THE UNIVERSITY OF BRITISH COLUMBIA
iSchool (Library, Archival & Information Studies)
Faculty of Arts

We acknowledge that we are on the traditional, ancestral and unceded territory of the hənʼq̓ əminʼ əmʼ speaking Musqueam people.

The mission of UBC iSchool is to enhance humanity's capacity to engage information in effective, creative and diverse ways, through innovative research, education and design.

LIBR 559L: ISSUES IN SCHOLARLY COMMUNICATIONS AND PUBLISHING

Program: MLIS
Year: Spring 2018-2019, Term 2
Course Schedule: Thursdays, 8:00-10:50 AM
Location: IKBLC 461
Instructor: Fereshteh Didegah
Office location: 483 IKBLC
Office phone: 604-827-3927
Office hours: Thursdays, 2:00 -4:00 PM
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COURSE GOAL

"*Scholarly communication is the system through which research and other scholarly writings are created, evaluated for quality, disseminated to the scholarly community, and preserved for future use*" (ACRL, 2016). However, digital and electronic technology has thoroughly affected the scholarship process from the research method and products to research accessibility and impact. The goal of this course is to provide students with a broad understanding of scholarly communications, and the issues and challenges of these communications in a digitalized world particularly for researchers and libraries.

COURSE OBJECTIVES

Upon completion of this course students will be able to:

- Have a basic understanding of academic research and scholarly communications in historical perspective
- Understand current trends and concepts in scholarly communications [1.1, 1.3]
- Understand the processes involved and have practical knowledge of peer review and editing of scholarly journal articles [1.3, 3.1]
- Understand the challenges and opportunities for libraries and academics made possible by electronics and the world wide web [1.4, 4.1]
- Articulate issues related to authorship, legitimacy, and reliability raised by different forms of digital publishing/creation [1.4]
- Have a theoretical framework for understanding the implications of transformation in scholarly communications for library and archival collections and vice versa; for example, the need for preserving and making accessible scholarly blogs and research data in addition to traditionally published material [1.1, 1.2]
- Analyze future possibilities for knowledge production, use, and dissemination in libraries, publishing, and education [1.4]

COURSE TOPICS

Upon completion of this course students will be able to:
- Understand scholarly communications process from scholarly journals and publishing to authors' rights and open access
- Identify issues and challenges of scholarship, in general and for libraries, in particular
- Define the peer-review process, authors' rights and related issues
- Define open accessibility and work with available open access platforms such as OJS, Unpaywall, etc.
- Identify the issues of using metrics and measuring impact in the scholarship process

FORMAT OF THE COURSE

Class sessions will be a combination of lectures and hands on, group discussions and in- class exercises.

COURSE ASSIGNMENTS

Due dates and weight in relation to final course mark are as follows:

Assignment Name	Due Date	Weight
Short paper (~ 3000 words, *preferably to submit to ASIS&T Meeting (SIGMET Workshop) 2019*)	Submit your team info (no more than 4 members), selected topic and paper outline: Week 4	15%
Open science tools	Submit your team info (no more than 3 members) and selected tool: Week 2 In-class presentations: Week 6	20%
Short paper (~ 3000 words)	Draft submission: Week 9 Final submission: Week 13	50%
Participation*	Participation in discussions + In-class presentations of the short paper: Week 13 + Peer assessment	15%

*Participation in class activities and discussions is required especially in debate lectures. There would be some hands on and exercises to do during the class and students will be evaluated for their engagement in the activities and their effort to accomplish the tasks successfully.

COURSE SCHEDULE (WEEK-BY-WEEK)

Date	Topic/s	Assignments
Week 1 – January 3	Course overview and introduction to scholarly communication	
Week 2 – January 10	History of scholarly communication and scholarly publishing Brief overview of potential topics for the short paper.	Submit your team info and selected open science tool
Week 3 – January 17	Scholarly data sources and their limitations	
Week 4 – January 24	Openness in science (1): Open access movement *PKP project and Open Journal Systems (OJS) by guest speaker: **Juan Pablo Alperin**, Director of Scholarly Communications Lab, Simon Fraser University*	Submit your team info, topic and outline for the short paper
Week 5 – January 31	Openness in science (2): Other open movements (open data, open peer-review, …)	
Week 6 – February 7	Scholarly metrics: Trends, changes and issues	Open science tools: In-class presentations

