

HBHE 850

**Research Manuscript Preparation
Spring 2007**

Instructor

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Meeting Time & Place

Wednesdays, 2:00-4:50 PM
324 Rosenau

Revised: 1/10/07

Course Description and Purpose

HBHE 850 has a dual purpose. Its first aim is to further enhance students' research abilities by providing them the opportunity to apply research skills to the analyses of data. In achieving this aim, students will develop research questions and hypotheses, form measures from the data set to test their hypotheses, analyze their data to answer their research questions, interpret the findings, and draw appropriate conclusions.

HBHE 850's second aim is to enhance students' writing abilities, particularly in the service of producing a "close-to-publishable" research manuscript. In achieving this aim, students will write, and rewrite, their articles' introduction, literature review, methods section, results and discussion. They will submit drafts of these sections to me and to their fellow students for review and critique. In addition, each student will lead a classroom discussion on one of these manuscript sections. They will also actively participate in discussions on other relevant topics, such as manuscript reviewing, writing abstracts, and constructing tables.

HBHE 850 is a seminar in the true sense of the word: "a group of advanced students studying under a professor with each doing original research and all exchanging results through reports and discussions" (Webster). Issues encountered by students as they proceed through their research will significantly influence classroom discussions. Class sessions will focus on the research students are conducting, on methodological and conceptual concerns that evolve from that research, and particularly on the writing process and written product that is the central focus of the course. The primary product of this class will be a journal-length manuscript suitable for publication.

Course Prerequisites

HBHE 850 is designed for students beyond the first year of doctoral study who have a career commitment to the conduct of research and a strong desire to learn how to improve their writing. Course prerequisites are as follows:

- at least one comprehensive research methods course (HBHE 750 and/or 760 and/or 761);
- statistics through multiple regression (BIOS 545, EDUC 784, SOCI 709 or equivalent);
- access to a cleaned data set to be used throughout the course, plus permission from the owner of that data set, or the project's principal investigator, to work on the resulting manuscript;

- proficiency with a statistical software package that can be used with the data;
- permission of instructor.

Having previously written and/or published an empirical article is not a prerequisite, although previous co-authorship experience with journal articles will certainly help the student achieve both course aims.

Course Objectives

Course objectives are derived from two principles outlined in the HBHE Doctoral Program Guidelines, as follows:

- The ability to communicate is fundamental to planning and executing interventions, reporting health behavior and health education research findings, and obtaining research funding. Students should speak and write clearly, accurately, and suitably for the intended audience. Critical skills include the ability to report research objectively, insightfully, in the context of theory and prior research, and to prepare compelling justifications for proposed research, programs, and policies. These skills are requisite to publishing research findings in peer-reviewed scientific journals.
- The ability to publish research findings in peer-reviewed scientific journals is fundamental to a research career. Although not a formal course requirement, students are encouraged to seek opportunities prior to the dissertation research for writing data-based manuscripts using either quantitative or qualitative methods as both a contributing co-author and lead author.

HBHE 850 course objectives have been developed explicitly to address these principles so that at the completion of the course, students will:

1. Have practiced writing using different styles and formats;
2. Be able to critique their own and their colleagues' writing effectively;
3. Understand how to critically read published articles in the literature;
4. Be able to write an empirical research article in publishable form;
5. Be able to review empirical journal articles;
6. Understand how to effectively respond to a set of reviewer comments;
7. Know how to conduct a secondary analysis of empirical data.

Grading and Assignments

The quality of the course depends on students' preparation for and full participation in seminar discussion and assignments. In addition to students' ability to manipulate data, their success in the class will depend on their willingness to: (1) share their writing, even in the most rudimentary of forms, with their peers; (2) give, as well as receive, criticism on their writing and

research components of their articles in class; and (3) solve analytical problems, including those of measurement and methodology, outside of class.

