



Quantitative Analysis for Publication

Sociology 3400 (Class #29521)

Fall 2019 (2201)

Time/Place: Thursdays 2:00-4:30PM in 2800 Wesley W. Posvar Hall (WWPH)

Instructor: Melanie M. Hughes, PhD

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COURSE DESCRIPTION:

This course is a research practicum, where students work intensively on a research project using quantitative methods. Students may enter the class with their own research question and data to analyze, or they may work with other students and/or the instructor on a collaborative project. This course is designed to advance students' skills in research design, data analysis, and writing up quantitative results. The course goal is for students to develop a sole- or co-authored manuscript for publication.

REQUIRED READINGS:

Books:

- 1) Firebaugh Glenn. 2008. *Seven Rules for Social Research*. Princeton University Press.
- 2) Miller, Jane E. 2013. *The Chicago Guide to Writing about Multivariate Analysis*, 2nd Edition. University of Chicago Press.
- 3) Page, Scott E. 2018. *The Model Thinker: What You Need to Know to Make Data Work for You*. Basic Books.
- 4) Schwabish, Jonathan. 2016. *Better Presentations*. Columbia University Press.
- 5) Wilke, Claus O. 2019. *Fundamentals of Data Visualization: A Primer on Making Informative and Compelling Figures*. O'Reilly Media.

Articles, Book Chapters, and Resources: Additional readings and resources are available through the university library, the World Wide Web, and/or are posted on CourseWeb at <https://courseweb.pitt.edu>.

RECOMMENDED READINGS AND RESOURCES:

There are many resources out there to assist you with publishing an academic article. This list includes readings and resources to help you select an outlet, become a better writer, overcome mental blocks to writing, present your results, and evaluate the work of others. I have copies of

most of the books if you would like to review them before purchasing. Recommended readings on other topics also appear in the course outline below.

Selecting a Publication Outlet:

Need help selecting an outlet for your manuscript? These readings and resources are for you:

- Clemens, Elisabeth S., Walter W. Powell, Kris McIlwaine and Dina Okamoto. 1995. "Careers in Print: Books, Journals, and Scholarly Reputations." *American Journal of Sociology* 101(2):433-495.
- Dunleavy Patrick. 2016. "Thirty One Things to Consider When Choosing Which Journal to Submit Your Paper To." <https://medium.com/@write4research/thirty-one-things-to-consider-when-choosing-which-journal-to-submit-your-paper-to-b353bf2949e1>.
- Jacobs, Jerry. 2016. "Journal Rankings in Sociology: Using the H Index with Google Scholar." *The American Sociologist* 47:192-224.

Reviewing Journal Articles:

Seeing how others review manuscripts may help you avoid common pitfalls. See:

- Brunsmas, David, Monica Prasad, and Ezra Zuckerman. 2013. "Strategies for Reviewing Manuscripts." *Footnotes* 41(7):1,14.
https://www.asanet.org/sites/default/files/review_times_in_sociology.pdf.
- Bakanic, Von, Clark McPhail, and Rita J. Simon. 1989. "Mixed Messages: Referee's Comments on the Manuscripts they Review." *Sociological Quarterly* 30:639-654.
- Wiley. 2019. "Step by Step Guide to Reviewing a Manuscript."
<https://authorservices.wiley.com/Reviewers/journal-reviewers/how-to-perform-a-peer-review/step-by-step-guide-to-reviewing-a-manuscript.html>.

Resources for Academic Writing:

Here are some webpages from academics who offer useful advice on academic writing:

- Dunleavy, Patrick. 2019. "Writing for Research." *Medium*.
<https://medium.com/@write4research>.
- Pacheco-Vega, Raul. 2019. "Academic Writing (#AcWri)."
<http://www.raulpacheco.org/resources/academic-writing-acwri/>.

Communicating Quantitative Evidence

These other readings from Jane Miller focus on how to write up quantitative results or communicate about statistical concepts:

- Miller, Jane E. 2015. *The Chicago Guide to Writing about Numbers*, Second Edition. University of Chicago Press.
- Miller, Jane E., and Yana van der Meulen Rodgers. 2008. "Economic Importance and Statistical Significance: Guidelines for Communicating Empirical Research." *Feminist Economics* 14(2):117-149.

