

# Publish & Flourish



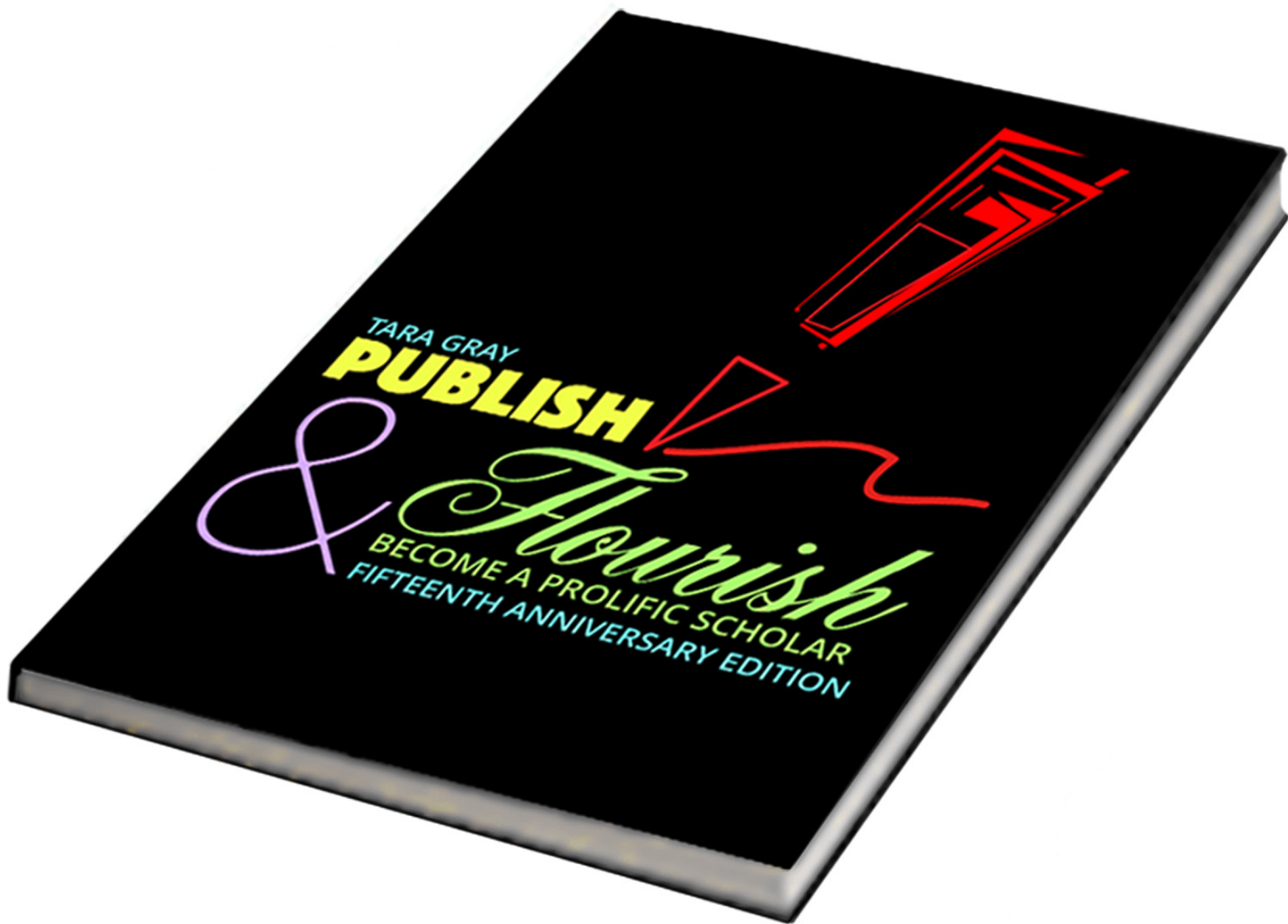
Grant & Journal Writing



**STUDY**

# 2018 Study

- ❖ **2.7X** as many pages and ms./grants
- ❖ From **2 ms./grants** per year to ***almost six***
- ❖ **95%** said their ms./grants were better!
- ❖ **30 minutes/day, 4 days/week**



