

S656: Scholarly Communication
Fall 2017
School of Informatics and Computing
Department of Library and Information Science
Instructor: [Kristi L. Palmer](#)

Contact

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Office hours by appointment.

I will also respond to messages sent through the course's Canvas page though we will not be using Canvas as our primary means of communication for this online only course.

Course Description

Examines the ways in which scholarly information is produced, disseminated, and evaluated. Print and digital modes of production, as well as formal and informal models will be discussed. Challenges and opportunities for providing access to information will be examined, focusing on the open access movement, peer review, and digital scholarly repositories. An emphasis will be made on the role of the information professional in scholarly communication.

Required Text

Borgman, C.L. (Either version is fine-2007 or 2010). *Scholarship in the Digital Age: Information, infrastructure, and the Internet*. Cambridge, Massachusetts: The MIT Press.

The 2007 version of this work is available digitally at no cost to you via IUCAT:

<http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=208748&site=ehost-live>

Course Design, Participation, and Communication

In the spirit of change in scholarly communication, we are going to try something new. The majority of assignments will be submitted to the class CommentPress <http://ulib.iupui.edu/p2press/> (here to referred to as P2Press) site for open peer-to-peer commenting and discussion. You will be required to read and comment upon work submitted by your peers. I will NOT put grade-linked comments in this forum, nor will I share grades in this forum. Additionally, I will assign a grade to the assignment prior to reading any peer-created comments. It is critical that we treat one another with the utmost respect and civility in our shared comments. Constructive criticism is encouraged as this is a vital skill in academic librarian work. If I feel that a particular discussion line is not in line with course content or debate is not kept civilly constructive I will intervene as appropriate.

Regular, professional, active, and thoughtful participation is expected to receive the full participation points per week. Agreeing with a peer or essentially repeating what another has

commented is not enough to earn the full participation points. Expected levels of participation will become clearer the first two weeks.

Again the primary means of interaction will be through P2Press. When you need to correspond with me one-on-one email (klpalmer@iupui.edu) is the best mechanism to do so but I will monitor and respond to all forms of communication mentioned above (phone, in person, and Canvas).

Also, I have turned on auto captioning for any video or tutorial that is presented in this class. The majority of the videos and tutorials in the class are done through YouTube. To turn on the closed captioning, hover over the bottom of the video box until you see CC appear, click to turn on.

Assignments and Coursework

Mini Assignments and Reading Reactions (20%)

These assignments will be related to the readings, **400-600 words**, and discussion sparking. Sometimes in lieu of an actual assignment I will ask you to share your thoughts on, react to that week's readings. I want to hear what you think.

- Make connections to previous week readings in this class, readings in other classes, experiences you've had.
- It should be clear to me that you have read all the readings/watched all the videos for the week. If your entire post is about one article you will lose points.
- **Copying and pasting a large chunk of text from the reading and writing a one-sentence comment upon that quote, will not suffice.**

Peer Commenting Through Course P2Press (20%)

A significant part of the scholarly communication process (and your grade) is idea and information sharing, and constructive debate with peers.

- This portion of your grade will reflect how actively, consistently, productively, and civilly you responded to at least **4 (unless otherwise specified) of your peers' posted assignments**.
- These commenting posts do not necessarily have to be lengthy, **50 words** can express thoughtful insights. For example, simply posting "I like what you say here..." and quoting the peer, is nowhere near sufficient.

This piece of the course replaces the interaction we would have experienced in an in-person setting. I have intentionally kept the Mini Assignments and Reading Reactions brief in terms of required length so that each of you will be able to read and review/add comments to other classmates' submissions. To reiterate, if I feel that a particular discussion line is not in line with course content or debate is not kept civilly constructive I will intervene as appropriate. Ongoing inappropriate commenting will be reflected negatively in one's forum participation grade.