Grammar, Style, and Writing:

There is lots of advice out there about how to get words on the page and then how to make those words better. Here are some of my favorites books that will help you write better, organized by the writers' backgrounds:

EDITORS ON WRITING

- O'Conner, Patricia T. 1996. *Woe is I: The Grammarphobe's Guide to Better English in Plain English*. Riverhead Books.

NOVELISTS ON WRITING

- King, Stephen. 2000. *On Writing: A Memoir of the Craft*. Simon and Schuster.
- Lamott, Anne. 1995. *Bird by Bird: Some Instructions on Writing and Life*. Anchor.
- Orwell, George. 1946. *Politics and the English Language*. Horizon.
https://www.orwell.ru/library/essays/politics/english/e_polit.
- Zinsser, William. 2016 [1976]. *On Writing Well: An Informal Guide to Writing Nonfiction*. Harper Perennial.

HUMANITIES PROFESSORS ON WRITING

- Strunk, William, and E. B. White. 2019. *The Elements of Style*, 4th Edition. Pearson. (classic style guide)
- Belcher, Wendy Laura. 2019. *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success*, 2nd Edition. Sage Publications. (workbook that will help you take an existing piece of writing and turn it into a journal article)
- Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. Fitzgerald. 2016. *The Craft of Research*, 4th Edition. University of Chicago Press.
- Elbow, Peter. 1998. *Writing with Power: Techniques for Mastering the Writing Process*, 2nd Edition. Oxford University Press.
- Sword, Helen. 2016. *The Writer's Diet: A Guide to Fit Prose*, 2nd Edition. University of Chicago Press.
- Thomas, Francis-Noël, and Mark Turner. 2017 [1994]. *Clear and Simple as the Truth: Writing Classic Prose*. Princeton University Press.
- Williams, Joseph M., and Joseph Bizup. 2016. *Style: Lessons in Clarity and Grace*, 12th Edition. Pearson.

SOCIAL SCIENTISTS ON WRITING

- Abbott, Andrew. 2014. *Digital Paper: A Manual for Research and Writing with Library and Internet Materials*. University of Chicago Press. (from Sociology)
- Becker, Howard S. 2008. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*, 2nd Edition. University of Chicago Press. (from Sociology)
- McCloskey, Deirdre Nansen. 2019. *Economical Writing: Thirty-Five Rules for Clear and Persuasive Prose*, 3rd Edition. University of Chicago Press. (from Economics)

NATURAL SCIENTISTS ON WRITING

- Heard, Stephen B. 2016. *The Scientist's Guide to Writing: How to Write More Easily and Effectively throughout your Scientific Career*. Princeton University Press. (from Biology)
- Schimel, Joshua. 2011. *Writing Science: How to Write Papers That Get Cited and Proposals That Get Funded*. Oxford University Press. (from Biology)

PSYCHOLOGISTS, PSYCHO-THERAPISTS, AND PRODUCTIVITY COACHES ON WRITING

- Bolker, Joan. 1998. *Writing Your Dissertation in Fifteen Minutes a Day*. Owl Books.
- Rettig, Hillary. 2011. *The 7 Secrets of the Prolific: The Definitive Guide to Overcoming Procrastination, Perfectionism, and Writer's Block*. Infinite Art.
- Silvia, Paul J. 2007. *How to Write a Lot: A Practical Guide to Productive Academic Writing*. American Psychological Association.

Numerical Literacy and Lying with Numbers:

There is a growing field of texts pointing to the ways that numbers can be used to lie and deceive. You can improve your quantitative literacy by reviewing these texts, most of which are written for a general audience:

- Best, Joel. 2001. *Damned Lies and Statistics: Untangling Numbers from the Media, Politicians, and Activists*. University of California Press.
- Campbell, Stephen K. 2004. *Flaws and Fallacies in Statistical Thinking*. Dover.
- Huff, Darrell. 1993. *How the Lie with Statistics*. W. W. Norton & Company.
- Dewdney, A. K. 1993. *200% of Nothing: An Eye-Opening Tour Through the Twists and Turns of Math Abuse and Innumeracy*. Wiley.
- Paulos, John Allen. 2013 [1996]. *A Mathematician Reads the Newspaper*. Basic Books.
- Reinhart, Alex. 2015. *Statistics Done Wrong*. No Starch Press.
- Spierer, Herbert F., Louise Spierer, and A. J. Jaffe. 1998. *Misused Statistics*, 2nd Edition. CRC Press.

