

NRM 430/630

## Resource Management Planning

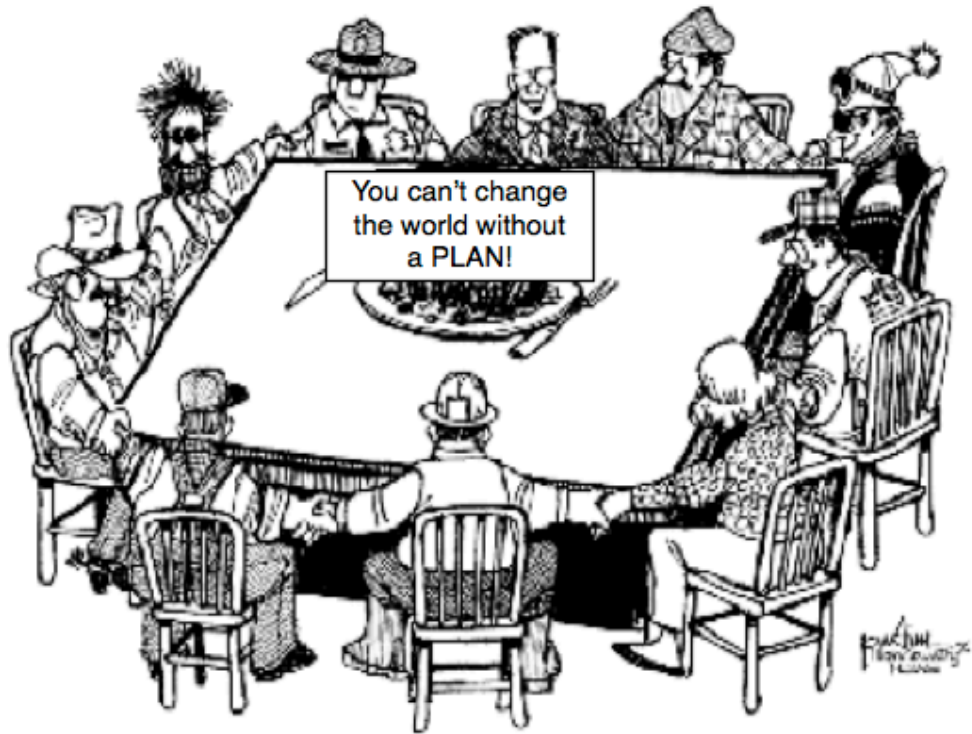
Planning

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Public Involvement

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Conflict Resolution



3 credits

Room 359 O'Neill Bldg

TuTh 11:30 a.m. to 1 p.m.

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Office Hours: after class and by appointment

### Course Description:

This class considers the application of planning and conflict resolution principles to natural resource management. It emphasizes public involvement, consensus-building, the basic steps in the planning process, and resource dispute simulations. We will also examine plans for wildlife, marine protected areas, forests, salmon, climate action, and city sustainability plans.

Conflict resolution and collaboration are two of the most important skills in planning, public policy, environmental studies, and resource management. These approaches emphasize that many modern environmental problems are complex, multi-jurisdictional, and dynamic. They require a wide range of skills to understand the problem, and an even wider range of stakeholder and public support to develop a solution and implement it.

### What is Resource Management Planning?

Resource planning helps humans live in closer harmony with nature — and with each other. It is predicated on a belief that science can help us avoid adverse impacts on the environment. And it has democratic, grassroots ideals at its core.

While **urban** planning deals primarily with **private** land, **resource** planning in the US deals primarily with **public** lands and resources. Technically, public lands and resources are owned by all the citizens and thus, every citizen should have a say in how they are managed.

There are management plans for almost every resource you can think of: caribou, rivers, moose, parks, forests, whales, wilderness areas, open space, trails, wildland fire, wildlife refuges, coastal areas, marine reserves, salmon, watersheds, etc. While their subject matter differs considerably, the **process** of developing resource management plans is largely the same.

