SYLLABUS
SOCIOLOGY 203, “How to Write and Publish A Lot”
https://moodle2.sscnet.ucla.edu/course/view/20S-SOCIOL203-1
Time: Friday noon-2:50pm
Until further notice, we will be meeting via Zoom https://ucla.zoom.us/j/223032371
If and when we are able to meet in person, we will meet in BUNCHE 1265

Professor Abigail Saguy
102 Haines Hall
Saguy@soc.ucla.edu
(310) 794-4979
Office hours: Tuesday 2-4 pm or by appointment (for now, via Zoom). No office hours on April 7.

COURSE STATEMENT
Nothing is more important to your future success as an academic than developing a regular and productive writing practice. I have designed this class to help you do just that.

Because we will spend a lot of time editing an existing paper draft, this class is most appropriate for students in their second year or beyond, who already have a full draft of their MA paper written. This class provides excellent support for students wanting to revise and publish their MA paper in a timely fashion. It will also be extremely useful for more advanced students wanting to develop a strong writing practice before beginning a post-doc or assistant-professor position.

Each class period will include three 45-50 minute segments. In the first, we will learn skills for planning regular writing time and protecting it from competing demands of teaching, service, and life. We will also learn to set limits on our work time so that we have time for other important life activities, such as friendships, family, sleep, exercise, and so on. We will often conclude this section of class by completing a concrete task related to goal setting or time management, such as listing our writing goals for the next decade, year, month, week, and day.

After a 10-minute break, we will learn how to write in a way that respects specific genres of academic writing. During most weeks, we will focus on the sociology journal article or sections within journal articles (e.g., Introduction, Literature Review, Method, etc.). We will learn to respect general principles of sociology journals and also how to tailor our work to specific journal guidelines. We will also cover in less detail book and op-ed writing. On many days, we will use some of class time to write independently or edit our own or others’ work. We will take a second 10-minute break after this segment.

Since good writing is rewriting (and rewriting and rewriting...), the third class segment will focus on the principles of line editing. We will use some of this time to edit our own and each other’s work using these principles.
Homework assignments will focus on setting and meeting your own writing goals and applying new skills to a work (or works) in progress.

EVALUATION

• To pass the class, you must attend regularly (initially via Zoom), participate in discussion, and complete the assignments. If you miss more than two classes, you will not pass this class. If you miss more than two homework assignments, you will not pass this class.
• Homework is due by noon on the Wednesday before class.
• I will base your grade on the following:
  o Homework assignments: 30%
  o Class participation: 20%
  o Class presentations: 10%
  o Completion of your own writing goals: 40%
• This seminar depends on your participation for its success. The more you put into it, the more you (and your classmates) will get out of it. So please come ready to participate!

OTHER LOGISTICS

• You will need to sign up for two presentations, specifying which of the four assigned style guides you’ll be using, via signupgenius. I will send you a link.
• Some homework assignments will be posted to the class discussion board, others to a shared Google Drive.

RECOMMENDED AND REQUIRED READING

All available at the UCLA bookstore and on Amazon

Required Reading

  • This is a short and extremely useful guide for time management. We will read and discuss the entire book over the quarter.

  • A mix of musings and advice, this book sheds light on why writing can be difficult and how to push through the insecurities and get your work out the door!

  • Written for psychologists, How to Write A Lot is extremely relevant for sociologists as well. Pithy and without sympathy for “binge writers,” Silvia offers sound advice on time management, editing, and even writing cover
letters and memos about changes made in response to a peer review. We will read and discuss the entire book; you’ll want to return to it later.

- This book offers a quick look-up for those troublesome rules of grammar and offers inspiration for writing direct, effective prose. Many people consider it the definitive word about writing in the English language, although others critique it. Among critiques, some say that it has become dated.

**Style Manuals**
*You are required to purchase at least one and may choose several*


- In this widely acclaimed new book, linguist Steven Pinker expressly denies that he is trying to replace Strunk and White, but reviewers seem to think he will!

- Walsh’s stylistic guide covers conventional usage topics (a vs. an), contemporary issues of the information age (email vs. e-mail), and “Topics of Sensitivity” (e.g., race, sex, and sexual orientation). It can be read from beginning to end or used as a reference guide for specific topics.