# Ten Steps



# Writing daily

- ❖ Step 1. Write 15-30 minutes daily
- ❖ Step 2. Record and share daily



**STEP 1. Write 15–30 minutes daily**

**write every day**



# STEP 1. Write 15–30 minutes daily

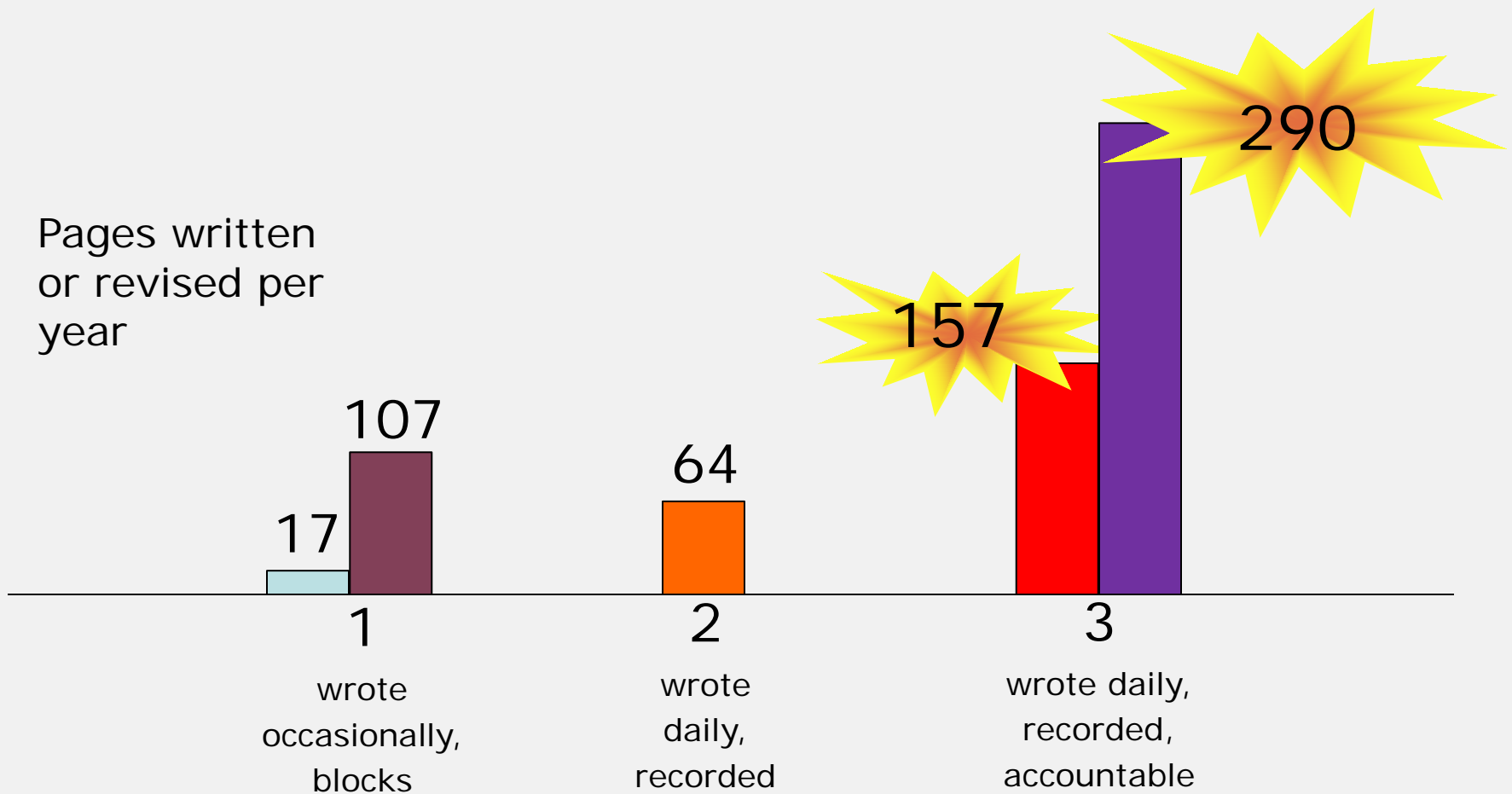




# STEP 2. Record and share daily



# Daily Writing, Records, and Accountability



# Writing daily break out room





burning questions



# Writing



- ❖ Step 3. Write *informally*