For me, planning is the process of bringing dreams to life. In our personal lives, we plan for vacations, for college, for a career—we plan for ways to make our dreams come true. The difference is that in resource planning, the dreams are rarely our own: they

are instead the goals of the stakeholders involved in writing the plan. It is our job as planners to begin the process as neutral facilitators. We may not be neutral by the end (because the planner often has the best sense of what will succeed and what will not), but we need to start that way.

As a planner, you will have an opportunity to work with diverse teams of stakeholders to help them decide **where** they are going and **how** they are going to get there. At first it will seem impossible to get them to agree on anything. But the planning process is truly amazing in its ability to solve problems and get people to work together.

## Course Objectives:

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**Upon completion of this course, the student should be able to answer the following fundamental questions:**

1. What is planning and why is it being used so frequently in natural resource decision-making?
2. What is the difference between process and substance and why is this important?
3. Should the public be involved in planning? If so, how and to what extent?
4. Can conflict *improve* the quality of solutions to problems?
5. What guidelines can you offer that could improve the climate for a good settlement in a resource dispute?
6. What are the basics of facilitating meetings and mediating disputes?
7. What are the reasons for the basic steps in the planning process?
8. What are the basic components of resource plans?
9. What factors are considered in social, environmental, and economic impact assessment?
10. How and why are maps important in resource planning and decision-making?
11. When is it essential for a planner to remain neutral on resource issues? Is it always essential?

## IS CONFLICT A "VITAL RESOURCE"?

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"A considerable body of research suggests that where there is little conflict over issues, there is also likely to be poor decision making. Constructive conflict is a vital resource for social and organizational learning. Orchestrating conflicting perspectives ensures that key information that might otherwise be lost to view is brought to the fore, so that factions might learn from one another."

—R.F. Bowman, 2001. Harmony versus Productive Conflict. *The Educational Forum* 65 (Spring):221–226.

"One of the most important things to do in negotiation and mediation is to surface conflict (including rage) and to face it without blinking." —Kenneth S. Gallant

## Handouts

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We will read 5 chapters of *Wars over Wolves: Three Efforts to Resolve the Wolf Management Controversy*, available as a pdf file on Blackboard. You will write ~2 page summaries of Chapters 3-4, 5 and 6.

I use lots of handouts in class and also make them available on Blackboard. We will often refer to them in a later class so I recommend you obtain a 3-ring binder for the course to organize the handouts.

## Facebook is verboten

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Facebook is totally addicting for some people, but it is NOT allowed in this class. To ensure this, computers and cellphones are not allowed during class. The problem with them is not that the user is distracted—it's that everyone around them is distracted.

## Email

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- Always include a clear and specific **subject** in the subject line.
- Always include **your first and last name** somewhere in the email.
- Please do not forward chain letters or any information that does not relate specifically to the class.
- I prefer UAF email accounts so that I can write you from inside Blackboard if I need to reach you. If you do not

expect to use your UAF account, please forward it to your primary email address so that I can still reach you

via your UAF email address. If you don't know how to do that, let me know and I can send you the directions.

## GRADING POLICY

Pts	%	Assignment
500	20%	Alternatives for Menehune
400	16%	Final Exam
400	16%	Midterm
250	10%	Issues & Options Matrix for Menehune simulation
200	8%	Project on a type of planning. This will include a ~7 page report, a short presentation, and 3 examples of your chosen type of planning. The graduate students will do a larger version of this project.
150	6%	3 Plan Reviews
150	6%	Test 1 on planning process, conflict resolution concepts, & running meetings
150	6%	3 Chapter Summaries from <i>Wars over Wolves</i>
100	4%	Quiz on the Menehune simulation
100	4%	Attendance, participation in discussions, questions when guest speakers come, etc.
100	4%	Attendance and convincing role-playing performance in the Menehune simulation
<b>2450</b>	<b>100%</b>	<b>Total for undergraduates (not counting any public meeting critiques you might do)</b>
≤ 60 pts Extra		Extra Credit for up to 2 Public Meeting Critiques at 30 points each. To get credit, fill out the PUBLIC INVOLVEMENT CRITIQUE FORM within 2 weeks of the meeting (find the form on Blackboard). Please get permission from me before you attend such meetings so that I'm sure it <i>qualifies</i> as a public meeting.
<b>GRADUATE STUDENTS WILL BE GRADED ON THE ABOVE PLUS</b>		
100	3%	Graduate student participation in extra meeting times to discuss your research papers. Meet on several Thursdays from 1:10 to 2:10 pm.
300	10%	Graduate student research paper
150	4%	Review of your peers' papers
<b>2950</b>	<b>100%</b>	<b>Total for Graduate Students (not counting any public meeting critiques you might do)</b>

