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# Writing for Publication: Strategies for Success in Scholarly Publishing

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# ABOUT YOUR INSTRUCTORS



Dr. Dana Lynn Driscoll is a Professor of English and the Founding Director of the Center for Scholarly Communication at Indiana University of Pennsylvania in the United States. She teaches writing for publication, research methods, teaching writing, and learning development in the Doctoral Program in Composition and Applied Linguistics at IUP and also offers extensive graduate-level writing support to students across the disciplines. She has offered numerous keynotes and workshops globally and has published over 60 articles on learning theory, writing development, writing centers, and writing expertise. She currently is co-editor of the open-source textbook series *Writing Spaces* (reaching millions of students each year) and, while finishing her Ph.D. at Purdue, also ran the world-famous Purdue Online Writing Lab (OWL), one of the largest and oldest writing-related websites in the world. Feel free to contact Dana directly with questions: [dana.driscoll@iup.edu](mailto:dana.driscoll@iup.edu)



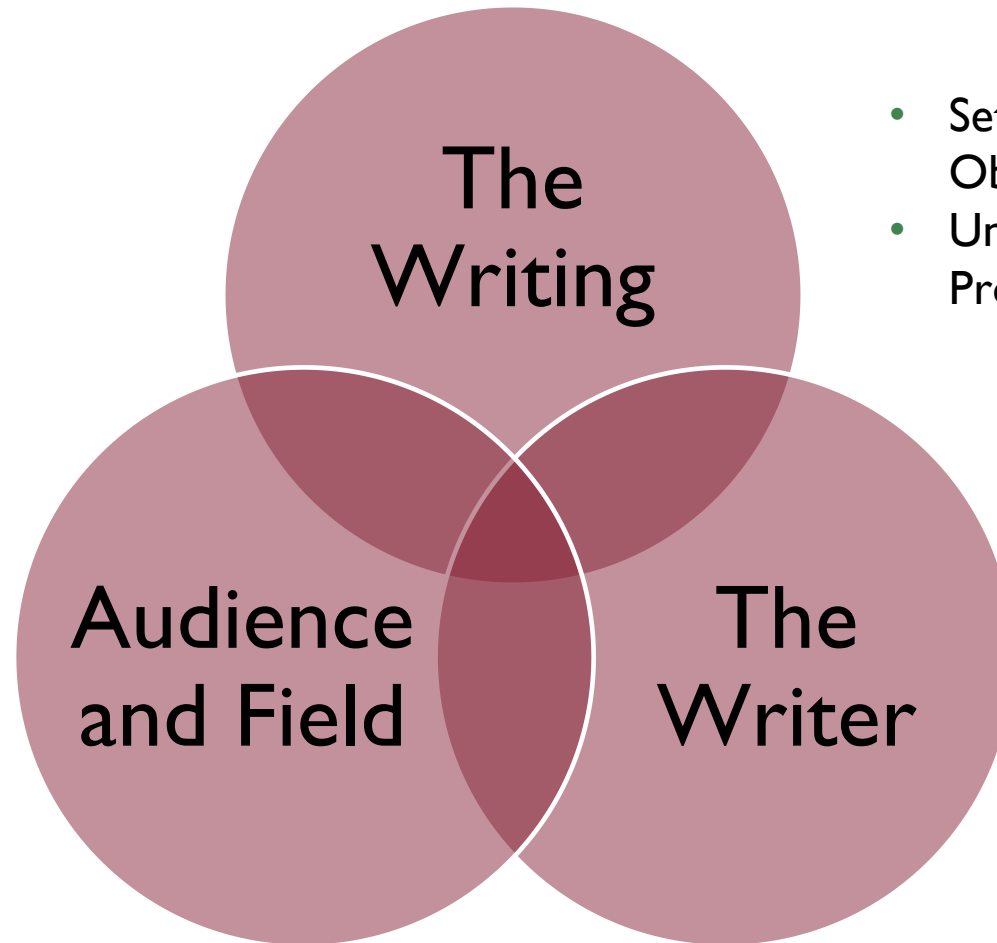
Alena Kašpárková, Ph.D. is the head of the Writing Support Centre at VSB-TUO. Educated in language teaching, environmental science, and academic writing development (Coventry University, UK), she teaches academic writing to undergraduate students, has co-developed and taught Writing for Publication courses for the PhD Academy, but also aims to prepare graduates for writing at the workplace. As for her research, with a multidisciplinary team she co-developed the Czech Academic Phrasebank. She was involved in the 2019-2021 research seminar on Writing Beyond the University: Fostering Writers' Lifelong Learning and Agency with Elon University, USA. Between 2019 and 2023 Alena served on EATAW board (European Association for the Teaching of Academic Writing), co-organized the 11<sup>th</sup> EATAW Conference (EATAW 2021), and served as the Managing Editor of Journal of Academic Writing.

## QR Code for Google Drive



# OVERVIEW: WHERE WE ARE AND WHERE WE ARE GOING

- Audience expectations
- Writing strategies for:
  - Signaling entry points, contributions, and implications
  - Structuring the article
- Writing for publication process
- Handling feedback



- Setting Goals, Tasks, and Objectives
- Understanding Your Writing Process
- Time Management
- Addressing writing barriers
- Fostering positive writing dispositions



# Introducing Writing for Publication



# EXPERIENCE AND EXPECTATIONS



- Think about your publishing experience in terms of a scale with 1 being "low in experience" and 10 being "awesome (high in experience)!"
- Share your thoughts with your peers.

# EXPERIENCE AND EXPECTATIONS

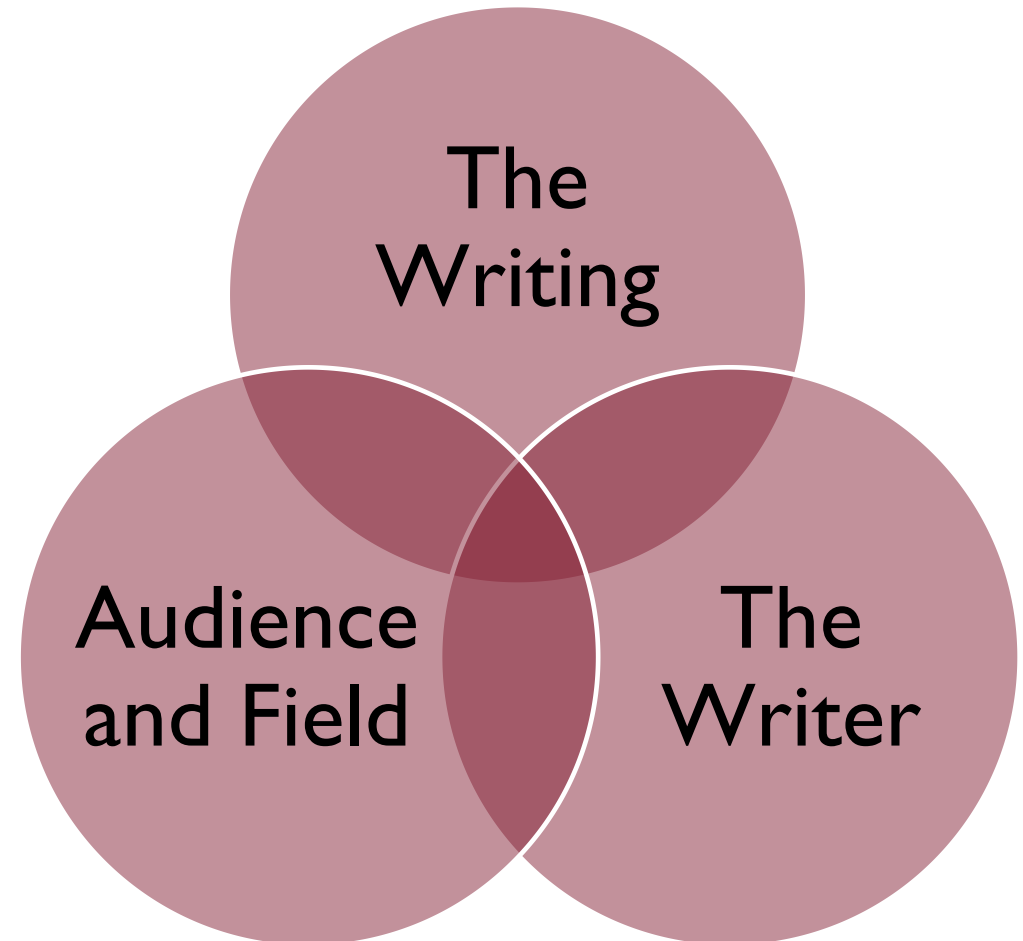


Join at [menti.com](https://menti.com) | use code 3883 9973

# THREE ASPECTS OF WRITING FOR PUBLICATION

- **#1 The Writing:** how to write, what you plan on writing, the technical aspects of writing, the data you are working with, the story you tell.
- **#2 The Audience and Field:** Engagement with editors, blind peer reviewers, feedback, and the broader field.
- **#3 The Writer:** who you are as a writer, your strengths and weaknesses, how you handle rejection or struggle, dispositions, time management, determination, goals, and so forth.

*All three of these are important to be successful in writing for publication and we will cover all of these in our workshop today!*





# WRITING FOR PUBLICATION: WHAT IT IS AND ISN'T

- **Writing for publication is hard and high-stakes.**
  - Creating and sharing human knowledge is not easy, and nobody gets it right on their first try. (Driscoll, forthcoming 2026)
- **Writing for publication requires not only the production of words but *the deep engagement with ideas*.** (Johnson, 2017; Kellogg, 2006)
- **There are as many writing processes as there are writers.**
  - You must find a process that works for you, and it may not be the same process that worked for you in other contexts or settings, including coursework (Driscoll, forthcoming 2026).
- **Managing your emotions and perseverance is half the battle!**

## WRITING FOR PUBLICATION: WHAT IS AND ISN'T II

- **Writing for publication isn't just about putting words on the page.**
  - It is about managing emotional challenges, cognitive challenges, awareness of readership, language use, and reviewer feedback (Kellogg, 2006).
- **Writing for publication writing is about relationships.**
  - Your relationship with the field, with editors, with peer reviewers.

# COURSEWORK VS. WRITING FOR PUBLICATION

## **COURSEWORK IN GRADUATE SCHOOL**

- Goal is to learn and build your knowledge
- Activities in coursework (including writing) are there to support your learning
- You know your audience—your faculty member and classroom peers
- Expectations are clear and if you have questions, you can ask questions, supported work
- Often lower-stakes

## **WRITING FOR PUBLICATION**

- Goal is to build new knowledge and contribute to the field including: Unique contributions and novel research
- Different expectations from readers
- Unknown audience of editors and blind reviewers
- It is not easy to ask questions for clarification, fully independent work
- Very high-stakes writing



# The Writer: Challenges, Barriers, and Mindsets



## **Large group discussion:**

How do you feel about writing for publication right now?

What challenges are you facing?



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# SOME OF THE MANY CHALLENGES...

- 
- Finding time to write
  - Motivating oneself to write
  - Feeling overwhelmed or lost
  - Having difficulty with rejection
  - Cultivating a positive relationship with writing
  - Life: Family/childcare/professional responsibilities
  - Imposter syndrome
  - Feeling burnout
  - Engaging in procrastination

(Know what isn't on this list? Ideas! You've got lots of them! Let's get them in print).

# BARRIERS TO WRITING

- In *How to Write a Lot*, psychologist Paul Silvia (2007) suggests that writers use a variety of “specious” barriers to writing. These include:
  - I can’t find time to write.
  - I will write it all at once (binge writing).
  - I need to read more / analyze data more, to start to write.
  - I need a new chair/ computer/ new desk/ better space to write.
  - I am waiting till I feel inspired to write.
- We will now tackle each of these barriers and put you on the path to publication success!



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## BARRIER #1: I CAN'T FIND TIME TO WRITE

- **Barrier 1:** “I can’t find time to write.” or “I would write more if I could find big blocks of time.” (Silvia, p. 11).
- “Finding time” is the problem. That big block of time will never arrive—you have to make it.
- **The Solution:** Schedule regular time to write.

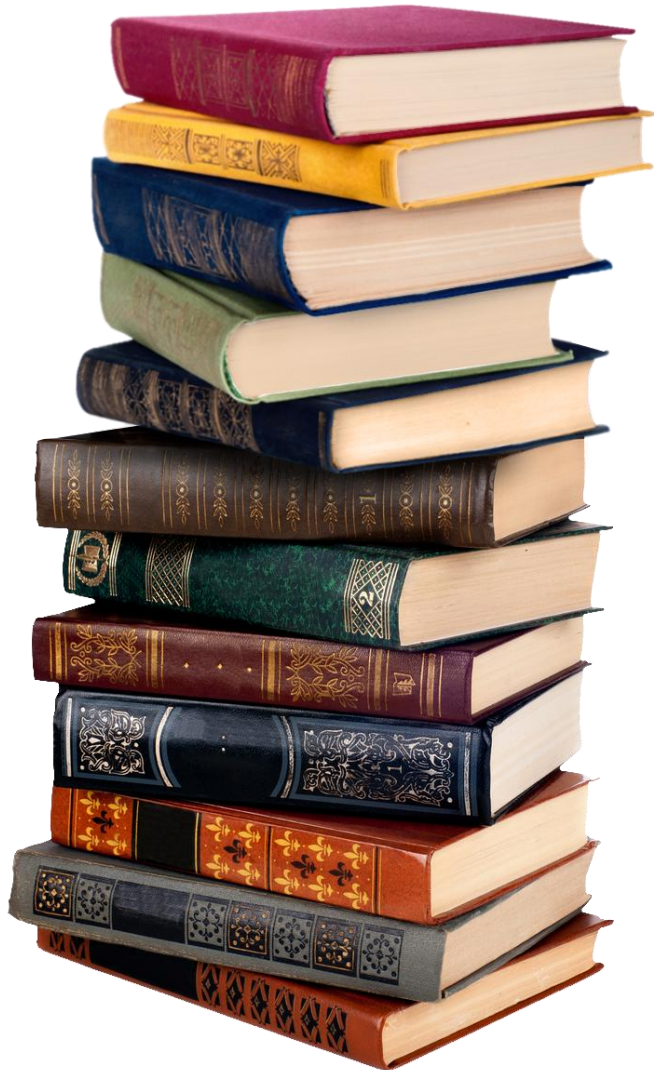


## BARRIER #2: I CAN ONLY WRITE WHEN UNDER EXTREME PRESSURE

- Binge writing is when you procrastinate until right before the deadline, then you write for hours or days.
- Binge writing strategies create negative associations and relationships with writing and prevent productive writing habits.
- Binge writing also does not allow the time for you to effectively **cultivate and work ideas** which is critical for writing for publication.
- Binge writing is often cultivated in graduate school but does not serve the kinds of **long-term projects and thinking** necessary to produce peer reviewed scholarship.
- **The Solution: Set goals and regularly scheduled writing time.**



## OTHER BARRIERS



- I need more time to read, analyze data, think.
  - Start writing and write while you read/analyze/think!
- I need [a new chair, new computer, remodel my room, etc.] before I can write
  - It is fine to setup your space, but you can start writing immediately!
- I am waiting until I feel inspired!
  - The work of Boice (1991) demonstrates why waiting for inspiration doesn't work: people who wait write significantly less than those who simply schedule time to write!