Introductory Statistics Texts:

This is not a statistics class, and there are hundreds of statistics texts. I include here just a few general texts I think are worth reading to improve your handle on key statistical concepts:

- Diez, David M., Christopher D. Barr, Mine Cetinkaya-Rundel. 2015. OpenIntro Statistics. OpenIntro. (This is an open source introductory textbook. The book is free, along with the LaTeX files and R code that went into making the book.)
- Field, Andy. 2016. *An Adventure in Statistics: The Reality Enigma*. Sage Publications. (an introductory statistics book you can actually read from cover to cover)
- Wheelan, Charles. 2013. *Naked Statistics: Stripping the Dread from the Data*. W. W. Norton & Company.

Data Visualization:

There courses dedicated to visualizing data across many different fields, from communications, to business, to information science. If you are interested in data science and making pretty pictures, here are a few texts to check out, mostly organized by author discipline:

SOCIAL SCIENCES AND STATISTICS

- Tufte, Edward R. 2001. *The Visual Display of Quantitative Information*, 2nd Edition. Graphics Press. (the classic reference text on data visualization)
- Yau, Nathan. 2011. *Visualize This: The FlowingData Guide to Design, Visualization, and Statistics*. O'Reilly.
- Yau, Nathan. 2013. *Data Points: Visualization that Means Something*. O'Reilly.

BUSINESS

- Berinato, Scott. 2016. *Good Charts: The HBR Guide to Making Smarter, More Persuasive Data Visualizations*. Harvard Business Review Press.
- Nussbaumer Knaflic, Cole. 2015. *Storytelling with Data*. John Wiley & Sons.

JOURNALISM

- Cairo, Alberto. 2012. *The Functional Art: An Introduction to Information Graphics and Visualization*. New Riders.
- Cairo, Alberto. 2016. *The Truthful Art: Data, Charts, and Maps for Communication*. New Riders.

INFORMATION SCIENCE

- Few, Stephen C. 2012. *Show Me the Numbers: Designing Tables and Graphs to Enlighten*. Analytics Press.
- Munzer, Tamara. 2014. *Visualization Analysis and Design*. AK Peters.
- Sosulski, Kristen. 2016. *Data Visualization Made Simple*. Princeton University Press.

Programming Books for Data Visualization:

I am a fan of resources that combine advice on how to do things with programs that can execute the advice. Here are some books designed with this combination in mind:

PYTHON

- VanderPlas, Jake. 2016. *Python Data Science Handbook: Essential Tools for Working with Data*. O'Reilly Media.

R

- Chang, Winston. 2013. *R Graphics Cookbook: Practical Recipes for Visualizing Data*. O'Reilly Media.
- Healy, Kieran. 2019. *Data Visualization: A Practical Introduction*. Princeton University Press.

- Wickham, Hadley. 2016. *ggplot2: Elegant Graphics for Data Analysis (Use R!)*, 2nd Edition. Springer.
- Wickham, Hadley, and Garret Grolemund. 2017. *R for Data Science*, 2nd Edition. O'Reilly Media.

COURSE REQUIREMENTS:

Participation and Peer Review: As a practicum, your engagement in the classroom is essential to your learning and the learning of others in the course. Students are expected to attend all classes. Class time will consist of lecture, discussion and peer evaluation. You should arrive on time and stay for the entire class period. You have one 'free absence' over the term. Each additional absence will negatively affect your participation grade (e.g., from A to A-, from A- to B+, and so on). Part of your in-class participation grade will come from providing critical feedback on the written work and oral presentations of your classmates.

Reading: Students are expected complete all reading and apply the concepts therein to their course projects. To facilitate effective discussion, assigned readings are to be completed prior to class on the day scheduled in the course outline.

Assignments and Journal: Progress towards the final paper is expected each week. Some weeks this will happen through an assignment, usually consisting of a single page or less, that asks students to apply the week's content to their project. Students are expected to keep an unedited journal consisting of weekly entries that reflect on the week's topic and how it applies to their project. The journal can also include issues or problems that come up with the course project, and then report on how you have decided to address or resolve them. Students should bring their journal to class each week. It will be graded on completion only.

Presentation: You will briefly present the main findings from project on the last day of class. You will evaluate the presentations of your peers, and your participation in peer evaluation will count towards your own presentation grade. Presenters are required to use a PowerPoint presentation, and presentations will be timed.

