• **Key words:** (6 terms): Ecosystem-scale Management, Gender, Small-scale Fisheries,
PART I. Planning Your Research and Publication for Timely Completion
Plan your Research & Publication from the beginning to the end –

• “Begin with the end in mind.”
• Can I connect my final thesis or dissertation to a future journal publication?
• Who can I work well with in my chosen research topic and in a future publication?
In the Beginning....

• First, **know yourself** and your relationship to the writing process.

• **Design and conduct research** on an important question about something interesting or timely in your field.

• Write your **research abstract, title & outline** with the reviewers and audience in mind.

• Clearly **set forth your findings and analysis** - what you have learned and thus your **new contribution**. Now you are ready to write your scholarly paper.
What Drives Writing

• (i) **who** the text is being written for;
• (ii) **what** it is about; and
• (iii) **how** much of the text has been already produced

Writing Success is Academic Success

Four Main Recursive Processes in Writing
- Planning
- Writing
- Editing
- Reviewing

Skills to become Successful Academics
- Time Management,
- Daily Writing,
- Planning,
- Editing
- Critical thinking,
- Analytical skills.
The Elements of Thought

Point of View
frame of reference, perspective, orientation

Purpose
goal, objective

Implications and Consequences

Question at issue
problem, issue

Assumptions
presupposition, taking for granted

Information
data, facts, observations, experiences

Elements
of Thought

Concepts
theories, definitions, axioms, laws, principles, models

Interpretation and inference
conclusions, solutions

Used With Sensitivity to Universal Intellectual Standards

Clarity → Accuracy → Depth → Breadth → Significance
Precision
Relevance
Are You a **Mozart** (Pre-Planners) or a **Beethoven** (Reviser)?

- (i) **Planners** - extensively pre-planned their writing and then made few revisions;
- (ii) **Revisers** - developed their content and structure through extensive revisions; and
- (iii) **Mixed** - both planned before they started to write and revised extensively as part of their writing process.

- Source: W.L. Belcher. *Writing Your Journal Article in Twelve Weeks*
Multiple and overlapping thought processes when writing

While writing, our minds are either simultaneously engaged in or rapidly switching between processes that perform all or most of the following functions:

- **monitoring** the thematic coherence of the text;
- **searching** for and **retrieving** relevant content;
- **identifying** lexical items associated with this content;
- **formulating** syntactic structures;
- **inflecting** words to give them the necessary morphology;
- **monitoring** for appropriate register;
- **ensuring** that the intended new text is tied into the immediately preceding text in a way that **maintains cohesion**;
- **formulating and executing motor plans** for key strokes that will form the text on screen;
- **establishing** the extent to which the just-generated clause or sentence moves the text as a whole **nearer the intended goal**; and
- **revising** goals in the light of new ideas cued by the just-produced text.

Source: Adapted by James H, with permission, from Torrance and Galbraith (2006), p. 67
Standard Structure of Research Articles to Facilitate Communication

• **IMRAD** (Introduction, Method, Results and Discussion) Format

• Variations on this basic format, by journal and by discipline.

• Key is to follow journal guidelines and standard practice in your discipline
Develop Productive Reading Strategies

Distinguish between:

• **theoretical literature**: scholarly writing that helps you to **build** and **sharpen** your **conceptual** focus; and

• **contextual or related literature**: articles and books that are **closely related** to your **area or subject** of research.

Choose:

• **highly cited and foundational works** in the field for your conceptual framework

• **recent articles and books** to make sure that your understanding of the concepts is clear and in line with the most prevalent and recent thinking on the topic.
SIX Easy Steps to Doing a Literature Review

• **Step One:** Decide on your areas of research.

