

Getting Published in Horticulture HOS5505

Spring 2026

Online Asynchronous, 3 credits

Instructor

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Office hours:

Book time to meet with me

Join Zoom Meeting
<https://ufl.zoom.us/j/4945104654>

Course Description

Presents techniques for writing journal manuscripts to submit to horticulture, plant related, and agricultural journals. Topics covered include selecting a journal, writing the introduction, materials and methods, results, discussion as well as how to present data in addition to responding to rejection letters, manuscript revisions, and providing constructive reviews.

Course Overview and Purpose

This is an online course presenting techniques for presenting original data in a manuscript that can be submitted for publication. Students will work on individual sections of the manuscript as well as critique published papers. Ideally, students should complete the course with a draft manuscript or partial manuscript. Tips for writing and the use of writing groups will be introduced.

Course Prerequisites

Graduate student. Original data to draft a manuscript.

Course Learning Objectives

The objective of this course is for students to use a systematic approach for writing a draft manuscript.

Upon successful completion of this course, students will be able to:

1. Construct clear, succinct, and direct take home messages.
2. Compare and contrast the use of tables and figures for presenting data.
3. Analyze components that lead to focused writing.
4. Assemble introduction, methods, results, and discussion into a draft manuscript.
5. Construct responses to rejection letters.
6. Critiques and review manuscripts.
7. Discuss the use of AI in writing manuscripts

Textbooks, Learning Materials, and Supply Fees

OPTIONAL - Gladon, R.J., W.R. Graves, and J.M. Kelly. 2011. Getting Published in Life Sciences. John Wiley & Sons, Inc., Hoboken, NJ.)

Additional Reading (OPTIONAL)

- Gastel, B. and R.A. Day. 2016. How to Write and Publish a Scientific Paper, 8th Ed. Greenwood Publishing Group, Westport, CN. ISBN 978-1440842801
- Day, R.A. 2011. Scientific English, A Guide for Scientists and Other Professionals, 3rd Ed. Greenwood Publishing Group, Westport, CN. ISBN 978-0313391941
- Schimel, J. 2011. Writing Science: How to Write Papers that Get Cited and Proposals that Get Funded. Oxford University Press, Inc., New York. ISBN 978-0199760244.

Instructor's Interaction Plan

- Expect an instructor response to email and Canvas message within 24 hours, during weekdays and within 72 hours on weekend.
- Please do not wait until the weekend to complete assignments, as I may not be available to answer emails or messages as quickly.
- Expect instructor feedback for submitted assignments within one week past the assignment deadline.
- If you ever have questions or need clarification on instructor feedback, please message or schedule a meeting using Book time to meet with me.
- I will email the class at the beginning of the week to outline the topic for the week and remind you what is due that week.
- I will monitor and read the discussions. I may post to the entire class, within groups, or message you individually concerning the discussion to give you feedback.
- I invite your feedback in both midterm and end-of-term GatorEvals and plan to continuously improve student experience within the course. Your opinion is highly valued.

Required Technology & How to Obtain Technology

- Links to all downloadable resources are provided. These resources include software and online tools, apps, plug-ins such as PDF Reader, media players, collaboration tools, social media, interactive multimedia apps, etc.
- Instructions are provided for how to access materials available through the institution's library or subscription services, including online journals or databases. When available, links are also provided.

Digital Information Literacy Skills

- Using online libraries and databases to locate and gather appropriate information

- Using computer networks to locate and store files or data
- Using online search tools for specific academic purposes
- Analyzing digital information for credibility, currency, and bias
- Properly citing information sources
- Preparing a presentation or written report of research findings

Technical Skills

- Using the learning management system (Canvas)
- Using email with attachments
- Creating and submitting files in commonly used word processing program formats
- Using spreadsheet programs
- Using presentation and graphics programs
- Using web conferencing tools and software

Communication Guidelines

- Use **Course Question Discussion Board**, for general course questions that others may have too.
- Use **Canvas Inbox (messaging tool)** for questions that are specific to your grades or submissions.
- **Email & phone correspondence** are for (1) setting a meeting time for office hours, (2) DRC accommodations; (3) emergency situations; or (4) highly sensitive situations.
- A respectful tone is used by all community members in all forms of communication.
- Written communication, both formal and informal, uses the official language of instruction rather than popular online abbreviations and graphic elements such as those sometimes used in social media.
- Video interactions reflect a respectful tone in verbal communications and body language.
- Spelling, punctuation, and grammar are correct.

Class Demeanor/Expectations

This is an online course with weekly lectures and assignments. The week begins on Monday and ends on Sunday. Students are expected to login to the course website at least once a week to watch the narrated lecture and complete the assignments. Each week also offers OPTIONAL MATERIALS created to help students understand the topic of the week.

Technical Support

UF Computing Help Desk & Ticket Number: All technical issues require a UF Helpdesk Ticket Number. The UF Helpdesk is available 24 hours a day, 7 days a week. <https://helpdesk.ufl.edu/> | 352-392-4357

Weekly Course Schedule

Week of	Topic and Assignments	Points	Due Date – 5 pm Eastern Time
Week 1 -Jan 12	<i>Least Publishable Unit</i>		
	Lecture – What to expect in this course		

Week of	Topic and Assignments	Points	Due Date – 5 pm Eastern Time
	Lecture – What is that LPU?		
	Discussion – Self Introduction and LPU	10 pts	Jan 14
	Getting Started Exercise	20 pts	Jan 18
Week 2 - Jan 19	<i>Outlining and Selecting a Journal</i>		
	Lecture – Value of Outlining		
	Lecture – Selecting the journal		
	Discussion – Selecting a journal	10 pts	Jan 21
	Outlining exercise	20 pts	Jan 25
Week 3- Jan 26	<i>Presenting Data</i>		
	Lecture – Compare tables vs figures		
	Perusal – Value of tables	10 pts	Jan 28
	Tables and figures exercise	20 pts	Feb 1
Week 4 -Feb 2	<i>Take Home Messages</i>		
	Lecture – Writing take-home message		
	Lecture – Writing the results section		
	Discussion – Provisional titles	10 pts	Feb 4
	Take Home Message exercise	20 pts	Feb 8
Week 5 - Feb 9	<i>Materials and Methods</i>		
	Lecture – Writing the Materials and Methods Section		
	Submit - Materials and methods section (reviews will be assigned on Feb 12)		Feb 11
	Peer review of materials and methods	20 pts	Feb 15
Week 6 - Feb 16	<i>Introduction</i>		
	Lecture – Writing the Introduction		
	Perusal - Introductions	20 pts	Feb 22
Week 7 - Feb 23	<i>Discussion</i>		
	Lecture – Writing the discussion		
	Perusal - Discussions	20 pts	Mar 1
Week 8 - Mar 2	<i>Abstract</i>		
	Lecture – Writing the abstract		
	Submit abstract (reviews assigned on Mar 5)		Mar 4
	Peer review of abstract	20 pts	Mar 8
Week 9 - Mar 9	<i>Putting it together</i>		

Week of	Topic and Assignments	Points	Due Date – 5 pm Eastern Time
	YouTube – Proofreading and Editing		
	Submit draft manuscript	35 pts	Mar 15
<u>Week 10 - Mar 16</u>	<u>Spring Break</u>		
<u>Week 11 - Mar 23</u>	<u>Rejection Letters</u>		Mar 29
	YouTube – Paper rejected now what?		
	YouTube – Why you get rejected		
	Discussion – Dealing with rejection	10 pts	Mar 25
<u>Week 12- Mar 30</u>	<u>Editing and AI</u>		
	YouTube- New AI Rules		
	Work on revisions to manuscript	-----	Apr 5
<u>Week 13- Apr 6</u>	<u>Ethics</u>		
	Lecture on Ethics		
	Discussion – Personal code of ethics	10 pts	Apr 8
<u>Week 14- Apr 13</u>	<u>Reflection</u>		
	Discussion - reflection	10 pts	April 15
<u>Week 15 - Apr 20</u>	<u>Catch up</u>		
	Turn in any missing assignments	-----	Apr 22
<u>Apr 27</u>	<u>FINALS WEEK</u>		Apr 30

Grading Policy

LIFE HAPPENS - There is a 4-day grace period for all discussion posts and assignments. The discussion and assignment will be locked 4 days after the due date. HOWEVER, I will accept discussions and assignments in the last week of class for HALF the points.

Discussion posts: Discussion posts must be completed by **Wednesday** at 5 pm ET. Discussion posts should be well written and address the issue or question being discussed. All posts should be made within the week assigned. Discussions will be graded on the quality and timeliness of the response (see discussion grading rubric below). Each student is expected to comment on **two classmates' posts**. Discussion posts will be accepted up to four days after the due date but will be marked down 2 points. They are worth 10 points.

Exercises: There are several exercises to help put the pieces of the manuscript together. They will show up in Canvas.

- Getting started – writing your hypothesis and objective.
- Outlining – create a rough outline of your paper.
- Table and figures – create tables and figures with your data.
- Take home message - write a clear take home message with data to support it.
- Materials and methods section and peer review

- Perusal – Introduction
- Perusal – Discussion
- Abstracts and peer review

Paper: Students are expected to work on a paper or writing project during the semester. The draft paper is due before spring break. The instructor will provide comments and students will be allowed to resubmit a revised paper by the end of the semester.

Course Grading Structure

Assignment Type	Point Value	Total Points	Percentage of Grade
Discussions (7)	10	70	27%
Exercises (8)	20	160	60%
Draft Paper (1)	35	35	13%
		265	

Grading Scale

See the current [UF grading policies](#) for more information.

Grade	Points-ORH4256	Percentage
A	250-265	95-100
A-	236-249	90-94
B+	231-235	88-89
B	223-230	85-87
B-	208-222	80-84
C+	205-209	78-79
C	197-204	75-77
C-	183-196	70-74
D+	178-182	68-69
D	170-177	65-67
D-	157-169	60-64
S	0--156	0-59

Attendance & Make-up Work

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. [UF Attendance Policies](#)

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Academic Policies and Resources

Academic policies for this course are consistent with university policies. See <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>

Campus Health and Wellness Resources

Visit <https://one.uf.edu/whole-gator/topics> for resources that are designed to help you thrive physically, mentally, and emotionally at UF.

Please contact [UMatterWeCare](#) for additional and immediate support.

Artificial Intelligence Policy

Purpose: The aim of this policy is to ensure the responsible and ethical use of generative AI tools. The use of such technology should enhance learning and creativity while maintaining academic integrity.

Acceptable Use: Students are encouraged to use generative AI tools for the following purposes:

- Generating ideas and brainstorming for assignments and projects.
- Improving their writing through AI-assisted feedback and suggestions.
- Properly citing information in assignments using APA style.

Unacceptable Use: Students must not use generative AI tools for the following purposes:

- Completing quizzes, exams, or any other assessments meant to test individual understanding and knowledge.
- Submitting AI-generated content as their own work without proper attribution.

Academic Integrity:

- Any use of AI-generated content must be clearly attributed. This includes wording, ideas, or structures derived from AI tools.
- Proper APA citations must be used to reference all AI-assisted contributions in assignments.
- Failure to disclose the use of AI can be considered a form of academic dishonesty and result in disciplinary action.

Student Privacy Disclaimer

For online courses with recorded materials a statement informing students of privacy related issues such as:

Our class sessions may be audio-visually recorded for students in the class to refer to and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally agree to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.]

Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals,
2. Their Canvas course menu under GatorEvals, or
3. The central portal at <https://my-ufl.bluera.com>

Guidance on how to provide constructive feedback is available

at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Software Use

All faculty, staff and students at the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Student Complaints:

- Residential Course: <https://www.sfa.ufl.edu/written-student-complaints/>
- Online Course: <https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint>

Privacy and Accessibility Policies

For information about the privacy policies of the tools used in this course, see the links below:

- Adobe
 - [Adobe Privacy Policy](#)
 - [Adobe Accessibility](#)
- Instructure (Canvas)
 - [Instructure Privacy Policy](#)
 - [Instructure Accessibility](#)
- Educreations
 - [Educreations Privacy](#)
 - [Educreations Accessibility](#)
- Microsoft
 - [Microsoft Privacy Policy](#)
 - [Microsoft Accessibility](#)
- Perusall
 - [Perusal Accessibility](#)
 - [Perusal Privacy](#)
- Sonic Foundry (Mediasite Streaming Video Player)
 - [Sonic Foundry Privacy Policy](#)
 - [Mediasite Accessibility \(PDF\)](#)
- TechSmith
 - [TechSmith Privacy Policy](#)
 - [TechSmith Accessibility](#)
- VoiceThread
 - [VoiceThread Privacy Policy](#)

- [VoiceThread Accessibility](#)
- YouTube (Google)
 - [YouTube \(Google\) Privacy Policy](#)
 - [YouTube \(Google\) Accessibility](#)
- Zoom
 - [Zoom Privacy Policy](#)
 - [Zoom Accessibility](#)