The primary product of this class will be a journal-length article. Students will prepare and submit article sections for grading by the instructor as well as an in-class critique by their fellow students. On February 7, students will turn in a draft of the introduction and literature review; on March 7, they will submit the methods section; and on April 4, they will submit the results. These sections will be graded, but can be revised before the final paper due date, which, along with a discussion section, must be submitted on **Tuesday, May 8 at 5:00 PM**. Each section of the paper is worth 10% of the grade, and the final paper is worth 40%.

In addition to formal writing assignments, each student will contribute to class content and discussion in two ways. First, each student must prepare and deliver a one-hour presentation on writing a particular section of the research manuscript (e.g. the literature review). Readings are due one week before the session. Second, students will facilitate discussion sessions related to the course readings and their own writing and research findings. Each of these is worth 10% of the grade.

The final 10% of students' grades will be based on class participation. Students will be expected to write in almost every class and will both give and receive critiquing from classmates. Though in-class assignments will not be graded, they will count toward class participation, as will students' contribution to group discussions and other activities.

Assignment	Points	Due Date
Introduction and Literature Review	10	Wed, Feb 7 (2 copies due in class)
Methods	10	Wed, March 7 (2 copies due in class)
Results	10	Wed, April 4 (2 copies due in class)
Final Paper	40	Fri, May 4 (in my mailbox by 5 PM)
Presentation of Findings	10	Throughout semester
Class Presentation and Facilitation	10	TBA
Class Participation	10	Throughout semester

Comment [SJD1]: Please clarify date – 5/4 or 5/8

Required Readings

Becker, H.S. (1986) "Writing for Social Scientists," Chicago: University of Chicago Press.

Booth, W.C., Williams, J.M., & Colomb, G.G. (2003) "The Craft of Research," (Second Edition) Chicago: The University of Chicago Press.

Browner, W.S. (2006) "Publishing and Presenting Clinical Research," (Second Edition) Baltimore: Lippincott Williams & Wilkins.

Pyrzczak, F., & Bruce, R. (2005) "Writing Empirical Research Reports: A Basic Guide for Students of the Social and Behavioral Sciences," (Fifth Edition) Glendale, CA: Pyrczak Publishing.

Other selected readings may be downloaded electronically from Blackboard or the Health Sciences Library electronic journal holdings. A course notebook with copies of the readings will be placed on the top of the HBHE student mailboxes and available for copying during the week of January 10th.

Course Schedule and Readings

January 10 Introduction

Meeting the class, introducing student writing projects
Discussion: what are the characteristics of good writing? Bad writing?
In class assignment: construct a list of writing dos and don'ts based on students' chosen articles.

Pyrczak, F., & Bruce, R. (2005) "Writing Empirical Research Reports: A Basic Guide for Students of the Social and Behavioral Sciences," (Fifth Edition) Glendale, CA: Pyrczak Publishing.

January 17 Developing Research Questions and Hypotheses

Discussion: Ways of framing research, trade-offs of different strategies
In class assignment: Pyrczak and Bruce, Chapter 2 Exercise Part C
Student panel.

Booth, W.C., Williams, J.M., & Colomb, G.G. (2003). "The Craft of Research," (Second Edition) Chicago: The University of Chicago Press. (Chapters 3, 4, 7, 8)

January 24 The Process of Writing

Discussion: Style and voice, writing strategies
In class assignment: Students choose an intervention they know well and write a one-paragraph description of the project for three different professional audiences (e.g., public health practitioners, physicians, and health behavior researchers)

Faculty Panel: The process of writing: Barbara K. Rimer, Carol Runyan

Booth, Williams and Colomb. "The Craft of Research." (Chapter 16)

Becker, H.S. (1986) "Writing for Social Scientists," Chicago: University of Chicago Press. (Chapters 1, 2, 3, 6, 10; skim 4, 7 if time)

Galer-Unti, R., & Tappe M. (January 2006) "Developing Effective Written Communication and Advocacy Skills in Entry-Level Health Educators Through Writing-Intensive Program Planning Methods Courses," *Health Promotion Practice*, 7(1):110-116.