• **Step Two:** Search for the literature

• **Step Three:** Find relevant excerpts in your books and articles. Skim the contents of each book and article
When Reading and Skimming, Look Specifically for These Five Things

- **Claims, conclusions, and findings** about the constructs you are investigating
- **Definitions** of terms
- **Calls for follow-up studies** relevant to your project
- **Gaps** you notice in the literature
- **Disagreement** about the constructs you are investigating

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Step Four: Code the literature

- Place each excerpt into a **themed** pile.
- Make sure each note goes into a pile.
- Separate those excerpts that you can’t figure out where they belong, and go over them later to see if you need new categories.
- Place each stack of notes into an envelope labeled with the name of the theme.
Step Five: Create Your Conceptual Schema

- Type, in large font, the name of each of your coded themes.
- Print & cut the themes into individual paper slips.
- Take the slips of paper to a table or large workspace and figure out the best way to organize them.
- Are there ideas that go together or that are in dialogue with each other?
- Are there ideas that contradict each other?
- Move the slips of paper until you come up with a way of organizing the codes that makes sense.
- Write the conceptual schema down before you forget or someone cleans up your slips of paper!
Step Six: Begin to Write Your Literature Review

- Choose any section of your conceptual schema to begin with. You may begin anywhere.
- Find the envelope with the excerpts in them and lay them on the table in front of you.
- Figure out a mini-conceptual schema based on that theme by grouping together those excerpts that say the same thing.
- Use that mini-conceptual schema to write up your literature review based on the excerpts that you have in front of you.
- Don’t forget to include the citations as you write, so as not to lose track of who said what.
- Repeat this for each section of your literature review.
I like to **write a plan**. I produce **section headings** and **fairly detailed jottings** about what these will contain, and then follow them through.

I write very much in **sections at a time**, from the beginning to the end.

I do **plan** my writing, but I usually find that in the process of writing the **plan might take a new direction**. I will then ‘go with the flow’.

I **usually pre-plan** it, although on the occasions when I have **just let it ‘flow’** it seems to have worked quite well.

**Cut and paste** was invented for me. I start off with **headings** … I then start **shifting things around**.

I have **ideas in the back of my mind**, but I only really know what I want to say as I **write them down**. That drives me into more reading and re-reading of my texts.

Reproduced by James Hartley (2009) from Wellington (2003), pp. 22–3,
PART II. Qualities of a Strong Publishable Research Paper
Atlantis’ Criteria: Six (6) Criteria

• How relevant is the paper to the general aims of the journal?
• Does the paper make an original and creative contribution to feminist scholarship?
• Is the research and/or resources on which it is based relevant and appropriate?
• Is the substance of the argument logically presented?
• Is the style literate and clear, jargon-free and accessible to a general audience as well as to specialists?
Canadian Journal of Urban Studies: Eleven (11) Criteria

• Does the **topic** of the paper (in its content and approach) relate to the field of urban studies?
• Is the article **of interest** to a majority of journal readers (academics, policy analysts and professionals)?
• Is the paper written in a **style** that **meets academic standards**?
• Does the **introductory section** set the stage for the topic to be considered? A **clear and concise statement of objectives, scope, outline** of the paper’s organization and limitations, if any, would be necessary.
• Does the author present, if appropriate to the subject, a **review of previous literature**?
• Has the author used a **relevant conceptual/theoretical framework**?

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Canadian Journal of Urban Studies: Eleven (11) Criteria

- Is the paper based on **appropriate research methodology**? If the paper is a case study, does the author conform to **qualitative or quantitative methodological standards**? Is the method of data analysis and discussion adequate?
- Does the **concluding** section fulfil the objectives of the paper stated in the **introduction**? Are conclusions based on **evidence** presented?
- To what extent does the research presented **add something new** to the state of knowledge in the field? Does it **raise important questions**, or **provide new insights or directions** for further research? What is the **scholarly/professional contribution** of the paper?
Canadian Journal of Urban Studies: Eleven (11) Criteria

- **Can** the paper be strengthened? If so, how? Your comments should be specific for the author to revise his/her paper?

- Manuscripts are normally 25 pages double-spaced, typewritten pages (including notes and references). If the paper is too long, **can it be shortened**? If so, where?

