**MKTG 6000**

**Academic Writing**

**Time:** TBD

**Instructor and Contact Information**

Professor: Dr. Caleb Warren

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Office Hours: By appointment

**Description of Course**

This PhD seminar will teach students how to write academic papers that readers can understand.

**Learning Outcomes**

* You will learn how to describe your research so that both expert and non-expert readers can understand your ideas.
* You will learn why most academic writing is difficult to understand and how to avoid the problems that plague most scholarly writing.
* You will learn how to structure sentences, sections, and articles to write a clear and persuasive academic paper.

**Objectives**

* During this course, students will learn how to give helpful feedback to others.
* During this course, students will learn how to effectively describe a research contribution.
* During this course, students will learn how to organize the writing in a research paper.
* During this course, students will learn about the habits and practices that make academic writing unclear and show them how to avoid these.

**Required Books**

Bernoff, Josh (2016), *Writing without Bullshit: Boost Your Career by Saying What You Mean*, Harper Business.

Birkenstein, C. & Graph, G. (2014). *They Say, I Say: The Moves that Matter in Academic Writing*.

Clark, Roy Peter (2008), *Writing Tools: 55 Essential Strategies for Every Writer*, 1st edition, Little, Brown and Company.

Goodson, P. (2016). *Becoming an academic writer: 50 exercises for paced, productive, and powerful writing*.

Heath, Chip and Dan Heath (2007), *Made to Stick*, Random House.

Pinker, Steven (2014), *The Sense of Style: The Thinking Person’s Guide to Writing in the 21st Century*, New York: Penguin Books.

Schimel, Joshua (2012), *Writing Science: How to Write Papers That Get Cited and Proposals That Get Funded*, USA: Oxford University Press.

Sword, H. (2012). *Stylish academic writing*. Harvard University Press.

Williams, Joseph M. (1990), *Style: Toward Clarity and Grace*, Chicago: University of Chicago Press.

Zinsser, W. (2006). *On writing well: The classic guide to writing nonfiction.*

**Seminar Format**

Each week:

* We will discuss a different **topic** related to academic writing.
* You will **write a section** of an original academic paper.
* You will give **feedback** on the writing of two other students in the class (after the first week).
* You will read articles and book chapters that give you a **background** understanding of the topic.
* We will analyze **examples** of academic articles that provide both good and bad examples.

*Writing Assignments*

Each week you will need to submit a section of original academic writing. You can submit either (a) a section that you write during the week, or (b) a section of a paper that you wrote before but that you want to improve.

Writing assignments are due midnight on Saturday before the seminar. Upload your submission in the discussion section of the class D2L page.

*Feedback*

After the first week, you will read the assignments submitted by two other students. You will give constructive feedback to these students. Upload your feedback to the D2L page before class.

*Background Reading*

Read these chapters and articles before class. You can access the journal articles through the library. The book chapters are either available online or in a hard copy of the book that should remain in the shared PhD office.

*Example Reading*

Each week, I include examples of articles (or reviews) that illustrate the type of writing I either want you to emulate or want you to avoid. You do not need to read these articles from front-to-back, but you should read both the introduction and the section that we will be discussing during class that week. For example, in week 4, read the introductions and method sections.

**Evaluation**

If you are taking this course for a grade, I will base your grade on four factors:

1. On-time submissions (20%). You will get full credit if you submit your writing assignments on time.

2. Feedback (20%). I will grade you based on whether you submit your feedback on time and the extent to which you give the author helpful feedback.

3. Discussion (20%). I will grade you based on the extent to which you are engaged in and contribute to the discussion each week.

4. Final paper (40%). I will grade your final paper based on the extent to which you improved the writing compared to your initial submissions.

***Grade Scale***

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

E = <60%

**Schedule**

Week 1. How to Give Feedback

Visiting Expert: Rajesh Bagchi (Virginia Tech) at 2:30pm.

Background reading:

1. **Bagchi, R.,** Block, L., Hamilton, R. W., & Ozanne, J. L. (2017). A Field Guide for the Review Process: Writing and Responding to Peer Reviews. *Journal of Consumer Research*, *43*(5), 860-872.
2. Bernoff, Josh (2016), *Writing without Bullshit: Boost Your Career by Saying What You Mean*, Harper Business. Ch. 19, “Edit Effectively.”

Article to review:

Warren, N., Farmer, M. Gu, T., & Warren, C. (2020). Clear Writing Increases the Impact of Academic Research. (Round 1 draft submitted to the Journal of Marketing, 11/2019.)

Writing assignment:

Pretend that you were assigned to review my paper (“Clear Writing Increases the Impact of Academic Research”) for the *Journal of Marketing*. Submit a review of this article. Your review should: (a) briefly summarize the intended contribution of the paper and what the paper shows; (b) note the strengths of the paper; and (c) discuss the concerns you have with the paper; and (d) give advice about how to address these concerns.