Week 7 – February 14	Peer review process, authors' rights and intellectual properties	
Week 8 – February 21	**No class – Enjoy the mid-term break!**	
Week 9 – February 28	Research collaboration and authorship	Short paper draft submission
Week 10 – March 7	Issues and challenges of Scholarly Communications in libraries; guest speakers: **Leonora Crema** and **Stephanie Savage**, Scholarly Communications and Copyright Services Librarians, Walter C. Koerner Library	
Week 11 – March 14	**Debate lecture** Topics: 1. Can citation metrics be equated with quality? 2. Are alternative metrics reliable for measuring societal impact of science? 3. Do we need peer review? Is open peer review good? 4. What are authorship challenges in different disciplines?	
Week 12 – March 21	Time to work on your paper and finalize it!	
Week 13 – March 28	In-class presentations	Short paper final submission

ATTENDANCE

Attendance is required in all class meetings. If you know you are going to be absent you must inform me beforehand if at all possible. One (1) excused absence is allowed with prior notification to me. Additional absences will require a note from a health professional or Access and Diversity. Failure to provide this documentation could result in a lower course mark. Any penalties imposed for excessive absences are at the discretion of the instructor.

EVALUATION

All assignments will be marked using the evaluative criteria given on the SLAIS web site.

ACCESS & DIVERSITY

Access & Diversity works with the University to create an inclusive living and learning environment in which all students can thrive. The University accommodates students with disabilities who have registered with the Access and Diversity unit: [https://students.ubc.ca/about-student-services/access-diversity]. You must register with the Disability Resource Centre to be granted special accommodations for any on-going conditions.

RELIGIOUS ACCOMMODATION

The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the course drop date. UBC policy on Religious Holidays: http://equity.ubc.ca/days-of-significance/

ACADEMIC INTEGRITY

Plagiarism

The Faculty of Arts considers plagiarism to be the most serious academic offence that a student can commit. Regardless of whether or not it was committed intentionally, plagiarism has serious academic consequences and can result in expulsion from the university. Plagiarism involves the improper use of somebody else's words or ideas in one's work.

It is your responsibility to make sure you fully understand what plagiarism is. Many students who think they understand plagiarism do in fact commit what UBC calls "reckless plagiarism." Below is an excerpt on reckless plagiarism from UBC Faculty of Arts' leaflet, "Plagiarism Avoided: Taking Responsibility for Your Work," (http://www.arts.ubc.ca/arts-students/plagiarism-avoided.html).

"The bulk of plagiarism falls into this category. Reckless plagiarism is often the result of careless research, poor time management, and a lack of confidence in your own ability to think critically. Examples of reckless plagiarism include:

- Taking phrases, sentences, paragraphs, or statistical findings from a variety of sources and piecing them together into an essay (piecemeal plagiarism);
- Taking the words of another author and failing to note clearly that they are not your own. In other words, you have not put a direct quotation within quotation marks;
- Using statistical findings without acknowledging your source;
- Taking another author's idea, without your own critical analysis, and failing to acknowledge that this idea is not yours;

- Paraphrasing (i.e. rewording or rearranging words so that your work resembles, but does not copy, the original) without acknowledging your source;
- Using footnotes or material quoted in other sources as if they were the results of your own research; and
- Submitting a piece of work with inaccurate text references, sloppy footnotes, or incomplete source (bibliographic) information."

Bear in mind that this is only one example of the different forms of plagiarism. Before preparing for their written assignments, students are strongly encouraged to familiarize themselves with the following source on plagiarism: the Academic Integrity Resource Centre http://help.library.ubc.ca/researching/academic-integrity. Additional information is available on the Connect site http://connect.ubc.ca.

If after reading these materials you still are unsure about how to properly use sources in your work, please ask me for clarification.

Students are held responsible for knowing and following all University regulations regarding academic dishonesty. If a student does not know how to properly cite a source or what constitutes proper use of a source it is the student's personal responsibility to obtain the needed information and to apply it within University guidelines and policies. If evidence of academic dishonesty is found in a course assignment, previously submitted work in this course may be reviewed for possible academic dishonesty and grades modified as appropriate. UBC policy requires that all suspected cases of academic dishonesty must be forwarded to the Dean for possible action.

Other Course Policies as Relevant – The instructor holds regular office hours for drop-in meetings, at the times noted at the top of the syllabus. In addition, queries can be made by email. The instructor will attempt to respond to email within 2 work days, but this may not be possible at all times during the term. If students do not receive replies within that time frame, they are invited to resend the email with a polite reminder.