- Is the **title** of the paper appropriate and does it adequately describe the contents?
Common Criteria:

• **Original** contribution to the field
• Sound and **appropriate conceptual-theoretical-analytical framework**
• Sound, relevant and recent **literature review**
• **Well-substantiated** arguments, strong evidence
• **Well-written**, accessible language, free of jargon
• **Coherent** and well-organized
• **Appropriate** title and abstract
Non-Native Speakers of English

- **more difficult for us** to read and to write in the appropriate style than it is for native speakers.
- Google Translate cannot turn scientific articles written in different languages into formal scientific English.
- Automated grammar and style checkers may help, but **good knowledge of grammar and style** before they can judge the validity of many of the automated suggestions (Hartley et al., 2007).
- **Case for more international collaboration and assistance**: “In my view, non-native writers of English are best aided in their writing by working with native speakers of English in their own discipline... [who] are more aware of the **subtleties and nuances** that might escape their non-native English speaking colleagues.” (Hartley et al., 2007).
MEASURING THE DIFFICULTY OF ACADEMIC TEXT

• **Expert-based methods** - use experts to assess the effectiveness of a piece of text, esp. comments about writing clarity, content quality and level of difficulty.

• **Reader-based methods** - involve actual readers who assess the text, state their preferences for different versions of the same texts, comment on sections of text that they find difficult to follow, or be tested on how much they can recall after reading a text.

• **Text-based measures** - focus on the text itself; used without recourse to experts or to readers, e.g. computer-based readability formulae and computer-based measures of style and word use.
Avoid These Rhetorical Devices Used in Academic Articles:

| Jargon: language that can become pretentious and opaque. |
| Misuse of references: lists of references to support a point, and selective references to support one side of the argument and not the other. |
| Straw men arguments: to bolster a position. |
| Vague qualifiers: e.g. ‘Most people will agree …’ – to ensure the reader does or does not, as appropriate. |
| Quotations: selectively used to support a point with particular emphasis. |
| Anecdotes: used like quotations. |
| Examples: the most dramatic ones selected from a range. |
| Exclamation marks and question marks: to speak more directly to, and carry along, the readers. |
| Omissions: especially in abstracts, of key details such as the numbers of participants, their ages and where the study was carried out. |
| Overstatements: discussing non-significant findings as though they are statistically significant. |
| Distortions: selective presentation of findings from previous research and in the current research. |

Group Exercise

- Writing a Good Abstract
- Formulating a Good Title
Good Titles of Journal Articles or Theses:

- should attract and inform the readers but should be accurate.
- needs to stand out in some way from the other thousands of titles that compete for the reader’s attention, but it also needs to tell the reader what the paper is about.
- success of computer-based searches depends upon the title and key words.
- titles come in many forms or types, each with advantages and disadvantages.

Source: W.L. Belcher. *Writing Your Journal Article in Twelve Weeks*
THIRTEEN TYPES OF TITLE

• 1 Titles that announce the general subject, e.g. ““Democratizing Regional Governance”, “The Sexual Division of Labour,”

• 2 Titles that particularise a specific theme following a general heading, e.g. ““Learning and Teaching for Capacity-Building: Pedagogical and Institutional Challenges in University-Initiated Continuing Education for Adult Learners.”

• 3 Titles that indicate the controlling question, e.g., “Why the Philippines Did Not Become a Newly Industrialising Country”

Source: W.L. Belcher. *Writing Your Journal Article in Twelve Weeks* Dr L C Angeles, Bicol Regional Workshop, Legaspi City, Dec 12,
THIRTEEN TYPES OF TITLE:

• 4 Titles that just **state the findings**, e.g., “Asthma in schoolchildren is greater in schools close to concentrated animal feeding operations.”

• 5 Titles that **indicate the answer to a question** to be revealed, e.g. . “Asian Responses to the 1997 Economic Crisis: Social Safety Net Programs in the Philippines”

• 6 Titles that **announce the thesis** – i.e. indicate the direction of the author’s argument, e.g. “The Spratly Islands Dispute: Potential for Conflict in the South China Sea”
THIRTEEN TYPES OF TITLE:

- 7 Titles that **emphasise the methodology** used in the research, e.g. ““Renegotiating Decentralization and State-Civil Society Relations; A Re-interpretation of Naga City’s Experiment in Participatory Governance”

- 8 Titles that **suggest guidelines and/or comparisons**, e.g., “Women, Bureaucracies and the Governance of Poverty in Southeast Asia: Gender and Participatory Governance in Poverty Reduction Programs in the Philippines and Vietnam”

