Fall 2017
College of Arts and Sciences, COLL-X 250, Section 35712
Academic Editing & Publishing Syllabus

Instructor Information

Instructor: Sarah Hare
Office: Herman B Wells Library East 241D
Office hours: By appointment; please e-mail to set up an appointment at any time
Contact information: E-mail (scrissin@indiana.edu) is the best way to contact me
Associate Instructor: Sonali Mali

Course Information

Class meeting days and times:
Every three-hour session will have a 15-minute break.
- October 22, 2-5 PM
- November 5, 2-5 PM
- December 3, 2-5 PM
- December 10, 2-4:15 PM (wrap up)

Class location: Fine Arts Building 010
Course prerequisites and co-requisites: Involvement with the *Indiana University Journal of Undergraduate Research*
Required texts and materials: There is no textbook and readings will consist of journal articles and other resources available openly or through the Library's electronic resources. When possible, these will be posted to Canvas.
Canvas: Assignments will be turned in and graded via Canvas. It is imperative that you check Canvas regularly, as I will also provide updates and communicate with you in via our course space.
More information: Our one-credit hour course will serve as a high-level survey of publishing issues, but it is beyond our scope to do a deep dive. If you're more interested in publishing after the course, please contact Sarah and/or peruse the following publication, which offers in-depth coverage of many of the topics we discuss:
- Morris, S., Barnas, E., LaFrenier, D., Reich, M. (2013). *The handbook of journal publishing*. Cambridge: Cambridge University Press.

Course Goals and Learning Outcomes

Course description: The purpose of this course is to inform students of broad academic editing and publishing issues and concepts while giving them a practical skillset for publishing a multidisciplinary undergraduate scholarly journal at Indiana University.
Learning outcomes:
- Students will articulate the specific roles and responsibilities involved in the academic publishing process, from collecting data to final publication
- Students will identify best practices for peer reviewing and editing submitted manuscripts

- Students will describe and follow ethical publishing standards for maintaining privacy, copyright, blind review, inclusion, and transparency
- Students will understand the importance of their role as an ambassador for undergraduate research at Indiana University

Grading

Course expectations:

Assignment	Due Date	Percent of Final Grade
Participation in class, including in-class activities	--	40% (10% for each workshop)
Reading Reflection #1	11/5 on Canvas	20%
Reading Reflection #2	12/3 on Canvas	20%
Final Course Reflection	12/10 on Canvas	20%

- **Participation in Class**: Full participation points will be awarded to students who are consistently prepared for class and engaged in class content and activities. *I will take attendance in every workshop by collecting students' one-minute papers.*
- **Reading Reflections:** Two reading reflections, worth 20% each, will be due via Canvas. Each will have a specific prompt and ask students to synthesize and reflect on what they read.
- **Final Course Reflection:** The final course reflection will ask students to reflect on the course, their learning, where they still need clarification/ help, and how their processes have changed or developed throughout the semester.

Course Policies

Grades
- **Late Work**: Late work will be accepted up to one week after the original due date for half credit. Once it is one week after a deadline, students will receive an automatic zero.
- **Grades of Incomplete or Pass/Fail**: This course is pass/fail.
- **Plagiarism and Academic Dishonesty**: Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course. Any act of academic dishonesty will not be tolerated and will be subject to Indiana University's policy on academic misconduct (see the IU code of student rights, responsibilities, and conduct: http://www.iu.edu/~code/). Ignorance of the rules does not exclude any member of the IU community from this Code.

Additional Course Policies
- **Attendance**: ****_You will not receive a passing grade for this course if you miss more than TWO of our Sunday workshops for any reason._**** Please plan accordingly and drop the course if you won't be able to attend a majority of our workshops. **If you do miss a session, please contact your chair to learn about the information you missed.**
- **Civility**: All students are expected to abide by Indiana University "Code of Student Rights, Responsibilities, and Conduct." This code can be found at http://www.dsa.indiana.edu/Code/. When using electronic communication, Internet etiquette is expected.

- **Use of electronic devices in class**: It is expected that you will not be text messaging during class. You will need to use an electronic device for some in-class activities. During this time, it is expected that you will use the device for in-class work only.
- **Students with Disabilities**: I will make every effort to accommodate students with disabilities. Please contact me directly or reach out to Disability Services (https://studentaffairs.indiana.edu/disability-services-students/) for accommodations.
- **Religious Observances**: Indiana University respects the right of all students to observe their religious holidays and will make reasonable accommodation, upon request, for such observances. Students requesting accommodations for observances must do so by the second week of the semester. This request is to be in writing utilizing the Religious Observances Form. Students can access the form via the following website: http://www.indiana.edu/~deanfac/holidays.html.
- **Students called to active military duty**: If this happens, please let me know and I will do my best to accommodate you.

Expectations for Students
- Treat instructors, guest lecturers, and your fellow students with respect.
  - I will not tolerate harassment of instructors, guest lecturers, or other students in any form. Harassment includes offensive verbal comments related to race, ethnicity, sex, gender identity or expression, sexual orientation, country of origin, age, disability, physical appearance, body size, religion, veteran status or other protected class status; inappropriate physical contact; and unwelcome sexual attention.
- Cooperate with your fellow students during in-class activities and collaborative projects.
- Prepare for class and participate and engage in course material.
- Communicate with the instructor via Canvas regularly. Also check your IU e-mail for any correspondence about the course.

Adapted from Catherine Fraser Riehle and the critlib unconference code of conduct

Schedule
Note: This schedule is subject to change at the instructor's discretion

	Complete **BEFORE** Class	In-Class Activities
Workshop #1, 10/22 *Introduction to* IUJUR *and OJS*	- Review syllabus - Introduce yourself on the "Introductions" Board in Canvas	First Half - Class Overview, Policies, and Assignments - Pre-Test - Why *IUJUR* Matters & Context of Undergraduate Research - Sonali: Organization & Processes of *IUJUR*

		<u>Second Half</u> • OJS Back End Overview • OJS Worksheet • OJS in the Greater Publishing Ecosystem • One minute paper
Workshop #2, 11/5 *Reviewer Responsibilities and Best Practices*	1. Read the *IUJUR* submission assigned to your board 2. Readings on peer reviewer responsibilities and best practices: • Pat Thompson, Referring a Journal Article: Part I, https://patthomson.net/2012/01/07/refereeing-a-journal-article-part-1-reading/; Part II, https://patthomson.net/2012/01/13/refereeing-a-journal-article-part-2-making-a-recommendation/; and Part III https://patthomson.net/2012/01/19/refereeing-a-journal-article-part-3-writing-the-feedback/ • COPE Ethical Guidelines for Peer Reviewers, https://publicationethics.org/resources/guidelines (scroll down to "guidelines for peer reviewers to access the PDF) • Types of Review, Wiley, https://authorservices.wiley.com/Reviewers/journal-reviewers/what-is-peer-review/types-of-peer-review.html 3. Editor logistics: • Review the Purdue OWL's comparison of citation styles: http://go.iu.edu/1GKx • "Ensuring a Blind Review," http://go.iu.edu/1GKy 4. "Reading Reflection #1" in Canvas	<u>First Half</u> • Quality & Merits of Undergraduate Research Discussion • Small Group Activity: Create Your Own Rubric • Sonali: Introduction to *IUJUR* Rubrics • Reviewing Submissions Activity <u>Second Half</u> • Citation Style Overview (APA & Chicago Notes) • Ensuring a Blind Review • Syncing Comments in Word • One minute paper
Workshop #3, 12/3 *Research Ethics Overview (Citation, Plagiarism, Copyright,*	1. Readings on research ethics: • COPE Principles of Transparency and Best Practices in Scholarly Publishing (pgs. 2-3), http://go.iu.edu/1GKs • Review the Purdue OWL's differences in paraphrasing, summarizing, quoting:	<u>First Half</u> • Editorial Best Practices & General Publishing Ethics • Ethical Dilemma

Transparency) and Trends in Publishing	https://owl.english.purdue.edu/owl/resource/563/1/ 2. Readings on innovations in publishing: • *The Handbook of Journal Publishing*, Morris et. al, skim pgs. 380-395 (available as an eBook in IUCAT: https://iucat.iu.edu/catalog/16115951 • Kathleen Fitzpatrick, *Planned Obsolescence*, "Chapter 1: Peer Review," read pgs. 11-15 (advance the page by clicking top left arrow) http://mcpress.media-commons.org/plannedobsolescence/one/the-history-of-peer-review/ • Creative Commons Overview, https://creativecommons.org/licenses/ 3. "Reading Reflection #2" in Canvas	Case Study Activity Second Half • Publishing Innovations Overview (OA, 3D Objects, DH, XML-first) • Small Group Discussion on Incorporating Innovations into *IUJUR* • One minute paper
Wrap Up, 12/10	1. Identify a top journal in your discipline/major. Come to class ready to report three reasons why scholars revere the journal that you selected. 2. "Final Course Reflection" in Canvas	• Ideas for Utilizing Your *IUJUR* Experience • Measuring Impact of *IUJUR* (metrics, indexing, peer journals) • Post-test • Evaluations