UNIVERSITY OF OKLAHOMA
SCHOOL OF LIBRARY AND INFORMATION STUDIES
LIS 5970–995 Scholarly Communication
Summer 2012 Block G
June 12th to August 3rd

Instructor:
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Course Description:
This course explores the theories and current trends in how scholars across academic disciplines approach research and scholarly work. It is geared toward individuals who are interested in working in academic libraries, building or managing physical and digital collections of scholarly materials, and/or conducting research on scholarly communication practices. Topics will include scholarly reading behaviors, writing and publication practices, research evaluation, social relationships in academic settings, and current and potential impacts of emerging authoring/sharing technologies (e.g., blogs, wikis, data management tools, social networking sites) and venues (e.g., open access journals, e-science, subject-based or institutional repositories) upon scholarly work practices.

Student Learning Outcomes:
Upon successful completion of the course, students will be able to:
1. Explain the practical and theoretical aspects of the scholarly communication system within a particular discipline;
2. Identify key authors whose writing on scholarly communication issues typifies the nature of the scholarly information behavior within a particular discipline;
3. Articulate similarities and differences between the practices and processes that characterize scholarly work across a range of disciplines, academic roles, and institutional contexts.
4. Critique recent literature on scholarly communication—from a variety of perspectives and in a variety of settings—in order to understand the major questions, issues, consequences, philosophies, and models.

Teaching/Learning Methods:
This course will be delivered online and employ lectures, readings, synchronous and asynchronous small group discussion, and individual and group learning experiences. Assignments will be designed for application as well as analysis of concepts and issues.

Readings for each topic area will be assigned from readings that will be available online.

Evaluation Methods:
Evaluation will be based on a combination of reports, projects, presentations, and online discussions designed to foster critical thinking and synthesis of course concepts. These assignments are designed for application as well as analysis of concepts and issues.
You are expected to complete assigned readings during the time period assigned for each topic and prior to participation in any of the assigned discussions. All class members are expected to welcome open expression of opinions, attitudes, and beliefs and to accept the legitimacy and value of dissent, whether the dissenting opinion is considered valid or not.

Please also see the “Professionalism in Electronic Communication” section below.

Technological Literacy Requirements:
To be successful everyone in this online course must be able to:
• access and use Desire2Learn aka D2L (http://learn.ou.edu), including using the Dropbox to send attachments, on a daily basis,
• access and use (using a web camera and microphone) social networking sites including Skype and YouTube
• access and use e-mail, including sending attachments, on a daily basis,
• identify, access, and use web sites, and
• process word documents
If you are not able to do one or more of the above tasks, contact the instructor immediately (cbrown@ou.edu) for reference to tutorials to assist you in gaining the skills required to participate in this course.

Journals, Serial Publications, Mailing Lists, Sites, and Blogs of Interest:

Learned Publishing
[http://www.ingentaconnect.com/content/alpss/ip]
Council on Library and Information Resources Reports
[http://www.clir.org/pubs/reports/]
D-Lib Magazine
[http://www.dlib.org/]
The Scholarly Kitchen
[http://scholarlykitchen.sspnet.org/]
Directory of Open Access Journals
[http://www.doaj.org/]
CreateChange
[http://www.createchange.org/]
Creative Commons
[http://creativecommons.org/
CNI-ANNOUNCE mailing list
[http://www.cni.org/forums/subscribe_announce.html]
Liblicense-L mailing list
[http://www.library.yale.edu/~license/ListArchives/]
SIGMETRICS mailing list
[http://web.utk.edu/~gwhitney/sigmetrics.html]
SPARC Open Access Forum newsletter and mailing list
[http://www.arl.org/sparc/publications/soan/]
Registry of Open Access Repositories (ROAR)
[http://roar.eprints.org/]
Directory of Open Access Repositories [OpenDOAR]
[http://www.opendoar.org/]
RoMEO (Rights Metadata for Open archiving)
[http://www.sherpa.ac.uk/romeo/]