- ❖ Step 4. Outline based on an exemplar

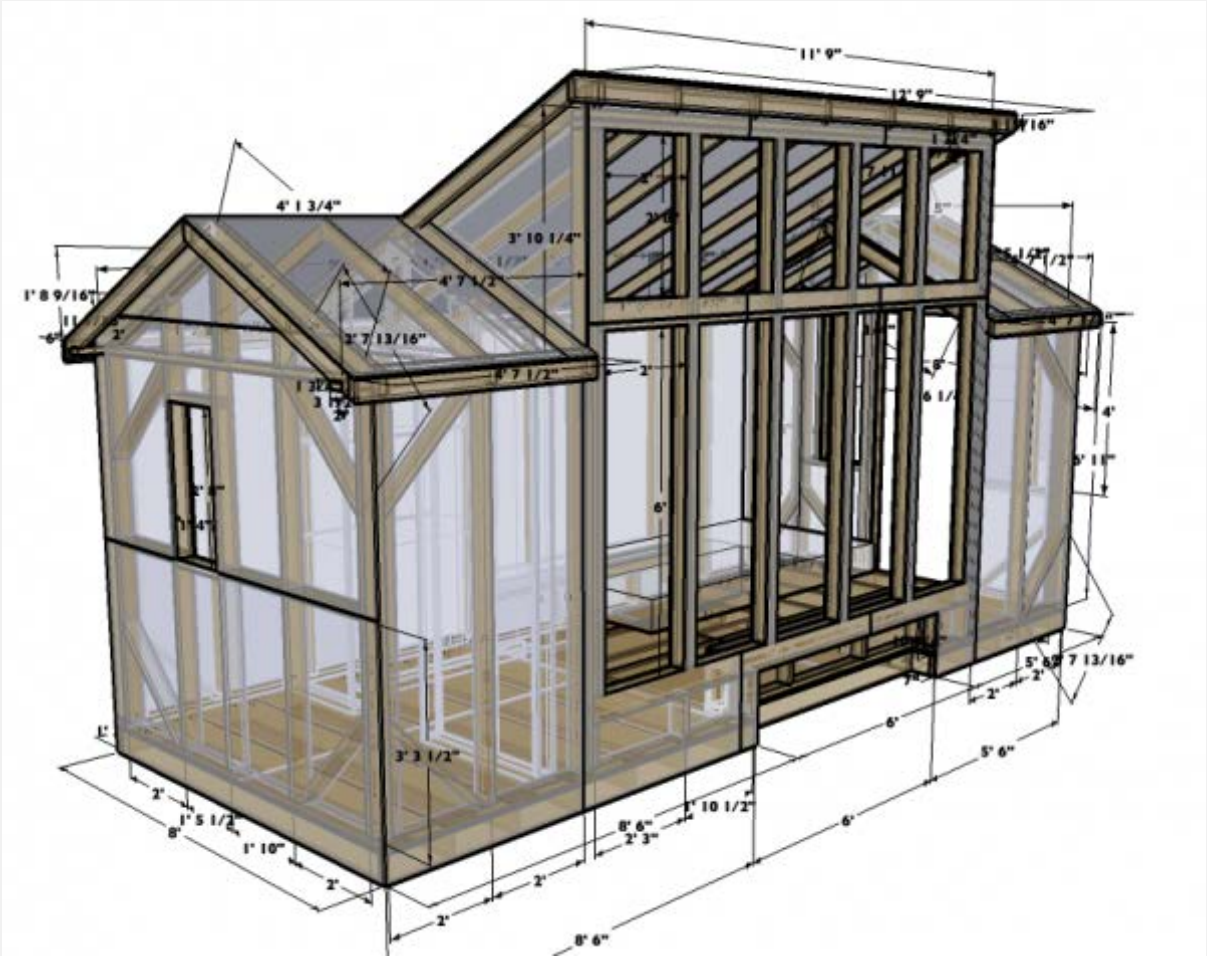
# STEP 3. Write informally.



# STEP 3. Write informally.

Make your font so small you can't see it—or write by hand—so you don't revise.

# STEP 4. Outline based on an exemplar.





# STEP 4. Outline based on an exemplar.

## 1. What is an exemplar?

An exemplar is a model manuscript (publication, grant proposal or thesis) on a subject close to yours.