Week 2. How to Articulate Your Contribution

Visiting Expert: Hope Schau (Arizona) at 3:30pm

Background Reading:

1. Pinker, Steven (2014), *The Sense of Style: The Thinking Person’s Guide to Writing in the 21st Century*, New York: Penguin Books. Ch. 2, “A Window onto the World.”
2. Heath, Chip and Dan Heath (2007), *Made to Stick*, Random House. Ch. 1: “Simple.”
3. Schimel, Joshua (2012), *Writing Science: How to Write Papers That Get Cited and Proposals That Get Funded*, USA: Oxford University Press. Ch. 7: “The Challenge.”

Good Examples

* Epp, A. M., **Schau, H. J.,** & Price, L. L. (2014). The role of brands and mediating technologies in assembling long-distance family practices. *Journal of Marketing*, *78*(3), 81-101.
* Bloom, N., Garicano, L., Sadun, R., & Van Reenen, J. (2014). The distinct effects of information technology and communication technology on firm organization. *Management Science*, *60*(12), 2859-2885.

Counter Examples

* Bourdieu, P. (1984). *Distinction: A social critique of the judgement of taste*. Harvard university press.
* Hui, C., Lam, S. S., & Law, K. K. (2000). Instrumental values of organizational citizenship behavior for promotion: a field quasi-experiment. *Journal of Applied Psychology*, *85*(5), 822.

Writing assignment:

Submit an introduction. This is the opening of your paper. It should introduce your research, explain the contribution, and give readers a reason to read the rest of your paper. Most introductions are one or two pages double-spaced pages, although they may need to be shorter or longer, depending on your research and intended outlet.

Week 3. How to Organize Your Paper

Visiting Expert: Jonah Berger (Wharton) at 3:30pm.

Background Reading:

1. Pinker, Steven (2014a), *The Sense of Style: The Thinking Person’s Guide to Writing in the 21st Century*, New York: Penguin Books. Ch. 5, “Arcs of Coherence.
2. Birkenstein, C. & Graph, G. (2014). *They Say, I Say: The Moves that Matter in Academic Writing*. Chapters 1 & 2.
3. Bem, D. J., Zanna, M. P., & Darley, J. M. (1987). Writing the empirical journal article. *The complete academic: A practical guide for the beginning social scientist*, 171-201.

Good Examples:

* Grant Packard and **Jonah Berger** (2020), How Concrete Language Shapes Customer Satisfaction, *Journal of Consumer Research*, <https://doi.org/10.1093/jcr/ucaa038>
* Holt, D. B., & Thompson, C. J. (2004). Man-of-action heroes: The pursuit of heroic masculinity in everyday consumption. *Journal of Consumer Research*, *31*(2), 425-440. (“Discourse Analysis” section, p. 427-429)

Counter Examples:

* Matsuno, K., Mentzer, J. T., & Özsomer, A. (2002). The effects of entrepreneurial proclivity and market orientation on business performance. *Journal of Marketing*, *66*(3), 18-32.
* Attardo, S., & Raskin, V. (1991). Script Theory Revis (it) ed: Joke similarity and joke representation model. *Humor: International Journal of Humor Research*.

Writing assignment:

Submit a conceptual development section. This is the part of the paper between the introduction and the method section. In this section, you should review the relevant literature and state your hypotheses and/or research objectives.

Week 4. How to Exorcise the Curse of Knowledge

Visiting Expert: Anuj Shah (U Chicago) at 2:30pm.

Background Reading:

1. Pinker, Steven (2014a), *The Sense of Style: The Thinking Person’s Guide to Writing in the 21st Century*, New York: Penguin Books. Ch. 3, “The Curse of Knowledge.”
2. Heath, Chip and Dan Heath (2007), *Made to Stick*, Random House. Ch. 3: “Concrete.”
3. Clark, Roy Peter (2008), *Writing Tools: 55 Essential Strategies for Every Writer*, 1st edition, Little, Brown and Company. Tool 22, “Climb Up and Down the Ladder of Abstraction,” & Tool 14, “Get the Name of the Dog”

Good Examples

* Shaddy, F., & **Shah, A. K**. (2018). Deciding who gets what, fairly. *Journal of Consumer Research*, *45*(4), 833-848.
* Germann, F., Ebbes, P., & Grewal, R. (2015). The chief marketing officer matters!. *Journal of Marketing*, *79*(3), 1-22.

Counter Examples

* Baddeley, A., Gathercole, S., & Papagno, C. (1998). The phonological loop as a language learning device. *Psychological Review*, *105*(1), 158.
* Briley, D. A., Morris, M. W., & Simonson, I. (2000). Reasons as carriers of culture: Dynamic versus dispositional models of cultural influence on decision making. *Journal of Consumer Research*, *27*(2), 157-178.

