Oftentimes, the process of revising a document is the single most important step in the production of quality writing. This semester the course focuses on the task of writing and utilizing written reviews in the production of your final paper. We will also spend some time on oral presentation skills. Writing anonymous reviews is a central, though often under-discussed, occupational role in the academy. Research supervisors, mentors, professional colleagues and peer reviewers often furnish critical reflective feedback. When done effectively, this feedback guides your “muse” and increases your effectiveness in stating your argument and reaching your audience. Engaging in this role responsibly enhances the quality of research and writing in the academy. You will review the writing of your peers and respond to their reviews in writing.

Readings: Listed below. Most will be emailed, distributed in class or posted on BlackBoard.

Grade Distribution
- Attendance and class participation, including meetings with your primary advisor: 20%
- Writing and Responding to Reviews: 20%
- Final Paper (with comments on first draft attached): 40% Due April 20
- Final Presentation (with printouts, handouts and written comments attached): 15% Due May 4
- Reflection Essay: 5% Due May 11

On Reserve at Dewey

Recommended for Purchase:

COURSE ASSIGNMENTS

1. Introduction to the Review Process

1. January 26 Overview
Reading:
Hall, Donald E. The Academic Self: An Owner’s Manual, pp 43 to 65 (On planning a timeline and how to avoid burnout) (Distributed in class)
Examples of actual reviews. (By email)

2. February 2 Writing a Fair and Helpful Review
Objectives: We will examine the review process and approaches for reviewing the works of others and for responding to the reviews we receive. Students will cultivate an awareness of what is fair and unfair criticism of a work. Moreover, the exercise will emphasize the production of helpful comments that facilitate the revision of the paper.
Readings:

Assignment: Due at the start of class; bring enough copies for everyone.
Write a formal review of Walker’s article submission (a 1,000-1,200 word evaluation of the paper's strengths and weaknesses).
The copy submitted to Prof. Jones must have a cover page. It will be given to Walker but without attribution.

February 9  No Class – Meet with your primary advisor
Assignment: Place a one-page summary of your advisor meeting in my mailbox by Feb 23 at noon.
Optional: Students can meet in the Dean’s Conference room during class time to share their writing and discuss anything they choose. Bring in 3-5 pages of your own work to read and discuss.

February 16  No Class  WINTER BREAK

3. February 23  Comparing Reviewer Comments
Objectives: Continue the discussion of the revision process. Introduce students to the challenges of revising work in a way that addresses the concerns of several reviewers, who may at times offer contradictory advice. This skill is essential for working with diverse dissertation committees and for publishing in more broadly-oriented journals.


Assignment: Write a 1-2 page, single-spaced assessment that compares and contrasts your comments and critiques with the actual reviews written by journal referees.
Be prepared to discuss the implications of these various reviews for Walker. How should he respond?

Optional: Bring in 3-5 pages of your own work to read and discuss in class.

4. March 2  Responding to Reviewers
Objectives: Continue the discussion of the revision process. Learn how one author chose to respond to reviewer comments. Identify the changes he made and why.

Reading:
Walker, Thomas C. Response to Reviewers via letter to the editor of Perspectives.

Assignment: Based on the reading, be prepared to discuss the changes Walker made (and didn’t make) and why. We will discuss both the content and tone of the exchange.

Optional: Bring in 3-5 pages of your own work to read and discuss in class.

Page 2 of 4
II. Reviewing Student Drafts
Objectives: These sessions will comment on the first draft of your papers. Please furnish a polished first draft to maximize the usefulness of the process. By the start of class, each student will have received comments from their faculty advisor, course instructor, and fellow students. Each student will briefly present their paper and then the class will discuss the paper and comments.

Assignment: Students must submit their first draft of their paper to their faculty advisor, the course instructor, and their peers. The article or chapter length paper should be approximately 30 pages (11-point font, 1-inch margins, not including tables or bibliography). The "draft" should be a finely crafted product that has undergone several revisions. It must include all elements of a final paper (e.g., introduction, conclusion, and all data analysis). It is considered a "draft" because it has not been commented on by peers, even though it has been extensively edited by the author.

Drafts emailed to entire class Friday noon (i.e. 3 days before the class meets)
Reviews due (via email) Monday at 1:15 (everyone who is not presenting must submit a review. I will aggregate these and send them to the authors after class, without attribution.) Invite your advisors. Presenter A
Author’s written response to reviews Friday at noon (i.e. 4 days after your presentation)
**Authors meet with Course Instructor Monday 4:30 One week after presentation ***

Schedule finalized in first class meeting

5. March 9 Student Drafts – Political Theory (Paper due March 6, 12pm)
   a. 1:30 to 2:30 Johannes
   b. 2:45 to 3:45 Daniel

6. March 16 Student Drafts – American Politics (Paper due March 13, 12pm)
   a. 1:30 to 2:30 Adam
   b. 2:45 to 3:45 Tim

March 23 No Class

7. March 30 Student Drafts – Comparative/Int’l Relations (Paper due March 27, 12pm)
   a. 1:30 to 2:30 Kyle
   b. 2:45 to 3:45 Whitney

April 6 No Class

April 13 No Class SPRING BREAK

*****FINAL PAPERS DUE April 20 at the start of class*****

Syllabus continued.....
III. Effective Oral Presentations

8. April 20  The Art of Effective Presentations
   Objectives: We will discuss the presentation of research findings in an oral form and strategies for effective presentations.

9. April 27  Practice Oral Presentations Invite Advisors
   Objectives: Review presentations by classmates. Learn from comments on the style and structure of your presentation.

   Readings: Shephard, Kerry. *Presenting at Conferences, Seminars and Meetings* (Selections TBD)

   Assignment: Deliver a 10 minute oral presentation of the final paper

   1:15 to 2  International Relations
   2:15 to 3  American Politics
   3:15 to 4  Political Theory

April 30  Final Papers Posted to Political Science Website by Noon
   Electronic versions of the final papers should be posted to course web site in at least 72 hours prior to the final class in order to give faculty and students a chance to look at the papers.

10. May 4  Present Final Papers (NOTE: Place, date and time may change)
   Objectives: Present original research to Rockefeller College faculty and their peers.

   Assignment: Deliver a 10 minute oral presentation of the final paper

   1:15 to 2  International Relations
   2:15 to 3  American Politics
   3:15 to 4  Political Theory

May 11  Reflective Essay due to Barbara Wilkinson (1-2 single-spaced pages)
   Reflect on this semester in particular and this year. What have you learned in this class? What do you plan to do with this paper? In light of this class, what do you expect to do for your dissertation prospectus? What was most and least effective in this class? Please comment on peer feedback, relationship to your primary advisor and any other aspect you find useful. Please use a cover sheet. I will read these after grades are submitted. Reflections may be shared with the Chair and the faculty member teaching the course next year.