Orwell, G. (1946) "Politics and the English Language," Retrieved Jan. 10, 2006, from http://orwell.ru/library/essays/politics/english/e_polit.

Walters, R. and Kern, T.H. (December 1991) "How to Eschew Weasel Words," *Johns Hopkins Magazine*, (3):25-32.

White, L. (November 2005) "Writes of Passage: Writing an Empirical Journal Article", *J. of Marriage and Family*, 67:791-798.

Williams, J.M. (2000) "Style: Ten Lessons in Clarity and Grace," (Sixth Edition) New York: Addison Wesley Longman, Inc., 3-13. (Chapter 1)

"Editorial: Bad Writing? Good Sociology," (1986) *J of Health & Social Behavior*.

January 31 Introduction and Literature Review

Student-led discussion and activity

Booth, Williams & Colomb. "The Craft of Research." (Chapters 5, 6, 9, 10, 14)

Browner, W.S. (1999) "Publishing and Presenting Clinical Research," Baltimore: Lippincott Williams & Wilkins. 19-23. (Chapter 3)

February 7 Choosing a Journal; Issues of Authorship

Discussion: Choosing the right place to publish and tailoring for a particular audience

In class activity: Peer critique of introduction and literature review

***Introduction and literature review due*

Browner, W.S. (1999) "Publishing and Presenting Clinical Research," Baltimore: Lippincott Williams & Wilkins. 125-132. (Chapter 10)

Laflin, M., Glover, E., & McDermott, R. (2005) "Publication Ethics: An Examination of Authorship Practices," *Am. J. Health Behav.* 29(6):579-587.

International Committee of Medical Journal Editors. (2005) "Uniform Requirements for Manuscripts Submitted to Biomedical Journals," Retrieved Jan. 10, 2006 from <http://www.icmje.org/icmje.pdf>.

February 14 HSL Workshop

JAE is out of town. Students must attend one workshop offered by the HSL (e.g., RefWorks, PubMed, or EndNote). See class schedule at www.hsl.unc.edu/Services/Classes/classregistration.cfm.

February 21 Organizing Your Article; References

Discussion: What are strategies for organizing your research materials?

Booth, Williams and Colomb. *The Craft of Research*. Chapters 2, 12, 13, and Pages 297- 317. Faculty Panel: Article sections

February 28 Methods Section

Student-led discussion and activity

Browner, W.S. (1999) "Publishing and Presenting Clinical Research," Baltimore: Lippincott Williams & Wilkins. 25-40. (Chapter 4)

March 7 Critiquing the Work of Others

Discussion: What do journal editors expect from reviewers? How can reviewers organize their critique to most benefit editors and authors?

In class assignment: peer critique of methods sections.

Reread Richards, P. Chapter 6 in Becker, H.S. "Writing for Social Scientists." (Notebook Section January 25)

Bem, D.J. (1989). "Writing the Empirical Journal Article," in *The Compleat Academic*. Eds. Zanna, M.P. & Darley, J.M. New York: Random House, 171-201. (Chapter 8)

***Methods section due*

March 14 Spring Break

March 21 Results Section

Student-led discussion and activity

Browner, W. S. (1999) "Publishing and Presenting Clinical Research," Baltimore: Lippincott, Williams & Wilkins., 41-69. (Chapter 5)

Rudner, L.M. and Schafer, W.D. (1999) "How to Write a Scholarly Research Report," *Practical Assessment, Research & Evaluation*, retrieved March 16, 2006 from <http://PAREonline.net>, 6(13).

Durbin, C.G., Jr. (2004) "Effective Use of Tables and Figures in Abstracts, Presentations, and Papers," *Respiratory Care*, 49(10):1233-1237.

Plonsky, M. (2006) "Psychology with Style: A Hypertext Writing Guide," (5th Edition) retrieved January 11, 2006 from <http://www.uwsp.edu/psych/apa4b.htm>.