**Recommended Reading**
- Full of self-deprecating humor, this book made me laugh out loud. Lamott is a novelist – not an academic – and this comes through. Still, a lot of what she has to say about the angst of writing and how to push through it resonated for me. I will assign at least one chapter and will post it to the course website. You may decide you’d like to read the whole book.
Week 1: Orientation
April 3, 2020: No Seminar Meeting, but you are required to meet individually with Abigail (probably virtually) to discuss your quarter goals
Home work (exceptionally, this week, you have until Friday April 3 at noon to complete this):
• Commit to a writing goal for the quarter. For most, this will be to revise your MA paper (or another paper) for journal submission and to submit the paper by the end of finals week. If you want to do something else, you need my permission so reach out now. Forty percent of your final grade will be based on how well you meet this goal, which is an incentive to make it doable! Now, post you goal to our class Google doc, “Quarter Goals.” Name the document with your first and last name.
• Regardless of your personal writing goal for the quarter, you will all need to select one paper that you will revise over the quarter. Upload a copy of your paper as a Google doc to the class Google Drive (subfolder “Student Papers”). The file name should be “yourfirstname_yourlastname_paper.” If your paper is in Word or Pages, upload in that format, then convert to Google doc and delete the Word/Pages document.
• Write a reverse outline of your paper. Save to Google Drive (subfolder “Reverse Outlines”) as “firstname_reverse_outline.”
  o In your outline, include all your headings and subheadings. After each heading and subheading, note the number of paragraphs and words in that section. (You can copy and paste this from your notes from last week).
  o Include a sentence that explains what each paragraph is about. This can be the topic sentence of the paragraph.
  o Note if your paragraph is not all about a single idea (you don’t need to fix it yet, but note this for editing later).
  o Jot down other notes (using insert comment feature) about how you intend to revise your paper. You’ll be amazed as to how clarifying reverse outlines are for this!
  o Below are some additional online resources for writing reverse outlines.
    You can find more simply by searching for “reverse outline” in Google:
    • https://writingcenter.gmu.edu/guides/reverse-outlining
    • https://writing.wisc.edu/Handbook/ReverseOutlines.html
    • https://www.amherst.edu/academiclife/support/writingcenter/resourcesforwriters/revision/reverse_outline

Week 2: How To Write a Lot
April 10, 2020
Reading:
part of Chapter 6 provides a brief overview of the various sections of a journal article, where as Chapter covers writing style.)

- National Center for Faculty Development & Diversity. “Rethink Your Writing Time.”

**Homework (due by Wednesday April 8 at noon):**

- Choose a journal (or 2-3 top choices) where you will submit your paper. Choosing a journal is a lot about fit. Spend some time readings recent articles related to your topic in a few journals where you think you might like to publish. Ask yourself if you like the articles you’re reading in this journal. Are they similar in style and subject matter to your paper? Would you be excited to revise your paper to make it more similar to articles in this journal? In other words, does it feel like a good fit? Also be sure to ask your advisor what outlets they think would be a good fit for your paper.
  - Find the “guidelines for authors” for your target journal(s). Upload to our Google Drive (subfolder “guidelines for authors”) as “nameofjournal_guidelines,” e.g., “JMF_guidelines.”
- Edit your paper in the Google drive with an eye to finding passive sentences, instances of jargon, unclear words, or unnecessary acronyms. Revise passive sentences to make active and replace jargon, unclear words, and unnecessary acronyms. Use the suggested edits mode so that I can see your work!

**Week 3: Developing a Weekly Writing Schedule**

**April 17**

**Reading:**


**Homework (due by Wednesday April 15 at noon):**

- Last week in class, you committed to a writing schedule. This week, use Zerubavel’s advice on page 22 to keep track of your effectiveness as a writer. Post a table like Zerubavel’s on page 22 to the class Google drive (subfolder, “Effectiveness Tables”) with the title “yourfirstname_your last name_table.” Below the table, write down what changes—if any—you plan to make to your writing schedule for the coming week. In doing this, consider your own “A-time,” “B-time,” and “C-time” (Zerubavel 1999: 33-35).
- By now, you should have identified a target journal for your article. Identify one or two articles recently published in that journal that you admire and are substantively or theoretically similar to your paper. Upload to Google Drive (create a subfolder with your name in the subfolder “sample articles”).
- Create a spreadsheet in which you calculate the proportion of the article dedicated to each section. If you are working with two articles, include a column for each
article. Save as “journalname_yourfirstname_spreadsheet” in subfolder “Spreadsheets of model article structure.”

• Compare your reverse outline to your sample article. On the shared Google drive, use “insert comments” feature to note how the length of each of your sections compares to your sample article, and how many words you need to cut or add. Note if you have extra sections or are missing sections. Add any other notes about how you want to revise your paper to make it more like a paper published in your target journal.

Week 4: Overcoming Perfectionism and Writing Shitty First Drafts
April 24, 2020

Reading:

• Anne Lamott. 1995. Bird by Bird: Some Instructions on Writing and Life. New York: Anchor, “Shitty First Drafts” (pp. 21-28); “Perfectionism” (pp. 28-33); and “Radio Station KFKD” (pp. 116-121).


Homework (due by Wednesday April 22 at noon):

• Update your effectiveness table like Zerubavel’s in the Google Drive, noting down what changes—if any—you plan to make to your writing schedule for the coming week.

• Using your reverse outline from last week and your notes on your model article, produce a new forward outline of how you will revise your paper to make it stronger and more like your model paper. Include headings, subheadings, and a topic sentence or description of what will be in each paragraph. Include target word goal for each section and subsection. Save to Google Drive (subfolder “New forward outlines”) as “firstname_forward_outline.”

Week 5: Writing Quantitative Papers
May 1, 2020

Reading:


• Spend at least one hour reading your style manual of choice.