Note: **INCOMPLETES** are **NOT** an option except in *dire emergencies*. If such occur, you must have proof of the emergency and you must let me know as soon as possible so that arrangements can be made to finish the course.

**ATTENDANCE:** Research on teams shows that just ONE team member missing meetings has an impact on the entire team's productivity. This class is similar to a planning team and one person missing does undermine the class as a whole. In order to function at our collective best, I will deduct 5% from the final grade for each UNexcused absence. Everyone is allowed up to 3 Excused absences. If you must be absent, please send me an email asap explaining the reason.

### Disabilities

If you have a learning disability which may interfere with your ability to perform the work in this course, I am more than happy to work with you to see that your needs are met. However, you must obtain an Accommodation Letter from the Disabilities Office of the Health Center (ext.6158) [www.uaf.edu/chc/Disability.htm](http://www.uaf.edu/chc/Disability.htm). Accommodations will not be made retroactively (i.e. if you have a spelling disability, you must present the letter *before* any points are deducted for

spelling.) **Support Services** include: Office of Information Technology ([www.alaska.edu/oit/index.xml](http://www.alaska.edu/oit/index.xml)) or helpdesk@alaska.edu. UAF Writing Center (1-800-478-5246) [www.uaf.edu/english/writingcenter/](http://www.uaf.edu/english/writingcenter/)

## Plan Reviews

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We will review 3 plans and discuss them in class. You will find a form to fill out about the plan and the plans themselves on Blackboard. See the schedule for due dates.

1. Edmonton Environmental Plan
2. Madison WI Sustainability Plan
3. Juneau Climate Action Plan (and have since been carrying out!).

## 3 Chapter Summaries

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We'll read 5 chapters in *Wars over Wolves*, but will write ~1 page summaries on just chapters 3, 4, 5, & 6. Focus on how each planning process approached the "5 Ps" which are the key decisions every environmental mediation effort needs to make. Also add a one-paragraph synopsis of what you feel they did right and "wrong" in how they structured the process.

Please print them out for me and do NOT send via email. TO SAVE PAPER, please use 10 or 11 point fonts, 1.5 spacing (not double) and no more than 1 inch margins. I am delighted to accept papers that are already used on one side.

## Menhune Simulation (*pronounced men-uh-hoo-nee*)

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This simulation is about the construction of a resort in Turtle Bay, Oahu, Hawaii in an area that was used by locals as a park, fishing and swimming area and that also has endangered species and a valuable wetland. It is based on a real case and has several different stakeholders. Over the years, I've tried many different simulations, but this one brings out many of the issues involved in a planning case without having so many issues that we cannot get on top of them in a few weeks' time.

We will use the simulation several times through the semester to demonstrate the different steps in the planning process. The instructions for the simulation are posted on Blackboard. We will choose particular roles to play later in class.

**ADD CRITERIA FOR GRADING THEIR \_ AND PAPERS ON PLAN COMPARISON!!!**

## Become an expert on one type of planning

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Worldwide, plans are making more decisions than ever before—they are literally changing the world. If we are going to do anything about the many environmental problems that face us, planning will be involved. The odds are also very high that you will be involved in various types of planning at some point in your career if you stay in NRM. Thus it's important for you to be familiar with a wide variety of plans and for you to know what you prefer. It's also good to see that even within this class, there is a wide divergence of opinion on what is best to include.

Assume that you are a consultant in a particular type of planning (see some of the types of planning listed below) and a community has contacted you for advice on how to prepare such a plan. Write a report of **about 5-10 pages** for your "client" giving them a summary of the peer reviewed and other literature on best practices for that type of planning. In addition, include 3 examples of plans of this type that your client can examine. Summarize the best parts of the planning processes that your examples followed, and include what you think is good or needs to be improved about your examples (both in terms of the process they followed and the plan itself). I have posted a comparison table to make it easier to compare your 3 plans. You will do a short presentation on your findings.

I have posted LOTS plans on our Blackboard page, but in addition to the ones posted there, you can look for plans in an area of interest to you:

Bike plans, biodiversity protection plans, campus sustainability plans, city plans, climate action plans, coastal zone plans, coral reef plans, corporate sustainability plans, disaster planning, ecosystem restoration plans, ecotourism plans, endangered species plans, energy plans, grazing/rangeland mgmt plans, green infrastructure plans, habitat plans, hurricane preparation plans, invasive species plans, lake plans, marine reserve plans, national or state forest plans, new town plans, ocean plans, plans for adapting to climate change, polar bear (or other species-specific) plans, recreation plans, river plans, social marketing plans, smart growth plans, state and national park plans, trail plans, transportation plans, urban forest plans, waste management plans, wetland plans, whale plans, wilderness plans, wildlife refuge plans, wolf reintroduction plans. The diversity is enormous! Also look for different geographic areas: plans from Nepal, Mozambique, Gabon, Bolivia, Norway, Ecuador, New Zealand...wherever!

**Do NOT choose short plans!** They are actually more work because they don't provide enough information to make a good report. You will to lose points if you choose very short plans in the hope of making the project easier. Choose something you can sink your teeth into.

The project will include

1. a 5-10 page report comparing the plans, which aspects you like best in each and what you would do if you had to do this type of plan in the next year. Include literature from textbooks and peer-reviewed journals regarding this type of planning. See Blackboard for articles I posted on various types of planning. 100 points for the report.
2. A table comparing the 3 plans, using the plan review questions (and any questions you would like to add) for row headings. See the template below.
3. a 10-min presentation to the class regarding your findings (also worth 100 points) with 5 minutes for questions, and
4. a minimum of 3 examples of your chosen type of plan (digital copies are fine). Unless you use plans I have posted on Blackboard, the examples must be approved by me before you use them (because some things that are called plans do not include goals, objectives, or actions of any kind and I would not call that a plan).

**PLAN COMPARISON TABLE.** This form does not compare the plans; your text should do that. If you can, try to score the plans on those questions where scoring would be possible. You might use a scale of 0-5 (where 0 means it did not include the information and 5 means it did a stellar job). Which of your plans "scored" best in each category?

	Plan 1:	Plan 2:	Plan 3:
1. What is the name of this plan? Who wrote it?			
2. What type of plan is it (city, river, fishery, park, forest, refuge, marine reserve, etc)			
3. What issues/problems was the plan supposed to address (why did they do the plan)?			
4. Was the public involved in creating the plan? If so, how?			
5. Is there an overall vision that at least some people might find inspiring? Copy the vision if there is one and analyze it.			
6. Does it have goals and objectives that explain both what should be done and why? Give a few examples if so.			
7. Does it have measurable targets ( <i>such as who is to do how much of what by when</i> )? Give a few examples.			
8. Does it provide for evaluation of the plan's effectiveness? If so, how?			
9. Does the plan address the "3 E's" : environment, equity, economy?			
10. Is it user friendly? Is it attractive? <u>Should</u> it be user friendly and attractive?			
11. Were there any surprises about the plan, either good or bad?			
12. Name some things you like about the plan.			
13. Name some things you do not like or you think need improvement.			

