

Course Program

«*Preparing a Manuscript for Publication*»



The purpose of this highly interactive, four-session course is to explore the steps involved in preparing a manuscript for publication in an English-language scholarly journal. Each session will have a theme; however, all sessions will include individual and peer-feedback activities that help participants strengthen the advanced English-language writing skills expected in their own fields. In addition to the four workshop sessions, participants will have the optional opportunities to engage in three 1-hour asynchronous interaction sessions with each other and to have one-on-one meetings with Dr. Leslie for individualized feedback.

The goals of the course are for participants to enhance their professional writing competencies and apply these competencies to preparing a manuscript for publication in a scholarly journal. These overarching goals will be met through the following four aims:

- Aim 1: Adapt writing competencies to the requirements of scholarly journals in which they want to publish.
- Aim 2: Apply brainstorming strategies to generate and clarify relationships among ideas and overall structure required by a scholarly journal.
- Aim 3: Apply deep-revision strategies to strengthen organization, content, and sentence-level flow and clarity.
- Aim 4: Engage in giving, interpreting, and applying meaningful peer-feedback at multiple points in the revision process.

Requirements: You should be a full-time employee from teaching or research staff at the HSE University.

Note: Participants will be required to have a working draft that they would like to adapt and revise for publication. (This draft can be a previously submitted and rejected manuscript, an old graduate-school course paper, or a chapter or unpublished manuscript from a graduate thesis.)

The course is offered on a competitive basis. Please fill out an online registration form and write a motivation letter in English (about 300 words). Please describe your experience of preparing research articles in English and the difficulties you have faced. Explain how the new skills are relevant to your teaching and / or research.

Format: online

English level: B2 - C1

Trainer: Leslie Dupont, Ph.D. in Rhetoric, Composition, and Teaching of English (1999), an experienced editor and writer, author of two textbooks on writing, a writing coach in the College of Nursing at the University of Arizona, USA.

Course Schedule and Program

Academic Hours	Topic and Description
4	Session 1: Fulfilling the Expectations of Scholarly Journals Adapt writing competencies to the requirements of scholarly journals in which you want to publish. Working with journal exemplars and other tools provided by Dr. Leslie, participants will be guided through how to use journal contents and author guidelines to identify writing patterns in various journals and increase their facility with the flow, tone, and phrasing and vocabulary conventions of advanced English-language scholarly writing. We will also take a brief foray into several general differences between British and American English—and how to determine which journals are using which version of English.
4	Session 2: Building on Writing Models Apply brainstorming strategies to generate and clarify relationships among ideas and overall structure required by a scholarly journal. Working with journal exemplars and other tools provided by Dr. Leslie, participants will be guided through what to look for when choosing journals that might be appropriate for their manuscripts, how to use journal contents and author guidelines to identify possible manuscript structures, and how to reverse-engineer their existing drafts to follow the structure of a journal article.
4	Session 3: Intensive Revision Strategies and Applications Apply deep-revision strategies to strengthen organization, content, and sentence-level flow and clarity. Participants will be guided by Dr. Leslie through a series of deep-revision strategies focusing separately on strengthening cohesiveness between and among ideas, relevance of content, and clarity and accuracy of sentences. Participants will immediately apply these revision strategies in short writing intervals followed by discussions.
4	Session 4: Intensive Peer-Feedback Strategies and Applications Engage in giving, interpreting, and applying meaningful peer feedback at multiple points in the revision process. Working with peer-feedback materials and guidance

If you have any further questions, do not hesitate to contact us (awc@hse.ru)

	from Dr. Leslie, participants will learn about various types of feedback and when during the writing process each type is most useful. We will also discuss how to interpret and apply feedback, including how to address conflicting suggestions. Participants will then practice focused peer-feedback activities in pairs and small groups, following each activity with immediate applications to their own writing.
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Course Materials and Resources

- Handouts, worksheets, and exemplars will be provided by the trainer at each course session.