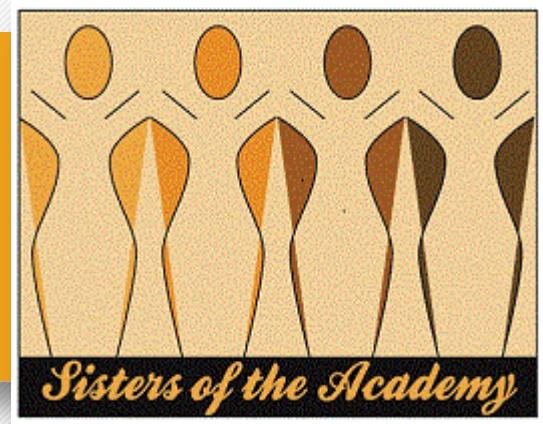


Mentoring Emerging Academic Writers

Tamara Bertrand Jones, PhD, Florida State University

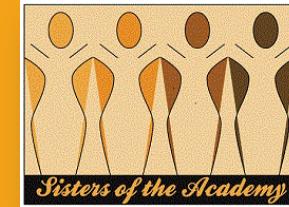
Felicia Moore Mensah, PhD, Teachers College, Columbia University

Danielle Joy Davis, St. Louis University



Text and Academic Authors Conference Presentation
San Antonio, TX ~ June 24-25, 2016

Description of Session

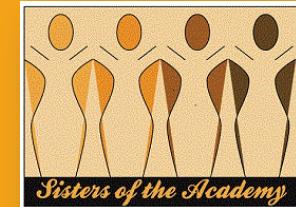


Academic writers typically begin developing writing skills during undergraduate education and continue throughout one's career. For many Emerging Academic Writers (EAWs), graduate education signals a shift in the expectations of writing and spurs the development of specific writing habits that ensure (or not) academic productivity. In our experience, developing EAWs requires an intentional and holistic approach, including mentoring and professional development.

In this session, we will:

- (a) Present the **Sisters of the Academy (SOTA)** model for mentoring EAWs;
- (b) Provide practical tips and strategies mentors can use to support EAWs across the spectrum—from graduate students to junior faculty; and
- (c) Discuss various formats used to facilitate the development of a community of writers at their institutions or virtually.

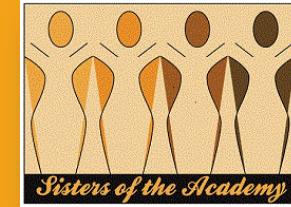
Presenter Introductions



- Tamara Bertrand Jones, PhD • Felicia Moore Mensah, PhD • Dannielle Joy Davis, PhD



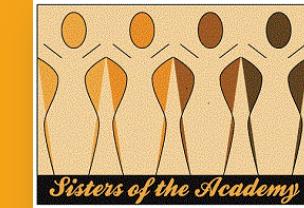
Sisters of the Academy History



Founded in 2001, the mission of **Sisters of the Academy (SOTA) Institute** is to facilitate the success of Black women in the Academy. Specifically, the organization aims to create an educational network of Black women in higher education in order to foster success in the areas of teaching, scholarly inquiry and service to the community; facilitate collaborative scholarship among Black women in higher education; and facilitate the development of relations to enhance members' professional development.

www.sistersoftheacademy.org

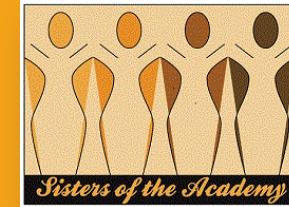
SOTA Writing Programs



Research BootCamp®

- An intense, one-week program designed to help doctoral students and junior scholars develop sound research agendas.
- Each participant linked with a junior or senior scholar to help cultivate a mentoring relationship.
- Senior scholars, statisticians, and theorists
 - facilitate workshops on conceptualization & design components of the dissertation, such as research questions/hypotheses, literature review, instrumentation, methodology, and data analysis.
 - assist junior scholars in the development of manuscripts for publication.