## 2. How can you use an exemplar in your writing?

Summarize each paragraph's main idea in one sentence and place these sentences in the left column of a table, which is an outline. Then mirror each idea by summarizing your own parallel idea in the right column, also in one sentence.



burning questions

# Revising

- ❖ Step 5. Identify key sentences
- ❖ Step 6. Make a list of keys



# STEP 5. Identify key sentences

## Key sentence characteristics:

- ❖ Unlock the meaning of the paragraph by bringing it into focus
- ❖ Announce the point of the paragraph
  - simply with little detail (the most general statement)
  - without trying to prove the point
- ❖ Are short and memorable
- ❖ Appear in the first three sentences of a paragraph
- ❖ “Cover” everything in the paragraph, but no more
- ❖ Use key words as subjects (e.g. “patients,” not “they”)



# STEP 5. Identify key sentences

## Instructions for Samples

In the poll, write the number of the best available key sentence for the paragraph.

(0, 1, 2, or 3).

If the paragraph has no key sentence, write "0." Then write and insert a key sentence.

# STEP 5. I identify key sentences

*Example 1.* Cancer is what happens when normal cells start growing and dividing out of control. If we want to prevent cancer, we need to know what causes that switch—why do “good cells go bad?” My research targets that question—I study how genes interact with each other to keep cells working and growing at the “right rate,” and how those interactions break down, turning normal cells into cancer cells. I work on zebrafish because their genes behave similarly to those of people—and you can’t grow people in an aquarium. If we learn what causes growth regulation to break down, we may be able to prevent or reverse it. So, yes, I hope that my work will ultimately contribute to curing cancer (Schimel, 2012, p. 200).

# STEP 5. I identify key sentences

*Example 1.* Cancer is what happens when normal cells start growing and dividing out of control. **If we want to prevent cancer, we need to know what causes that switch—why do “good cells go bad?”** My research targets that question—I study how genes interact with each other to keep cells working and growing at the “right rate,” and how those interactions break down, turning normal cells into cancer cells. I work on zebrafish because their genes behave similarly to those of people—and you can’t grow people in an aquarium. If we learn what causes growth regulation to break down, we may be able to prevent or reverse it. So, yes, I hope that my work will ultimately contribute to curing cancer (Schimel, 2012, p. 200).

# Identify key sentences

## *Example FOUR (4) in handout.*

“Seven out of eight reigns of the Romanov line after Peter the Great were plagued by some sort of palace revolt or popular revolution. In 1722, Peter the Great passed a law of succession that terminated the principle of heredity. He proclaimed that the sovereign could appoint a successor in order to accompany his idea of achievement by merit. This resulted in many tsars not appointing a successor before dying. Even Peter the Great failed to choose someone before he died. Ivan VI was appointed by Czarina Anna, but was only two months old at his coronation in 1740. Elizabeth, daughter of Peter the Great, defeated Anna, and she ascended to the throne in 1741. Succession not dependent upon authority resulted in boyars’ regularly disputing who was to become sovereign. It was not until 1797 that Paul I codified the law of succession: male primogeniture. But Paul I was strangled by conspirators, one of whom was probably his son, Alexander I” (Williams and Colomb 1990:88).

# Identify key sentences

*Example FOUR (4) in handout.*

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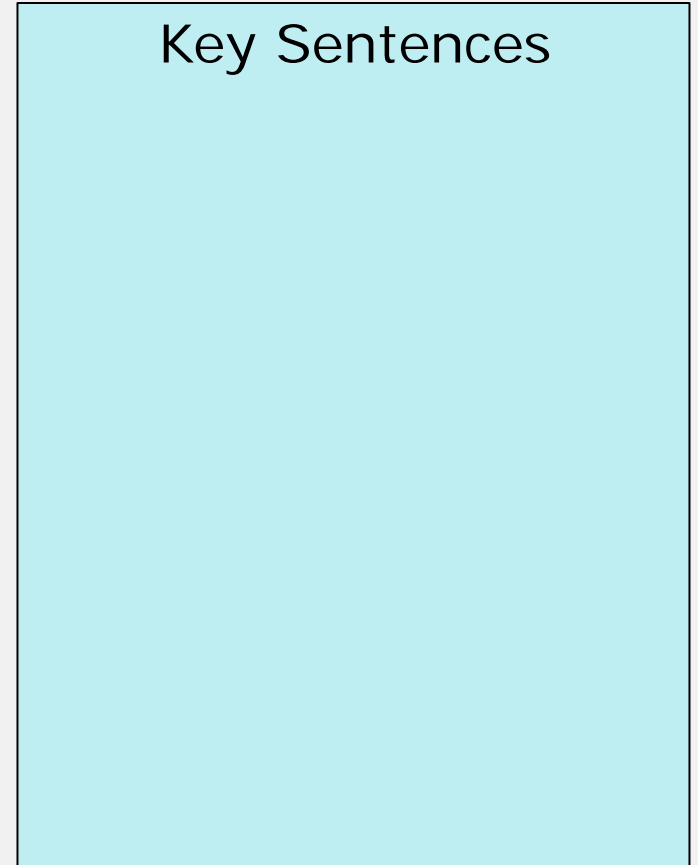
# Identify key sentences