**The Solution: Schedule writing time.**

# HABITUATED WRITING PROCESSES

- **The goal is to “habituate” yourself to a regular article writing practice.**
  - Research determines that regularity (not number of days or hours) is the key to productive academic writing (Silvia, 2007).
  - Treat this like any other important appointment—one that you can’t miss (just like teaching your class or attending a department meeting).
    - If someone tries to schedule over it, say NO.
    - If you have to miss your writing time, reschedule it on a different day.
  - During this scheduled time, turn off email, cell phone, and any other distractions and focus fully on your writing.

## WHAT HAPPENS DURING "WRITING TIME"

Anything that you need to further your goals towards publication.  
This can include:

- Conducting a literature review
- Drafting methods, results, discussion
- Engaging in data analysis
- Meetings with collaborators or mentors
- Revising work
- Addressing peer review

# NEURODIVERSITY, CHRONIC ILLNESS, OTHER CHALLENGES AND WRITING PROCESSES

- The advice on the last slides works well for \*most\* academic writers.
- Neurodivergent academic writers or those with chronic illnesses may find that regularly scheduled writing time is not always a reasonable approach.
- Thus, for these writers, they may find more benefit in:
  - creating time for writing but being flexible
  - writing when one is able
  - understanding their needs as writers
  - setting themselves up for success based on their own unique processes
- **The key with all of this is to create time and space for writing.**

See *Time Management for Academia* with Jan Fronek, Ph.D., to cover:

- The Eisenhower Matrix
- The Eat That Frog Approach
- The Pomodoro Technique
- Biological Prime Time
- The Pareto Principle
- The Big Stones Principle
- 10 Minutes a Day
- Time Blocking

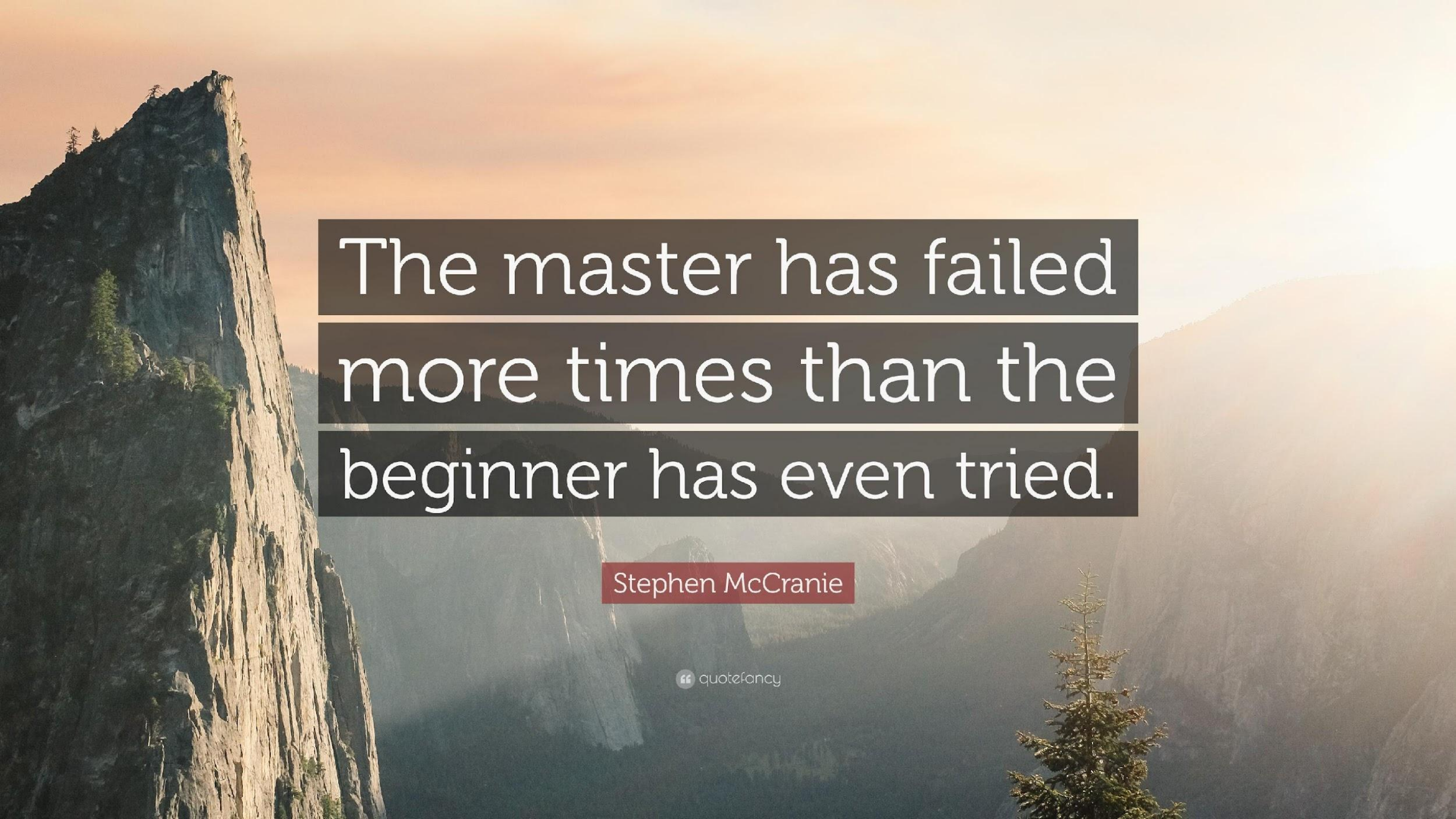


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# MINDSETS FOR SUCCESS IN PUBLICATION

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The master has failed  
more times than the  
beginner has even tried.

Stephen McCranie



# MINDSETS TOWARDS WRITING AND STRUGGLE

## GROWTH MINDSET

- **Growth Mindset:** Seeing struggle and failure as an opportunity to grow.
- **High self-efficacy:** Believing you are capable of success, even with setbacks.
- **Persistence:** Being able to continue in the face of difficulty.
- **Help-Seeking:** Seeking support through peers, faculty, and writing support services.
- **Flexibility:** Adapting and pivoting as necessary.

## FIXED MINDSET

- **Fixed Mindset:** Shutting down or withdrawing in the face of struggle/failure.
- **Low Self-Efficacy:** Doubting your abilities and capabilities, especially when you fail or struggle.
- **Procrastination:** Delaying writing and putting off deadlines.
- **Low Self Confidence:** Feeling Imposter syndrome or feeling like you cannot succeed
- **Rigidity:** Not being able to pivot or adapt, continuing to do things as you have always done them.

Mindsets can be **changed, cultivated, and developed.**

## MEET ABBY

**Abby:** Epidemiology MA, Ph.D., and now professional researcher in Epidemiology with numerous publications and grants.

**Growth mindset:** Believes skills and intelligence are malleable and cultivated through hard work; this belief encourages students to work harder to succeed and learn from failure.

- **Abby says:** “You know, she tore it up. She wrote a lot of notes. . . I had to work really hard and spend hours on these papers to do well”.

- **Abby has Success!**



## MEET ALICE



- **Alice:** MA in Counseling; Does not continue to Ph.D.
- **Fixed Mindset:** See intelligence or skills as unchangeable; have difficulty managing struggle and failure because they assume this failure is a challenge to their self-identity and intelligence.
  - **Alice says:** “It makes me feel stupid when I ask for help”.
  - “Well, the next semester was really hard for me writing-wise. I actually had a couple of breakdowns, thought to myself that I was no good, that I couldn’t do it after the professor said I didn’t have graduate level writing.... So, I actually printed out a picture of his face, and I used my paintball gun and then shot at his face. It really got to me what he said. And I was struggling with my writing”.
- **Alice is less successful, does not finish Ph.D.**

# IMPOSTER SYNDROME

- **Imposter Syndrome** is when an individual feels like they are somehow “faking” being a real scholar, that they do not belong, or that someone will “find out” that they are a fraud (Driscoll, Leigh, and Zamin, 2020).
  - This is very common for many graduate students (in many parts of the world!).
  - Imposter syndrome can considerably affect students’ writing and publishing success because it leads to a lack of confidence and assertiveness (both of which are necessary for writing for publication).
- The most effective way of addressing imposter syndrome is in **talking about it** and recognize that **everyone struggles with it** but it is **not real**.

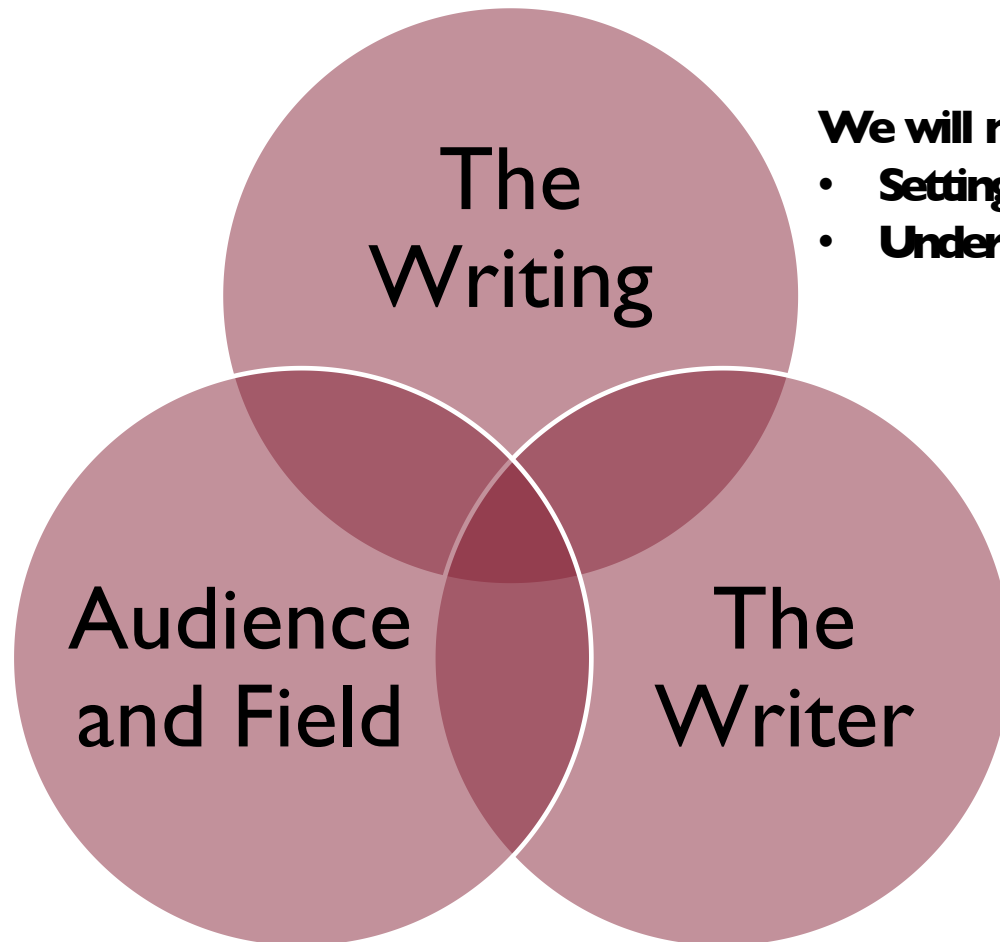
# WHEN DO MINDSETS MATTER?

- **Mindsets** matter a great deal when it comes to writing for publication (and other high-stakes writing like grant writing, dissertation writing, etc.).
- Writing for publication includes:
  - Addressing multiple rounds of difficult feedback from reviewers
  - Being rejected or having one's ideas challenged
  - Working on difficult revisions without an adequate support structure
  - Feeling pressure to perform for job search and/or tenure-related reasons
- **Growth Mindsets** can support you through this process, allowing you to cultivate emotional resiliency and be successful.
- **Fixed Mindsets** often shut this process down, preventing you from persisting till publication.

## GROUP DISCUSSION: Alice or Abby?

- 1-min. reflection: Consider your own **mindset** towards publication.
  - What happens when you are faced with failure?
  - What happens when you have difficult feedback from faculty, peer reviewers, etc..?
- Group Discussion: What are suggestions you can do to cultivate a growth mindset towards writing for publication?

# OVERVIEW: WHERE WE ARE AND WHERE WE ARE GOING



## **We will now cover:**

- **Setting Goals, Tasks, and Objectives**
- **Understanding Your Writing Process**

## **We covered:**

- **Time Management**
- **Addressing Procrastination**
- **Addressing writing barriers**
- **Fostering growth mindsets**



# THE WRITING: RESEARCH ROADMAPPING AND SETTING GOALS



# IDEAS AND DREAMS

Part of the joy of academic life is the ability to explore new things, build new knowledge, and engage in discovery.

Remember what motivates you or excites you about your own work.

Keep that motivation in the forefront as you set concrete goals for writing this term.



# IS YOUR DREAM A PAPER IN A HIGH-QUALITY JOURNAL?

If you are new to writing for publication, how much time do you think it takes to write and publish such a paper?

## Writing Deadline Calculator

BUT what other activities do you need to do before your even start writing?

Writing Days:

☒ Monday ☒ Tuesday ☒ Wednesday ☐ Thursday ☐ Friday  
☐ Saturday ☐ Sunday

Calculate 

### Writing Plan

Start Date: Sep 3, 2025

End Date: Nov 2, 2025

Total Days: 60

Actual Writing Days: 25

Daily Word Count Goal: **400 words**

Weekly Word Count Goal: **1,112 words**

# RESEARCH WRITING/ PUBLISHING STRATEGY

Writing for publication and research can often feel overwhelming.