Infographic and Position Paper/Blog (40%)

Background

Infographics are data driven, visually informative, concise and typically persuasive way to convey information. To learn more about the purpose and key elements of infographics take a

look at the brief introduction by Mark Davis and David Quinn, "Visualizing Text: The New Literacy of Infographics," in the December 2013 issue of *Reading Today*, Available at: <http://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=93288599&site=ehost-live>

The Assignment Options and Particulars

1) Create an infographic and 2) Write a supporting position paper/blog that supports the infographic.

OPTION ONE: Traditional Research

Conduct a literature review on your selected topic, locate at least **3 academic articles, books or credible information sources** to support the data you present and position you support. If you have a concern about whether an information source is credible please ask but also know this is a key skill for librarianship. Suggested databases for locating appropriate articles include: Academic Search Premier, Library & Information Science Source, Library, Information Science & Technology Abstracts, and MasterFILE Premier. Try a keyword search of: "**scholarly communication**" and **study**, for example data driven articles.

Some example positions: Open access increases citation rate or open access has no impact on citation rate; Open text books save students money; Monograph level research is vital to humanities research; Society/Association publishers will cease to exist as a result of open access publishing; MOOCs revolutionize university education; Library's are effective as publishers or publishing partners; Peer review is crucial in scholarly communication; Blogs by academics are important in scholarly communication.

OPTION 2: Service Learning

Work with the IUPUI Center for Digital Scholarship Librarians to develop an infographic with supporting blog post, utilizing primary data from IUPUI ScholarWorks, IUPUI's institutional repository. IUPUI Scholarly Communication Librarian Jere Odell is looking for infographics and blog posts that share various aspects of usage connected to IUPUI ScholarWorks. You will meet (phone or in person) with Mr. Odell, ascertain what goals he has for the data, conduct background research that supports his goals, and utilize the data he provides to create an infographic and blog post. The goal is to create content that will be pushed out to campus and beyond for International Open Access Week 2017. If you are looking to build your resume, this is a great opportunity. This option is open to 5 individuals so let me know early if you think you want to pursue the Service Learning option.

The Particulars

Use the referenced numbers/data to persuade readers to consider a particular point of view. With this in mind make sure you select a topic in which you believe. Present the information in a way that supports that particular point of view. The infographic should complement the position paper/blog but it should also be able to stand on its own. That is, if I were to view the

infographic without the position paper/blog, I should be able to fully understand the data points and know they came from a particular source.

Your infographic should include at least 3 points of data. The data points can all be from the same source but you will need additional sources referenced in your position paper.

Your position paper will be 1000 words introducing your topic, sharing the stance you've taken on the topic. Include citations from your referenced sources and include a list of references at the end. Both shorter and longer papers/blogs will lose points.

Tools

There are a variety of free tools for creating infographics. Microsoft Word, Publisher and PowerPoint will all work. A suggest tool specifically designed form infographic, piktochart <http://piktochart.com>. Use whatever works for you.

Review

This work is going to go through closed, blind peer review, a process often used in scholarly communication. With that in mind, submit your infographic and paper to me through email (Canvas email or regular email is fine). You will receive a grade for the work submitted and then I will take out all identifying information and give your work to one of your class peers to anonymously review.

Quick Tutorial on Literature Search: https://youtu.be/P_rNCiBh7Ok

DUE DATE: October 13, 5 PM

Blind Peer Review of Classmate's Infographic and Explanatory Paper (20%)

I will distribute one of your peer's works to you and you will follow a set of guidelines (forthcoming) for reviewing.

DUE DATE: November 17, 5 PM

Infographic and Position Paper Revision

If you chose you may revise your Infographic and Position Paper based on the comments suggested by your two reviewers (your instructor and an anonymous peer). This revision is optional and is an opportunity to raise the grade you initially received. If you did not already receive a 100% or 20/20 this is an opportunity to do so, if you wish.

As an author, you may or may not agree with the comments from your reviewers. For the purposes of this revision I would say, pay extra special attention to the comments from your instructor. Consider comments from your peer reviewer. If these comments reinforce what your instructor has said, or ring true for you, consider making edits based on your peer but your grade will primarily reflect edits suggested by your instructor.