## *Example 4.*

“After Peter the Great died, seven out eight reigns were plagued by turmoil over disputed succession to the throne. In 1722, Peter the Great passed a law of succession that terminated the principle of heredity. He proclaimed that the sovereign could appoint a successor in order to accompany his idea of achievement by merit. This resulted in many tsars not appointing a successor before dying. Even Peter the Great failed to choose someone before he died. Ivan VI was appointed by Czarina Anna, but was only two months old at his coronation in 1740. Elizabeth, daughter of Peter the Great, defeated Anna, and she ascended to the throne in 1741. Succession not dependent upon authority resulted in boyars’ regularly disputing who was to become sovereign. It was not until 1797 that Paul I codified the law of succession: male primogeniture. But Paul I was strangled by conspirators, one of whom was probably his son, Alexander I” (Williams and Colomb 1990:88).



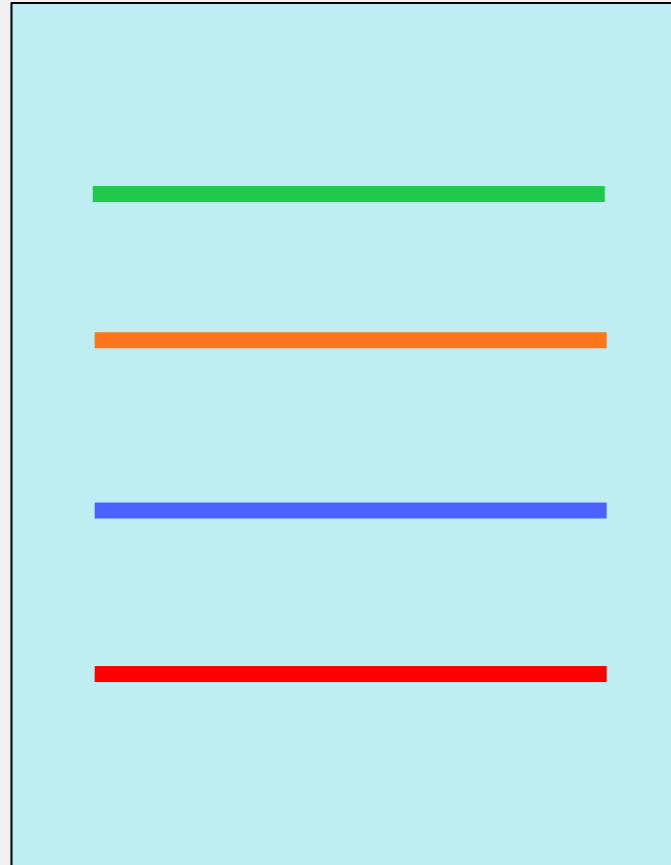
# Step 6. Make a list of key sentences



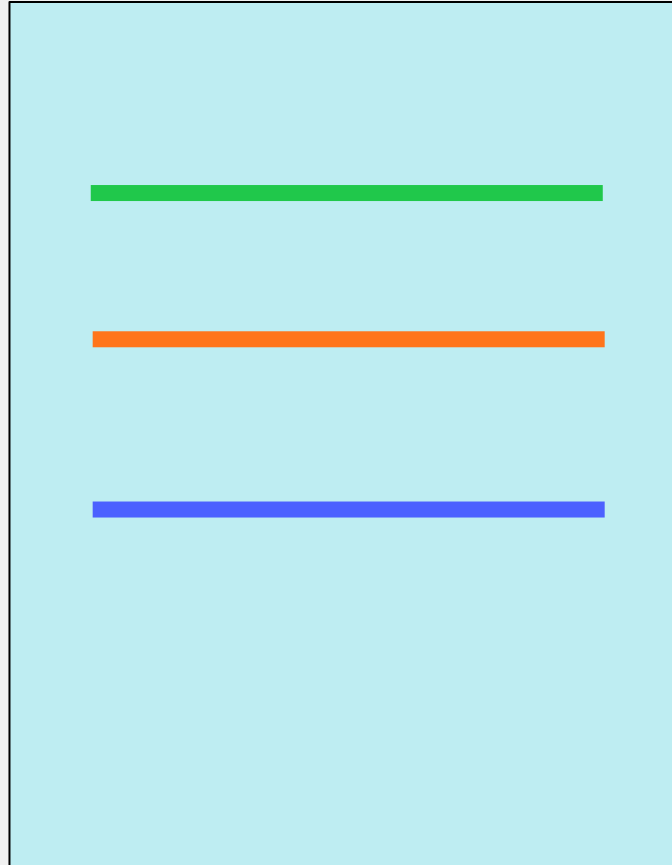
If we stopped here. . .



# Check for purpose



# Check for organization



# Revise your paper to reflect the changes you made in your keys



# Re-read your changes to check your work





# Make a list of key sentences

These instructions repeated in handout.



burning questions

# Getting Help

- ❖ Step 7. Seek informal feedback
- ❖ Step 8. Respond effectively



# STEP 7. Seek informal feedback

## **Who do I share my work with?**

- ❖ Non-experts
  - Outside your area, even in different disciplines

# STEP 7. Seek informal feedback

## Non-experts for grant proposals

- ❖ Office of Research Development (in chat)
  - <https://www.ord.msstate.edu/services>
  - Advice on elements of "grantsmanship" and editorial review
    - Grammar
    - Voice
    - Format
    - Adherence to solicitation requirements