This is where **planning and goal-setting are important!**

Let's pause and first think what:

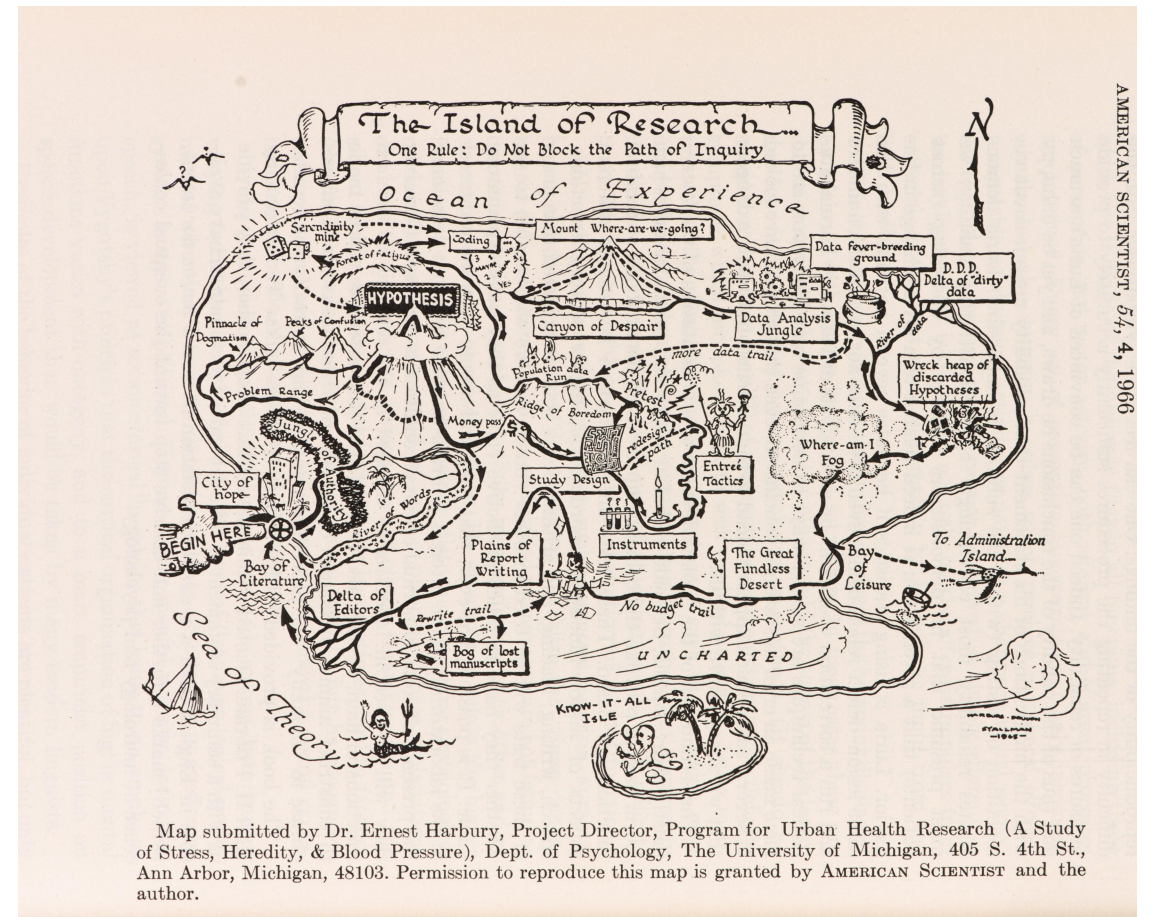
- **your research project is.**
- **your time frame/ deadline is.**
- **the requirements from your study program/ employer/ funding agency are.**
- **other considerations there might be.**



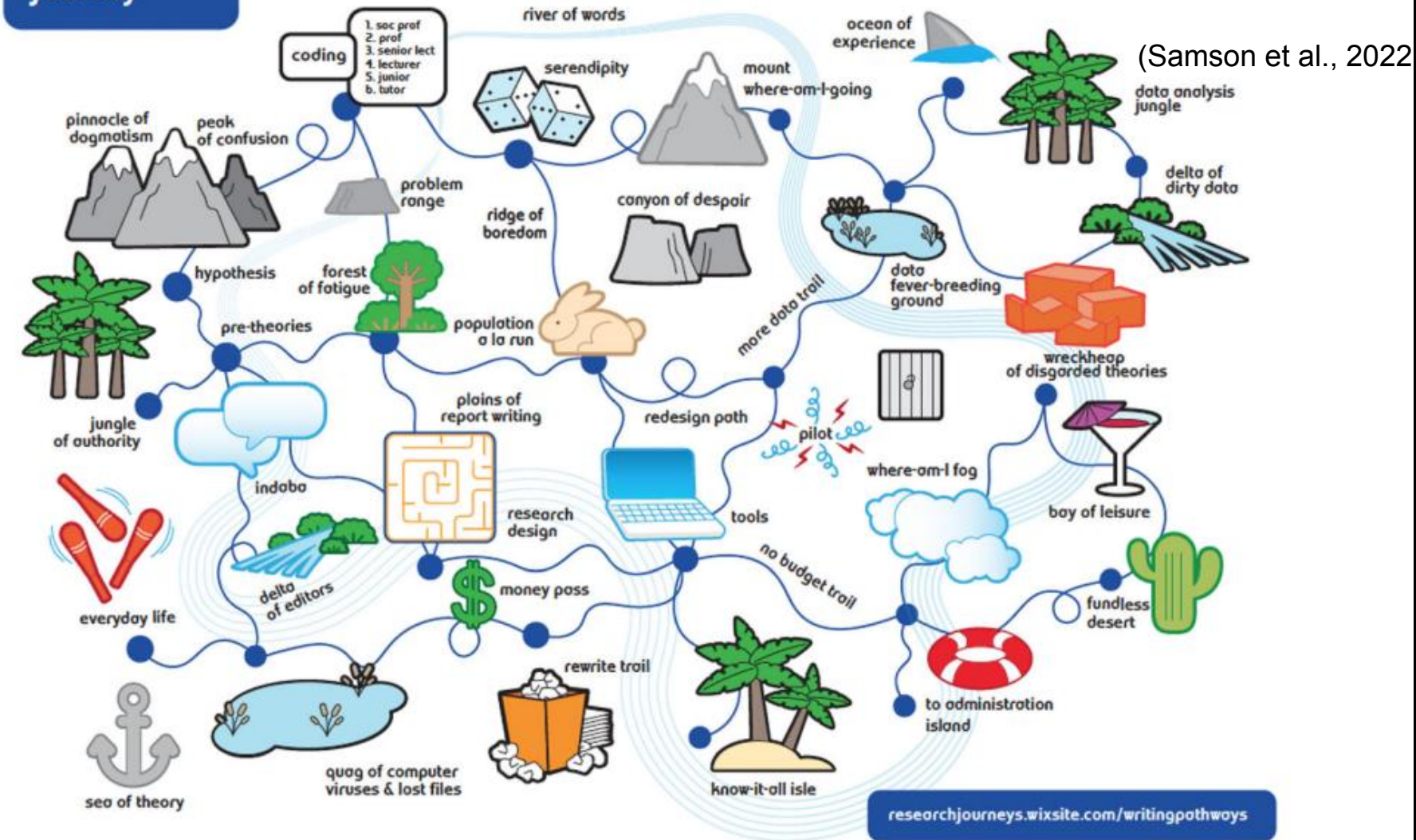
# RESEARCH ROADMAP!

Now let's use the metaphor **“research roadmap”** and imagine your research journey as moves on this roadmap!

- What would the different 'moves' be?
- How much time would be needed for each of them?
- Who do you (need to) meet along the journey/ game?



the research journey



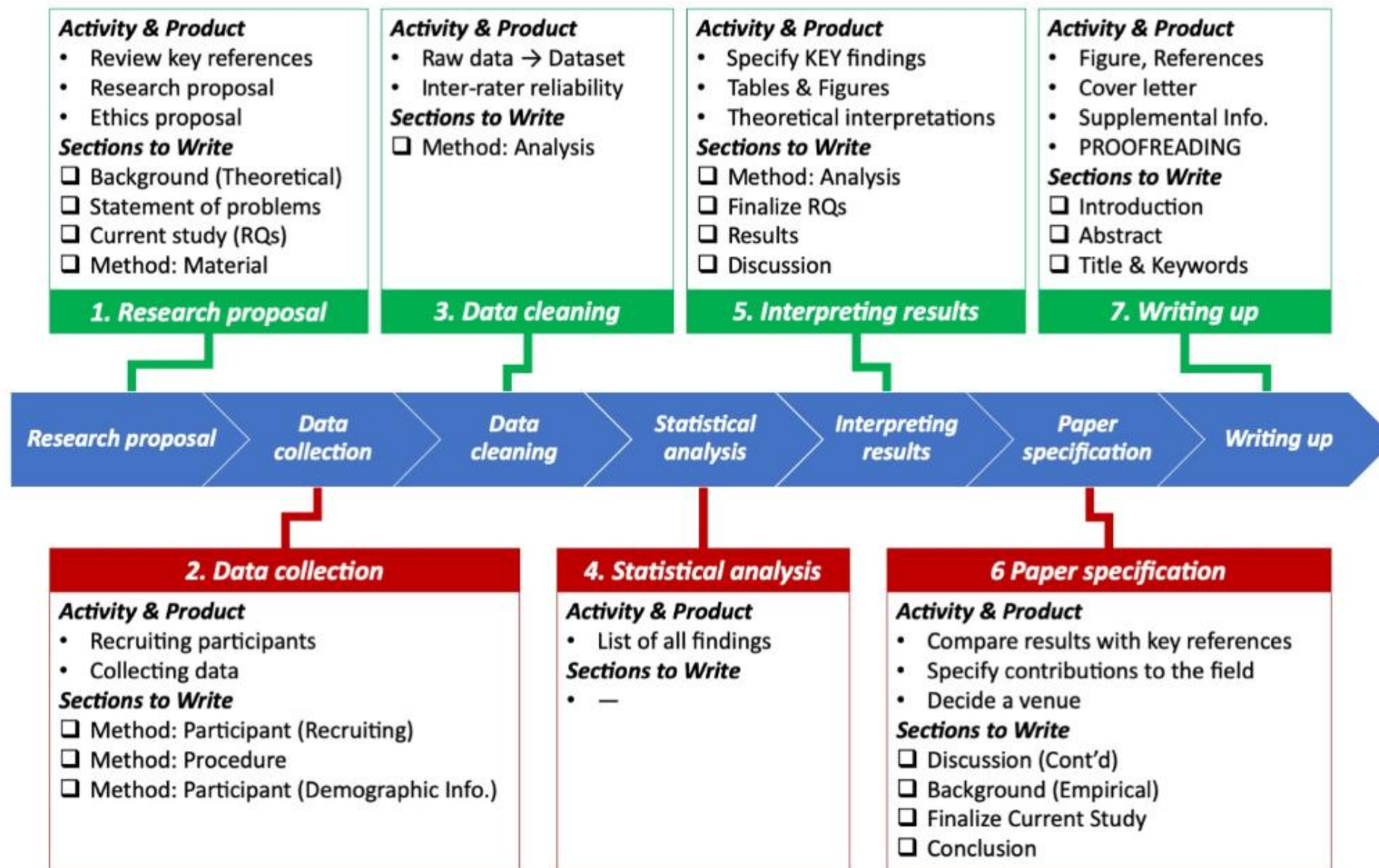
(Samson et al., 2022)

Samson, S., et al. (2022). 'I am everywhere all at once': pipelines, rhizomes and research writing. *High Educ* **83**, 1207–1223.  
<https://doi.org/10.1007/s10734-021-00738-z>

**Fig. 1** Map of the research Journey (adapted by us from original source: <https://www.worthpoint.com/worthopedia/vintage-cartoon-map-island-research-1841440099> Vintage cartoon map titled ‘The island of research, One rule: Do not block the path of inquiry’, by Harburg, Steallman and Brudon (1965).



# Research Roadmap vs. Paper Writing Progress



Suzuki S. (2020). Research roadmap linking to paper writing. Available at: <https://shungosuzuki.wordpress.com/2020/05/31/research-roadmap-linking-to-paper-writing/> (accessed on August 22, 2025)

## ACTIVITY: RESEARCH ROADMAP

Before moving onto specific goals, you need to have a **bigger picture of your research journey** to be able to arrive where you want to arrive and be on time!

Also, to be able to set clear goals + be able to **‘measure’ your progress**, it is important you break down the research and publication process into tasks/ smaller parts of the process.

### **Sketch your roadmap:**

- Consider the specificities of your project (time frames, requirements, and other considerations).
- You can add expected time loads (be realistic).
- Don't forget you are not alone on the journey – Who can help? Who might influence the timing (for the better/worse)?
- If you have already been to the other workshops, how does what you have learnt there fit into the picture?

# GOAL SETTING

Locke and Latham (1990) researched goal setting, particularly, what helped people achieve their goals vs. what made them fail at meeting their goals.

- **Avoid “Vague” goals;** instead, set very specific goals  
(e.g., Become a successful scholar. vs. Finish my article by Spring 2026.)
- **Understand the difficulty in meeting a goal and what it will take to accomplish it.**  
It is very demoralizing to set goals you cannot meet.
- **Set realistic but challenging goals.**

In examining 400 studies, Latham and Locke found that people who set challenging (but not unreachable goals) had the most forward progress.



# TURNING THE RESEARCH AND WRITING PROCESS INTO GOALS

**Break down goals into smaller parts**, actionable tasks, that you can make regular progress on and cross them off your list:

- **Goals:** Long-term achievements (things you want to accomplish over time).
- **Objectives:** Smaller accomplishments that help us achieve the larger goal. Think about these like milestones. (If your goal is to walk 10 miles, each milestone is a step towards that goal).
- **Tasks:** Specific activities you can do to meet objectives; these are accomplished in one writing session.