Writing assignment:

Submit a method section. Your method section should explain how you collected your data or plan to collect your data. If your paper includes multiple studies, submit the method section for one of the studies. If you are not planning to collect data, then this section should describe your analytic strategy and/or explain your model.

Week 5. How to Write Directly

Visiting Expert: June Cotte (Ivey) at 2:30pm.

Background Reading:

1. Williams, Joseph M. (1990), *Style: Toward Clarity and Grace*, Chicago: University of Chicago Press. Ch. 2 “Clarity.”
2. Bernoff, Josh (2016), *Writing without Bullshit: Boost Your Career by Saying What You Mean*, Harper Business. Ch. 9, “Be Direct.”
3. Oppenheimer, Daniel M. (2006). Consequences of Erudite Vernacular Utilized Irrespective of Necessity: Problems with Using Long Words Needlessly. *Applied Cognitive Psychology*, 20(2), 139–56.

Good Examples:

* **Cotte, J.,** Ratneshwar, S., & Mick, D. G. (2004). The times of their lives: Phenomenological and metaphorical characteristics of consumer timestyles. *Journal of Consumer Research*, *31*(2), 333-345.
* Luca, M., & Zervas, G. (2016). Fake it till you make it: Reputation, competition, and Yelp review fraud. *Management Science*, *62*(12), 3412-3427.

Counter-examples

* Türe, M., & Ger, G. (2016). Continuity through change: navigating temporalities through heirloom rejuvenation. *Journal of Consumer Research*, *43*(1), 1-25.
* Webb, R., Glimcher, P. W., & Louie, K. (2020). The Normalization of Consumer Valuations: Context-Dependent Preferences from Neurobiological Constraints. *Management Science*.

Writing assignment:

Submit a results section. This section should describe the results of your analysis. If you have not collected data yet, then make up results for the purpose of this exercise. If your paper includes multiple studies, then submit the results only for the study that you submitted in week 4.

Week 6. How to Tell a Story

Visiting Expert: Leif Nelson (UC Berkeley) at 2:30pm.

Background Reading:

1. Heath, Chip and Dan Heath (2007), *Made to Stick*, Random House. Ch. 6: “Stories.”
2. Sword, H. (2012). *Stylish academic writing*. Harvard University Press. Ch. 9: “Show and Tell.”
3. Peracchio, L. A., & Escalas, J. E. (2008). Tell me a story: Crafting and publishing research in consumer psychology. *Journal of Consumer Psychology*, *18*(3), 197-204.

Good examples

* Gilbert, D. T., & Wilson, T. D. (2007). Prospection: Experiencing the future. *Science*, *317*(5843), 1351-1354.
* Simmons, J. P., **Nelson, L. D**., & Simonsohn, U. (2011). False-positive psychology: Undisclosed flexibility in data collection and analysis allows presenting anything as significant. *Psychological Science*, *22*(11), 1359-1366.

Counter-examples

* Cohen, J. B., & Reed, A. (2006). A multiple pathway anchoring and adjustment (MPAA) model of attitude generation and recruitment. *Journal of Consumer Research*, *33*(1), 1-15.
* Hartline, M. D., Maxham III, J. G., & McKee, D. O. (2000). Corridors of influence in the dissemination of customer-oriented strategy to customer contact service employees. *Journal of Marketing*, *64*(2), 35-50.

Writing Assignment:

Submit a General Discussion section. In this section, you should: (a) briefly review your results, (b) explain how they contribute to theory, practice, or (ideally) both, and (c) discuss how you could extend your research (i.e., limitations and future directions).

Week 7. How to Revise

Visiting Expert: Peter McGraw (Colorado) at 2:30pm.

Background reading:

1. Zinsser, W. (2006). *On writing well: The classic guide to writing nonfiction.* Ch. 3: “Clutter.”
2. Sword, H. (2012). *Stylish academic writing*. Harvard University Press. Ch. 5: “Smart Sentencing”
3. Goodson, P. (2016). *Becoming an academic writer: 50 exercises for paced, productive, and powerful writing*. Ch. 6: “Edit and Proofread.”

Example:

* Warren, N., Farmer, M., Gu, T., and Warren, C. (2020), “Marketing Ideas: How Scholars Can Write Clear and Influential Research Articles.”

Writing assignment:

Revise and resubmit the sections you submitted in weeks 2-6. Submit a second document in which you discuss the changes you made and why you made them.

**University Policies**

**Threatening Behavior Policy**

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

**Code of Academic Integrity**

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See<http://deanofstudents.arizona.edu/codeofacademicintegrity> <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>. The University Libraries have some excellent tips for avoiding plagiarism, available at <http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>.

**UA Nondiscrimination and Anti-harassment Policy**

The University is committed to creating and maintaining an environment free of discrimination; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

**Accessibility and Accommodations**

At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, [https://drc.arizona.edu/)](https://drc.arizona.edu/) to establish reasonable accommodations.

Subject to Change Statement

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.