  - Facilitation of peer review panels or analysis of non-funded proposal reviews in preparation for re-submission
    - [development@ord.msstate.edu](mailto:development@ord.msstate.edu)

# STEP 7. Seek informal feedback

## Who do I share my paper with?

- ❖ Non-experts
  - Different disciplines
  - Office of Research Development
- ❖ Little-e experts
  - Your general discipline
- ❖ Capital-e experts
  - Your sub-discipline
  - Cite the most often
  - Enemies



# STEP 7. Seek informal feedback

## How do I approach these readers?

Non-experts and little-e experts:

In what one place is my ms./grant least

- Clear?
- Organized?
- Persuasive?
- Conforming to grant requirements?

# STEP 7. Seek informal feedback

## Capital-E Experts

- Explain how their work informed yours.
- Ask specific questions aimed at the intersection of your work and theirs.
- Ask for a “quick read” of only 20 minutes.
- Ask, “What two articles should I read?”
- Ask, “Where would you send this manuscript?”
- Volunteer to read for them

# STEP 7. Seek informal feedback

For one grant proposal or ms. you are working on now, jot down three people you could ask to read for you in each category:

- non-expert
- little-e expert
- Capital-E Expert

Include enemies

# STEP 8. Respond effectively



# Thank You

- **Office of Research & Economic Development**
  - **Dr. Teresa Gammill**
  - **Lynn Taylor**



# Get Funded & Published

- ❖ Step 9. Read out loud
- ❖ Step 10. Kick it out the door



# STEP 9. Read your ms./grant out loud



# STEP 10. Kick it out the door



# Kick It Out the Door

## Fear of Rejection

Potential Journals

- ~~1.~~XXXXXXXXXXXXXXXXXXXX
- ~~2.~~XXXXXXXXXXXX
- ~~3.~~XXXXXXXXXXXXXXXXXXXX
- ~~4.~~XXXXXXXXXXXXXXXXXXXXX
- ~~5.~~XXXXXXXXXXXX
- ~~6.~~XXXXXXXXXXXX
- ~~7.~~XXXXXXXXXXXX
8. XXXXXXXXXXXXXXX

# Kick It Out the Door

## Pride



# Kick It Out the Door

## Perfectionism



# Kick It Out the Door







burning questions

# Evaluations in Chat