14. Assume you are writing a plan for some area (perhaps a very different type of plan from this one). What lessons, if any, would you want to take away from this plan to use in another one?			
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## Some of my favorite quotations about planning:

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*Make no little plans: they have no magic to stir men's blood, and probably will not be realized. Make big plans: aim high in hope and work, remembering that a noble, logical diagram, once recorded, will never die.*

—Daniel Burnham, *Father of American Planning*, 1914

*Public opinion is everything. With public sentiment, nothing can fail. Without it, nothing can succeed.*

—Abraham Lincoln

*The good thing about the future is that it comes one day at a time.*

—Abraham Lincoln

*How wonderful it is that nobody need wait a single moment before starting to improve the world.*

—Anne Frank

*Without VISION, the people perish.*

—President Lyndon Johnson

*Nothing remains special by accident.*

—Charles Little, *Greenspaces for America*

*Planning, by definition, means thinking about the future, and that is an exercise requiring technical skill, imagination, and most of all **courage**.*

—Nelson R. Kellogg, *Science Historian*, 1997

*Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has.*

—Margaret Mead, *Anthropologist*

*The future is not a probable place we are being taken to, but a preferred place we are creating.*

—Peter Ellyard, *Urban Planner*, 1993

*Planning is about sharing power.*

—Report of the Commission for Africa

*Groups of people are better at problem solving than individuals and make better decisions than even the top experts in a group...Diversity enhances the wisdom of a group, improving our potential problem-solving and decision-making capacity.*

—from *The Art of Happiness in a Troubled World* by His Holiness the Dalai Lama and Howard C. Cutler, M.D.

***Human feelings are just as real as scientific data.***

—*Environmental Mediator Susan Carpenter*

*and on a separate topic...*

*"The hardest part of writing is staying in the chair."*

—Bob LeVitus

Greetings Grad Students!

This is a supplement to the NRM 430 Syllabus. You will do the work the undergrads are doing, plus attend some additional discussion sessions, write a research paper, and give a short presentation on your research findings. You will also serve as an Editorial Panel to review and improve each other's papers.

Your review of your peers' papers is so important that I'll be grading your reviews. You can learn a great deal about writing papers by grading them. But if I find things you do not, you could lose points, so be sure to do a thorough review.

This is going to be a small class where we'll get to know each other and we'll work as a team to help each other master the skills of writing research papers. Doing workshops on papers is surprisingly fun. Students in the past have enjoyed it and felt learned a lot.

### *DRAFT SCHEDULE*

WK	DATE	DAY	Topic	Assignments Due
0	14-Jan	TH	Welcome and introduction	
1	21-Jan	TH	Each week between now and the date when the draft is due, we meet briefly for progress reports on your papers. It won't take an entire hour.	
2	28-Jan	TH		
3	4-Feb	TH		
4	11-Feb	TH	Submit a title and topic description, including the type of plan and which plans you've chosen to review.	Choose which plans you are going to review. Do a search to see if anything has been written about HOW to do your type of planning.
5	18-Feb	TH	Progress reports each week.	
6	25-Feb	TH		
7	3-Mar	TH		
	10-Mar	TH	Spring Break	
8	17-Mar	TH		
9	24-Mar	TH		
10	31-Mar	TH	Students pick up copies of drafts to review.	Research paper drafts are due. Bring enough copies for each student and the instructor.
10	7-Apr	TH		Research paper drafts are due. Bring enough copies for each student and the instructor.
11	14-Apr	TH	1st editorial board review	
12	21-Apr	TH	2nd editorial board review	
13	28-Apr	TH	3rd editorial board review	
14	5-May	TH		
	12-May	TH		Final papers due

## Research Paper

### 1. BECOME AN EXPERT IN A TYPE OF PLANNING.

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**Choose 5 plans of a given type** (see below for ideas) and compare them using the criteria given in class as well as any others you feel are relevant. Try to find peer reviewed articles on how to do your type of planning. There are such articles on how to do endangered species, climate action and sustainability plans, but not a lot on other types of plans. It would be terrific to include interviews of planners and stakeholders who have worked on the plans you choose to review.

**Climate Action and/or Adaptation Planning.** Thousands of communities large and small are developing climate action plans. What does the literature say about this type of planning? Compare some examples of climate action planning; what conclusions can you draw about what makes a good one?