Homework (due by Wednesday April 29 at noon):

• Update your effectiveness table like Zerubavel’s in the Google Drive, noting down what changes—if any—you plan to make to your writing schedule for the coming week.
• Using your new forward outline, rewrite or revise your method section—using either the *suggesting* edits mode, if changes are relatively minor, or inserting a comment describing changes if they are more substantial and the *suggesting* mode is too unwieldy. In revising/rewriting, draw on what you have learned from Silvia and others in this class.

• Using your new forward outline, rewrite or revise your title and abstract, using the *suggesting* edits mode. Draw on what you have learned from Silvia and others in this class.

**Week 6: Writing Qualitative Papers**  
**May 8, 2020**

*Reading:*

- Spend at least one hour reading your style manual of choice.

*Homework (due by Wednesday May 8 at noon):*

- Update your effectiveness table like Zerubavel’s in the Google Drive, noting down what changes—if any—you plan to make to your writing schedule for the coming week.
- Accept all changes from last week in your paper.
- Using your new forward outline, rewrite or revise your *findings section*—using either the *suggesting* edits mode, if changes are relatively minor, or inserting a comment describing changes if they are more substantial and the *suggesting* mode is too unwieldy. In revising/rewriting, draw on what you have learned from Silvia and others in this class.

**Week 7: Writing Literature Reviews**  
**May 15, 2020**

*Reading:*

- Spend at least one hour reading your style manual of choice.

*Homework (due by Wednesday May 13 at noon):*

- Update your effectiveness table like Zerubavel’s in the Google Drive, noting down what changes—if any—you plan to make to your writing schedule for the coming week.
- Using your new forward outline, rewrite or revise your *literature review section*—using either the *suggesting* edits mode, if changes are relatively minor, or inserting a comment describing changes if they are more substantial and the *suggesting* mode is too unwieldy. In revising/rewriting, draw on what you have learned from Silvia and others in this class.
Week 8: Navigating the Journal Review Process
May 22, 2020

Reading:

- Spend at least one hour reading your style manual of choice.

Homework (Due on Wednesday May 20):

- Update your effectiveness table like Zerubavel’s in the Google Drive, noting down what changes – if any – you plan to make to your writing schedule for the coming week.
- Using your new forward outline, rewrite or revise your discussion/conclusion AND introduction—using either the suggesting edits mode, if changes are relatively minor, or inserting a comment describing changes if they are more substantial and the suggesting mode is too unwieldy. In revising/rewriting, draw on what you have learned from Silvia and others in this class.

Homework (Due before class on Friday May 22):

- Upload a cover letter and clean copy of your paper to shared Google drive. (I will create a new folder for this purpose by this time in the quarter. Create a subfolder with your name and post the letter and paper and, if relevant, a separate document with tables and figures to your subfolder.)

Week 9:
May 29, 2020

Reading:

- ASR rejection of early draft of Mark Granovetter’s classic “Strength of Weak Ties.” (AJS) and commentary on scatterplot: http://bit.ly/1FTn4HD
- Wiley guidelines for peer reviewing. https://tinyurl.com/qkffh6r
- LSR reviews of early drafts of Saguy, 2018. (you may skim!)

Homework (Due on Wednesday May 27):

- Update your effectiveness table like Zerubavel’s in the Google Drive, noting down what changes – if any – you plan to make to your writing schedule for the coming week.

Homework (Due on Wednesday May 27):

- I will assign you two classmates’ papers to read and provide a peer review. Please post these to the same subfolder containing your classmate’s revised paper and cover letter.

Week 10: Conclusion: Developing a Lifelong Writing Practice
June 5, 2020

Reading:

own agraphia group.”

- Memos #1, #2, and #3 in response to LSR reviews for Saguy 2018 (skim)

**Homework (Due on Tuesday June 2):**
- Update your effectiveness table like Zerubavel’s in the Google Drive, noting down what changes – if any – you plan to make to your writing schedule for the coming week.

**Homework (Due before class on Friday June 5):**
- Write a memo detailing the changes you have made or will make in response to their suggestions. Save to Google Drive (subfolder “Memos”) as “yourfirstname_memo.”
- Do as much of these revisions as you can this week—using either the *suggesting* edits mode, if changes are relatively minor, or inserting a comment describing changes if they are more substantial and the *suggesting* mode is too unwieldy. You have until the end of final’s week to complete revisions.

**Finals Week**

**Homework (you can take until Friday at noon of Final’s week to complete)**
- Complete revision of your paper. Use the *suggesting* edits mode, if changes are relatively minor. Alternatively, if your changes are more substantial and the *suggesting* mode is too unwieldy, insert a comment describing changes.
- Complete your quarter goal. For most of you, this will mean submitting your MA (or other) paper for publication. In the same document that you created at the start of the quarter and saved in the “Quarter goals” folder, describe what you accomplished and how you intend to celebrate!

**Beyond**

**Homework**
- Create your own agraphia group
- Stick to a regular writing practice
- Write and publish a lot!

**ADDITIONAL TOPICS AND READINGS**
Reaching Beyond the Ivory Tower: Op-Eds and Other Popular Writing

Reading: