Professional Writing for Librarians

Jennifer Little Kegler
The College at Brockport, jkegler@brockport.edu

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Professional Writing for Librarians

Jennifer Little Kegler
Library Instruction Coordinator/Reference Librarian
Drake Memorial Library
NYLA Annual Conference
Lake Placid, NY
October 21, 2015
Abstract

• During this session prospective authors will learn how one librarian wrote and published articles as a sole author, co-author and with a group of authors. Creative opportunities and projects abound in and around the library; the hard part is converting these projects into publishable material.
• Discover ways to generate research ideas through regular job duties, patron interactions, coursework, and grants.
• Learn how to take ideas and projects and publish them as scholarly articles for library journals.
• Bring your own topics and/or drafts, and we will work on them together.
• Identify publishing opportunities: both "traditional" journals and open access titles and peruse helpful publishing resources.
• Learn how to create a consistent online presence on Google scholar, ORCID, and/or your institutional repository, where you can also keep track of all types of scholarly work.
From start to finish

1. Finding topics or ideas
2. Article Types
3. Research
4. Authorship
5. Choosing publication venues
6. Write... or how not to get stuck
7. Submit... JUST DO IT!
8. Revise and re-submit
9. Your online research profile
Topics and Ideas

“If there's a book (or article) that you want to read, but it hasn't been written yet, then you must write it.”

— Toni Morrison
Brainstorm
Job responsibilities

• Campus-wide Information Literacy project
• Faculty interactions when teaching classes or serving on committees
• LibGuides author
• Informal mentoring opportunities
• Other passions and interests (e.g. e-reading and comprehension)
Community Connections

• Look for opportunities to interact with other librarians or community groups.

• Participate in Faculty learning communities:
  • “Using Research as a Teaching Tool” (2008-2009)
  • “Technology and Comprehension” (2010-11, funded, continued for two years voluntarily)

• Network across the community with student or faculty groups, Senate, clubs, etc.
Coursework (Formal/Informal)

• Graduate or Continuing Education classes (through local universities or online)

• Online webinars

• Conferences

• Professional Development Workshops

• Instructional design continuing education
Grants and Grant writing

- Information Literacy Grant: Offered small stipends for faculty to attend workshops.

- Technology Initiative Grants: Bought Kindles and iPads for library use.

- ACRL Assessment in Action Grant
Types of Articles

• Book Reviews
• Case Studies
• Bibliographies
• Perspectives Pieces
• Research Articles:
  – Quantitative
  – Qualitative
  – Response
  – Review
  – Theoretical
Free write
Research

“If you don't have time to read, you don't have the time (or the tools) to write. Simple as that.”

— Stephen King
Keep Up to Date

• Set up alerts for authors who have published on your topic in Google, bepress, databases.
• Set up an alert with specific search terms (e.g. LibGuides) in databases.
• Use an RSS reader to learn when journals publish new articles.
• Read listservs, twitter feeds, group posts, etc.
Determine how you are going to keep track of citations and notes.

- “Old fashioned” note cards
- A notebook
- Scrivener (http://www.literatureandlatte.com/)
- Zotero (http://www.zotero.org)
- Ebscohost or Gale “My account”
<table>
<thead>
<tr>
<th>Authorship</th>
<th>Challenges</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sole Author</strong></td>
<td>High self motivation.</td>
<td>Self-paced.</td>
</tr>
<tr>
<td></td>
<td>Set own schedule.</td>
<td>Set own deadlines.</td>
</tr>
<tr>
<td></td>
<td>Asking for help.</td>
<td>Ownership is clear.</td>
</tr>
<tr>
<td><strong>Two Authors</strong></td>
<td>Who is really “in charge?”</td>
<td>Communication between two is easy.</td>
</tr>
<tr>
<td></td>
<td>Sharing the workload.</td>
<td>Proofread each others’ work fairly easily.</td>
</tr>
<tr>
<td></td>
<td>Voice in the article.</td>
<td>Timeline may be quicker.</td>
</tr>
<tr>
<td><strong>Three or More Authors</strong></td>
<td>At least one person HAS to take the lead.</td>
<td>Multiple proofreaders.</td>
</tr>
<tr>
<td></td>
<td>Difficult scheduling meetings.</td>
<td>Many hands to help with data collection.</td>
</tr>
<tr>
<td></td>
<td>Various levels of commitment.</td>
<td>Broader level of knowledge on the topic.</td>
</tr>
</tbody>
</table>
Select a publication outlet

“The purpose of a writer is to keep civilization from destroying itself.”

