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:	2020-2021, Winter I
Course Schedule:	Weekly modules
Location:	CANVAS Course management system
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 communications, and the issues and challenges of these communications in a digitalized world particularly for researchers and libraries.

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:

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 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]
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]

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:

Due to the current health pandemic, this course will be offered asynchronously through the CANVAS course management system. The set-up of the course will consist of weekly modules. These modules will consist of:

- a 20-30-minute lecture recorded by the instructor or a written brief to provide students with an overview of the weekly topic, define key concepts, and introduce the learning materials and activities for that week;
- scholarly readings and resources (e.g., videos, blog posts) on the topic;
- activities to reinforce learning about the topic. These may include: moderated discussions (please see assignments), design exercises, and so on.

Since this is an asynchronous course, synchronous participation and attendance is not required. However, students may feel that they need synchronous interactions to enhance their learning. At the beginning of the term, the instructor will survey the class to get a better idea of the time zones in which people are located and their learning preferences.

The following options may be offered:
- Students will have an opportunity to interact with <u>guest speakers</u> "live" or view a recording of the event.
- The instructor will be available at set times during the work for real-time <u>office hours</u> via CANVAS/Zoom/phone and via email (UBC email or CANVAS).
- <u>Moderated discussions</u> may take place among students synchronously or asynchronously. Assignment instructions and criteria will be provided for both options.

Required and Recommended Reading: A list of materials has been provided in CANVAS for each learning MODULE.

Course Assignments:

Assignment Name	Due Date	Weight	Graduate Competencies
Moderated discussion	Throughout the term	25%	Objectives #3, #5, #6
Participation	December 4	15%	Objectives #1-6
Peer review assignment	October 9	20%	Objective #1, #2, #4
Manuscript revision and preparation assignment	October 30	20%	Objective #1, #2, #4
Translation assignment	November 27	20%	Objective #1, #2, #4

Course Schedule [week-by-week]:

Topic	Date
Introduction to the course	Sept 7-11
Introduction to scholarly communication: historical and contemporary perspectives	Sept 14-18
Infrastructures that influence scholarly communication	Sept 21-25
Disciplinary differences in scholarly communication	Sept 28-Oct 2
Copyright, licensing and intellectual property	Oct 5-9
Open access	Oct 12-16
Ethical issues in scholarly communication	Oct 19-23
Knowledge exchange	Oct 26-30
Accessible scholarly outputs	Nov 2-6
Metrics for evaluating scholarly outputs and impact	Nov 9-13
Free week to work on assignments	Nov 16-20
Course wrap up	Nov 23-27

Attendance: Although this an asynchronous course and does not involve in-class attendance, students are expected to work through the content of all of the course modules. Students should plan to complete one module per week. Weeks that have moderation discussions require all students to take part in either synchronous or text-based discussions during that specific week.

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 taught via CANVAS, the course management system. The instructor will record lectures in mp4 format and make a PDF copy of the slides available.

Since this is an online course, students will need to have access to a computer and an Internet connect to download and view class content.

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 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 73: Academic Accommodation for Students with Disabilities. 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.