Assignments:
I. 10 Item Discipline Specific Hot Topic Issues Annotated Bibliography July 1st by midnight 20%

II. Participation in Skype Scholarly Forums 2 X 5 points = 10%
   a. Humanities—Week of June 18th
   b. STEM—Week of June 2nd
   c. Medicine—Week of June 16th
   d. Social Sciences—Week of June 30th

III. 5 Page Conversation with a Scholar Report July 22nd by midnight 30%

IV. 6 Page Discipline Specific Hot Topic Issues Paper August 4th by 5 pm 30%
V. Contributions to Five Online Discussions 5 X 2 points = 10%

June 17th
June 24th
July 8th
July 15th – OR – Attend E-Science Workshop
July 29th – OR – E-Science Report

Grading:
Letter grades on students’ transcripts will be assigned according to the following percentage distribution:

- 90 % or above: A
- 80 % - 89 %: B
- 70 % - 79 %: C
- 60 % - 69 %: D
- 59 % or below: F

Fractional percentages will be rounded upward.

In general:
• A grade of A implies that all requirements have been met and substantially exceeded. "A, the highest grade, is given for work of exceptional quality." [The University of Oklahoma General Catalog, 1999-2001, p. 33].
• A grade of B implies that all requirements have been fully met.
• A grade of C implies that all requirements have been minimally met.
• A grade of D implies that some or all of the requirements have not been minimally met. "A grade of D is failing insofar as credit toward a graduate degree." [University of Oklahoma 2000 Graduate College Bulletin, p. 30].
• A grade of F implies failure to meet minimal requirements. School of Library and Information Studies policy requires that any student receiving a grade of F be recommended for dismissal from the Master of Library and Information Studies program.

For LIS 5503 the following grading criteria will also apply to each assignment:

96% or above: A+ Beyond the Call of Duty:
These assignments fulfill the stated requirements unusually well, go beyond what is required, and contain no errors of any sort. They integrate material from different classes [i.e., materials covered in or readings assigned for classes on different topics] into a clear and coherent response. All the important points are covered and more. When appropriate these assignments recognize possible conflicts or problems with what is said and explain the pros and cons of different approaches. A 96% may cover fewer points than 100% answers or have an area in which more discussion is needed. A 100% is perfect, uniformly excellent throughout, and includes some genuinely original ideas [going beyond what has been said in class or readings].

90 to 95%: A – Good Solid Work
These assignments are fully developed and are focused and coherent. They are competently done, without serious errors. No important points are omitted. They may
However fail to integrate materials completely, or have little to say that is not obvious, or they may draw all or most of their material from classes or readings on a single topic. These assignments have all the elements of a more highly ranked assignment, but do not cover as much as answers in the 96% and up range. A lower score within the range lacks thoroughness or perceptiveness, perhaps raising points without explaining them fully, or may have some additional flaw [a serious omission or minor factual error].

80 to 89%: B – Good in Some Respects, but Deficient in Others
These assignments are seriously flawed. They may fail to complete part of the assignment, may have more serious errors, or may miss important points or misrepresent sources.

70 to 79%: C – Seriously Deficient.
These assignments do not respond to the questions asked. They ignore what was asked [all or key parts of a assignment] or are full of errors.

Less than 69%: D– Not completed.
The assignment was not completed and the student did not provide an acceptable reason for not completing it.

Style Manual:

It is available as an online e-resource through OU Libraries. You may use either the author-date or the notes and bibliography option.

Writing Centers:
For assistance in documenting research materials or organizing thoughts for assignments, students can make appointments for FREE conferences with writing consultants at the OU Writing Centers on both the Norman and Tulsa campuses.