— Albert Camus
“Traditional” Journal formats

• Cabell’s Directory of Publishing Opportunities
  http://www.cabells.com (subscription-based)
• Ulrich’s Periodical Directory (subscription-based)
• In Print: Publishing Ideas for College Librarians
• LIS Publications Wiki:
  http://slisapps.sjsu.edu/wikis/faculty/putnam/index.php/LIS_Publications_Wiki
• Iowa State LibGuide:
  http://instr.iastate.libguides.com/LibResearchResources
• Search relevant databases for titles in your discipline.
• Other opportunities (updated almost daily):
  • http://librarywriting.blogspot.com
## Cabell’s Directory Search Results - Page 1 (1-8 of 8)

<table>
<thead>
<tr>
<th>#</th>
<th>Journal Title and directories listed in</th>
<th>Review</th>
<th>No. Ext. Rev.</th>
<th>Acceptance Rate</th>
<th>Website Link</th>
<th>Indexed in JCR/ERIC</th>
<th>Open Access</th>
<th>Time To Publication</th>
<th>Editor’s Location</th>
<th>Cabell’s Latest Update</th>
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<tbody>
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<td>1</td>
<td>Internet Reference Services Quarterly Educational Technology &amp; Library Science</td>
<td>Double-Bliad Peer</td>
<td>3+</td>
<td>70%</td>
<td>Yes</td>
<td>ERIC</td>
<td>n/a</td>
<td>n/a</td>
<td>USA</td>
<td>Apr 23, 2013</td>
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<tr>
<td>2</td>
<td>Legal Reference Services Quarterly Educational Technology &amp; Library Science</td>
<td>Blind</td>
<td>3+</td>
<td>50%</td>
<td>Yes</td>
<td></td>
<td>n/a</td>
<td>n/a</td>
<td>USA</td>
<td>Jun 24, 2013</td>
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<tr>
<td>3</td>
<td>Medical Reference Services Quarterly Educational Technology &amp; Library Science</td>
<td>Blind</td>
<td>2</td>
<td>65%</td>
<td>Yes</td>
<td></td>
<td>n/a</td>
<td>n/a</td>
<td>USA</td>
<td>Jul 1, 2013</td>
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<td>4</td>
<td>Music Reference Services Quarterly Educational Technology &amp; Library Science</td>
<td>Double-Bliad Peer</td>
<td>3+</td>
<td>50%</td>
<td>Yes</td>
<td></td>
<td>n/a</td>
<td>n/a</td>
<td>USA</td>
<td>Jul 2, 2013</td>
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<td>5</td>
<td>Reference &amp; User Services Quarterly Educational Technology &amp; Library Science</td>
<td>Double-Bliad Peer</td>
<td>2</td>
<td>30%</td>
<td>Yes</td>
<td>JCR</td>
<td>n/a</td>
<td>n/a</td>
<td>USA</td>
<td>Feb 20, 2014</td>
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<td>6</td>
<td>Reference Librarian, The Educational Technology &amp; Library Science</td>
<td>Blind Peer</td>
<td>0</td>
<td>50%</td>
<td>Yes</td>
<td>ERIC</td>
<td>n/a</td>
<td>n/a</td>
<td>USA</td>
<td>Jun 12, 2013</td>
</tr>
<tr>
<td>7</td>
<td>Reference Reviews Educational Technology &amp; Library Science</td>
<td>Editorial</td>
<td>3+</td>
<td></td>
<td>Yes</td>
<td></td>
<td>n/a</td>
<td>n/a</td>
<td>United Kingdom</td>
<td>Jul 29, 2013</td>
</tr>
<tr>
<td>8</td>
<td>Reference Services Review Educational Technology &amp; Library Science</td>
<td>Double-Bliad Peer</td>
<td>2</td>
<td>76%</td>
<td>Yes</td>
<td></td>
<td>n/a</td>
<td>n/a</td>
<td>USA</td>
<td>Jul 29, 2013</td>
</tr>
</tbody>
</table>
Open Access Journal Formats

