INSC 590: Scholarly Publishing
Spring 2018
Class Meetings: 12Noon-1:15pm Mondays and Wednesdays
ZOOM link:

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COURSE DESCRIPTION:
Overview of the scholarly publishing ecosystem, past, present, and future. We will cover the roles, motivations, and needs of various stakeholders, including primary publishers, secondary publishers, editors, librarians, readers, and authors and strive to understand the interdependencies among them, new players, and how scholarly publishing is changing.

STUDENT OUTCOMES:
Upon the completion of this course, students will:
• understand the history and purpose of scholarly publishing
• appreciate the roles of various stakeholders in the publishing ecosystem
• understand the interdependencies and potential conflicts among the stakeholders
• be knowledgeable about the various issues facing the present and future of scholarly publishing
• know how to apply this knowledge in a variety of work settings

REQUIRED TEXT:

There are additional required readings each week.

Assignments:
Assignment #1 (10%): Class Participation. Students will contribute to class discussions and to Canvas discussions each week. Quality of Canvas posts count as well as quantity.

Assignment #2 (20%): Interview with a key stakeholder and a written or video report about the interview. Select a key stakeholder—a primary or secondary publisher, a scholarly communications or acquisitions librarian, an editor of a peer reviewed journal or a book series, a cited author of at least two scholarly books or 20 peer reviewed articles—to interview for approximately 1 hour. Before the interview prepare a list of questions about their work, how it relates to the broad picture of scholarly publishing, and how they see their role and scholarly publishing changing (or not) in the future. Turn in either a written or video presentation of the interview that provides the questions and answers plus a summary that demonstrates
insights gained in the interview and that synthesizes your subject’s publishing role into context of the entire publishing chain.

Assignment #3 (30%): Scholarly Publishing Blog/journal. A blog/journal entry of approximately one page each should be kept for each event or reading described below, plus include a 1-2 page synthesis at the end of what you learned from the collection of events and the implications for your career choice. For each event’s entry, be sure to give metadata that includes presenter(s) or author(s) names, title, date/time or citation. You have three options for your blog/journal:

1) attend a conference of 1-3 days that is relevant to the course and blog at least 8 hours of sessions. (You may attend the NFAIS conference or another conference as approved);
2) view/attend at least 8 hours of webinars (live or recorded) on relevant scholarly publishing content from publishing and/or library experts;
3) keep a journal on each week’s readings (a minimum of 12 weeks), including at least one optional reading each week in addition to the required readings and guest lecturers for the week.

DUE: WEEK 15B, THE LAST DAY OF CLASS.

Assignment #4 (20%): System Report. Select a digital platform or online system and learn all you can about it through studying the web page, reading reviews, and trying it out if possible. You will write a written report as described below and make a 3-5 minute presentation to the class. Choose a system to research and turn in:

1) a 2-3 page summary of the scope, content, and functionality of the system. (Note, while this will include material provided by the system provider on their website, do not just cut and paste from the advertising copy. It should also reflect what reviewers have said and your experiences.)
2) A 1-2 page analysis of what at least two distinct audiences might find interesting about the system and the positive and negative aspects for these two audiences. For example, for a system like Scopus, academic librarians may find the price prohibitive, but the advanced search functionality useful; secondary publishers might worry that this will be in direct competition to their products, etc.
3) 3 to 5 recommended readings of critiques or reviews about the system
4) 3 powerpoint slides to accompany your 3-5 minute presentation to class.

Assignment #5 (20%) Issue Report. Understanding the challenges and viewpoints of key stakeholders on a key set of issues is important to guide and understand the future of scholarly publishing no matter where you work. You will turn in a written report as described below and make a 3-5 minute presentation to the class. Choose a topic to explore and turn in:

1) a 2-3 page summary of the issue with citations.
2) A 1-2 page analysis that reflects the viewpoints of at least two key stakeholders (for example, authors and readers; commercial publishers and librarians; librarians and consortia; primary publishers and secondary publishers, etc.)
3) 3-5 recommended readings about the topic
4) 3 powerpoint slides to accompany your 3-5 minute presentation to class.

Some topics:

- Patron Driven Acquisition of e-books in libraries
- What are the positives and negatives of Gold open access for financing scholarly publishing?
• What are the positives and negatives of the subscription model for financing scholarly publishing?
• Potential uptake and impacts of green open access
• What do STEM or Social Science authors of scholarly need from a publisher?
• What do humanities authors of scholarly books need from a publisher?
• Are full-time journal or book editors still needed or affordable?
• What are the impact on scholarship of “predatory publishers”? 
• The future of the scholarly monograph (from either an economic or technological point-of-view)
• The role of social media in scholarly publishing and communication
• Article or book of the future—structure, multi-media, etc.
• Future of journals or books (from an economic, sociological, or technological point-of-view)
• Are professional society publishers still viable (issues of their role, economics, size, partnerships, etc.)
• The role of data and datasets in scholarly publishing
• How digitization of historical materials, fine arts materials, or visual materials creates new forms of scholarship that replaces traditional publications
• Anything else of interest, check with me first