- 9 Titles that **bid for attention by using startling or effective openings**, e.g., “Exotic Love at Your Fingertips”: Intermarriage Websites, Gendered Representation, and the Transnational Migration of Filipino and Thai Women”, “The Filipino Male as Macho-Machunurin: Bringing Men and Masculinities in Gender and Development Studies in the Philippines”

- Source: W.L. Belcher. *Writing Your Journal Article in Twelve Weeks*
THIRTEEN TYPES OF TITLE:


- **11 Titles that attract by using literary or biblical allusions**, “The Rich, the Poor and the Hungry: Gender Discourses on Development and the Distribution of Power, Property and Privilege in Asia”

**Source:** W.L. Belcher. *Writing Your Journal Article in Twelve Weeks*
THIRTEEN TYPES OF TITLE:

• **12** Titles that attract by using **puns**, (e.g., “Now take this PIL (Patient Information Leaflet)”.

• **13** Finally, titles that **mystify**, (e.g., “How do you know you’ve alternated?”) about problems that sociologists have when alternating between presenting an accurate description of the groups they study, and presenting their interpretation to the readers.

• **Source:** W.L. Belcher. *Writing Your Journal Article in Twelve Weeks*
Elements of a Good Abstract

- First one or two sentences identifies the current state of the art or a gap or gaps in the literature to be filled by the research.
- States the paper’s core argument or question(s) to be addressed
- States the research paper’s methodology
- Summarizes the key finding(s)
- Identifies main contribution to the field

Source: W.L. Belcher. *Writing Your Journal Article in Twelve Weeks*
Two Types of Abstracts

• **Structured Abstracts** (Sciences, Medicine, Health, Engineering)

• **Traditional Abstract** (Humanities, Social Science, Education, Other Applied Fields)

• Source: W.L. Belcher. *Writing Your Journal Article in Twelve Weeks*
Structured abstracts

• five sub-headings – ‘background’, ‘aim’, ‘method’, ‘results’ and ‘conclusions’.
• introduced into medical research journals in the 1980s

Compared with traditional, structured abstracts:
• contained more information
• were easier to read and search
• facilitated peer review for conferences
• were generally welcomed by readers and by authors.

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SAMPLE STRUCTURED ABSTRACT

Background. In 1997 four journals published by the British Psychological Society began publishing structured abstracts.

Aims. The aim of the studies reported here was to assess the effects of these structured abstracts by comparing them with original versions written in a traditional, unstructured format.

Method. The authors of the articles accepted for publication in the four journals were asked to supply copies of their traditional abstracts (written when the paper was submitted for publication) together with copies of their structured abstracts requested by the editor when their paper was accepted. Forty-eight such requests were made, and thirty pairs of abstracts were obtained. The abstracts were then compared on a number of measures.

Results. Analysis showed that the structured abstracts were significantly more readable, significantly longer and significantly more informative than the traditional ones. Judges assessed the contents of the structured abstracts more quickly and with significantly less difficulty than they did the traditional ones. Almost every respondent expressed positive attitudes to structured abstracts.

Conclusions. The structured abstracts fared significantly better than the traditional ones on every measure used in this enquiry. We recommend, therefore, that editors of other journals in the social sciences consider adopting structured abstracts.
In 1997 four journals published by the British Psychological Society began publishing structured abstracts. The aim of the studies reported here was to assess the effects of these structured abstracts by comparing them with original versions written in a traditional, unstructured format. The authors of the articles accepted for publication in the four journals were asked to supply copies of their traditional abstracts (written when the paper was submitted for publication) together with copies of their structured abstracts requested by the editor when their paper was accepted. Forty-eight such requests were made and thirty pairs of abstracts were obtained. The abstracts were then compared on a number of measures. Analysis showed that the structured abstracts were significantly more readable, significantly longer and significantly more informative than the traditional ones. Judges assessed the contents of the structured abstracts more quickly and with significantly less difficulty than they did the traditional ones. Almost every respondent expressed positive attitudes to structured abstracts. In short, the structured abstracts fared significantly better than the traditional ones on every measure used in this enquiry. We recommend, therefore, that editors of other journals in the social sciences consider adopting structured abstracts.
KEY WORDS:

1. allow readers to judge whether or not an article contains material relevant to their interests;
2. provide readers with suitable terms to use in web-based searches to locate other materials on the same or similar topics;
3. help indexers/editors group together related materials in, say, the end-of-year issues of a particular journal or a set of conference proceedings;
4. allow editors/researchers to document changes in a subject discipline (over time); and
5. link the specific issues of concern to issues at a higher level of abstraction.
## Ten ways to produce effective key words and phrases

<table>
<thead>
<tr>
<th>Way</th>
<th>Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use simple, specific noun clauses.</td>
<td>For example, use variance estimation, not estimate of variance.</td>
</tr>
<tr>
<td>Avoid terms that are too common.</td>
<td>Otherwise the number of ‘hits’ will be too large to manage.</td>
</tr>
<tr>
<td>Do not repeat key words from the title.</td>
<td>These will be picked up anyway.</td>
</tr>
<tr>
<td>Avoid unnecessary prepositions, especially in and of.</td>
<td>For example, use data quality rather than quality of data.</td>
</tr>
<tr>
<td>Avoid acronyms.</td>
<td>Acronyms can fall out of favour and be puzzling to beginners and/or overseas readers.</td>
</tr>
<tr>
<td>Spell out Greek letters and avoid mathematical symbols.</td>
<td></td>
</tr>
<tr>
<td>Include only the names of people if they are part of an established</td>
<td>terminology, for example Skinner box, Poisson distribution.</td>
</tr>
<tr>
<td>Include, where applicable, mathematical or computer techniques,</td>
<td>such as generating function, used to derive results, and a statistical philosophy or approach, e.g. Bayes’</td>
</tr>
<tr>
<td>Include alternative or inclusive terminology.</td>
<td>theory.</td>
</tr>
<tr>
<td>Note areas of applications where appropriate.</td>
<td></td>
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<td>Dr L C Angeles, Bicol Regional Workshop, Legaspi City, Dec 12, 2014</td>
<td></td>
</tr>
</tbody>
</table>
Good Scientific Writing & Objectivity

- Good scientific writing is characterised by objectivity. This means that a paper must present a balanced discussion of a range of views ...
  Moreover, value judgments, which involve moral beliefs of what is ‘right’ or ‘wrong’ must be avoided ...
  The use of personal pronouns is unnecessary, and can lead to biases or unsupported assumptions. In scientific papers, therefore, personal pronouns should not be used. When you write a paper, unless you attribute an opinion to someone else, it is understood to be your own. Phrases such as ‘in my opinion’ or ‘I think,’ therefore, are superfluous and a waste of words ...
  For the same reasons, the plural pronouns we and our are not used.

- Smyth (1996, pp. 2–3)
Who Gets to Co-Author?

- READ the Vancouver Protocol
- conception and design of the study
- collection of the raw data
- statistical expertise/advice
- analysis and interpretation of the data
- drafting of the article
- critical revision of the article for important intellectual content

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Co-Publishing Considerations

• Not getting an opportunity does not mean one is either overlooked or under-talented.

• It is a matter of serendipity, and which collaborators have funding or which faculty has a student who can co-author a paper that would be counted as a research output.

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Key Consideration 1

• Determine if an existing PhD dissertation or MA thesis makes a productive or original contribution to the field?

• Provide the financial support to talented graduate students, offering that offers the means and an incentive to undertake something a bit larger, better designed and more broadly relevant than a typical master's thesis.
Key Consideration 2

• If you think your research deserves a wider audience, work early with your research supervisor or team on a plan for publication.

• Very few Masters students have published on their own without collaboration with their supervisor(s)
Key Consideration 3

- The faculty member has to have a **vision** of what would be **publishable** and how to **design the work** to address questions that are of general enough interest to justify the journal publishing the paper.
Key Consideration 4:

• It helps if the faculty member can provide an abstract (mission statement) and outline that the student can follow to build the components of the paper.
• The team should allocate first authorship responsibilities for the various sections.
• Under each of the sections, a more detailed outline with the basic ideas should be developed.
• These are invaluable in getting things done with a team.
Key Consideration 5:

- The faculty member will have to take on the responsibility of editing the whole thing and then insuring all the team members contribute to the editing process and feel comfortable with the content.
- Key step comes in responding to the editorial comments that will be forthcoming on the first version.
- **Remember:** Almost nothing gets accepted right away with no revisions.