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Writing Retreat

- A weekend-long program designed to participants with writing endeavors, including dissertation, manuscripts, and/or articles.
- Participants placed in Writing Circles based on individual and/or group interests, typically four members.
- Participants responsible for creating draft documents for publication as a group, with support of a facilitator, prior to attending the retreat.
- During the retreat on location, there are presentation activities, participants continue with or complete the writing project with the support and motivation of their writing circle members and other attendees.

SOTA Writing Programs



Intensive Grantsmanship Workshop

- Include workshops, plenary sessions, roundtable discussions about securing external funding for research projects, and collaborative proposal writing.
- Focuses on each participant's research trajectory, the seminars will include mentor pairings and meeting one-on-one with representatives from various funding sources- federal agencies and private foundations.

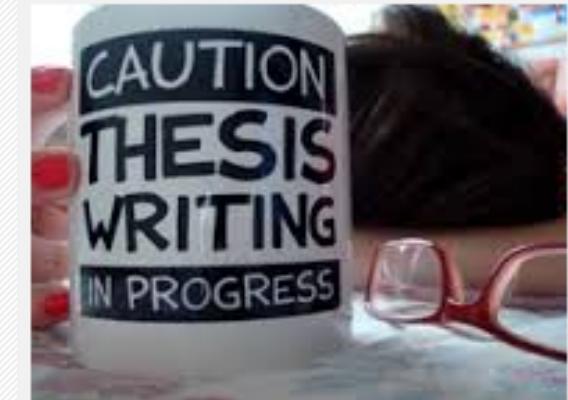
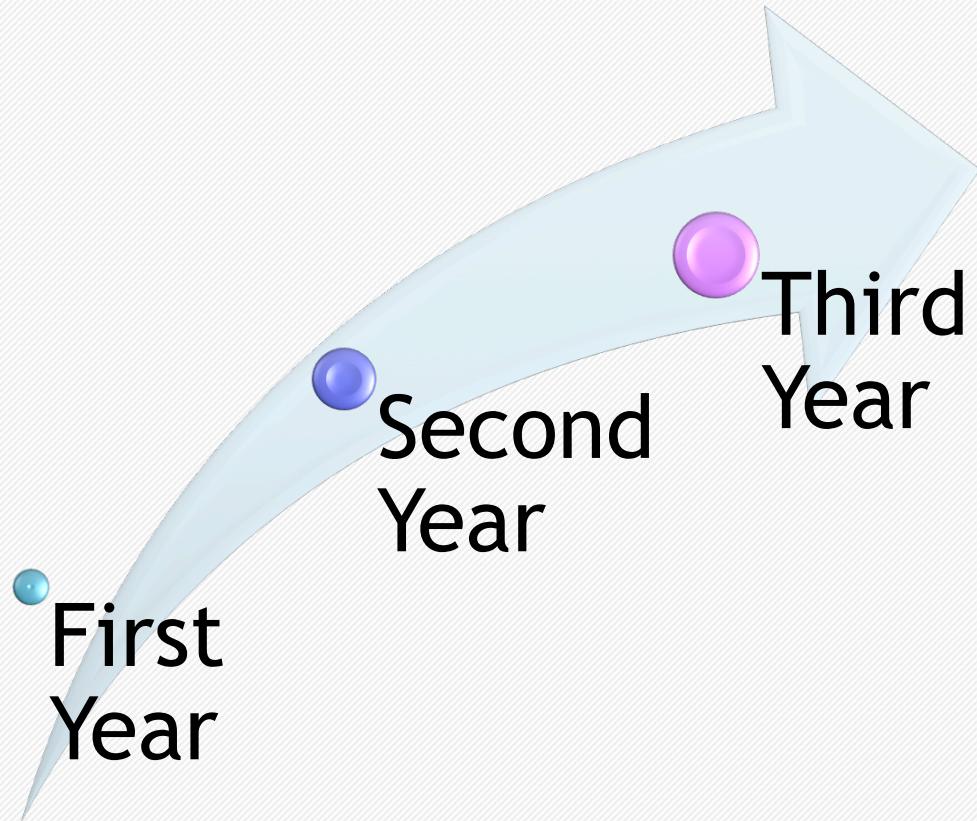
General Writing Activities

- Members engage in personal writing projects, with opportunities for collaboration and co-authorship.
- Books, special volume issues of books and journals, policy briefs, grants, etc.

