ENVS 6830 & 7830
Graduate Student Publishing Seminar

Course Outline

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Office: NR 316
Office hours: (as announced in class)
Date/Time/Room: Tuesdays, 10:30-12:00, BNR 360
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The four main purposes of the course:

1. The Journal Reading Purpose: To teach you the processes and standards by which the journal (research) articles you read in graduate school were produced. This will help you to criticize the articles and those you will read throughout your career.

2. The Journal Publishing Purpose: To teach you the processes and standards of publishing which will prepare you to publish your research in research journals (or other outlets, as National Park Service publications). (1) This will help you prepare your thesis or dissertation so that it contains one or several manuscripts ready to submit to journals, helping you find the most appropriate journals for you manuscripts, and helping you put them in the correct format for the given journal. (2) It will help you publish more effectively throughout your career, helping you deal with editors’ and referees’ suggestions and comments about your submissions, and helping you deal with the psychology of being rejected for publication.

3. The History Purpose: To teach you the history and role of journal articles in science. By this you will realize the importance of journals, and I hope by that gain respect for the journal articles you read and publish.

4. The News Media Purpose: To teach you the basics of publishing for a public audience in your area of expertise. This includes letters to the editor and Op-ed pieces.

The course will not prepare you in grammar and rhetoric; in that you should already be good.

The course’s format. There are about ten classes, one per week. For several, I’ll invite faculty members in to share with you ideas they regard as important about publishing. For most of the rest, I will assign the class members work to do before we meet.

(1) Sometimes the work will involve be readings on course reserve. You’ll read them and
search out independently other information on the topics, then come to class the next week and share and discuss what you think.

(2) Sometimes the work will involve the videos accessed through my homepage, which you will watch before class and in class discuss.

(3) Sometimes the work will involve exercises for you to answer questions you’ll be given, for which you will use databases to search for the answers. Then come to class (which will meet in one of the Quinney Library’s computer labs) and Patsy Palacios (Quinney research librarian), me, and you will discuss and share.

**How the course will be graded.** There are no exams. There will be a publishing exercise of your writing and having a letter to the editor or an Op-ed published in a newspaper, e.g., Salt Lake Tribune.

1. If you succeed with the publishing exercise, and if you miss no more than one class, your course grade will be A.
2. If you fail with the publishing exercise, and if you miss no more than one class your course grade will be B.
3. Regardless of how you do with the publishing exercise, if you miss more than two classes your course grade will be C.
4. If you fail with the publishing exercise and miss more than two classes your course grade will be D.

(In special circumstances, you will be able to make up a missed class by seeing me before the missed class and pleading your case.)

**The course has other expectations.** I expect you to arrive on time. I expect you to have read and done any assignments before class. I expect you to contribute to the class discussions.

**The course readings are accessed through my Canvas account.** They are grouped in sets. They are listed below, and you must read them before the class period they are assigned to. They are numbered in order – 1, 2, 3, 4, . . . – but that doesn’t mean that the set of readings numbered 3, for instance, is for the 3rd class meeting. I will tell you ahead of time which ones to read for which class meetings. There are no textbooks to buy.

**There are two DVDs (videos) we will watch and discuss in class:**

*Kevin Phillips on his Writing Habits* (26 minutes).
*Steven Pinker on Writing* (36 minutes).

Included in some of the sets of readings are videos for you to watch along with the readings. To access them, go to the Quinney College of Natural Resources, and open the home page of “Charles Romesburg.” Listed there will be videos for Envs 6830 & 7830, where you will find them. Their titles are: *How to Publish in a Top Journal 01-11, Open Access Explained, Publish Your Open Access Article with Taylor & Francis, Guide to Citing Open Access Images, Down the Impact Factor Ladder, How to Get Published,* and *How to Organize Your Essay.*

(Also included through my home page but not required for the course as they are on topics a bit outside of publishing, but which you may find helpful in your professional education
Developing a blog (web log) and writing pieces for it is another way of publishing your ideas. I encourage you to visit my blog, The Saunterer, to see how I do this. It’s at: www.comesaunter.com

(Many thanks to Patsy Palacios, QCNR librarian, for making the pdfs for the readings and getting them into electronic reserves. And thanks to Becky Hirst for getting the readings up on Canvas.)

# 1 Set of Readings

In this set are readings A-1, A-2, and A-3, which are to help you understand why journal articles (scientific papers) must exist, and what they are made up of.

A-1.

A-2.


A-3.


# 2 Set of Readings

Reading A-4 is a journal article I picked at random. Read it for its structure and how it reports on discoveries of knowledge. That it is about hiking has no relevance for this course. That it has structure and logic and evidence leading to discoveries does.