Norman Campus:
http://www.ou.edu/writingcenter/

Tulsa Campus:
http://tulsagrad.ou.edu/writing/

Due Dates and Late Assignments:
Assignments are due at or before the beginning of class on the stated due date. Assignments will be accepted later than the due date only by prior arrangement with the instructor or in the case of a documented illness or emergency. Assignments submitted later than the due date for reasons other than documented illness or emergency will be subject to an automatic reduction of 10% of the grade for the assignment.

Attendance:
University Policy 4.19.1 Class Attendance - Students
"Students are responsible for the content of courses in which they are enrolled. Specific policy concerning attendance requirements and announced and unannounced examinations is the responsibility of the individual instructor. Students have a responsibility to inform faculty prior
to absences whenever possible. Faculty should make every effort to find a reasonable accommodation for students who miss class as a result of participation in Provost-approved University-sponsored activities or legally required activities such as emergency military service. Students missing class on account of jury duty must receive such an accommodation.

When absences seriously affect a student’s class work, the instructor will report this fact to the Admissions and Records Office, where the information will be directed to the dean concerned.

*Character of Graduate Education*

Attendance is also important because the graduate student experience encompasses more than fulfillment of assignments. As noted in the OU SLIS Graduate Student Handbook: “Fundamentally, responsibility for education at the graduate level belongs to the individual student. Faculty members provide the basic frame in which the study is undertaken, offer assistance in setting the parameters of study, and serve as facilitators and mentors. This approach to the learning environment is particularly necessary as a conceptual framework for the development of information professionals who must exercise critical thinking, analyze problems, and design solutions as a daily part of their work life, who must be independent and lifelong learners who also function effectively as team members in a diverse and dynamic information environment.”

*Responsibility of Student*

Students who miss a class are responsible for content covered and for any announcements and assignments made at the missed class meeting.

*Absence for Religious Holidays*

However, “It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required classwork that may fall on religious holidays.” (Section 3.13.2, The Faculty Handbook). Students who plan to observe a religious holiday should notify the instructor as soon as possible in order to make appropriate arrangements for classwork or rescheduling of examinations.

*Academic Integrity:*

This following Web page outlines OU's expectations of academic integrity: defines misconduct, provides examples of prohibited conduct (including plagiarism, improper collaboration, and Internet cheating), and explains sanctions for misconduct: http://integrity.ou.edu/index.html

*Codes and Policies of Behavior:*

To protect its faculty and students, the School of Library and Information Studies fully subscribes to the university’s codes, policies, and procedures involving academic misconduct, grievances, sexual, racial and ethnic harassment, and discrimination based on disability. You are strongly encouraged to acquaint yourself with both your responsibilities and your protections. See “Student Code” at: http://studentconduct.ou.edu/

*Reasonable Accommodations:*

*Excerpt from University Policy 5.4 Reasonable Accommodation Policy*

"Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities.”
Please advise me [cbrown@ou.edu] of such disability at some point before, during, or immediately after the first week of classes. I will work with you and the Office of Disabled Student Services to provide reasonable accommodations.

Professionalism in Electronic Communication:
Electronic venues (such as e-mail, discussion boards, chat rooms, etc.) are used regularly as part of professional practice. It is expected that the tenor of discussion in electronic communication for this class will be that of colleagues.

One important purpose of discussion board transactions is to practice HEARING [not just listening to] the various opinions, stances, and ideas of one's colleagues. Thus, thou shalt not indulge in flaming.

It is important to remember that virtual communication lends itself quite easily to an artificial sense of "private conversation" - it is always wise to think twice before you post.

Student Evaluation of Class:
At the end of the term, each student will be asked to complete an online OU College of Arts and Sciences evaluation form that elicits opinions about the quality and relevance of course content and the quality of instruction.

The instructor will NOT see course evaluations until after grades have been turned in to the Registrar's Office.

This student input is used by the instructor for improvement of teaching and by the School for annual assessment and tenure and promotion decisions among its regular faculty, and for rehiring decisions among adjunct faculty. It is important that you be careful and accurate in completing the evaluation form.