This revision process will reinforce your experience in a closed, blind peer review process, getting to take the next step of responding to the editor and reviewer comments. This also

means that the higher quality your first efforts with the Infographic and Position Paper, the less likely you will have significant edits at the end, i.e., do great work the first time around and you will have less work at the close of the semester!

DUE. December . If I do not receive a revision by this deadline (no exceptions) I will assume you are satisfied with your initial grade.

Coursework Deadlines

All due dates are listed on the syllabus or schedule. I may choose to push back deadlines as the class progresses. Because a large portion of your grade is connected to reading and commenting upon the work posted by your peers it is essential that you adhere to the two weekly deadlines.

- **Tuesdays at 5 PM will be the due dates for you to complete weekly Reading Reactions or Mini Assignments.**
- **Fridays at 5 PM will be the due date for you to read your peers' postings and comment upon them.**

Larger assignments will have separate due dates. I have intentionally kept the length of Mini Assignments and Reading Reactions brief to accommodate this reading, writing, and review schedule. **Late assignments will lose points. Please contact me prior to a deadline if you have an issue meeting that deadline.**

Student Learning Outcomes

Course specific outcomes

- Provide a definition for scholarly communication
- Understand the strengths and weaknesses of various publishing models
- Analyze current empirical literature on scholarly communication
- Explain the role of the information professional as a digital steward
- Participate in new forms of scholarly communication including open peer review
- Create practical, resume worthy research products in service to the library profession
- Utilize cutting edge tools being introduced to the scholarly communication process
- Lead discussions on the future of scholarly communication and publishing

Relevant MLS program outcomes

- Use Research Effectively
- Deploy Information Technologies in Effective and Innovative Ways
- Approach Professional Issues with Understanding

Relevant ALA MLS Competences

<http://www.ala.org/educationcareers/careers/corecomp/corecompetences>

- 1D. The history of human communication and its impact on libraries.
- 1F. National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession.
- 1G. The legal framework within which libraries and information agencies operate. That framework includes laws relating to copyright, privacy, freedom of

expression, equal rights (e.g., the Americans with Disabilities Act), and intellectual property.

- 1J. Effective communication techniques (verbal and written).
- 2A. Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.
- 4A. Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies.
- 4B. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications.
- 6C. The principles and methods used to assess the actual and potential value of new research.
- 7B. The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library services.

Relevant Principles of Graduate and Professional Learning <http://graduate.iupui.edu/faculty-staff/policies.shtml>

- Demonstrating mastery of the knowledge and skills expected for the degree and for professionalism and success in the field
- Thinking critically, applying good judgment in professional and personal situations
- Communicating effectively to others in the field and to the general public
- Behaving in an ethical way both professionally and personally

MLS standard grading expectations

A Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.

A- Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.

B+ Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.

B Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.

B- Marginal work. Student performance demonstrates incomplete understanding of course materials.

C+ Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials.

C, C-, etc. Unacceptable work.

Note that to satisfy a core requirement, grade must be B- or above. For electives, grade must be C or above (and overall GPA 3.0 or above). (DLIS/MLS standards)

Incomplete

Incompletes are only available when unexpected events prevent completion of the course requirements in the usual time frame. No student with multiple incompletes may register for additional courses. Left unchanged, an Incomplete automatically becomes an F after one year. <http://registrar.iupui.edu/incomp.html>

Code of Conduct

All students should aspire to the highest standards of academic integrity. Using another student's work on an assignment, cheating on a test, not quoting or citing references correctly, or any other form of dishonesty or plagiarism shall result in a grade of zero on the item and possibly an F in the course. Incidences of academic misconduct shall be referred to the Department Chair and repeated violations shall result in dismissal from the program. All students are responsible for reading, understanding, and applying the *Code of Student Rights, Responsibilities and Conduct* and in particular the section on academic misconduct. Refer to *The Code > Responsibilities > Academic Misconduct* at <http://www.indiana.edu/~code/>. All students must also successfully complete the Indiana University Department of Education "How to Recognize Plagiarism" Tutorial and Test. <https://www.indiana.edu/~istd> You must document the difference between your writing and that of others. Use quotation marks in addition to a citation, page number, and reference whenever writing someone else's words (e.g., following the *Publication Manual of the American Psychological Association*). To detect plagiarism instructors apply a range of methods, including Turnitin.com. <http://www.ulib.iupui.edu/libinfo/turnitin>