Final Paper: Over the semester, students will be working on a journal-length paper suitable to submit to a scholarly journal. Students are expected to demonstrate what they have learned through the course content in the final paper. A rough draft of your paper is due in class on **Thursday, November 21, 2019**. Your final paper must be emailed to me no later than **5pm on Monday, December 9, 2019**.

COURSE GRADING:

Assignments are due by the beginning of class on the due date. **Late work will be penalized by a 10 percent grade reduction for the first day of lateness, beginning 10 minutes after class has begun on the due date, and then 10 percent for each additional week of lateness (beginning the start of class time the following week).** If something happens that is beyond your control (alien abduction, homework in dog's stomach), I must have verifiable proof (alien's or vet's note). Otherwise, you will be penalized for lateness.

Because one of the goals of this course is to improve student writing, assignments will be graded on both content and form. Content refers to the degree to which you complete the requirements, the extent of mastery shown of course material, and the level of analysis applied. Form refers to the clarity of the work you present in terms of grammar, spelling, punctuation, and writing style.

Your grade breaks down as follows:

Class Participation and Peer Review	25%
Assignments and Journal	25%
Presentation	15%
Final Paper	35%

If you believe a grading error has occurred at any point during the class, please see me as soon as possible. I will retain all grading materials for two semesters following this one.

DISABILITIES:

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (DRS), 140 William Pitt Union, (412) 648-7890, drsrecep@pitt.edu. (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

STUDENT CONDUCT:

Withdrawal: The deadline for monitored withdrawal is **Oct. 25**.

Classroom Conduct: This class may at times address sensitive and/or controversial issues. Students are expected to be respectful of diverse opinions and present themselves in such ways as to keep the classroom as safe, open environment for learning.

Academic Integrity: Students in this course will be expected to comply with the [University of Pittsburgh's Policy on Academic Integrity](#) Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

Email Policy: Each student is issued a University e-mail address (username@pitt.edu) upon admittance. This e-mail address may be used by the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Hotmail, AOL, Yahoo). Students that choose to forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address.

Gender Inclusive and Non-Sexist Language: Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women's experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Identities including trans, intersex, and genderqueer reflect personal descriptions, expressions, and experiences. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, chair versus chairman, humankind versus mankind, etc.). It also affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression. Students, faculty, and staff may share their preferred pronouns and names, and these gender identities and gender expressions should be honored.

ACKNOWLEDGEMENTS:

I'd like to thank Daniel Carlson, Donna Bobbit-Zaher, and Mirya Holman, who provided suggestions for the content of this course. I am especially indebted to Kathy Blee and Dayna Haynie, whose syllabi I drew from when creating this one.

TENTATIVE SCHEDULE OF TOPICS IN BRIEF

(This schedule is subject to change at my discretion.)

Part I. Getting Started

Week 1 Introduction and Planning for the Semester

Week 2 Research Questions and Problems; Describing vs. Theorizing

Week 3 Knowing Your Data; Summarizing Your Data

Part II. Getting the Right Results

Week 4 Methods and Models

Week 5 Substantive vs. Statistical Significance

Week 6 Robustness, Generalizability, and Parsimony

Part III. Showing Your Results

Week 7 Presenting Your Results: How and What to Select

Week 8 Creating Effective Tables

Week 9 Creating Effective Figures

Part IV. Writing Up Your Results

Week 10 Characteristics of Strong Writing

Week 11 Writing Up Your Data and Methods

Week 12 Writing Up Results

Week 13 Revising for Publication

Week 14 Thanksgiving—No Class

Week 15 Final Presentations

COURSE OUTLINE

Week 1 – Getting Started: Introduction; Planning for the Semester

For Next Time:

- Bring to class one type-written page or less, where you:
 - 1) list your research topic;
 - 2) craft one or more research questions; and
 - 3) describe the problem, puzzle, and/or purpose of your research.
- Reflect on next week’s readings and this process in your journal.

Week 2 – Research Questions and Problems; Describing vs. Theorizing

Required Reading:

Firebaugh Glenn. 2008. Ch. 1 in *Seven Rules for Social Research*. Princeton University Press.

Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. Fitzgerald. “From Topics to Questions” and “From Questions to a Problem.” Ch. 3-4 in *The Craft of Research*, 4th Edition. [CW]

Swedberg, Richard. 2014. “From Theory to Theorizing.” Ch. 1 in *Theorizing in Social Science: The Context of Discovery*, edited by Richard Swedberg. Stanford University Press. [CW]

Recommended Reading:

Becker, Howard. 1998. *Tricks of the Trade: How to Think About Your Research While You’re Doing It*. Chicago: Univ. Chicago Press

Cohen, Bernard P. 1988. *Developing Social Knowledge: Theory and Method*, 2nd Edition. Cengage Learning.