## EXAMPLE

- **Goal:** My goal is to publish an article in the next two years in *The Quarterly Journal of Economics*
  - Objective 1: Decide on Research Questions, methods, and approach
  - Objective 2: Analyze data
  - Objective 3: Write draft

## EXAMPLE Goals → Objectives → Tasks

- **Goal:** My goal is to publish an article in the next two years in *The Quarterly Journal of Economics*
  - Objective 1: Decide on research questions, methods, and approach
    - Task 1: Develop research questions.
    - Task 2: Develop specific methods (examine three models; decide on models).
    - Task 3: Develop and test mathematical model.
    - Task 4: Write methods and models section.

## WHY DOES THIS WORK?

- Once you have set aside your writing time and have set goals and tasks, you've already overcome many of the major hurdles to making progress on your publications:
  - You know what you are going to do/ write.
  - You know when you are going to write.
  - You know how long you are going to write for.
  - You can estimate the amount of time it will take you to meet your goals.
- For people who often “spin their wheels” and get overwhelmed when they sit down to write, this strategy is really helpful.
- Now all you need to do now is *make a plan and stick to it!*



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## STRATEGY: FOR USING GOALS, OBJECTIVES, AND TASKS

- At the beginning of each writing session, plan 5 minutes to review your goals, objectives and tasks.
  - Review the tasks you are planning for your writing session.
- Engage in your writing session, focusing on accomplishing your tasks.
  - After accomplishing a task, give yourself a reward and cross it off your list—it is an accomplishment!



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## STRATEGY: FOR USING GOALS, OBJECTIVES, AND TASKS

- Before the end of your writing session, review what you accomplished and your next set of tasks.
  - Make any changes necessary to your task list and leave a note for yourself so that the next time you sit down to write, you are ready to write.
- See your tasks and objectives as an evolving list.

## **Carving Out the Article:**

### **Writing for Publication for Graduate Students and New Faculty**

Book Proposal for *Practices and Possibilities Series*, WAC Clearinghouse

Dr. Dana Driscoll

Professor of English & Director of the Jones White Writing Center

Indiana University of Pennsylvania

urses in writing for publication are becoming more common in graduate programs in  
d Composition and related fields. Given the increasingly tight job market, early  
success for graduate writers is critical for post-graduate employment. This  
should be made accessible in an easy-to-read and open access format. However, as  
017) notes, the typical self-help writing books used for teaching graduate student  
publication are often idiosyncratic, dependent on the writing process of the author  
than empirical data and systematic studies. Further, in working to create research-  
courses and writing center workshops on writing for publication for graduate students,  
previous self-help textbooks were insufficient as a foundation to support doctoral  
transition into professional academic writers. This is because these books assumed the  
book author had used successfully would work for all writers. This led writers to  
if they would be successful if they could not follow, for example, Paul Silvia's  
estion of writing for two hours a day each morning or Wendy Belcher's (2012)  
ates a day approach. Further, graduate students struggle with a host of issues not  
ressed by these textbooks such as time management, managing emotional challenges,  
large body of feedback, deciding which ideas to pursue, and the need for direct

#### **Dana Driscoll**

Great work today, Dana!

You accomplished: Added in all references and sent for  
feedback to two peers.

Your next writing session (3 hours)

1. Receive feedback from Danielle and Jaci and Integrat  
a. Note conversation with Danielle about "humanizin  
the writing process
2. One final copyedit on book manuscript
3. SUBMIT!

You are nearly there! Go!

## STRATEGY: USING GOALS, OBJECTIVES, AND TASKS

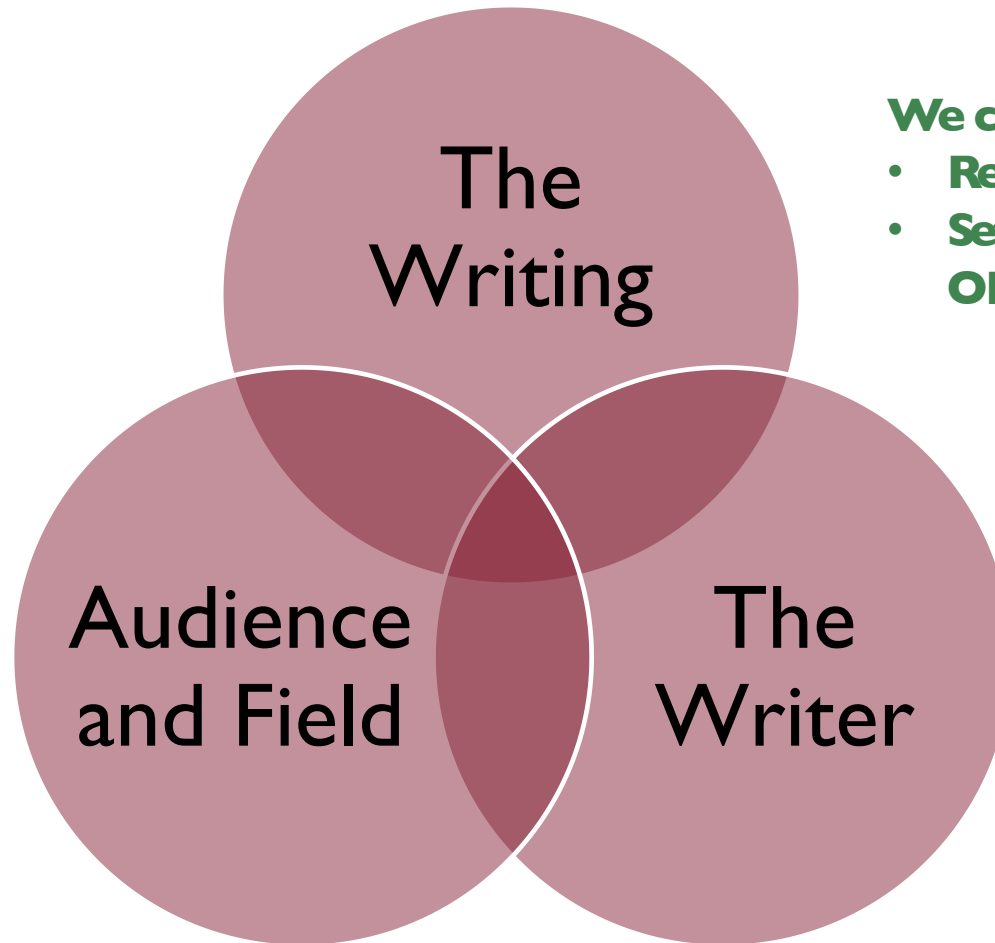
- Goals, objectives, and tasks build in **accountability with yourself.**
- Consider creating a **reward system** for yourself as you check tasks off your list, accomplish your objectives, and meet your goal.
- **Add a layer of accountability by sharing those goals with others:**
  - A co-author, writing group, or writing partner.
  - Writing groups/co-authors can help you stay on track!



# OVERVIEW: WHERE WE ARE AND WHERE WE ARE GOING

## We will now cover:

- Audience expectations
- Writing strategies for:
  - Signaling entry points, contributions, and implications
  - Structuring the article
- Writing for publication process
- Handling feedback



## We covered:

- Research mapping
- Setting Goals, Tasks, and Objectives

## We covered:

- Time Management
- Addressing Procrastination
- Addressing writing barriers
- Fostering positive writing dispositions



# AUDIENCE AND FIELD: FINDING AN APPROPRIATE JOURNAL FOR PUBLICATION

# PUBLISHING YOUR RESEARCH IN HIGH-QUALITY JOURNALS

There are **two major reasons why we publish journal articles**:

- 1) To advance scientific knowledge and to improve human life.
- 2) To develop skills of professional communication and support our careers and career advancement.

**In more detail:**

- **Contribution** to the field + **Impact on society** leading to new discoveries, technologies, and understanding that can improve people's lives.

# PUBLISHING YOUR RESEARCH IN HIGH-QUALITY JOURNALS

- **High-quality papers as Model texts through which** other researchers can develop their skills and knowledge too.
- **Credibility + Career advancement:** Publishing a research can sparkle **new opportunities** for advancement.
- **Increased visibility** and **Professional recognition** can open doors to **new opportunities**, such as funding, collaborations, and speaking engagements.



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## PUBLISHING IN YOUR FIELD

- Being able to effectively publish in the field means:
  - **Broadly:** Knowing which arguments are salient and important (and knowing where the arguments are heading).
  - **Selecting a journal:** Knowing which journals might publish something you are considering and *selecting the right journal that fits your project.*
  - **Adapting for the journal:** Anticipating and understanding the needs of a particular journal's audience and the goals of a particular journal.

# HOW CAN WE FIND JOURNALS?

- Reading through the list of references.
- Consulting your supervisor, team, or colleagues.
- Looking at article citations you are citing: where are they being published?
- Examine journals of professional associations or organisations.
- Find conferences that publish proceedings or special issues.
- Explore databases (Web of Science, Scopus).
- Use publishing houses' tools to find journals.
  
- AI is not helpful in in this respect (at the moment).

Journal finder – Elsevier  
Wiley  
Springer journal suggester  
Taylor and Francis

## SELECTING JOURNALS?

It is important you carefully think about the journals to target and the factors that matter.

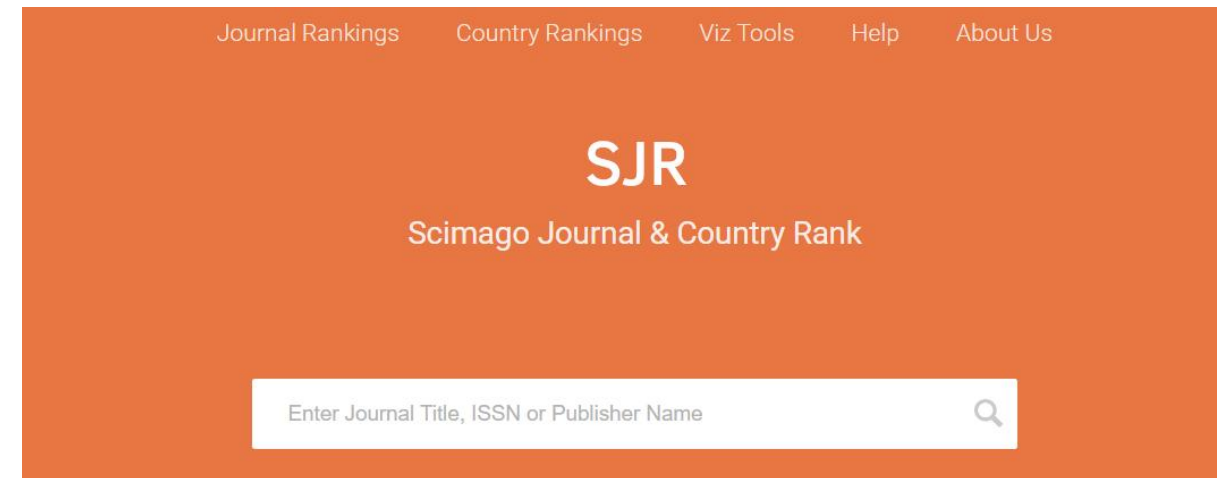
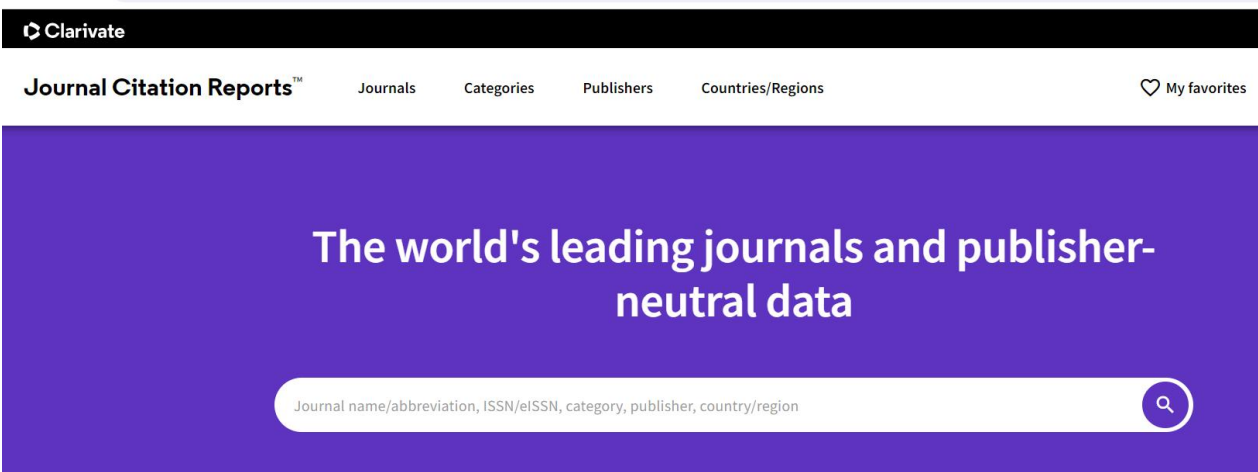
**Different factors may matter in different disciplines, or these may depend on the stage of your career.**

- Check the requirements related to your study program.
- Journals target different audiences.
- Journals evolve, and thus rankings change.



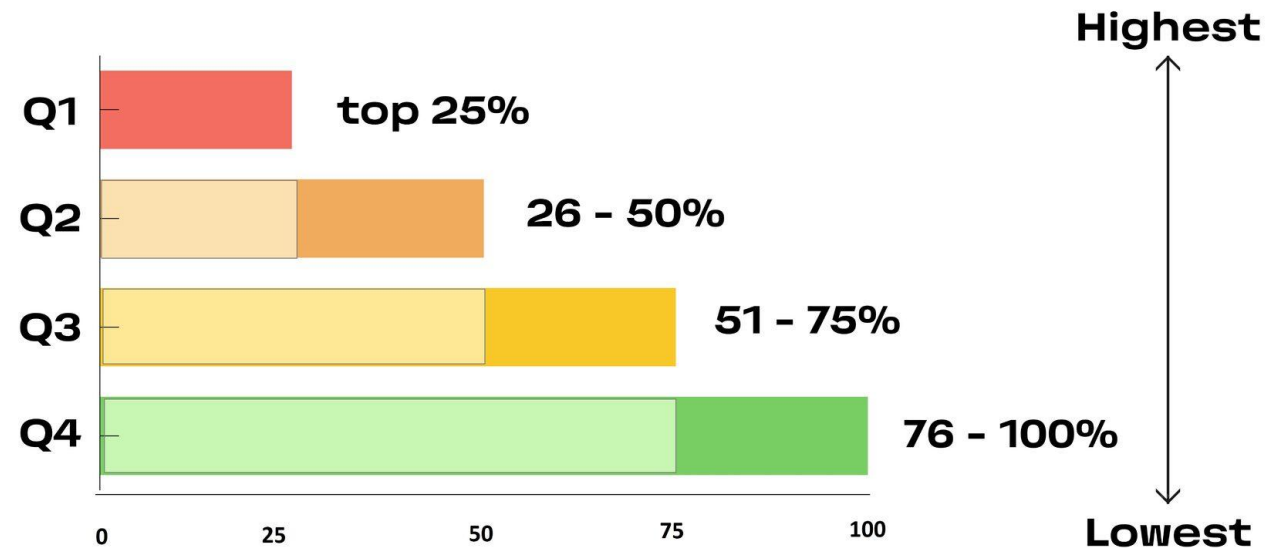
# JOURNALS – WHAT MATTERS?