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PART III. Where to Submit, How to Submit Manuscripts for Publications
Choose Your Journal Outlets Wisely

• Choose journals **appropriate** for your field and topic of paper

• Journals have rankings and impact factors. Choose at first **mid-tier ranking** journals or national but refereed ISI journals

• Choose the **journals you are reading and citing** in your paper

• Choose journals with **strong publishing track record** (6-8 years) of and with an international editorial board
Subscribe to Journal Listservs

- Receive your alerts and information from Taylor & Francis Online, please add "alerts@tandfonline.com" and "info@tandfonline.com" to your safe senders list.
Check On-Line Journals, Libraries and Manuscript Submission Guidelines

- www.manuscriptcentral.com
- http://www.taylorandfrancis.com/
- http://online.sagepub.com/
- http://www.jstor.org/
- http://onlinelibrary.wiley.com/
- http://www.sciencedirect.com/

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Before You Submit

• Ask at least two colleagues writing in the field to read your manuscript and give feedback
• Have a professional proof-reader or editor check for grammar, flow, coherence, etc.
PART IV.
The Peer Review Process:
What to Expect and How to Respond
Referee's Evaluation

I. Research and Analysis

Does the paper make an original contribution to urban geography?

Is the statement of purpose clear?

Is the paper properly tied to an appropriate conceptual/theoretical literature?

Is the statement of purpose appropriately linked to ...

...the data?

...the methodology?

...the reported findings?

...the conclusions?

Are the techniques of analysis used correctly?
II. Method of Presentation

Is the paper organized in an integrated and logical fashion?
Are the findings clearly and concisely presented?
Are some sections of the paper ...

...too long? If so, please specify which sections.

...too short? If so, please specify which sections.

Is the writing style of high quality?
Are the figures of high quality?

Which figures should be improved or eliminated?

Are additional figures needed? If so, please specify.

Should any tables be eliminated, abbreviated, or combined? Are additional tables needed? Please specify.
Does the abstract accurately reflect the content of the paper?

Is the title an accurate reflection of the content of the paper?

If not, what would be a more appropriate title?

Is the bibliography up to date?

If not, what additional references should be cited?
III. Subject of the Paper

Is the topic appropriate for the journal?
Is the research innovative and of current interest to a broad readership?
Is it suitable for classroom use?

If not, how could it be made suitable?

IV. Evaluation

(Please provide additional comments on a separate sheet.)

☐ Paper should be accepted for publication without modification.
☐ Paper should be accepted for publication, subject to certain revisions (please specify).
☐ Paper merits publication after substantial revisions.
☐ Paper is not suitable for publication. Author should not be encouraged to resubmit.

Title of Paper
What to Expect from the Peer Review: Types of Decisions

• **Accept, as is** – rarely happens
• **Accept with minor revisions** – rarely happens
• **Revise and resubmit** with minor revisions - often
• **Revise and resubmit** with major revisions - often
• **Reject** – happens very often
Key to Publishing Journal Articles

- Write, Write, Write
- Submit, Submit, Submit
- Revise, Revise, Revise
- Always have at least one article under review
- Rejections are part of our life as an academic
- If you are not being rejected, that means you are not writing and submitting
Ten Steps to a Successful Revision: When You Get a “Revise and Resubmit”

• **Step One:** Read the Letter but Do Not Get Discouraged.

• **Step Two:** Create a List of the Revisions (use Excel File if needed).

• **Step Three:** Extract the suggestions from the reviewers' and editors' letters.

• **Step Four:** Re-arrange the suggestions for revision in a logical fashion.

• **Step Five:** Decide how you will respond to all of the suggestions.
Ten Steps to a Successful Revision: When You Get a “Revise and Resubmit”

• **Step Six:** Tackle your revision plan, step by step.

• **Step Seven:** Use your list (Excel file) to write the memo to the editor.

• **Step Eight:** Double-check

• **Step Nine:** Do a final read-over.

• **Step Ten:** Re-submit!
Dealing with Writer’s Block

Ten Ways of Thinking that Lead to Writing Procrastination – and Rebuttals to Those Thoughts
#1. I need to warm up first by writing some email or writing on Facebook.