- Search SHERPA/ROMEO to see what the rules are for posting your article in an IR: [http://www.sherpa.ac.uk/romeo/](http://www.sherpa.ac.uk/romeo/)
- Search for “open access journal*” and topic to find relevant journal titles.
- Look in discipline-specific repositories:
  - Digital Commons: [http://digitalcommons.bepress.com/online-journals/](http://digitalcommons.bepress.com/online-journals/)
  - Open Journal Systems (select list): [https://pkpservices.sfu.ca/customers](https://pkpservices.sfu.ca/customers)
Write

“Start writing, no matter what. The water does not flow until the faucet is turned on.”

— Louis L'Amour
Hints for writing

• Leave your office. Go to a coffee shop.
• Go outside – take your laptop or writing pad.
• Spread out on a table – at home or “hide” at work in the stacks.
• Write in the middle of the night.
• Do something fun... lose any inhibitions.
• Don’t be afraid to ask others to read your draft. Fresh eyes are always helpful.
• Write when it hits you.
• Get over “I’m wasting my time.”
Submit

“We have to continually be jumping off cliffs and developing our wings on the way down.”

— Kurt Vonnegut
Just Do it!

• Submit to your first choice.
• Don’t wait until the article is “perfect.”
• Save your article drafts: the pre-print or post-print can often be added to your institutional repository.
• Expect to revise the article, always.
• Rejection is common, even after a re-write.
• Revise and re-submit to another journal.
• Congrats! You did it!
• Start mentoring the next generation of librarians.
Edit
Advantages of using the IR
(Institutional Repository)

• Increase the readership of your works. Google, Bing and other search engines will index your work and make it easier for scholars to find.

• Conform with open access standards of your institution.

• Manage and preserve your work for when you leave or retire from the institution.

• Create an online presence and increase citation by providing simple access for other scholars.
My BePress website:

Jennifer Little Kegler has published journal articles regarding information literacy instruction, faculty collaboration with librarians, and cognitive learning theory and online library research guides. She enjoys assisting students and faculty with information needs, whether through informal one-on-one interactions, formal class instruction, or in learning management systems.

Articles

- **E-readers, computer screens, or paper: Does reading comprehension change across media platforms?** (with Sara J. Margolin, Michael J. Toland, and Casey Driscoll), Library Publications and Presentations (2013)
  - The present research examined the impact of technology on reading comprehension. While previous research has...

- **Interdisciplinary collaboration: A faculty learning community creates a comprehensive LibGuide** (with Molra Fallon, Jason Daunenhauser, Betty Balzano, and Donald Halquist), Library Publications and Presentations (2010)
  - Purpose — Many colleges and universities require both undergraduate and graduate students to plan and...

  - Online library research guides are instructional tools that most libraries provide for their patrons. With...

- **Strategic Planning: First Steps in Sharing Information Literacy Goals with Faculty Across Disciplines** (with Jane H. Tuten), Library Publications and Presentations (2006)
  - Grounded in a campus-wide strategic planning effort and funded through a campus-wide lottery-based grant, the...

Contributions to Books

- **Business Students’ Learning Engagement as a Function of Reading Assigned E-Textbooks** (with Susan Sites-Uoe and Pat Maxwell), Library Publications and Presentations (2013)
  - In this chapter we report findings from a quantitative and qualitative pilot study of students...

Presentations

- **Embedded Librarians: Supporting Student Research** (with Charlie Cowling, Logan T. Rath, and Allison Wright), Library Presentations (2014)
  - Collaborative partnerships between faculty and librarians to support student research is not a new idea...
Google Scholar Profile

http://scholar.google.com/citations?user=0Dw2tX4AAAAJ&hl=en
ORCID

http://orcid.org/
Bibliography


My Publications