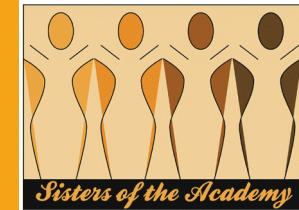
Skill Development for Emerging Academic Writers: *Academic Setting/Doctoral Students*



Skill Development for Emerging Academic Writers (EAWs): Doctoral Students



Skill Development for EAWs: Doctoral Student *Timeline*



Practice 1: Very Early-EAWS *First Year Students (Fall)*

Seminar Course: *Constructing a Literature Review*

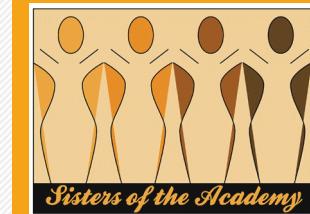
- Knowing the Field
- Situating Interests in the Field
- Giving the Elevator Speech
- Developing Questions of Interest
- Dissection of a Research Article
- Introduction to APA Formatting
- Faculty Discussion of Research
- Review of Research Journals & Articles
- Writing Annotated Bibliography
- Mid-semester and Final Paper and Presentation



“Where do you fit?”

Skill Development Assignments:

Introduction to Science Education Research



Practice 1: Very Early-EAWS

First Year Students (Fall)

Seminar Course

Literature Review

- Knowing the Field
- Situating Interests in the Field



Part 1: Finding My Place in Science Education Activity

Create a one-page concept map, timeline or diagram of your personal journey and interest in pursuing an advanced degree in science education.

Part 2: Introduction to Science Education Research Activity

Using the concept map, discuss personal journey and interest and connect to broader field of science education. Create Research Interest Statement (one-pager) to initiate thinking about research in three professional organizations.

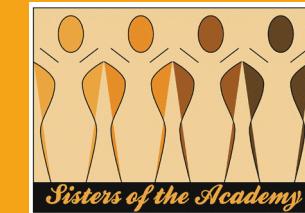
Part 3: Dissection of a Research Article Activity

Read and dissect 3 articles for format, structure, and content; discuss each section; and create a diagram or outline to use throughout the semester.

Part 4: Introduction to APA Formatting Tutorial

View and take notes on APA tutorials on-line, and mark an article for common APA rules. Prepare for APA test in course.

Skill Development for EAWs: Doctoral Student *Timeline*



Practice 2: Early-EAWS

Second Year Students (Fall)

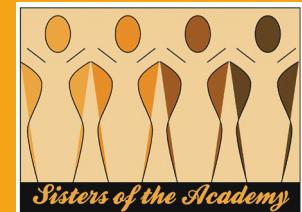
Qualitative Research Methods: *Writing a Research Paper*

- 3 Primary Texts, 4 Optional Texts, & 18 Supplementary Texts
- Using the Library
- APA Formatting
- Interest Statement (Week 2) & Methodology & IRB (Week 4)
- Teaching Qualitative Approaches & Mixed Methods
- Journal Review (Publishing)
- The Anatomy of a Research Article
- Curriculum Vitae Workshop
- Strands within Conferences
- Final Research Paper and Presentation



“Where are the gaps?”