**Rebuttal:** You can warm up by starting the work slowly, making a list of what you will do, reading over your notes or writing from yesterday.
# 2. I'm not in a good mood and I don't write well when I'm not in a good mood - I'll do it later when I feel better.

** Rebuttal: Nothing will make you feel as good as getting something done. The main reason for your bad mood is that you don't really want to do this task, so getting it out of the way will make you feel great.

Dr L C Angeles, Bicol Regional Workshop, Legaspi City, Dec 12,
#3. Life is so hard - I can't believe I have to do this unpleasant task. I'll even it out by doing something more fun first.

**Rebuttal:** Yes, life is hard, and it's terrible that you have to do this task. That's why you will reward yourself after you do the task. Otherwise you're applying backwards conditioning, which doesn't work. And don't forget to plan enough fun and relaxation time into your schedule.
# 4. I'll definitely do it, in a minute or so.

_Rebuttal:_ Set a timer, or that minute could last 2 hours. When the timer goes off, do the task. _Even better, do it now!_
# 5. After this bad thing is over in my life (midterms, meeting, parents’ visit, etc.) my life will seem easier and I'll be able to do my task on a daily basis. So I'll wait until then.

**Rebuttal:** Life is always like this. You can afford to do 15 minutes of work today, can't you? This is the **one small act** you can do to make your life a little better.
# 6. I just don't feel like it.

**Rebuttal:** So what? Do it anyway! If you wait until you feel like it, the task will get done in 10 years if you're lucky. They only way to make yourself feel like it is to get started and get into the flow of the work.

Dr L C Angeles, Bicol Regional Workshop, Legaspi City, Dec 12,
# 7. Why do just a little today - I'll do double tomorrow - I work better when I feel pressure anyway.

**Rebuttal:** It's a fallacy that you work better under pressure. It's not true, because anxiety reduces creativity and clear thinking. And doing double the next day will backfire. You will feel less like doing it tomorrow because you've decided you must do double the work, and it will seem more overwhelming and less appealing, so you're even more likely to put it off until the next day.

Dr L C Angeles, Bicol Regional Workshop, Legaspi City, Dec 12,
# 8. I can only work in one place (e.g., library, office) and that place isn't available or I can't get there - there's no point in working at all.

**Rebuttal:** You'd be surprised how much work you can get done no matter where you are. Even if you don't have your notebook with you, you can pull out a scrap of paper and write down a few notes on what you'd like to accomplish in the section you've been working on. **Try it!**

Dr L C Angeles, Bicol Regional Workshop, Legaspi City, Dec 12, 2014
# 9. I'm not sure how to do this - I don't know how sitting down and writing will enable me to do it -- it's just hopeless so why even start?

**Rebuttal:** If you're not clear enough on what to do, writing may be the only way to get you out of this state. If you truly need help from someone else on this problem, you need to write down the questions clearly. The process of writing them down may clarify the issue for you.

Dr L C Angeles, Bicol Regional Workshop, Legaspi City, Dec 12,
# 10. I didn't write well yesterday, so today will be terrible.

**Rebuttal:** Often bad writing days are followed by better ones. The reason to write daily is that your brain is still plugging away on it while you're doing other things or sleeping. So you may surprise yourself today!
Key Message:

• Plan your Research Paper/ Journal Manuscript from the Beginning to End – “Begin with the end in mind.”
• Choose your research collaborators wisely.
• Work closely with your former Research Advisors or colleague-co-authors
• Manage your research data and writing plan well.
• Identify areas where you need support.
Key Sources:

• David Canter and Gavin Fairbairn. **Becoming an author : advice for academics and other professionals** (2006)
Research Completion and International Publications Correlated with

- Professional Success and Achievement
- Sense of Personal Accomplishment
- Accreditation and High Ranking of Research Universities
- SMART Academic Work (*Strategic, Manageable, Active, Responsible, Timely*)

Dr L C Angeles, Bicol Regional Workshop, Legaspi City, Dec 12,
Work Hard, but Work SMART

• **SMART Work**
• **Strategic**, 
• **Manageable**
• **Active**
• **Responsible**
• **Timely**
Thank you.
Questions & Comments?