**Sustainability Planning.** Another recent trend is for cities to develop sustainability plans. What does the literature say about this type of planning? What should be in these? Are there guidelines for how to do them? Compare some of these plans for major cities or cities that clearly put effort into their plans. What conclusions can you draw from such a comparison? Corporations are also making strides in sustainability planning. This niche would make an excellent research project; you can find lists of the top 10 “green” corporations and look into what their plans have in common and how they differ.

**Other types of planning:** there are lots of different kinds of plans. If you have a particular interest, such as invasive species or ecotourism, there are plans for it. For many of these, there isn’t much peer reviewed literature on how they should be prepared. But you can do your own assessment by looking at several good examples. Don’t choose short little plans that don’t say anything. Look for serious plans that you can sink your teeth into and interview the planners and stakeholders involved to make an excellent, original research project!

**Marine Protected Area Planning.** This is a relative newcomer, since MPAs are new themselves. There is lots of information about this popular new type of planning and many examples to choose from.

**Protected Area Planning**—The US is not the only country doing park planning. In fact, many other countries have abandoned the US model of evicting resident peoples from parks. There is a great deal of literature on how parks and indigenous peoples can coexist in developing countries and the IUCN is a world leader in planning for protected areas. Lots of info in this area of planning.

**Trail Planning.** This could focus on wildland trails (the Appalachian Trail, started by famous planner Benton MacKaye, the Pacific Crest Trail, the Continental Divide Trail, the Sea Kayak Trail Plan for SE Alaska, or trail planning in general).

**Wildlife Management Planning,** discuss this field in general (history, rise in popularity and what caused this), then focus on examples. The desert tortoise is a species that has had many plans written for it. There are also many species here in Alaska.

**Fire Management Planning,** discuss its history and why it became a necessity. Alaska is “ahead” of many other areas, why? Discuss one area in more depth.

**Fisheries Management Planning.**

**Endangered Species Planning**—Lots of info in this area of planning. The Stellar Sea Lion is one species that could be focused on—there was a big planning effort for the species a short time back. Pacific NW salmon are another.

**National Forest Planning** by itself is a huge topic. The USFS puts enormous money and research into improving their process. If you are interested in this, we should talk about ways to make it manageable. There is also a body of literature on international forest planning, from Nepal to Indonesia and from Cameroon to Chile. Lots of info in this area of planning.

**Wild and Scenic River Planning.** Lots of info in this area of planning. Many rivers have been designated, but many conflicts over management remain. How are people dealing with conflicts between motorized and non-motorized uses? How many concessions should or will be allowed? Can you preserve the pristine nature of the corridor while encouraging heavy use by rafters, kayakers and others? Is “leave no trace” a necessary approach for Alaska’s wild and scenic rivers, or is this something for the lower 48 only? Find out what plans have been completed for wild and scenic rivers, both within and outside Alaska, compare and contrast them, etc. Do interviews with the planners and stakeholders to see what they think of the results.

### 2. OTHER TOPICS

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**The COP climate change negotiations (latest in Paris).** The negotiations on climate change involved an unprecedented 196 countries. It was the first time in world history that so many countries have come together to agree on anything, and these issues were very contentious. The French leader of the meeting and Christiana Figueres, executive secretary of the UN climate change convention, who served as mediators, were widely credited with this success. What did they do that made this complex negotiation work so well?



Author's Name: _____			
Criterion		Points Possible	Actual Points
<b>ORGANIZATION</b> Paper includes (1 point each) 1) A title page ____ YES ____ NO Title page includes <b>title</b> ____, student's <b>name</b> ____, <b>course</b> name ____ & number ____ and the <b>due date</b> ____. 2) an outline/table of contents ____ YES ____ NO 3) An abstract ____ YES ____ NO 4) introduction with a thesis statement ____ YES ____ NO ____ 6) a conclusion, ____ YES ____ NO 7) a "Literature Cited" page ____ YES ____ NO, and 8) headings and subheadings throughout the text ____ YES ____ NO. 9) page numbers ____ YES ____ NO.		9	
<b>1. TITLE:</b> Title captures essence of paper. It is <u>stated as a question</u> that addresses the fundamental purpose behind your research.		7	
<b>2. THESIS STATEMENT:</b> Paper includes an <u>underlined thesis statement</u> that summarizes the position the paper takes on the issue [ ____ YES ____ NO]. The thesis statement is part of the Introduction. [ ____ YES ____ NO]. <b><i>The thesis statement answers your title question; it is a succinct statement of your conclusion.</i></b>		16	
<b>3. Citations IN THE TEXT:</b> Whenever the info you cite is "not commonly known" you must cite the source (3 points off for every source that is missing). If the same source applies to the whole paragraph, include citation at end. If it applies just to one sentence, include citation at end of sentence. AT LEAST TEN literature citations are included <b>in the text</b> of the paper (note how many: ____). Each citation <u>in the text</u> includes ____ author(s), ____ year published Example: <i>In 2004, Fairbanks had 216 new elementary school students (Raadh 2007).</i> Ideally, these will be from at least 10 <b>different</b> sources (note how many diff sources are cited in text ____) Each of these sources is also included on the Lit.Cited page (check each to be sure). ____ YES ____ NO Only works cited in the text are included in Lit.Cited. list (check to be sure). ____ YES ____ NO		8	
<b>4. LITERATURE CITED PAGE</b> Includes a <b>minimum of 6 articles</b> from academic, peer-reviewed journals (considered journals <i>even if you downloaded them</i> from the UAF online database). (# of articles from peer-reviewed journals=____) (# of books cited = ____). All sources are listed as described in the "Lit Cited Format" in this packet: ____ YES ____ NO List the number of citations that do NOT follow proper format ____		8	
<b>5. PAPER IS OBJECTIVE.</b> Paper includes evidence from all sides of the debate. It stems from an UNBIASED perspective and reviews and analyzes evidence from all sides before reaching a conclusion. The author reports evidence that contradicts the thesis, yet convinces us that the <i>preponderance</i> of the data does support the thesis: e.g. "Despite X and Y, the existence of A, B and C indicates that this approach is the most reliable one at the current time."		8	
<b>6. The PAPER SUPPORTS THE THESIS STATEMENT</b> with <b>solid evidence</b> presented in a logical, compelling fashion. It is convincing and backed by evidence provided by an established and accepted authority. Your reader is the jury and you are the prosecutor; present your case and let " <b>the preponderance of the evidence</b> " convince them (12=very convincing; 6=somewhat convincing; 3=almost convincing).		12	
<b>7. EVALUATION.</b> Paper includes <b>more</b> than simple description ("The BLM did this and then they did that..."). ____ YES ____ NO Does it include <b>evaluation</b> (=critique & appraisal of the evidence for and against the thesis)? ____ Does it include <b>prescription</b> (=what we should do in the future regarding this issue)? ____ Paper reflects thought, <b>extensive research</b> and reflection. _____		8	
<b>8. GRAPHICS.</b> Count the number of ____ TABLES, ____ GRAPHS, ____ MAPS, ____ DIAGRAMS, and ____ PHOTOS. (these are REQUIRED if they are at all appropriate to the topic or the data). All Tables and Figures are NUMBERED ____, they are REFERRED to in the text ____, each has a TITLE ____, and a SOURCE ____ All photos have a CAPTION ____ and a SOURCE ____ Photos, etc. add to the <i>substance</i> of the paper and are not just "fluff". ____ YES ____ NO		8	
<b>9. WRITING QUALITY</b> Paper is a pleasure to read: varied and effective sentence structures and word choice, well-edited, not boring or verbose. The <b>tone</b> of paper is <i>professional</i> , like that found in a top academic journal.		12	
<b>10. The OVERALL QUALITY</b> of the paper is that of a professional paper in a scientific journal.		8	
<b>SUBTOTAL for CONTENT</b>		<b>100</b>	

**LESS ERRORS IN SPELLING, GRAMMAR AND FORMAT**

For each spelling error, clearly incorrect word, improper use of homonyms, etc.	-1	
For each grammatical or syntax error (subject and verb not in agreement, incomplete or run-on sentences).	-1	
For each significant punctuation error.	-1	
Paper does not use 1.5 line spacing (double uses too much paper!).	-5	
Paper does not use an 11 point font for the body of the text.	-5	
Pages do not have margins of 1 inch on all sides (saves paper; please do not use margins larger than 1 inch).	-5	
Pages are not numbered.	-5	
Paper is not bound or stapled.	-10	
<b>BONUS!</b> Paper is double sided (if you reuse paper, put the back side upside down so it is not confusing).	+5	
<b>Subtotal for Content (from page 1)</b>		
<b>Less Subtotal for errors (above)</b>		
<b>Percentage of points (% of 100 pts possible for draft)</b>		

**Please use the American Psychological Associations citation style for the citations in the text and for formatting your literature cited section at the end.**

***<https://owl.english.purdue.edu/owl/resource/560/01/>***

This is also the citation style used by most of our students in their theses.

# How to Conduct a Writer's Workshop

We will be doing a writer's workshop on each of your papers to review, evaluate, and improve the writing. Within a writer's workshop session, student papers are discussed by a group of people including the author. During the workshop, the reviewers examine the strengths and weaknesses of each paper, accentuating positive aspects and suggesting improvements in content and style.

Although the author is present, she or he remains "invisible" during most of the discussion. The author is expected to take notes during the discussion. Many reviewers also give their marked-up copy of the paper to the authors with further written comments. These comments are intended to help the author improve the paper, but the author is not obliged to follow all the suggestions. The process normally takes about half an hour per paper.

Most writing can be improved; it can benefit from the sensibilities and experiences of others, but **human nature often improperly equates imperfection in a creation with the imperfection of its creator.** To avoid this, it is the responsibility of the reviewers to ensure the atmosphere of the workshop is constructive and conducive to insightful discussions, rather than having people show off their intellect by attacking other people. Moreover, it's very important to stress positive aspects of the paper before presenting constructive criticisms.

**Papers are discussed according to the following format (which is frequently used by publishing houses when reviewing an author's book manuscript):**

## **1. The Author Reads a Paragraph**

The author of a paper reads a paragraph of his/her choice. The goal is to let the author express what he or she feels is particularly important about the work.

## **2. Author Becomes a "Fly on the Wall"**

Following this reading, the author becomes a "fly on the wall." They listen, but cannot comment on the discussion. Moreover, the reviewers do not address the author directly, i.e., the reviewers discuss the paper as though its author is not present. In particular, the reviewers should refer to "the author" in the third person and should not look at the author when making comments. This helps the reviewers focus strictly on the paper itself until step 6.

## **3. Reviewers Summarize the Key Points of Paper**

Each reviewer briefly summarizes the paper from their personal viewpoint. The goal is to identify what the reviewer(s) thought were the key points of the paper. Since the other participants have read the work, the summaries should be concise. In particular, it's best to avoid debating differences in the reviewers' summaries. The purpose is for the author to see if others grasped the points they were trying to make.

## **4. Reviewers Discuss the Strengths of the Work**

The group then discusses what they liked about the paper, first in terms of content and then in terms of style. The goal is to identify and praise the strengths of the work. Start the review process by accentuating the positives: what works, what is good, what the author should leave unchanged in the next iteration of the work. This makes it explicit what should be left alone during editing.

## **5. Reviewers Make Suggestions for Improvement**

After presenting the positive aspects of the paper, the group discusses how to improve the content and style of the paper. Discuss both what needs improvement and how to go about it. The goal here is *not* to criticize the paper per se, but rather to give the author constructive suggestions on how to make the paper better. In general, the style for critical comments is to first state the problem followed by a suggestion on how to solve the problem. Pay particular attention to the thesis statement, since this is critical to focusing a research paper. Also consider what is missing. Are there unanswered questions that come to your mind while reading the paper? Should the author address these questions?

## **6. Author Asks for Clarification**

After this discussion, the author of the paper may ask questions of the reviewers to clarify their statements. The goal is to give the author a chance to better understand certain comments, rather than to defend or debate the merits of the paper.

## **7. The review session closes with the reviewers thanking the author for writing the paper.**