Skill Development Assignments: *Practicing Qualitative Methods*



Practice 2: Early-EAWS

Second Year Students (Fall)

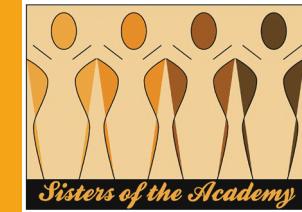
Qualitative Research Methods Writing a Research Paper

- Teaching 5 Qualitative Approaches (CS, E, GT, N, P, & P) & Mixed Methods



<ul style="list-style-type: none">▪ TC IRB Application- Download application and complete as it relates to your study; complete consent forms	<ul style="list-style-type: none">▪ Methodology▪ Ethical Considerations
<ul style="list-style-type: none">▪ Observations- Complete two, 15-30 minute observations and write detailed field notes	<ul style="list-style-type: none">▪ Data Source
<ul style="list-style-type: none">▪ Questionnaire- Create one questionnaire and administer to your participant(s); Likert, short-response, open-ended, essay	<ul style="list-style-type: none">▪ Data Source
<ul style="list-style-type: none">▪ Artifacts- Collect student work, teacher lesson plans, drawings, pictures, or other documents that can be collected and analyzed	<ul style="list-style-type: none">▪ Data Source
<ul style="list-style-type: none">▪ Interview Protocol for Individual or Focus Group- Conduct one to two interviews, 20-30 minutes with your participant(s)	<ul style="list-style-type: none">▪ Data Source
<ul style="list-style-type: none">▪ Data Analysis- Bring to class your “transcribed” observation notes/field notes, researcher’s journal, questionnaires, and interview transcripts for class workshop on data analysis; peer review, peer debriefing<ul style="list-style-type: none">▪ Download Data Analysis Software- NVivo (Free)	<ul style="list-style-type: none">▪ Data Analysis▪ Writing

Skill Development for EAWs: Doctoral Student *Timeline*



Practice 3: Early-EAWS

Second Year Students (Spring/Summer/Fall)

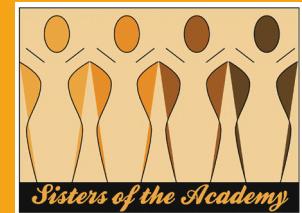
Independent Study: Presenting Studies at Conferences

- Continuing Process of Data Collection, Analysis and Writing
- Preparing Conference Proposal for Submission
- Attending and Presenting Research



“What do you want to improve upon...keep building?”

Skill Development Assignments: *Preparing for Conference Presentation*



Practice 3: Early-EAWS
Second Year Students
(Spring/Summer/Fall)
Independent Study
• Presenting Studies at Conference



Threads for Submission & Proposal Guidelines

- College & University Science Education
- Equity & Diversity
- Science Teacher Professional Development
- Policy and Reform
- Educational Technology
- STEM Education
- Curriculum, Pedagogy, and Assessment
- Preservice Science Teacher Preparation
- Student Learning P-12
- History, Philosophy, and Nature of Science
- Informal Science Education
- Ethnoscience and Environmental Education

Proposal Character Limits (includes spaces)

Program Abstract: 350 Characters

Proceedings Abstract: 2100 Characters

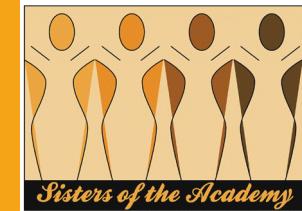
Proposal: 16000 Characters

References do NOT count toward your character limit.

Proposal criteria:

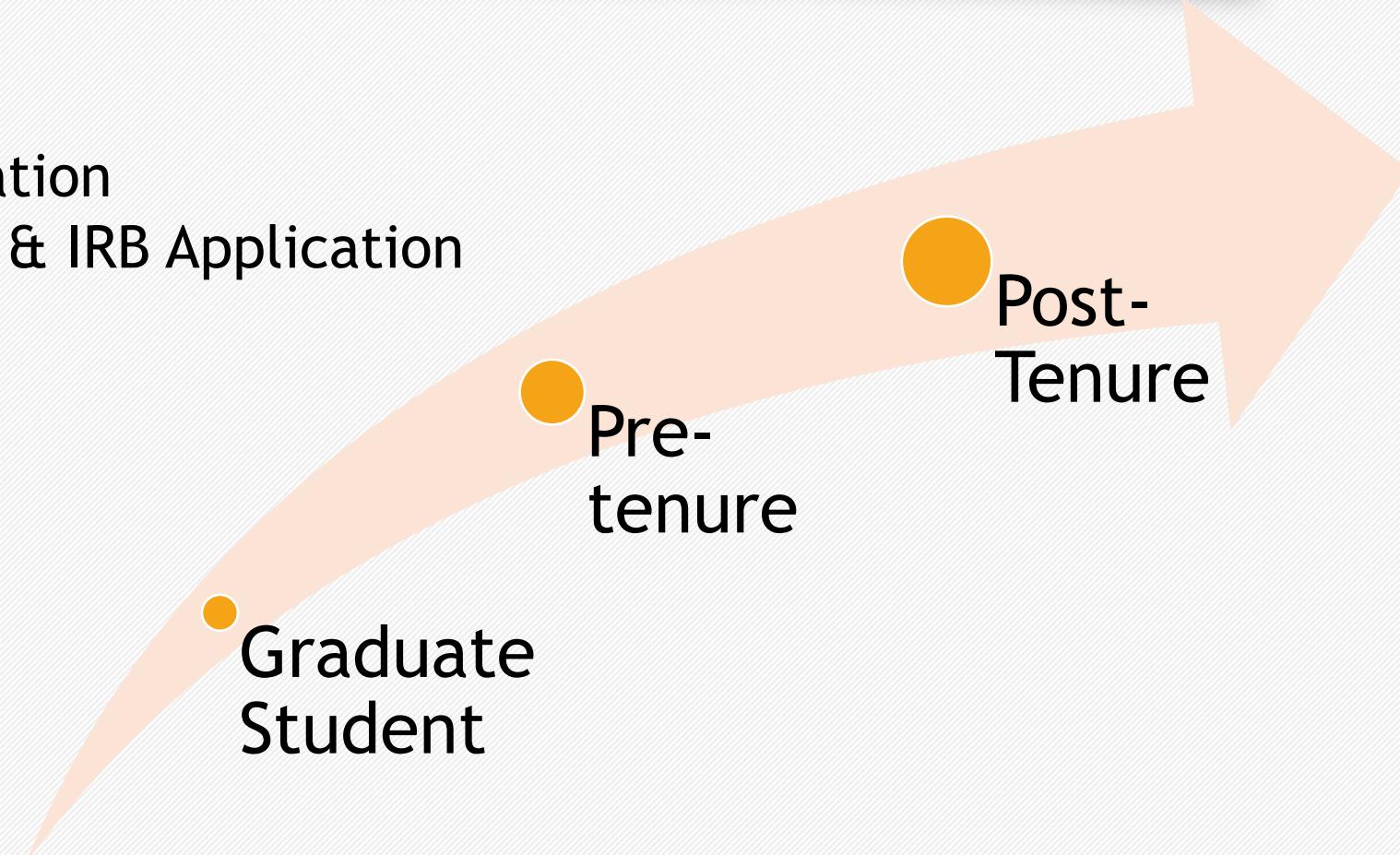
1. Identify the challenge or issue within science teacher education that your presentation addresses. Support with a theoretical framework.
2. Describe the work and explain the connection to the challenge or issue indicated, and supply some findings.
3. Explain the information you will present to those in attendance and what you expect for them to learn.
4. Justify your presentation's contribution to science teacher education.
5. Identify the ASTE membership most interested in your presentation and why (e.g., methods instructors, educational researchers, curriculum developers, etc.).
6. Provide pertinent reference list.

