



THE WRITING SPACE

WE ALL NEED ONE...

WHAT DOES IT MEAN?

- For you?
- For the research mission of the COE and the university?

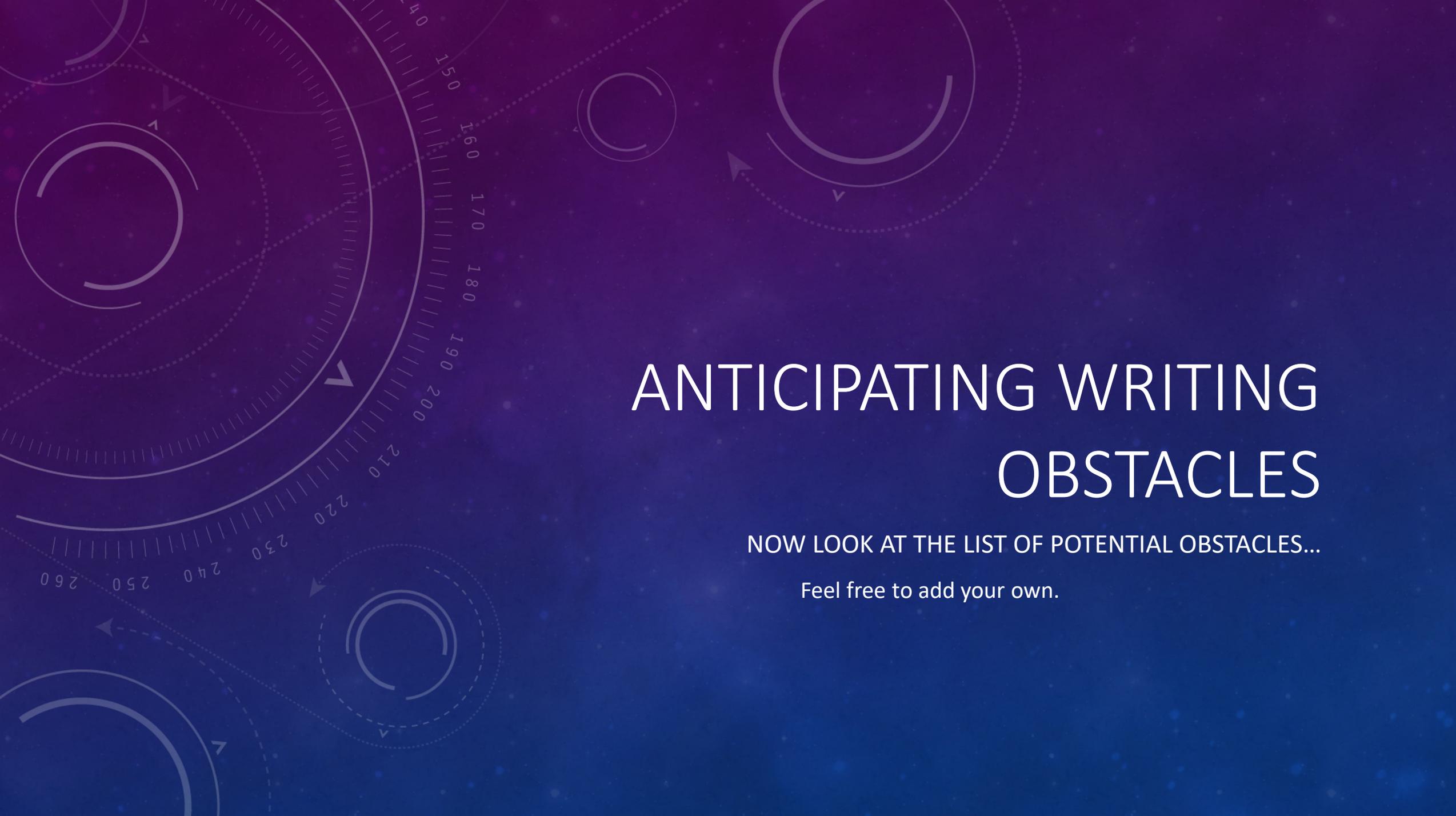
SHAMING: IS THAT ENOUGH MOTIVATION FOR YOU?

- “_____ is not really who I would consider a researcher.”
- "This is your job, so if you don't want to write there are plenty of other people who would love to be in your position."
- "If a faculty member at a research university needs a group of colleagues to push him/her to be productive, perhaps that faculty member might best be advised to think about finding different work or at least to seek out a teaching position somewhere other than at a research university."
- "Why do you need a support group?"
- "Can't you just motivate yourself to write?"

- Or in other words, the ..."just shut up and write" approach...

WE ALL HAVE NEEDS...

- What is important is to Identify your needs without judgment:
- Solitude
- Inspiration
- Substantive Feedback
- Cheerleading
- Authority figure to answer to
- Supportive groups
- Therapy...
- *You might need all at different times*

The background features a dark blue gradient with a subtle pattern of white dots. On the left side, there are several overlapping circular elements. A prominent one is a large circle with a scale around its perimeter, marked with numbers from 140 to 260 in increments of 10. Other circles include dashed lines, solid lines, and arrows, some pointing inward and some outward, creating a sense of motion or a technical diagram.

ANTICIPATING WRITING OBSTACLES

NOW LOOK AT THE LIST OF POTENTIAL OBSTACLES...

Feel free to add your own.

*Anticipating Writing Obstacles

1. I am really too busy!
2. Teaching preparation takes up all of my extra time.
3. I will write just as soon as I (_fill in the blank_).
4. I'm too depressed to write.
5. I'm going to make writing my number one goal in life.
6. I couldn't get to my writing site.
7. I have to read just one more book or article.
8. I just can't get started.
9. I'm afraid of writing because my idea is very emotional or controversial.
10. I'm afraid of writing because publication is so permanent.
11. I'm not in the mood to write.
12. My childcare responsibilities are preventing me from writing.
13. I really can't move forward on this project.
14. I can't write because my idea sucks.
15. I can't sit still.
16. I feel guilty about not writing.
17. My advisor is more of an obstacle than an aid.
18. I write so slowly that I never seem to get much done.
19. If I have a long, productive writing day, somehow it is harder, rather than easier, to get started the next day.

20. I know my writing habits are bad, but that's just who I am and I can't/don't want to change.
21. I am eager to write but I don't have the material or scholarly resources.
22. I have to make progress on several writing projects at the same time, and I am in a panic.
23. I would love to ask someone to read and comment on my work but everyone seems so busy I don't want to bother them.
24. I'm beginning to wonder if being a professor is really the career for me, so what's the point in writing? i probably won't get a job anyway.
25. I'm not smart enough to do this kind of work.
26. I get distracted surfing the web, emailing, and text messaging.
27. It is difficult to write in English!
28. I need big blocks of time to write and my schedule doesn't allow such blocks.

Belcher, W. L. (2009). *Writing your journal article in twelve weeks: A guide to publishing success*. Los Angeles: CA: Sage.

THE DIAGNOSIS...

- Overturning writing obstacles.
- Please think back to your most recent attempt to write. Now talk with your neighbor about the experience, especially the successes and those with problems (Boice, 1990).
- Now take a few minutes to write it down without regard to how it sounds. Save it.

Estimated Interference	Writing Interruptions & Obstacles

FIRST, DOCUMENT HOW YOU WOULD LIKE TO SPEND YOUR TIME WRITING

Now, fill out the plan you actually send writing & what you did with the rest of you time.

List everything: watching TV, commuting, meetings, going to class, sleeping, caring for family members, cleaning, laundry, cooking, etc. (Belcher, 2009)

Week 1 Calendar							
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
5:00 a.m.							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00 p.m.							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00 a.m.							
1:00							
2:00							
3:00							
4:00							
Total Minutes Actually Worked							
Tasks Completed							

THE CHALLENGE

- Ask yourself: What do I need to support my writing?
- Can I identify blocks of at least 15 minutes to 30 minutes writing time and allot that time to writing?
- If you're reacting to the idea of having needs, or to answering this simple question, gently ask yourself: Why?
- Consider what it would mean to accept your needs as part of who you are (as opposed to trying to fix them).
- Imagine a support structure that would meet your needs and support your writing.
- If it already exists, join it. If it doesn't create one and there are several types.

WRITING GROUPS

- Traditional
 - Meet face-to-face, once-a-month
 - Read, critique, and provide substantive feedback on each other's written work
 - Typical commitment of 5-8 hours per month
- Writing Accountability
 - Four people agree to meet weekly
 - Each member gets 15 minutes to discuss the following items: 1) my goals for last week were _____, 2) I did/did not meet them, 3) if I didn't meet them, it's because of _____ and 4) my writing goals for next week are _____.
 - Organizer selects a time and place for meeting
 - At the appointed time, people meet at the designated space and everyone writes
 - Every thing else is optional
- Online
 - Example is the Academic Ladder (One, 4 week \$115; Four, 4 week sessions \$375; Twelve, 4 week sessions \$987
 - <https://academicladder.com/>
 - Professional Coaches & Nags
 - Coaches charge between \$65-\$125 hour to increase your awareness of what's holding you back and help you to develop and implement strategies to move you forward
 - <http://pronagger.com/welcome-to-pronagger-old/>

“THE SECRET IS REGULARITY”.

(SILVIA, 2007, P 13).

- “Instead of finding time, allot time to write (Silvia, 2007, p. 12). *And use it to write...*
 - Other people will not respect your writing time.
 - It is not for checking email, reading the news, facebook, etc.
- Writing is more than typing words: Any action that is instrumental in completing a writing project is writing (Silvia, 2007, p 19).

YOUR WRITING SPACE...

- Find your location: “The best one is the one that what works for you”.
- Kitchen table
- Starbuck’s, Public library, etc.
- McWherter Library.
 - Find an open desk.
 - Individual study rooms may be checked out on a short-term basis through the Check Out desk. They are not available for reservations.
 - To reserve Group Study Rooms on the third or fourth floors:
 - https://www.memphis.edu/libraries/reservations/mcwherter_space.php
- Set Goals
 - List & display project goals
 - Set a concrete writing goal per day
- Set priorities
 - Check proofs/copy edited manuscripts
 - Finish projects with deadlines
 - Revise & resubmit manuscripts
 - Review manuscripts & grant proposals
 - Develop new a new manuscript
 - Other writing
- Monitor progress
 - Tracking is the key not the technology

RESOURCES

- Belcher, W. J. (2009). *Writing your journal article in 12 weeks: A guide to academic publishing success*. Thousand Oaks, CA: Sage Publications, Inc.
- Boice, R. (1990). *Professors as writers: A self-help guide to productive writing*. Stillwater, OK: New Forums Press.
- UNC Writing Center: <https://writingcenter.unc.edu/tips-and-tools/writing-groups/>
- Right Your Writing : <https://www.memphis.edu/research/development/thescientistwritingarticle.pdf>
- Silvia, P. J. (2007). *How to write a lot: A practical guide to productive academic writing*. Washington, D.C.: American Psychological Association.