

# Chapter 9 Resources

## Publishing While Completing the PhD



### Preparation Steps for Chapter 9 Discussion and Activity

- This *Facilitator's Guide* will lead you step-by-step through the chapter 9 discussions and activities.
  - Duplicate as appropriate the needed handouts for the activity section.
  - During the group activity, participants will need to take notes. Arrange to have a pen available for each participant.
- Return to the [chapter 9 homepage](#).
  - Watch the chapter 9 video and download it in preparation for leading the session.
  - To **download** the video, scroll to the bottom of the chapter 9 homepage and click on the .mp4 link under “Additional Files.”

# Chapter 9 *Facilitator's Guide*



## → Summary of facilitation steps:

1. Lead the discussion of chapter 9
2. Prepare the group for the chapter 9 video
3. Watch the chapter 9 video
4. Lead the chapter 9 video discussion
5. Lead the chapter 9 group activity

### ***Practical Points***

- The time estimations provided for the discussions and activities may vary significantly, depending on the number of students and the group dynamics.
- Information contained in this document that is intended to be read verbatim to the participants is italicized.

## ***Step 1. Lead the chapter 9 group discussion (15 minutes)***

### → Read aloud and discuss with the participants.

1. *What did you find to be interesting or memorable in chapter 9?*
2. *Share with the group briefly what you imagine you might publish before you graduate. What are your thoughts about publishing?*
3. *What risks do you see in publishing without your advisor?*
4. *What are the major journals and conferences in your field? What do you know about the requirements and review process for submitted papers?*

## ***Step 2. Prepare for the chapter 9 video***

### ***Note to Facilitator***

The purpose of watching this video is to make students aware of the pitfalls that prevent graduate students from publishing while in graduate school, as well as the importance of having publications before beginning the job search.

→ Read the following video introduction to the participants.

*The video you are about to see is titled Make It Happen and features two characters: Amelia Jacobson and Isabella de León. Amelia is a newly graduated PhD in chemical engineering who is on the job market. Her roommate and friend, Isabella, is a third-year graduate student in biochemistry. Take a look at their story.*

### **Step 3. Watch the chapter 9 video (6 minutes)**

### **Step 4. Lead the chapter 9 video discussion (10 minutes)**

→ Ask the participants the following questions.

1. *Do you believe Isabella really understands what Amelia is saying about getting published? Why or why not? What additional points might you add to the conversation to strengthen Amelia's message?*
2. *Do you think Isabella will work on a publication? Why or why not?*
3. *What are the dangers of Isabella's "cut and paste" approach to getting started?*

### **Step 5. Lead the chapter 9 activity (20 minutes)**

#### **Note to Facilitator**

The purpose of this activity is to help promote interest and confidence in writing, and to encourage students to submit papers for publication before graduation.

→ Read the following activity objective to the participants.

*In this activity you will explore your attitudes about writing by interviewing each other in pairs and then sharing these responses with the whole group.*

→ **A. (8 min.)** Divide the group into pairs and pass out a copy of the two handouts to each participant. Read the following to the participants

*In this activity, you will take turns interviewing each other in pairs. The interview involves asking the four questions listed in handout 1 and recording the responses. Thus, everyone will have the opportunity to give an interview and to be interviewed. Try to complete your interviews within 4 minutes, which will allow us to complete all the interviews in 8 minutes.*

→ **B. (8 min.)** Ask the students to remain in their pairs. Pass out handout 2, "Writing Process Continuum," one to each student. Ask the students to look at their interview responses and analyze them to see which phase of the writer's continuum gives them the most trouble. Have them fill in their responses on the handout. For example, if one of the responses is "I never know what to write about," that would be entered under the first column, "Getting Started." Issues around organization would go into the second column. And, for example, the comment "I have a hard

time finishing it” would go in the third column. This process will give the students a good idea of where they need to focus to improve their writing skills.

→ **C. Large group discussion.** Bring the group back together as a whole. Using a laptop/PC, project a blank “Writing Process Continuum” form on the screen. Designate a scribe to type in responses and ask participants to share their responses from handout 2. After this compilation is done, the class should discuss the various areas of difficulty by responding to the following questions:

1. *Which areas listed on the chart do you find the most challenging? The least challenging?*
2. *Do you know how to address these challenges? What are some resources for advice and help?*
3. *Is it difficult for you to take the need for good professional writing skills seriously? Why or why not?*
4. *Imagine that you are involved in a group writing project with one or more of your colleagues in your laboratory. In what phase of the process might you need help? In what phase might you be able to offer someone else help?*



# Chapter 9 Activity Handout 2 (one copy per participant)



## *THE WRITING PROCESS CONTINUUM*

Getting Started	Keeping at It	Finishing Up