

Workshop on *Writing, Publishing and Obtaining Funding*

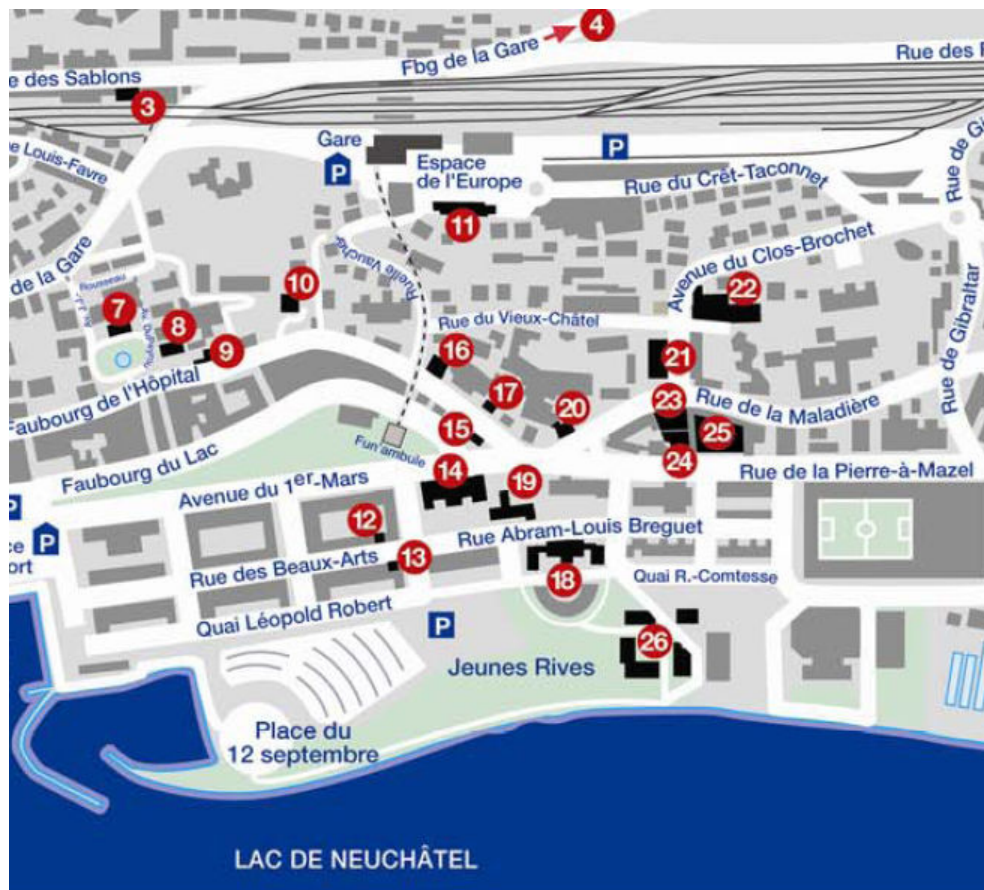
Neuchâtel, May 13-14, 2009

Goals and validation

- Students are aware of principles for writing scientific journal articles in psychology and communication sciences
- Students are aware of the main steps and features of the scientific publication process
- Students are aware of the main possibilities for obtaining funding at the advanced doctoral and postdoctoral level
- Students are able to use theoretical knowledge to improve the quality of their own writing.
- Validation: 1.5 ECTS (40 hr of work)

Location

The workshop will take place in the main building of the University, Av. du 1er Mars 26, 2000 Neuchâtel, in Room D63 (top floor). The main building is No. 14 on the map below.



Organization

The main activity will focus on learning about how to write a scientific journal article (before the workshop), applying this knowledge to write their own text (before the workshop), and receiving critical feedback from instructors and peers (during the workshop). To this end, students need to provide the organizers with a writing sample. Each writing sample will be distributed to all workshop participants. On the afternoon of May 14, we will discuss each person's text in 4-person groups.

Before the workshop (28 h):

Readings: In order to be optimally prepared for the workshop, we ask students to read two articles (see compulsory reading below) on scientific writing as well as the texts written by their colleagues.

Writing: Each student submits a sample of text they have written, at least 5 pages.

- Ideally, this will be a manuscript you have already written for publication in a journal and that is in need of feedback (i.e. a first draft of a paper that is more or less complete). This is the ideal case because you do not have to write something especially for the workshop. The goal is to use what you have already.
- If your dissertation is not yet at a stage where you are writing up results, you might send a part of a working paper, a methods section, or something similar you have already written.
- If you don't have any of these, try to write the beginning of an introduction to an article you plan to write anyway. Again, the goal is to use something you have already or write something you will be able to use later.
- If none of the above solutions apply to you (e.g., if you are right at the beginning of your dissertation), contact Petra Klumb to find an alternative solution.

The minimum text length is 5 pages, in order to have some substance for discussion. However, if you already have a 30-page manuscript already lying around, do not hesitate to send it in.

Please send the texts to Petra Klumb *and* Adrian Bangerter by **May 1, 2009**. We will then use the texts to create 4 groups of four persons. Each group member reads all texts in their group. It is not required to read the texts of all the students.

During the workshop (12 h):

Theory inputs: From various instructors (see program below)

Writing clinic: discussion and critique of writing by peers.

Workshop program:

May 13	8:30 – 12:00	Workshop on Interpersonal communication for new students (Adrian Bangerter)	This is a replacement workshop only for the students who did not follow the first course on interpersonal communication
	13:00 – 17:30	Presentations by Arnstein Finset	Prof. Finset will give two presentations, one as an editor of PEC and one on his own research
May 14	8:30 – 12:00	Writing clinic (organized by Petra Klumb)	
	13:00 - 17:30	The journal publication process (Adrian Bangerter) Obtaining funding (Marianne Schmid Mast)	

After the workshop:

Application of what was learned to continuous improvement of own writing

Compulsory Reading:

- Bem, D. J. (2003). Writing the empirical journal article. In J.M. Darley, M. P. Zanna, & H. L. Roediger III (Eds), *The Compleat Academic*. Washington, DC: American Psychological Association. <http://dbem.ws/WritingArticle.pdf>
- Clark, H. H. (2000). Everyone can write better (and you are no exception). In K. A. Keough & J. Garcia, *Social Psychology of Gender, Race, and Ethnicity*. New York: McGraw-Hill. <http://homepages.ed.ac.uk/martinc/msc/doc/hc.pdf>
- Bengtson, V. R., MacDermid, S. M. (n.d.). How to review a journal article: Suggestions for first-time reviewers and reminders for seasoned experts. Retrieved April 6, 2009, from http://www.ncfr.org/journals/marriage_family/review/how.asp

Further reading suggestions:

- Academy of Management Journal Editor's Forum on the Review Process (2006). Making the most of the review process: Lessons from award-winning authors. *Academy of Management Journal*, 49, 189-214. **This is a vivid set of case studies of the process from revise-and-resubmit to acceptance as viewed by authors, editors and reviewers.**
- Swales, J. M., & Feak, C. B. (2004). *Academic writing for graduate students: Essential tasks and skills* (2nd ed.). Ann Arbor, MI: The University of Michigan Press. **We recommend that each institute purchase a copy of this book for consultation purposes.**
- Holliday, A. (2002). *Doing and writing qualitative research*. Thousand Oaks: Sage.
- Rudestam, K. E., & Newton, R. R. (1992). *Surviving your dissertation*. Thousand Oaks: Sage.