Folger, Robert, and Carmelo J. Turillo. 1999. “Theorizing as the Thickness of Thin Abstraction.” *Academy of Management Review* 24(4):742-58

Goertz, Gary. 2006. *Social Science Concepts: A User’s Guide*. Princeton University Press.

Jasso, Guillermina. 2002. “Seven Secrets for Doing Theory.” Ch. 12 in *New Directions in Contemporary Sociological Theory*, edited by Joseph Berger and Morris Zelditch, Jr. Rowman & Littlefield.

Klein, Daniel B., and Pedro Romero. 2007. “Model Building versus Theorizing: The Paucity of Theory in the Journal of Economic Theory.” *Econ Journal Watch* 4(2):241-271.

Martin, John Levi. 2015. “What is Theory in Sociology?” Ch. 1 in *Thinking Through Theory*. W. W. Norton & Company.

Swedberg, Richard. 2014. *The Art of Social Theory*. Princeton University Press.

Swedberg, Richard. 2016. “Before Theory Comes Theorizing or How to Make Social Science More Interesting.” *British Journal of Sociology* 67(1):5-22.

For Next Time:

- Produce some descriptive statistics from your data and bring some output with you to class.
- Reflect on next week’s readings and this process in your journal.

Week 3 – Knowing Your Data; Summarizing Your Data

Required Reading:

- Spirer, Herbert F., Louise Spirer, and A. J. Jaffe. 1998. “Quality of Basic Data.” Ch. 5 in *Misused Statistics*, 2nd Edition. Marcel Dekker. [CW]
- Wheelan, Charles. 2013. Ch. 2-4 in *Naked Statistics: Stripping the Dread from the Data*. W. W. Norton & Company. [CW]
- Vogt, W. Paul, Elaine R. Vogt, Dianne C. Gardner, and Lynne M. Haefele. 2014. “Describing, Exploring, and Visualizing Your Data.” Chapter 6 in *Selecting the Right Analyses for Your Data: Quantitative, Qualitative, and Mixed Methods*. Guilford Press. [e-brary]

Recommended Reading:

- Goertz, Gary, and James Mahoney. 2012. Ch. 10-13 in *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences*. Princeton University Press
- Miller, Jane E. 2013. Ch. 4 in *The Chicago Guide to Writing about Multivariate Analysis*, 2nd Edition. University of Chicago Press.

For Next Time:

- Bring to class one type-written page or less, where you:
 - 1) list your research question(s);
 - 2) list the method(s) you will employ in your research;
 - 3) briefly explain *why* you will be using the method you have selected.
- Reflect on next week’s readings and this process in your journal.

Week 4 – Methods and Models

Required Reading:

- Page, Scott E. 2018. *The Model Thinker: What You Need to Know to Make Data Work for You*. Basic Books.

Recommended Reading:

- Firebaugh Glenn. 2008. Ch. 5-7 in *Seven Rules for Social Research*. Princeton University Press.
- Vogt, W. Paul, Elaine R. Vogt, Dianne C. Gardner, and Lynne M. Haefele. 2014. Chapters 7-10 in *Selecting the Right Analyses for Your Data: Quantitative, Qualitative, and Mixed Methods*. Guilford Press. [e-brary]

For Next Time:

- Reflect on next week’s readings in your journal.

Week 5 – Substantive vs. Statistical Significance

Required Reading:

- Firebaugh Glenn. 2008. Ch. 2 in *Seven Rules for Social Research*. Princeton University Press.

Engman, Athena. 2013. "Is There Life after $P < 0.05$? Statistical Significance and Quantitative Sociology." *Qual Quant* 47:257-270. [CW]

Miller, Jane E. 2013. Ch. 3 in *The Chicago Guide to Writing about Multivariate Analysis*, 2nd Edition. University of Chicago Press.

For Next Time:

- Reflect on next week's readings in your journal.

Week 6 – Robustness, Generalizability, and Parsimony

Required Reading:

Firebaugh Glenn. 2008. Ch. 3-4 in *Seven Rules for Social Research*. Princeton University Press.