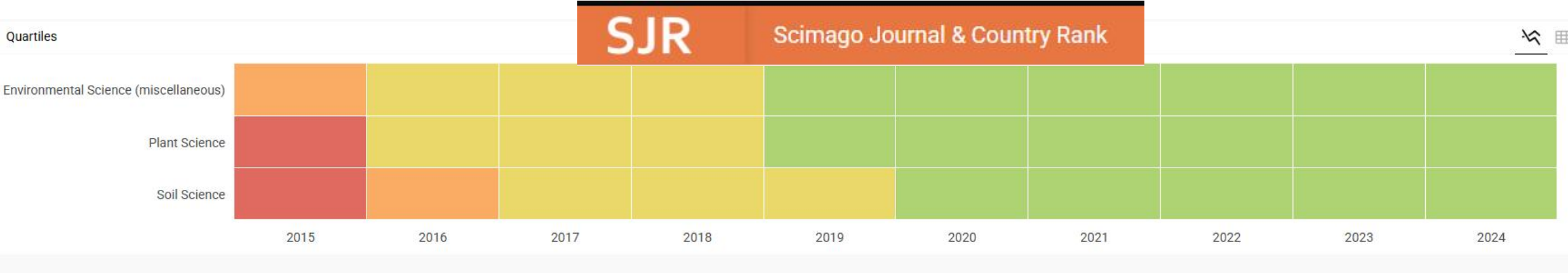
Preferably target journals indexed either in Web of Science (Impact Factor) or Scopus (SJR).



# JOURNALS – WHAT MATTERS?

Both the databases rank the journals every year and distribute them into 4 categories.





Rank by Journal Impact Factor

Journals within a category are sorted in descending order by Journal Impact Factor (JIF) resulting in the Category Ranki

CATEGORY

BIOTECHNOLOGY & APPLIED MICROBIOLOGY

16/177

JCR YEAR	JIF RANK	JIF QUARTILE	JIF PERCENTILE	
2024	16/177	Q1	91.2	<div></div>
2023	18/174	Q1	89.9	<div></div>

Rank by JIF before 2023 for BIOTECHNOLOGY & APPLIED MICROBIOLOGY

EDITION  
Science Citation Index Expanded (SCIE)

JCR YEAR	JIF RANK	JIF QUARTILE	JIF PERCENTILE	
2022	17/158	Q1	89.6	<div></div>
2021	18/159	Q1	88.99	<div></div>
2020	31/159	Q1	80.82	<div></div>
2019	53/156	Q2	66.35	<div></div>



Journal Citation Reports™

CATEGORY

ENGINEERING, ENVIRONMENTAL

18/83

JCR YEAR	JIF RANK	JIF QUARTILE	JIF PERCENTILE	
2024	18/83	Q1	78.9	<div></div>
2023	17/81	Q1	79.6	<div></div>

Rank by JIF before 2023 for ENGINEERING, ENVIRONMENTAL

EDITION  
Science Citation Index Expanded (SCIE)

JCR YEAR	JIF RANK	JIF QUARTILE	JIF PERCENTILE	
2022	15/55	Q2	73.6	<div></div>
2021	14/54	Q2	75.00	<div></div>
2020	18/54	Q2	67.59	<div></div>
2019	25/53	Q2	53.77	<div></div>

# Chemosphere

## Journal Impact Factor

The Journal Impact Factor (JIF) is a journal-level metric calculated from data indexed in the Web of Science Core Collection. Journal Impact Factor can complement expert opinion and informed peer review. In the case of academic evaluation for ten

2023 JOURNAL IMPACT FACTOR

8.1

[View calculation](#)

### Journal Impact Factor Trend 2023

### Rank by Journal Impact Factor

Journals within a category are sorted in descending order by Journal Impact Factor (JIF) resulting in the Category Ranking below. A separate rank is sl

CATEGORY  
ENVIRONMENTAL SCIENCES

32/358

CR YEAR	JIF RANK	JIF QUARTILE	JIF PERCENTILE	
2023	32/358	Q1	91.2	<div></div>

#### Rank by JIF before 2023 for ENVIRONMENTAL SCIENCES

EDITION  
Science Citation Index Expanded (SCIE)

JCR YEAR	JIF RANK	JIF QUARTILE	JIF PERCENTILE	
2022	30/275	Q1	89.3	<div></div>
2021	33/279	Q1	88.35	<div></div>
2020	30/274	Q1	89.23	<div></div>
2019	29/265	Q1	89.25	<div></div>

# ALWAYS CHECK THE WEB!

May 13, 2024

## Retraction Watch

Tracking retractions as a window into the scientific process

Enter your email

By clicking submit, you agree to share your email address with the site owner and Mailchimp to receive marketing, updates, and other emails from the site owner. Use the unsubscribe link in those emails to opt out at any time.

## PAGES

How you can support Retraction Watch

Invite us to speak

Meet the Retraction Watch staff

About Adam Marcus

About Ivan Oransky

Our Editorial Independence Policy

Papers and peer reviews with evidence of ChatGPT writing

Papers that cite Retraction Watch

Privacy policy

Retracted coronavirus (COVID-19) papers

Retraction Watch Database User Guide

## Publisher slaps 60 papers in chemistry journal with expressions of concern

An Elsevier chemistry journal has marked more than 60 papers with expressions of concern amid an investigation involving potential undisclosed conflicts of interest among editors, authorship irregularities and manipulation of peer reviews and citations.

One of the notices, published online April 11 in *Chemosphere*, reads, for example:



### Chemosphere



*Concerns have been brought to the attention of the journal regarding:*

- *unusual changes to the authorship of the article prior to publication.*
- *potential undisclosed conflicts of interest by a reviewer.*
- *potential undisclosed conflicts of interest by the editor who handled the peer-review process for the article.*

*The journal editors are investigating the article, including contacting the authors, in line with Committee on Publication Ethics (COPE) guidelines and Elsevier's policies.*

NEWS

# High profile chemistry journal removed from Web of Science index

BY  JULIA ROBINSON | 9 JANUARY 2025



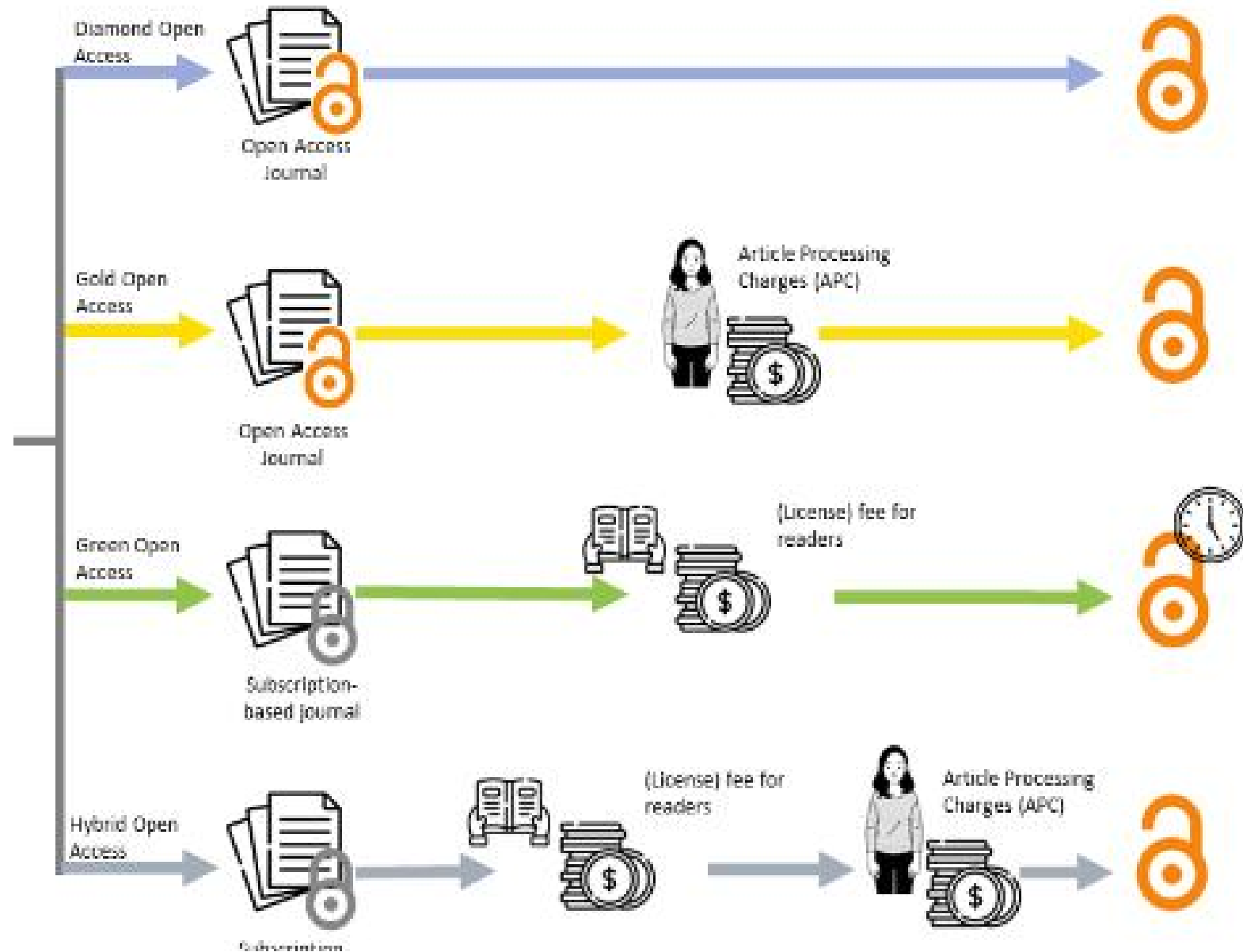
A high-profile Elsevier chemistry journal, *Chemosphere*, has been removed from Clarivate's Web of Science index for failing to meet editorial quality criteria. This means Clarivate will no longer index papers from *Chemosphere*, count their citations or give the title an impact factor.

Problems at the journal can be traced back to last year when eight articles were retracted in December 2024 and, in May 2024, it was highlighted that [over 60 articles published by Chemosphere](#) had had an expression of concern added to them. Reasons given varied from article to article but included unusual changes to the authorship of the article prior to publication and potential citation manipulation.

Joelving, F. (May 13, 2024). Publisher slaps 60 papers in chemistry journal with expressions of concern. Retraction Watch. <https://retractionwatch.com/2024/05/13/publisher-slaps-60-papers-in-chemistry-journal-with-expressions-of-concern/>

Robinson, J. (January 9, 2025). High profile chemistry journal removed from Web of Science index. Royal Society of Chemistry. <https://www.chemistryworld.com/news/high-profile-chemistry-journal-removed-from-web-of-science-index/4020769.article>

# OPEN ACCESS/ SUBSCRIPTION JOURNALS



## SELECTING THE RIGHT JOURNAL

- In order to be successful, find a journal that meets the goals and purpose of your article.
  - Look at journals that are publishing work you cite or that are publishing work that is similar to yours.
  - Read back issues of the journal.
  - Read the “about” and “contributor” sections of the journal.
  - Graduate students: ask your committee and advisor for their recommendations in publishing.
  - **Create a list of three journals: your top choice and two backup journals (make sure the requirements and audiences of these journals are fairly similar).**



# SELECTING A JOURNAL: CONSIDERATIONS

- Consider:
  - Acceptance rates and indexing—more prestigious journals have a much lower acceptance rate than less prestigious journals.
  - Length of time the journal has been in circulation: journals that are older and more established are generally more prestigious than those that are newer (Beware of delisted journals!)
  - Open access or closed: is the journal open access? Is that important to you?
- Remember that the top journals in the field can be **very difficult** to get into.
  - First articles are likely to be rejected (but you may receive really good feedback that you can use to revise and submit elsewhere).
- BEWARE OF PREDATORY JOURNALS.

---

# UNDERSTANDING GENRES IN WRITING

What types of texts (genres) do you write?



## ACADEMIC

seminar papers  
handouts  
literature reviews  
theses  
dissertations  
course syllabi

## SCHOLARLY

research posters  
**journal articles**  
book chapters  
cover letters and responses to  
editors/ reviewers  
conference papers  
conference presentations

## PROFESSIONAL

bio statements  
grant applications  
emails  
websites  
blogs, social media  
writing for non-experts (PR)  
letters of recommendation

## JOB MARKET

internship applications  
teaching portfolios  
CVs  
cover letters

(modified from Feak, 2018)

# SCHOLARLY/ JOURNAL / RESEARCH ARTICLES/ PAPERS

- Conference paper (as parts of Proceedings or Special issues of journals)
- Full research/ journal article/ paper
- Short report /Brief communication
- Review articles (many types)
- Meta-analysis
- Case study
- Methodology paper
- Technology paper

## EXAMPLE: MICROPUBLISHING (IN MEDICINE)

- **Short Communications/Rapid Communications** – Concise reports of original research findings, often published more quickly than full-length articles.
- **Case Reports/Series** – Focused on specific clinical cases, offering insights into rare or unusual conditions.
- **Letters to the Editor** – Traditionally for commentary, but some journals use them for brief research updates.
- **Data Papers** – Publications centered on sharing datasets for further analysis and research.
- **Video Abstracts/Graphical Abstracts** – Visual summaries that make complex information more accessible.
- **Preprint Servers** – Platforms where researchers can share their work before formal peer review, enabling rapid dissemination.
- **Social Media/Microblogs** – Platforms like Twitter or specialized medical networks for sharing snippets of findings and engaging in discussions.

