



THE UNIVERSITY OF BRITISH COLUMBIA

Department of Educational Studies

Faculty of Education

## Course Information

Prefix & number	Title
EDST 565C 93A	Academic Writing for Publication and Future Doctoral Work
Instructor	Prerequisites or restrictions (if any)
Dr. Dustin Louie	

### Focus or Content

This course aims to prepare students in Indigenous-focused masters programs to engage with writing for publication and learning how to best position themselves to be a strong candidate for doctoral programs. Beyond simply guiding students to transform their course papers into publishable articles in peer-reviewed journals, philosophies behind the role of publications in Indigenous research will be examined and the individual goals of each student in disseminating knowledge through publications. Foundation of the course are based on decolonizing principles that will be woven throughout our approach to knowledge dissemination and how the process and impacts of publishing research or conceptual papers can embody these teachings. In addition, building upon the approach to publishing on Indigenous topics, the class will engage in an examination of requirements for doctoral programs. Considering the application for doctoral programs is not solely dedicated to gaining acceptance, but recognizing programs that best meet our needs as scholars pursuing Indigenous topics. There is a growing recognition of the need challenge the foundations and aims of graduate education, and in our age of reconciliation it is imperative that both institutions and graduate students reimagine the process and outputs of doctoral programs.

### Goals, Objectives or Learning Outcomes

- Students will develop a personal philosophy of dissemination of knowledge through peer-reviewed articles on Indigenous topics.
- Papers that Indigenous faculty at UBC published when they were graduate students will be examined to witness creation of articles at this stage of scholarship to create achievable expectations.
- Each student will select an exemplary paper they wrote for a class in their masters program and, through a supported and guided process, transform their paper into a publishable article that is directed towards a focused audience and journal.
- Upon completion, or shortly after, students will submit their article to a peer-reviewed journal.
- An examination of the expectations of doctoral programs focusing on Indigenous topics in Canada to understand what masters students can pursue to best position themselves for further graduate studies.

### Assignments or Assessment Process

1. **Participation and Individual Sessions – 30%** - In this class there will be a mixture of learning sessions where we meet as the entire course for lectures and learning opportunities as well as individual meetings with the professor to shape your paper into something publishable. Both the group and individual sessions are absolutely essential and you will receive full marks if you attend and engage.

2. **Drafts of your Article – 50%** - Since the course only spans six weeks, there is not an expectation that you will completely transform your article into something publishable over the course. However, given that each paper will start in various stages of readiness, the assessments will be based on moving your paper closer to the stage of publication. In the earliest drafts each student will submit responses to a series of questions to help narrow the focus of your audience and topic of your paper.
3. **Statement of Intent – 20%** - Every doctoral program requires a statement of intent submitted as part of an application. In this exercise, students will look at various guidelines across universities and complete a draft of their statement of intent. Thinking beyond the university's requirements, the document should be grounded in each student's aims for doctoral research and how their research will impact Indigenous communities and graduate environments.

#### **Notes/Other**

Some of the content of this course will be uncomfortable as it refers to settler-Indigenous relations and the violence of settler-colonialism. The pedagogy of this course encourages

students to learn to hold space for these difficult and complex issues without being overwhelmed. Different students will also likely experience this course differently. If you identify as an Indigenous student taking this course, please let the instructor know.