Ioannidis, John P. A. 2005. "Why Most Published Research Findings are False." *PLOS Medicine*. <https://doi.org/10.1371/journal.pmed.0020124>.

For Next Time:

- Reflect on next week's readings in your journal.

Week 7 – Reporting Your Results: How and What to Select

Required Reading:

TBD

For Next Time:

- Bring one or more tables of results to class.
- Reflect on next week's readings and your table-making in your journal.

Week 8 – Creating Effective Tables

Required Reading:

Miller, Jane E. 2013. Ch. 5 in *The Chicago Guide to Writing about Multivariate Analysis*, 2nd Edition. University of Chicago Press.

For Next Time:

- Bring one or more figures displaying your results to class.
- Reflect on next week's readings and your figure-making in your journal.

Week 9 – Creating Effective Figures

Required Reading:

Miller, Jane E. 2013. Ch. 6 in *The Chicago Guide to Writing about Multivariate Analysis*, 2nd Edition. University of Chicago Press.

Wilke, Claus O. 2019. *Fundamentals of Data Visualization: A Primer on Making Informative and Compelling Figures*. O'Reilly Media.

Recommended Reading:

- Healy, Kieran, and James Moody. 2014. "Data Visualization in Sociology." *Annual Review of Sociology* 40:105-128.
- Swedberg, Richard. 2016. "Can you Visualize Theory? On the Use of Visual Thinking in Theory Pictures, Theorizing Diagrams and Visual Sketches." *Sociological Theory* 34(3):250-75.

For Next Time:

- Reflect on next week's readings in your journal.

Week 10 – Characteristics of Strong Writing

Required Reading:

- Belcher, Wendy Laura. 2019. Week 9 in *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success*, 2nd Edition. Sage Publications. [CW]
- Daft, Richard L. 1995. "Why I Recommended That Your Manuscript Be Rejected and What You Can Do about It." Pp. 164-182 in *Publishing in the Organizational Sciences*, 2nd Edition, edited by L. L. Cummings and Peter J. Frost. Sage Publications. [CW]
- Martin, Eloisa. 2014. "How to Write a Good Article." *Current Sociology* 62:949-955. [CW]

Recommended Reading:

- White, Lynn. "Writes of Passage: Writing an Empirical Journal Article." *Journal of Marriage and Family* 67(4):791-798.
- Stoilescu, Dorian, and Douglas McDougall. 2012. "Starting to Publish Academic Research as a Doctoral Student." *International Journal of Doctoral Studies* 5:79-92.

For Next Time:

- Bring a draft of your data and methods section to class.
- Reflect on next week's readings in your journal.

Week 11 – Writing Up Your Data and Methods

Required Reading:

- Miller, Jane E. 2013. Ch. 13 in *The Chicago Guide to Writing about Multivariate Analysis*, 2nd Edition. University of Chicago Press.

For Next Time:

- Bring a draft of your results section to class.
- Reflect on next week's readings in your journal.

Week 12 – Writing Up Results

Required Reading:

Miller, Jane E. 2013. Ch. 11 in *The Chicago Guide to Writing about Multivariate Analysis*, 2nd Edition. University of Chicago Press.

Recommended Reading:

Miller, Jane E. 2006. “How to Communicate Statistical Findings: An Expository Writing Approach.” *Chance* 19(4):43-49.

For Next Time:

- Bring a rough draft of your paper to class.
- Reflect on next week’s readings in your journal.

Week 13 – Revising for Publication

Required Reading:

Belcher, Wendy Laura. 2019. Week 11 in *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success*, 2nd Edition. Sage Publications. [CW]

Holman, Mirya. 2019. “Mirya Holman’s Pre-Submission Checklist.”

https://docs.google.com/document/d/1JwwmOgRhd2p-BI_RFEMnp04P0I2nNhOHw7JHdaLcyGs/edit

For Next Time:

- Prepare your presentation.
- Finish your final paper.
- Reflect on next week’s readings in your journal.

Week 14 – Thanksgiving (No Class)

Week 15 – Final Presentations

Required Reading:

Schwabish, Jonathan. 2016. *Better Presentations*. Columbia University Press.

University of Pittsburgh Oral Communications Lab. “Public Speaking.”

<http://www.speaking.pitt.edu/student/public-speaking/index.html>.

For Next Time:

- Finish your final paper.

Week 16 – Final Paper Due

Email final paper to me (hughesm@pitt.edu) no later than Monday, December 9, 2019, at 5pm.