Jaypee Journals (March 31, 2025). The Rise of Micro-Publishing in Medical Education. Available at: <https://www.linkedin.com/pulse/rise-micro-publishing-medical-education-jaypee-journals-jfkoc/> (accessed on August 22, 2025)

## ACTIVITY: GENRES

Examine one of your potential target journals:

- Which genres do they publish?
- What are the criteria (length / number of figures / AI use?)
- Check few issues of the journal and find out what genres they publish and the features of the genre:
  - What is the structure of the typical article?
  - What is the typical article length?
  - What is the tone?
  - How is the article structured?



# MODELING YOUR ARTICLE

- Once you have your target journal, ***select several articles that are similar to what you want to accomplish*** (e.g. they engage in a similar organizational style, they are drawing upon similar data, or they are on a similar topic)
- **Study these articles carefully**--print them out, take notes, and highlight them.
- Examine:
  - The length of each section: how much space is devoted to the introduction, literature review, etc.?
  - The writing moves in each section: where is the argument made? How are sources synthesized or addressed?
  - What is presented in terms of methods (if it is an empirical article) or approaches (for humanities-oriented articles)
  - What contributions are presented and how they are signaled
- After examining a few of these articles, you can use these as models for your own.

## ACTIVITY AFTER THE WORKSHOP: STUDY THE JOURNAL GUIDELINES CLOSELY + FIND MODEL PAPERS

- **After this workshop:** Study the submission guidelines in more detail, and find at least 2-3 model articles that you can examine.
- **Use these model articles** to help you write your article! Study structure, tone, length, the way the author describes contributions, etc.



# AUDIENCE AND FIELD: UNDERSTANDING READER EXPECTATIONS

## ACTIVITY: WHAT DO ACADEMIC JOURNALS VALUE?

- **Look at the following paragraph given to blind peer reviewers for a top journal in a professional field. What do you notice?**
- **Example I:** To reviewers. As you read the article, please answer the following questions: Why might this article be appropriate, or not, for publication in [journal]? My assumption would be that the article contributes something new and/or innovative to the body of research in the field and have scientific merit: is this so? Is the article contextualized relative to previous research in the field (and, of course, that published in [journal] ? Is the article's focus well defined and articulated? Is the significance of the contribution signaled?

## ACTIVITY, CONTINUED

- **Example 2:** Is this piece appropriate (or not) for [JOURNAL] and the journal readership? In what way does this manuscript add to the existing knowledge base? (For example, does it present new or little known material or does it revisit existing material in an original manner?) If it doesn't, how might it? Is the work contextualized within existing work? (if not, are there resources you might suggest? Are the methods sound? Ideally, articles in [JOURNAL] make significant contributions to furthering the field's knowledge and/or methods. Does this article do one or both of these things?

# NEWNESS AND CONTRIBUTION: A KEY VALUE FOR PROFESSIONAL ACADEMIC WRITING

**From the editor:** Why might this article be **appropriate**, or not, for publication in [journal]? My assumption would be that the article **contributes something new and/or innovative to the body of research** and scholarship in the field: is this so? Is the **article contextualized relative to scholarship and research in the field** (and, of course, that published in [journal] ? Is the **article's focus well defined and articulated**? Is the **significance of the contribution signaled**?

## ■ Key takeaways:

- **Appropriate** to the audience and expectations of the audience (what they know, the work they do, what they value)
- **Novel or innovative contribution to the field** (something that has not been said before)
- **Contextualization** and conversation with the field
- **Clear and focused discussion**



# AUDIENCE EXPECTATIONS

- Your audience for publication is typically threefold:
  - 1) The audience of the journal itself: the journal is usually very specific about who it caters to and the kinds of expectations those audiences have – find this on their website.
  - 2) The editor(s) of the journal – who you know
  - 3) The blind peer reviewers – who you will have no idea about and can't always anticipate!
- Note that #2 and #3 are “gatekeeper” audiences, that is, they are audiences that determine what gets to the primary audience, the readers of the journal. But in order to get published you have to get “through” them.

## UNDERSTANDING READER EXPECTATIONS

- Journal and Blind Peer Reviewers prize the following in journal articles:
  - Novel contributions
  - Contributions that are in clear conversation with the field
  - Appropriateness for a specific audience
    - Example: in a research journal, research should be presented with implications for future research
  - Signaling of the significance of the contribution throughout, especially in abstract, introduction, and implications
  - Concise and well-organized writing that is easy to read and follow



# STRUCTURING YOUR SCIENTIFIC ARTICLE



# STRUCTURE OF AN EXPERIMENTAL RESEARCH PAPER

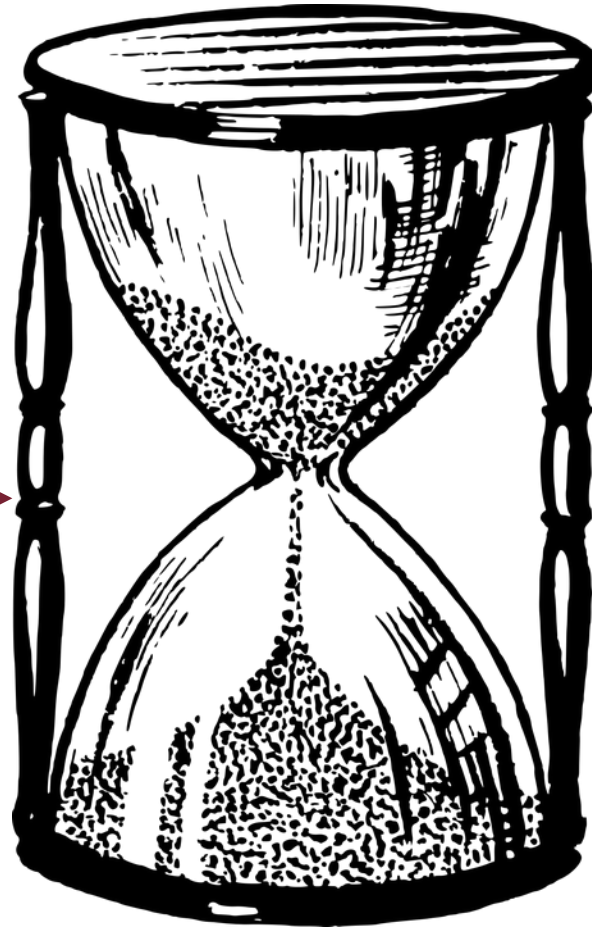
SECTION		CONTENT OR QUESTION ANSWERED
ABSTRACT		Short, stand-alone and informative
1. INTRODUCTION <u>Required</u> Background Literature review Gap Statement of purpose <u>Optional</u> Value statement Preview (in case IMRAD is not used)		What are we talking about?
2. METHODOLOGY	BODY	What did we do?
3. RESULTS		What did we get?
4. DISCUSSION		So what?
5. CONCLUSIONS		What is the answer to the Research Question? The key points you want the reader to remember.

# THE HOURGLASS METHOD OF ORGANIZATION

Broad  
introduction  
to Specific Topic

Narrow:  
focused on  
specific  
Purpose of  
the work

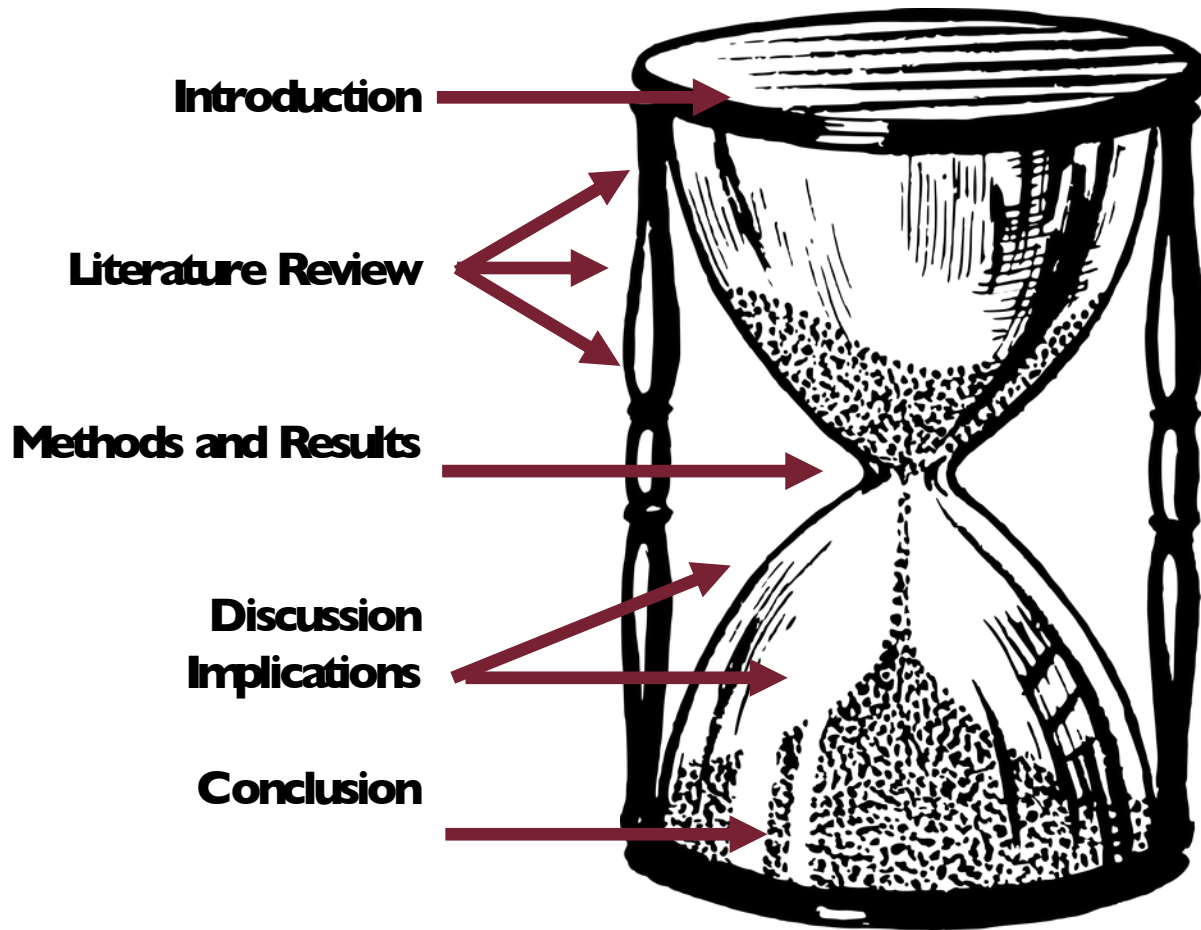
Broad ending



Most academic articles in English use an hourglass organizational structure.

The “hourglass” format can work not only for articles but also for your thesis/dissertation.

# THE HOURGLASS METHOD OF ORGANIZATION



- **Introductions and literature reviews**
  - Introductions offer:
    - Definitions and Key Concepts
    - Exigence (why this is important)
    - Purpose for the work
    - Overview of the work
- **Literature Reviews:**
  - Focused discussion of:
    - What the field knows about your topic
    - How the specific literature informs and is in conversation with your work



## ORGANIZATIONAL STRATEGY SUGGESTIONS

- **Use headings and subheadings effectively.** They should be clear, precise, and in line with what your section is about. Readers use these to help navigate complex prose.
- **Use topic sentences for each paragraph.** Topic sentences aid you in staying focused and aid readers.
- Organize in a general-to-specific manner (use the hourglass method)
- Keep *one idea to one paragraph*. If you are shifting to a new idea, make a new paragraph.
- Always keep your purpose in mind and make sure everything you are writing ties directly to that purpose (and let your reader know how it does so).



# WRITING YOUR LITERATURE REVIEW



# GENERAL PRINCIPLES OF LITERATURE REVIEW WRITING

- Your literature review should typically answer the following questions:
  - Why is this topic important?
  - What is it important now and in your specific context?
  - What are the key works on this topic? (foundational studies)
  - What are new works on this topic? (last 5-10 years?)
  - Does the field agree or disagree on this topic?
  - How does this previous work intersect with your purpose for writing?

# WELL WRITTEN LITERATURE REVIEWS

- Well-written literature reviews are:
  - **Focused.** Focuses only on the narrow topic at hand and present only necessary information.
  - **Well-organized.** Uses clear organizational markers, topic sentences, and headings to help readers understand the literature.
  - **Provides broad overviews.** Synthesizing across sources and studies, offering a broad picture.
  - **Build a clear argument.** Articulates your study's relationship the field.
    - See "Dinner Table" metaphor in upcoming slides.
  - **Creates a research space:** Establishes the "why" your work is needed and how it furthers the scholarly conversation on this issue
  - **Furthers your purpose.** Offers a clear articulation of your study's purpose.

# THE DINNER TABLE METAPHOR



- In *Helping Doctoral Students Write*, Kamler and Thompson describe writing literature reviews as setting up a dinner party.
- **As a writer:** you invite the scholars you want to invite, you seat them where you want them to sit, you put them in conversation with each other, and you direct the conversation.
  - You create space for those guests to talk, but you may determine the nature and direction of the conversation
  - Some guests should *\*always\** be invited (foundational studies)
  - The dinner party is in relationship and conversation with *you and your own work*



# BUILDING AN ARGUMENT



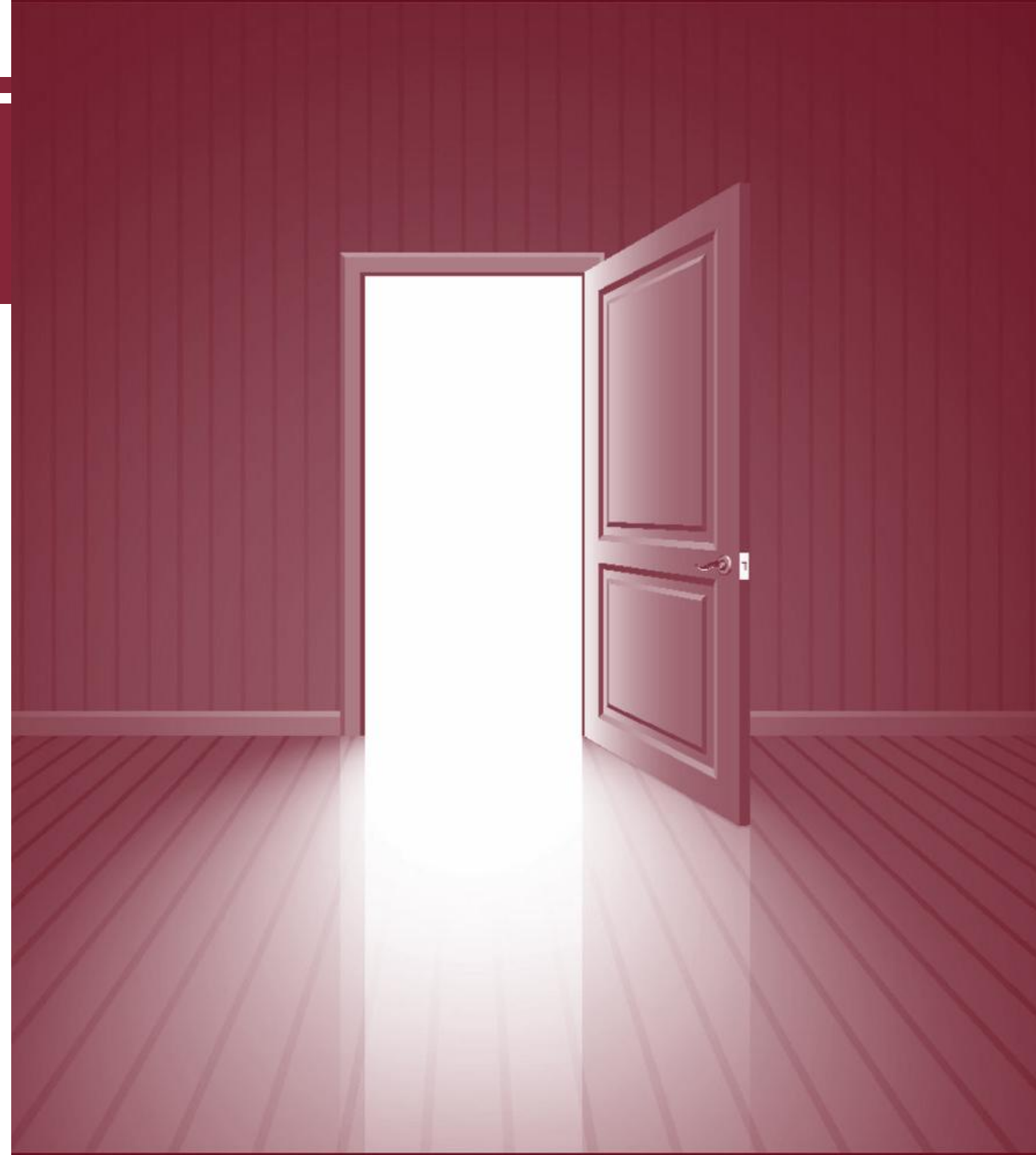


# HOW AND WHERE YOU MAKE AN ARGUMENT?

- **Arguments in the abstract:** The abstract of your article should make it clear what the overall purpose and argument of the piece is and the contributions you make with your article.
- **Arguments in the lit review:** Arguments from the literature go beyond summary and must position your work relationship to the previous works in three directions: 1) how your work is different; 2) how your work makes a contribution; and 3) what previous work informs yours.
- **Arguments in the discussion:** The strongest position to make arguments is rooted in your data. In the “discussion” section, you can discuss your work, extend theories, propose new theories and models, propose teaching approaches, and much more.
- In English, arguments in your literature review should always be **explicit, clear, and direct**.

# WRITING STRATEGY: THE ENTRY POINT

- The “entry point” is a way of allowing you to engage with the previous literature and **create space** for your own work.
- While there are **many strategies for doing this** we’ll look at three that Belcher proposes.



## BELCHER'S ENTRY POINTS: #1 – THE GAP

### ■ **The “Gap” Entry Point**

- This entry point is a common approach to structuring a literature review and introduction.
- This gap may exist because of:
  - Lack of diverse populations or locations
  - Lack of extensive research (new area to explore)
  - “blind spot” in the field where previous work has not considered

BELCHER'S  
ENTRY POINTS:  
#2 –  
SUPPORTING  
AND  
EXTENDING

- **Entry Point #2 is Supporting and Extending**
- This entry point is when you largely agree with previous work and are working to:
  - Replicate previous work
  - Extend previous work
  - Expand understanding
  - Help build upon existing theories

## BELCHER'S ENTRY POINTS: #3 – DISAGREE AND PIVOT

- **As Belcher says, you might find the previous research “unsound” and “correct it” (176)**
  - Tackling assumptions, lore, or unsupported assumptions in our practices or theories
  - Addressing unacknowledged biases or blind spots
  - “Calling out” the field and asking us to re-think practice
- **The authors you criticize are likely your blind peer reviewers. So:**
  - You must represent scholars' work fairly and accurately
  - This is best done standing on a mountain of compelling data

## ACTIVITY: HOW ARE THE GAPS AND CONTRIBUTIONS BEING DISCUSSED?

The United Nations Office for Disaster Risk Reduction defines disaster risk management as "the application of disaster risk reduction policies and strategies to prevent new disaster risk, reduce existing disaster risk and manage residual risk, contributing to the strengthening of resilience and reduction of disaster losses" (UNDRR, 2022b). Disaster risk applications may involve "immediate and localized" events with varying duration (UNDRR, 2022a), and disaster risk management is a complex activity with a need for fast analysis, regional considerations, and network complexities, such as supply chain implications. Given the automated and data-centric properties of AI, there is a large opportunity for AI to be widely used in recent disaster risk management applications (Sun et al., 2020). However, there is a need for a framework that can identify gaps and opportunities for using AI to analyze and manage disaster risk. Novel AI algorithms coupled with high-performance computing capabilities can be utilized to more accurately predict the geospatial and temporal patterns of disasters as they occur (Van Heteren et al., 2020). Indeed, a more in-depth study is needed to explore the potential benefits of more extensive deployment of AI methods in the field of risk analysis to address the rising magnitude and severity of natural and human-induced disasters.

## EXAMPLE "GAP" ARGUMENT IN AI DISASTER RISK ARTICLE

The United Nations Office for Disaster Risk Reduction defines disaster risk management as "the application of disaster risk reduction policies and strategies to prevent new disaster risk, reduce existing disaster risk and manage residual risk, contributing to the strengthening of resilience and reduction of disaster losses" (UNDRR, 2022b). Disaster risk applications may involve "immediate and localized" events with varying duration (UNDRR, 2022a), and disaster risk management is a complex activity with a need for fast analysis, regional considerations, and network complexities, such as supply chain implications. Given the automated and data-centric properties of AI, there is a large opportunity for AI to be widely used in recent disaster risk management applications (Sun et al., 2020). However, there is a need for a framework that can identify gaps and opportunities for using AI to analyze and manage disaster risk. Novel AI algorithms coupled with high-performance computing capabilities can be utilized to more accurately predict the geospatial and temporal patterns of disasters as they occur (Van Heteren et al., 2020). Indeed, a more in-depth study is needed to explore the potential benefits of more extensive deployment of AI methods in the field of risk analysis to address the rising magnitude and severity of natural and human-induced disasters.

Definition = Red

Why this matters = Orange

What the field knows = Blue

Demonstrating a "gap" = Green

The specific study = Purple



# ORGANIZING A PARAGRAPH IN A LITERATURE REVIEW

Visual journaling has also been explored as a means to treat posttraumatic stress disorder in military veterans. Mims (2015) conducted a 6-week pilot study based on Capacchione's (2002) approach to creative journaling. Quantitative data revealed no benefit from participation in the visual journaling group. However, the qualitative data did show benefits, including increased self-knowledge, self-confidence, self-understanding, and hope for the future among participants. Given the clear benefits to participants in these studies, and given that no scholarly literature has addressed the use of visual journaling as an intervention in individual counseling, we chose to fill this gap by illustrating its use in a hypothetical individual counseling case.

**Broad** Topic sentence that introduces the paragraph providing a general overview

**Specific** discussion of studies (almost always more than one); putting studies in relationship with each other to show connections.

**Specific** connection of previous research to the **purpose** of the piece; **creating a research space** by making a specific argument

## KEY TAKEAWAYS

- When writing a literature review, pay close attention to the
  - **Organizational structure:** Use headings, topic sentences, and a clear organization that is articulated to readers
  - **Use a range of sources, focusing on both new work and foundational studies:** highlight works that will best help you build the case for your work and provide key definitions and information
  - **Make an argument:** Make an argument about the previous literature in relationship to your own. Show readers directly how your work fits. Signal clearly your own work's contribution.

## STUDY CONTRIBUTIONS

- Entry points help you understand your **study's relationship with previous work**. But the other major writing move you need to make is to demonstrate your work's **contributions**. These strategies are often field specific.
- Reflect:
  - What does a good contribution look like in your field?
  - How can you signal a contribution in your field?
  - What is the specific contribution your article will make?

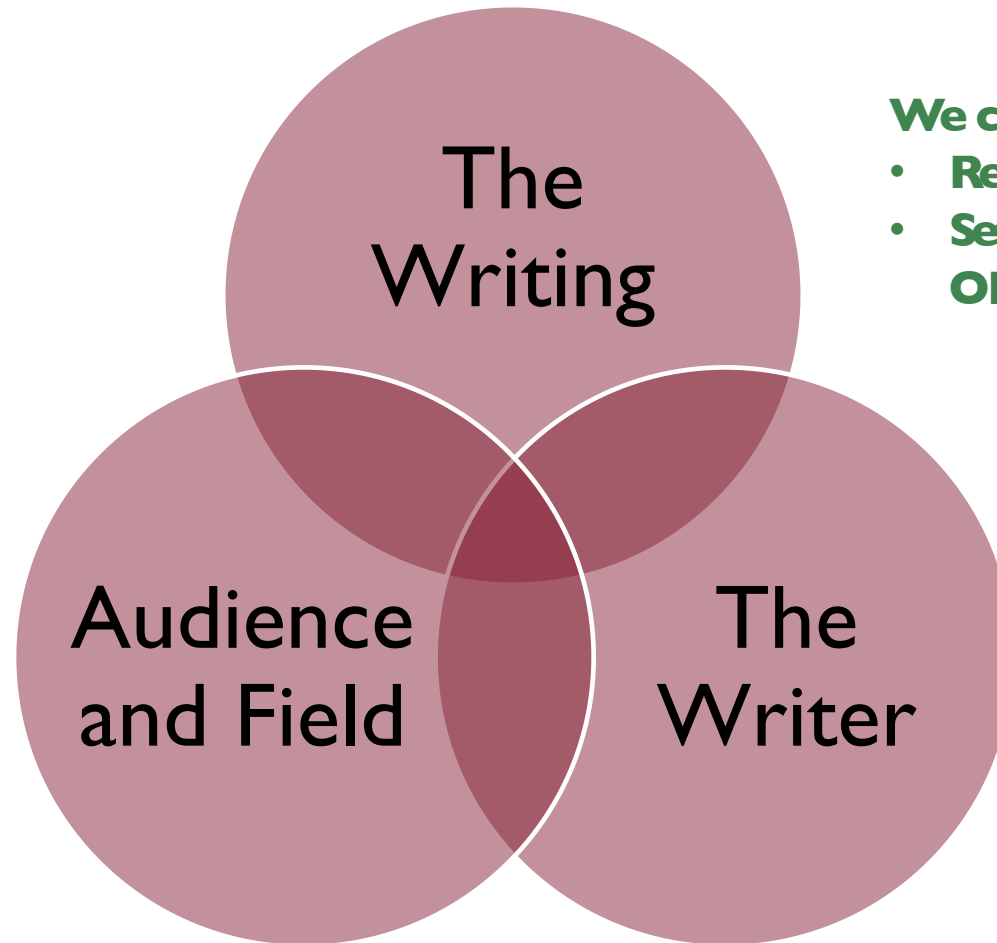
# AUDIENCE AND FIELD: THE PEER REVIEW PROCESS AND HANDLING FEEDBACK



# OVERVIEW: WHERE WE ARE AND WHERE WE ARE GOING

## We covered:

- Audience expectations
- Writing strategies for:
  - Signaling entry points, contributions, and
  - Structuring the article
- Writing for publication process
- Handling feedback



## We covered:

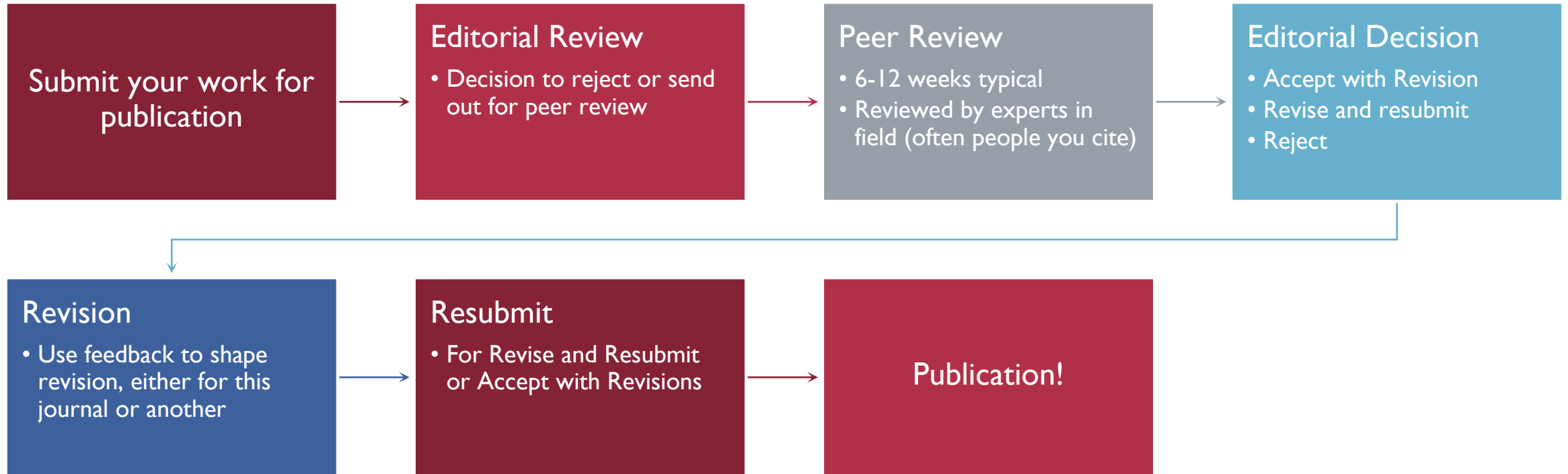
- Research mapping
- Setting Goals, Tasks, and Objectives

## We covered:

- Time Management
- Addressing Procrastination
- Addressing writing barriers
- Fostering positive writing dispositions

## DISCUSSION: BLIND PEER REVIEW PROCESS

- Does anyone have experience with submitting articles for publication and undergoing blind peer review? If so, please share your experiences!



