



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

iSchool Mission: Through innovative research, education and design, our mission is to enhance humanity's capacity to engage information in effective, creative and diverse ways.

LIBR 559L: Issues in Scholarly Communication and Publishing – Course Syllabus (3)

Program:	MLIS, DUAL
Year:	2022-2023, Winter I
Course Schedule:	Tuesdays, 9:00-11:50 am
Location:	TBD
Instructor:	Dr. Heather O'Brien
Office location:	IKBLC 496
Office phone:	604-827-5842
Office hours:	TBD
E-mail address:	h.obrien@ubc.ca
Learning Management Site:	http://lthub.ubc.ca/guides/canvas/

Course Goal: The goal of this course is to provide students with a broad understanding of scholarly communication and publishing, and the issues and challenges of these communications in a digitalized world particularly for researchers and libraries/information workers.

FNCC specialization: The assignments in this course can serve the requirements of the First Nations Curriculum Concentration (FNCC). If students would like to take this course for FNCC credit, they are invited to contact me to discuss this option.

Learning Outcomes: Course objectives are stated in terms of student learning outcomes and reference the iSchool Statement on Graduate Competencies: <http://slais.ubc.ca>

Upon completion of this course students will be able to:

1. Understand historical and current trends and concepts in scholarly communications [1.1, 1.3]
 2. Understand the processes involved and have practical knowledge of peer review and editing of scholarly journal articles [1.3, 3.1]
 3. Understand the challenges and opportunities in scholarly communication and publishing for libraries and academics made possible by electronic media and the world wide web [1.4, 4.1]
 4. Articulate issues related to authorship, legitimacy, and reliability raised by different forms of digital publishing/creation [1.4, 2.1, 2.2]
 5. 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]
 6. Analyze future possibilities for knowledge production, use, and dissemination in libraries, publishing, and education [1.4, 4.1, 4.2]
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Course Topics:



- Historical and contemporary perspectives on scholarly communication
- Knowledge production in different disciplines
- Peer review and scholarly reputation management
- Open access movements and practices
- Copyright, Creative Commons, and intellectual property
- Metrics for measuring scholarly impact, e.g., bibliometrics, altmetrics
- Ethical issues, including inclusion/exclusion in knowledge production and sharing and Indigenous sovereignty
- Knowledge mobilization/translation/engagement
- Public scholarship, including non-traditional scholarly outputs
- The role of information professionals and memory institutions in scholarly communication and publishing

Prerequisites: MLIS and Dual MAS/MLIS: completion of the MLIS core; MAS: completion of MAS core and permission of the iSchool Graduate Advisor

Format of the course: This is an in-person course that will include instructor and guest lectures, active learning exercises, such as small group discussions, and student-led presentations.

Estimated number of weekly hours students should dedicate to this class (preparation activities + class activities): 10 hours

Required and Recommended Reading: A list of materials has been provided in CANVAS in the Home Page (See “Reading List”) and in the Library Online Course Reserves (LOCR) sections.

Course Assignments:

Assignment Name	Due Date	Weight	Graduate Competencies
<i>Participation Self-Assessment</i>	December 9	10	1.4
<i>Term project</i>			
Manuscript preparation - draft	October 18	10	1.1, 1.2, 1.3, 1.4, 4.1, 4.2
Manuscript preparation - revision	December 12	30	
Peer review	November 1	20	1.3, 3.1
Dissemination proposal	November 15	10	1.4, 2.1, 2.2, 4.1, 4.2
Public scholarship presentation	December 6	20	1.1, 1.3, 2.1, 2.2, 4.1, 4.2

Course Schedule [week-by-week]:

Topic	Date
Introduction to the course syllabus, assignments, expectations	September 13
Introduction to scholarly communication and publishing	September 20
Infrastructures that influence scholarly communication	September 27
Copyright, licensing and intellectual property	October 4
Disciplinary differences in scholarly communication	October 11
Open access	October 18
Knowledge exchange	October 25
<i>No class, instructor away</i>	November 1
Accessible scholarly outputs	November 8
Ethical issues in scholarly communication, challenges with “open”	November 15
Evaluation, part 1: Metrics for evaluating scholarly outputs	November 22
Evaluation, part 2: Assessing “impact”	November 29



Public scholarship presentations	December 6
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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, and you should take steps to “catch up” on missed classes by reviewing the reading materials and lecture slides from the day, getting notes from a classmate, and, if you have outstanding questions about the materials, coming to see me during my office hours to seek clarification.

Evaluation: All assignments will be marked using the evaluative criteria given on the [iSchool web site](#). All assignments will be graded with a rubric that will be posted on CANVAS along with the description and instructions for that particular assignment.

Required Materials: All course learning materials will be available to students electronically through the UBC Library or via the open web. The course will be facilitated using CANVAS, UBC’s course management system. The instructor will make a PDF copy of the weekly lecture slides available. Students will need to have access to a computer and an Internet connect to download and view class materials and submit their assignments via Canvas.

Academic Concession: If you miss marked coursework for the first time (assignment, exam, presentation, participation in class) and the course is still in-progress, **speak with me immediately** to find a solution for your missed coursework. Any concessions that will result in a change to the student record (such as late withdrawal from the course) will be referred to the Faculty of Graduate and Postdoctoral Studies for evaluation. If this is not the first time you have requested concession or classes are over, please consult the [Faculty of Graduate and Postdoctoral Studies’ webpage on academic concession](#), and then contact me where appropriate.

Policies and Resources to Support Student Success: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (<https://senate.ubc.ca/policies-resources-support-student-success>)

Academic Integrity: The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University’s policies and procedures, may be found in the [UBC Calendar: Student Conduct and Discipline](#). Academic misconduct includes cheating, plagiarism, and self-plagiarism <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959> (\$7)



UBC instructors/faculty, must report all incidents of suspected academic misconduct.

Academic Accommodation for Students with Disabilities: Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility](#) (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with [Policy LR7: Accommodation for Students with Disabilities \(Joint Senate and Board Policy\)](#). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

Conflicting Responsibilities: UBC recognizes that students may occasionally have conflicting responsibilities that affect their ability to attend class or examinations. These may include: representing the University, the province or the country in a competition or performance; serving in the Canadian military; or observing a religious rite. They may also include a change in a student's situation that unexpectedly requires that student to work or take responsibility for the care of a family member, if these were not pre-existing situations at the start of term.

Students with conflicting responsibilities have a duty to arrange their course schedules so as to avoid, as much as possible, any conflicts with course requirements. As soon as conflicting responsibilities arise, students must notify either their instructor(s) or their Faculty Advising Office (e.g. Arts Academic Advising), and can request [academic concession](#). Instructors may not be able to comply with all such requests if the academic standards and integrity of the course or program would be compromised. Varsity student-athletes should discuss any anticipated and unavoidable regular-season absences with the instructor at the start of term, and provide notice of playoff or championship absences in writing as soon as dates are confirmed.

Religious observance may preclude attending classes or examinations at certain times. In accordance with the [UBC Policy on Religious Holidays](#), students who wish to be accommodated for religious reasons must notify their instructors in writing at least two weeks in advance. Instructors provide opportunity for such students to make up work or examinations missed without penalty.

Other Course Policies as Relevant: APA citation style is required for all in-text and bibliographic citations in submitted course work.