March 28 Presenting Data through Tables and Figures

Student-led discussion and activity

Booth, Williams & Colomb, "The Craft of Research." (Chapter 15)

Browner, W. S. (1999) "Publishing and Presenting Clinical Research," Baltimore: Lippincott, Williams & Wilkins. (Chapters 6, 7, 11 and 12)

Fletcher, R.H. & Fletcher, S.W. (2005) "Clinical Epidemiology: The Essentials, (Fourth Edition). Baltimore: Lippincott, Williams & Wilkins. (Chapters 12, 13)

Zelazny, G. (1991) "Say It with Charts: The Executive's Guide to Successful Presentations," Homewood, Il.: Business One. (Selections to be assigned)

April 4 Crafting an Abstract, Revising Journal Choice

In class activity: peer critique of results section

Discussion: How can you tailor an abstract to attract a particular audience?

***Results section due*

Fletcher, R.H. (Nov/Dec 1988) "Writing an Abstract." *Journal of General Internal Medicine*, 3:607-609.

Booth, Williams & Colomb, "The Craft of Research," 219-221.

Browner, W. S. (1999) "Publishing and Presenting Clinical Research," Baltimore: Lippincott, Williams & Wilkins, 3-17. (Chapter 2)

Cummings, P., Rivara, F.P., & Koepsell, T.D. (2004) "Writing Informative Abstracts for Journal Articles," *American Medical Association*, Retrieved January 17, 2006 from www.archpediatrics.com, 158:1086-1088.

April 11 Discussion Section

Student-led discussion and activity

Browner, W. S. (1999) "Publishing and Presenting Clinical Research," Baltimore: Lippincott, Williams & Wilkins, 107-118. (Chapter 8)

Reread Booth, Williams & Colomb, "The Craft of Research", Chapters 8 and 9

Reread Pyrczak, F. and Bruce, R., "Writing Empirical Research Reports", Ch. 8

April 18 Writing a Review; Responding to Reviewers

Discussion: What do editors want in a review? How can authors successfully revise and resubmit?

In class activity: Students will assess good and bad reviews.

- Rivara, F.P. (2002) "Reviewing Manuscripts for Archives of Pediatrics & Adolescent Medicine," *American Medical Association*, retrieved January 17, 2006 from www.archpediatrics.com, 156:11-13.
- Rivara, F.P. (2002) "Responding to Reviewers' Comments on Submitted Articles," *American Medical Association*," retrieved January 17, 2006 from www.archpediatrics.com, 156:105-107.
- Browner, W. S. (1999) "Publishing and Presenting Clinical Research," Baltimore: Lippincott, Williams & Wilkins, 153-163. (Chapter 13)
- Kronenfeld, J.J. (1985) "Publishing in Journals," *Scholarly Writing & Publishing: Issues, Problems & Solutions*, e. Mary Frank Fox, Westview Press: Boulder, Colorado, 17-32. (Chapter 3)
- Northridge, M. (May 1994) "Annotation: Seven Flaws in Submitted Manuscripts," *Am J of Public Health*, 84(5):718-719.
- McCartney, J.L. (1973) "The Editors' Page: Preparing Manuscripts," *The Sociological Quarterly*, 14(2)143-144.
- Sternberg, R.J. (Sept. 1992) "How to Win Acceptances by Psychology Journals: 21 Tips for Better Writing," *APS Observer*.
- UNC Writing Center on Revising Drafts (2002), retrieved from www.unc.edu/depts/wcweb/.

April 25 Wrap Up and Reflection

Discussion: What have you learned about your strengths and weaknesses in writing? What are your best strategies for getting started? For editing/revising? For collaborating? What does your manuscript still need?

Pearls of wisdom/lessons learned

Friday, May 4 ***Final paper due in my box by 5PM*

Comment [SJD2]: Confirm date