Readings A-5, A-6, and A-7 are short journals articles called “Notes.” Ask yourself, when can research be reported in the note format, and when does it require the longer journal article format?

Reading A-8 is called a “Forum Article” in the journal in which it appears. In this case that means it is an article adapted from a conference. How in structure and substance does it differ from a Note?

Reading A-9 is on getting a title for your published research. Prepare what you think
would make better titles for the articles below, and be prepared to say why.

A-4.  

A-5.  

A-6.  

A-7.  

A-8.  

A-9.  

# 3 Set of Readings

Reading A-10 is about how to write book reviews. Readings A-11, A-12 and A-13 are three illustrative book reviews. For this course, consider doing a book review. We’ll talk about the strategies, tactics, and mechanics in class.

A-10.  

A-11.  

A-12.  
*The Power and the Glory*. (Review by Arik Hesseldahl in Bloomberg Businessweek.)
April 12, 2010.)

*Sins of the Capitalist.* (Review by Gregory Cowles in the New York Times Book Review.)

# 4 Set of Readings

Readings A-14 through A-17 are examples of short magazine articles. Readings A-18, A-19, and A-20 are examples of Op-ed pieces, which are published in newspapers. Op-ed is short for “opposite the editorial page” of a newspaper, where it usually appears, expressing the reasoned views of an author(s).

A-14.  

A-15.  

A-16.  

A-17.  

A-18.  

A-19.  
*ORV-friendly Shoshone Trail System Back in Under the Radar,* by Charles Romesburg. Ogden Standard-Examiner. Thursday, September 11, 2003. (This piece’s text is the same as that of the above piece.)

A-20.  
*Bush Administration Is Abandoning Commitment to Our Forests,* by J. Steitz and H.C. Romesburg. Ogden Standard-Examiner, May 8, 2002. (The last column is cut off. See the Internet posting for the uncut article.)

# 5 Set of Readings
These are separate readings, all in the pdf A-21, on the instructions various journals have for authors who want to submit articles, notes, book reviews, and the like. Every journal has a web site where the instructions, sometimes called “author guidelines” appears.

A-21.
Journal Instructions to Authors
– for PloS Biology
– for Society & Natural Resources
– for Rangeland Ecology & Management
– for Journal of Applied Ecology
– for Journal of Park and Recreation Administration
– for Journal of Political Ecology
– for Environmental Management
– for Frontiers in Ecology and the Environment
– for Weather, Climate, and Society
– for Rangelands
– for Journal of the American Water Resources Association
– for Human Ecology
– for Environment and Planning
– for Journal of Forestry
– for Human Dimensions of Wildlife
– for International Journal of Wilderness
– for Journal of Leisure Research
– for Journal of Environmental Management

# 6 Set of Readings

These are separate readings, all in the pdf A-22, of examples of letters to the editor, most to newspapers, one to a magazine. This term in this course you will write and submit at least one letter to the editor (more is better).

A-22.

*Turn lights down to light sky up*, by Charles Romesburg and Greg Salt. The Herald Journal (11/19/99).

*Return Milky Way to our children*, by Charles Romesburg. The Herald Journal (10/10/02)

*No conscience in dugway plan*, by Charles Romesburg. The Herald Journal (11/22/02).


Here are various letters to The New York Times on burning trash etc. (4-18-10)
Here are various letters to The New York Times Book Review on Covering Campaigns, etc. (4-4-2010)

Here are various letters to The New York Times Book Review on Narcissism’s Discontents, etc. (2-21-2010)

Here are two letters to Science about Plagiarism. (8/14/09).

*Why Stories Matter.* The Scientist. December 2009. (Read both letters for style and for the information they have about writing.)


# 7 Set of Readings

Readings A-23 through A-30 contain various advice applicable to science writing.

A-23.


A-25.

– *Conventions of Scientific Authorship.* Pardis Sabeti. Science Careers. (5/7/10)

A-27.
– *Writing for Broadcast.* From *Sound Reporting: The NPR Guide to Audio Journalism.* J. Kern. The University of Chicago Press. 2008. (This piece applies as well to writing for paper publication.)


A-29.
A-30. Grant-Writing Gurus.

# 8 Set of Readings

The three readings, A-31, A-32, and A-33 present ethical issues in publishing research. Although the first two are directed to publishing medical research, they apply to publishing research in all fields.


A-34. (A set of rejection letters)

#9 Set of Readings


B-5.
This material shows from start to finish how I went about getting published the article “Pedagogical Positive of the Surface-to-Volume Ratio” in the *American Biology Teacher* journal.