Academic Misconduct

1. **Cheating:** Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.
 - a. A student must not use external assistance on any "in-class" or "take-home" examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.
 - b. A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advanced authorization from the instructor to whom the work is being submitted.
 - c. A student must not use materials from a commercial term paper company, files of papers prepared by other persons, or submit documents found on the Internet.
 - d. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student's individual work.
 - e. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.

- f. A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.
 - g. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor or program to whom the work is being submitted.
 - h. A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned exam or assignment for credit.
- 2. **Fabrication:** A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citation to the sources of information.
- 3. **Plagiarism:** 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.
 - a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
 - b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
 - 1. directly quoting another person's actual words, whether oral or written;
 - 2. using another person's ideas, opinions, or theories;
 - 3. paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
 - 4. borrowing facts, statistics, or illustrative material; or
 - 5. offering materials assembled or collected by others in the form of projects or collections without acknowledgment
- 4. **Interference:** A student must not steal, change, destroy, or impede another student's work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student's grade or the evaluation of academic performance. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.
- 5. **Violation of Course Rules:** A student must not violate course rules established by a department, the course syllabus, verbal or written instructions, or the course materials that are rationally related to the content of the course or to the enhancement of the learning process in the course.
- 6. **Facilitating Academic Dishonesty:** A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct, nor allow another student to use his or her work or resources to commit an act of misconduct.

Course Evaluation Policy

Course evaluations provide vital information for improving the quality of courses and programs.

Students are required to complete one course and instructor evaluation for each section in which they are enrolled at the School of Informatics and Computing. This requirement has three exceptions: (a) The student has withdrawn from the course; (b) only one student is enrolled in the section (in which case anonymity is impossible); and (c) the section is a laboratory that must be taken with a course having a different section number. Course evaluations are anonymous, which means that no one can view the name of the student completing the evaluation. In addition, no one can view the evaluation itself until after the instructor has submitted the final grades for the course. In small sections, demographic information should be left blank, if it could be used to identify the student. A course evaluation must close before the grade for that course can be released. To ensure students have had ample opportunity to complete the evaluation, an uncompleted course evaluation could delay the release of the grade for up to a week.

Email

Indiana University uses your IU email account as an official means of communication, and students should check it daily for pertinent information. Although you may have your IU email forwarded to an outside email account, please email faculty and staff from your IU email account.

Campus policies

Disabilities Policy In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of accommodations needed for the course. Students requiring accommodations because of a disability must register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations. The AES office is located at UC 100, Taylor Hall (Email: aes@iupui.edu, Tel. 317 274-3241). Visit <http://aes.iupui.edu> for more information.

I have turned on auto captioning for any video or tutorial that is presented in this class. The majority of the videos and tutorials in the class are done through YouTube. To turn on the closed captioning, hover over the bottom of the video box until you see CC appear, click to turn on.

Administrative Withdrawal A basic requirement of this course is that students participate in all class discussions and conscientiously complete all required course activities and/or assignments. If a student is unable to attend, participate in, or complete an assignment on time, it is the student's responsibility to inform the instructor. If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund. Contact the instructor with questions concerning administrative withdrawal.

IUPUI Mission Statement

The Mission of IUPUI is to provide for its constituents excellence in

- Teaching and Learning;
- Research, Scholarship, and Creative Activity; and
- Civic Engagement.

With each of these core activities characterized by

- Collaboration within and across disciplines and with the community;
- A commitment to ensuring diversity; and
- Pursuit of best practices.

IUPUI's mission is derived from and aligned with the principal components—Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices—of Indiana University's Strategic Directions Charter.

Statement of Values

IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana's capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community, both to provide educational programs and patient care and to apply learning to community needs through service. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of its students, faculty, and staff and to continuous improvement of its programs and services.