## The Writing for Publication Process



# CHECKLIST FOR SUBMISSION

- You have **chosen an appropriate journal** and studied sample articles in that journal so that you understand the journal's conventions, audience, and expectations
- Your article **signals a clear relationship with previous work** and demonstrates a **novel contribution**,
- Your article is well organized for readers, including appropriate **headings, subheadings, topic sentences, and organizational markers**
- Your article has been reviewed by **several peers or faculty** and they have offered you feedback
- Your article meets the **word count, format**, and other submission requirements
- You have drafted a short **cover letter** that introduces the editor to the article (the cover letter should describe the article in 1 paragraph (with contributions) and also describe how the article fits the journal

# PEER REVIEW


- One of the key distinguishing features of academic publication is “peer review”
  - Also called “blind review” “blind peer review” or just “review”
  - “Double blind” review refers to two reviewers, who do not know each other or the author of the manuscript
  - Your manuscript must be submitted “blind” so that people do not know who you are
    - Thus, before you submit, your manuscript is stripped of all identifying features
- After submission, the editor of the journal will make a decision about your manuscript:
  - Reject the article (desk reject before submission); this will result in you not getting any feedback but usually desk rejections happen quickly so you can resubmit elsewhere
  - Send the article out for blind peer review

## WHO ARE PEER REVIEWERS?

- Peer reviewers are selected by journal editors to review your work.
  - Your manuscript is read by experts selected by the editor
  - Often peer reviewers are drawn from people that you cite (so make sure you are ethically citing all authors and work)
  - And/or people who regularly publish in that area
- Editors do their best to match expertise of peer reviewers with your subject area. Thus, your article will be read by experts.

# PEER REVIEW

- Peer reviewers are experts in the topic who are asked to offer an “impartial” review of your work.
  - Blind reviews are is always critical and rarely supportive.
  - The goal is to ensure the quality of the publication, help you improve your work, and ensure the integrity of the larger field
  - Peer reviewers’ goal is to both determine what goes into the publication and also to provide comments and feedback to help the article improve
  - Peer reviewers will make recommendations to the editor, which the editor will use to determine if they want to pursue your manuscript
- Often, peer reviewers may offer quite substantial feedback towards improving your manuscript. If you are serious about publication, you must take this feedback seriously and work with it.



*It is very common for you to have to undergo multiple rounds of serious revision before publication. This is true not only of new scholars but of experienced and published scholars.*

## OPTIONS ONCE YOU SUBMIT

- Editors will read your submission and decide how to proceed
  - **Editorial rejection.** The Editor has read your piece and has decided it is not a good fit for their journal. This usually happens when either A) your work is not a high enough quality or B) when the journal is not appropriate.
- The Editor decides to send the piece out for blind peer review. Blind peer reviewers typically take 2-4 months to review the piece and return it. At this point, you can have any of the following:
  - **Reject.** Your piece is rejected. Take the feedback that was offered, revise, and send it to a new journal for consideration.
  - **Revise and Resubmit.** This is a common designation for articles in their first stage of submission, and what this designation means is that the editors and reviewers feel that your work has promise, but it is not yet up to the standard of publication. Thus, they are willing to consider your article a second time if you are willing to revise it. This is a \*great\* opportunity for you!
  - **Accept with Revision.** Your article has been considered high quality enough to be accepted, but it still needs a bit more revision before it can see print. This is a fantastic thing to have happen—and is generally quite rare on the first submission to a journal.

	Total rounds of revision*	Average rounds of revision per scholar	Total Rejections	Total Revision and Resubmission Requests	Total Successful Publications
<b>Six Expert Scholars</b> <ul style="list-style-type: none"> <li>• 2 peer reviewed journal articles</li> <li>• 2 book chapters</li> <li>• 3 books</li> </ul>	16	4	2	11	6
<b>Eleven Emerging Scholars</b> <ul style="list-style-type: none"> <li>• 2 conference proceeding articles</li> <li>• 1 book chapter</li> <li>• 8 peer reviewed journal articles</li> </ul>	52	4	3	16	11

***Writing for Publication: Rejection, Revision, and Resubmission are part of the process.***

**From:** Driscoll, D. L. (Forthcoming, 2026). *Becoming an Expert Writer: Threshold Concepts in Writing for Publication*. WAC Clearinghouse.



**Table 3** Reviewers’ feedback analysis by category with participant counts

Category (feedback)	Total count (%)	Subcategory	Count per category	Feedback recipient count
Engagement with the Field	263 (54%)	Clarifying/defining concepts/terms/content in line with field	58	6 (67%)
		Incorporating literature, references, & theoretical framework	52	7 (78%)
		Building purpose, argument, & authorial voice	47	5 (56%)
		Suggesting a connection to the scholarship in field to present study	29	7 (78%)
		Articulating contribution, implication, & recommendation	18	7 (78%)
		Methodology (research methods, research questions, limitations, participants, procedures, analysis)	17	4 (44%)
		Contextualization of work in field	12	5 (56%)
		Encouraging a more nuanced and complex approach to the topic/ concept/content	9	4 (44%)
		Recommending revising the introduction to better situate in the field	9	4 (44%)
		Rhetorical knowledge of field’s expectations (audience expectations, genre)	7	3 (33%)
		Other (e.g., suggestions about conclusion, positionality of researcher to topic/field, title to align with field)	5	2 (22%)
Academic writing conventions	217 (44%)	Clarity & specificity	55	3 (33%)
		Details, examples, & evidence	45	6 (67%)
		Elaboration & explanation	29	6 (67%)
		Citation & formatting	28	1 (11%)
		Relevance & connections to the argument/content	21	9 (100%)
		Organization & transition	18	8 (89%)
		Consistency & logical coherence	8	1 (11%)
		Other (e.g., suggestions about reflection, overstatement, weak examples, content presentation/expression, ethical concerns)	13	1 (11%)
Miscellaneous	8 (2%)	Mechanics	5	1 (11%)
		Redundant content/language	3	1 (11%)
Total	488			

Consider this list:

1. What do you know how to effectively do in your writing?
2. What do you still need to learn how to do?

Cui, W., & Driscoll, D. L. (2025). From Telling to Crafting: An Analysis of Peer Review Feedback and Revision Processes of Emerging Scholars Writing for Publication. *Early Childhood Education Journal*, 1-18.

# WHAT DOES REVIEWER FEEDBACK LOOK LIKE?

Suitable Quality?: No - Sufficient General Interest?: No Conclusions Justified?: No Clearly Written?: Yes Procedures Described?: No  
Supplemental Material Warranted?: Yes

Comments: I have carefully read both the manuscript and the SI, and despite finding aspects of the work quite interesting, have I also have significant concerns about both the impact of the work, and the underpinning data, and thus suggest this manuscript would better suited, after revision, for a more specialized journal. I fully agree with the authors that the chemistry is reasonably unique in the exact way it is being used, but one must also admit that photoswitching of spiropyran to affect an chemical transition in a polymer is not exactly new, and in my opinion alone not sufficiently novel to support publication in PNAS. This leaves the non-linear optical self-trapping process as the primary justification for publication in PNAS. While the non-linear optical self-trapping is interesting, it is also slow, not well controlled, and (apparently) a rather lossy process.

The authors state in the very first sentence of the abstract "Next generation photonics envisions circuitry-free, rapidly reconfigurable systems powered by solitonic beams of self-trapped light and their particle-like interactions." The reconfiguration is not "rapid" relative to almost any other optical reconfiguration. It takes 10s of seconds to reach a maximum, and is not even stable after reaching a maximum. Rather the self-trapping then decays to some extent. It's hard to imagine a device where optical switching at such a rate would be useful (since the process is based on diffusion, it is also not clear that there would be a way to accelerate the process the 10 to 100-fold (or more) probably required for application. The fact that the switching is also not well controlled is another problem. While the authors state it is an attribute that one beam will modulate another beam some 10s-100s of microns away, I could also see this as a major issue, as it will reduce the number of beams that can pass through the same volume of material.....

**Review goes on for another page and a half...**

## HANDLING REVISIONS

- Realize that all feedback is useful to you to further your article and lead to eventual publication.
- Read the feedback and use it in the spirit it was given—to improve your work. If you are feeling frustrated or angry, step away, process your feelings, and then return to the work with a positive mindset
- If you want to be successful, you will need to incorporate most of the feedback as you revise. This is because usually the editor will send the article **back** to the toughest reviewer—and that reviewer wants to see that you have considered that feedback carefully.

## HANDLING REVISIONS: GET SUPPORT!

- **Process the feedback:** Give yourself time to read and re-read the reviews; give yourself at least a few days or weeks to think about the reviews.
- **Seek support:** Speak to your faculty mentors, colleagues, and others if you are stuck: faculty mentors and peers can often help us see a different perspective and can help us map out and plan
  - Having conversations about our work can help us work through difficulty
- **Make a plan:** Decide how best to proceed:
  - New approaches? New analysis? More experiments?
  - Sometimes the **road to publication** requires rethinking what we've done!

## BREAKING DOWN REVISIONS AND CREATING A PLAN

*One strategy that can help manage large amounts of feedback is to break it down into a chart, then do revisions one at a time:*

Feedback	My Thoughts	Revision Plan
Reviewer #1: Methodologically, I still have questions about the strength of the claims we can draw from self-reported data.	Even though I disagree with classic self-reported data arguments, I agree my claims can be strengthened and I see where this perspective is coming from. I wasn't careful enough about this in the draft.	Methods section: add a discussion of self-reported data to the "limitations" Discussion: p. 27, add in Salomon and Perkins' (2012) Detect, Elect, Connect model, as this model is largely perceptual in nature but is supported by transfer researchers.

## DO I PURSUE A DIFFICULT REVISE AND RESUBMIT OR SEEK A NEW JOURNAL?

- Sometimes you get unlucky with reviewers...
- But often, the problems that are present in your manuscript will be identified by multiple reviewers.
- Submitting to a new journal may set you back six months or more and end up with the same result (the need to substantially revise)
- The general advice is to pursue publication with a journal and make the necessary revisions before trying a new journal.

# REVISIONS, REVISIONS, REVISIONS

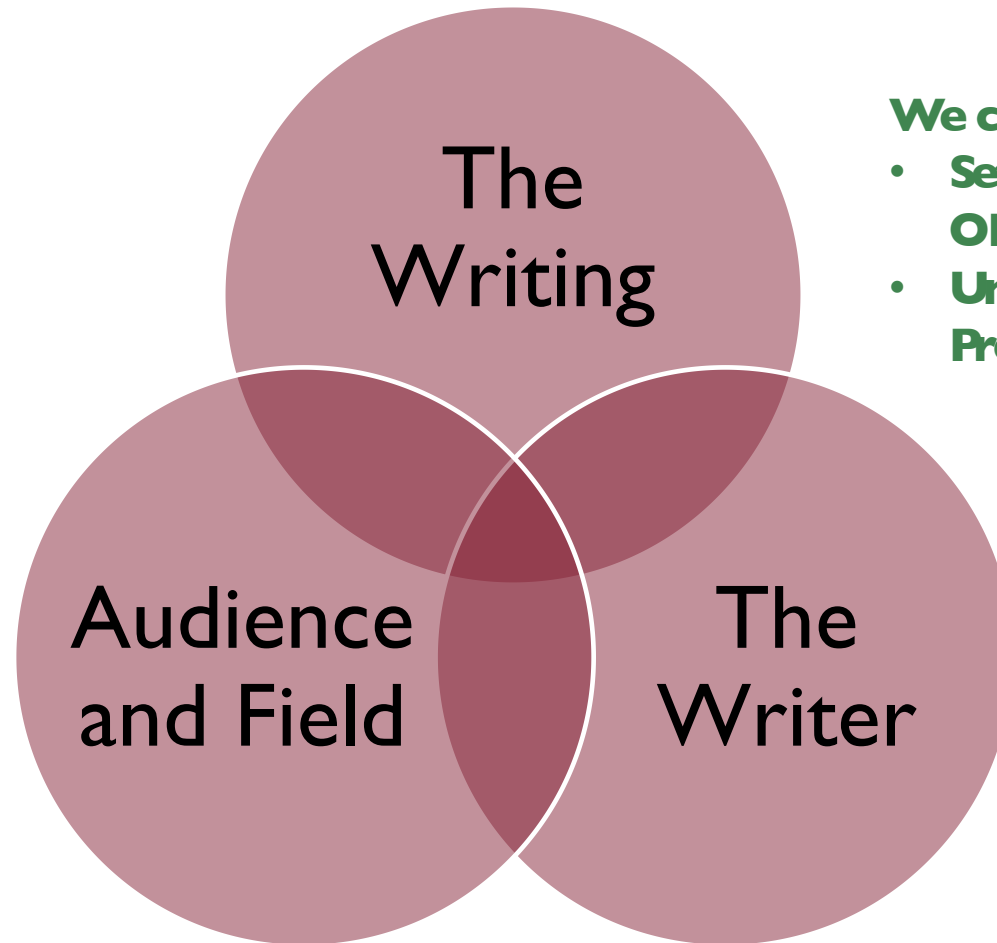
- Published articles often undergo many revisions both before and during submission
  - Many well published authors get rejected
- When you read articles, you see the end result of a messy and often long writing process
- Do not get discouraged if you feel overwhelmed by the revisions: step back, take the suggestions, and keep going
- **Perseverance and a positive attitude** are the best way to get published!



# WE DID IT!

## We covered:

- Audience expectations
- Writing strategies for:
  - Signaling entry points, contributions, and
  - Structuring the article
- Writing for publication process
- Handling feedback



## We covered:

- Setting Goals, Tasks, and Objectives
- Understanding Your Writing Process

## We covered:

- Time Management
- Addressing Procrastination
- Addressing writing barriers
- Fostering positive writing dispositions



# QUESTIONS AND DISCUSSION