Skill Development for Emerging Academic Writers (EAWs): Doctoral Student to Faculty



Next Steps

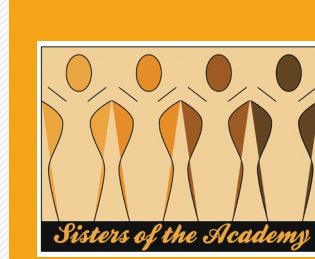
- Certification Examination
- Dissertation Proposal & IRB Application
- Dissertation Study
- Final Oral Defense
- Publishing



Transforming Faculty Writing: *Strategies for Prolific Publication Outcomes*



Writing Production Strategies: Idea Creation

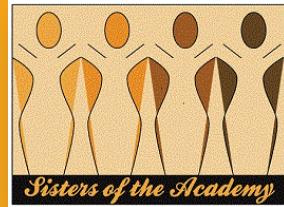


- Idea Creation offers strategies that can be used when experiencing writer's block or to generate written text quickly. Using each of these strategies can easily result in at least one paragraph per strategy. Some Idea Creation exercises include:
 1. Cubing
 2. Burke's Pentad
 3. Looping
 4. Micro, Meso, Macro Exercise
 5. Six Thinking Hats

Skill Development for Emerging Academic Writers: Campus Programs



SOTA Writing Programs on Campus



Teachers College, Columbia University Research BootCamp®

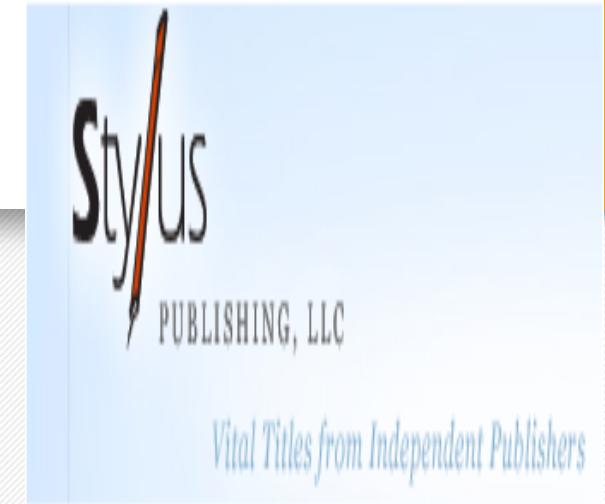


University of South Florida
Research BootCamp®

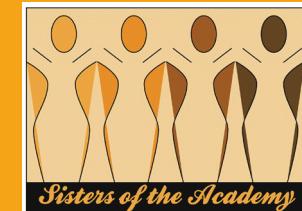
Resources for EAWs

List of Resources for Writing

- 1. [Journal Keeping](#)
- 2. [Engaging in the Scholarship of Teaching and Learning](#)
- 3. [A Guide to Becoming a Scholarly Practitioner in Student Affairs](#)
- 4. [Demystifying Dissertation Writing](#)
- 5. [What They Didn't Teach You in Graduate School](#)
- 6. [Disrupting the Culture of Silence](#)



Upcoming SOTA Events



Intensive Grants Workshop

October 13-15, 2016

Baltimore, MD

Research BootCamp®

July 30 – August 5, 2017

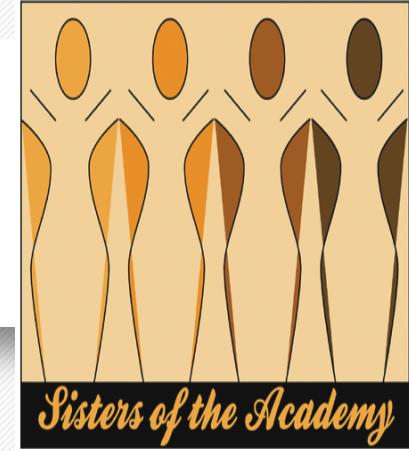
Florida State University

Tallahassee, FL



Conclusion

Emerging Academic Writers (EAWs), whether graduate students or junior faculty, need to develop specific writing habits and skills for productivity. It is committed work to ensure success. It requires *an intentional and holistic approach* of mentoring and professional development. Please contact us for more information about what we do as an organization and our individual practices to support EAWs.



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