

COMM 610: Writing and Publishing Communication Research

Summer, 2014

Room TBA

Professor: Dr. Randy Lake
Office: ASC 206C
Hours: By appointment
Telephone: (213) 740-3946
E-mail: rlake@usc.edu (This is the most efficient way to reach me. I check my e-mail regularly during the weekday, when I am in the office. However, weekends and evenings are much more sporadic so, if you e-mail me at these times, please do not expect an immediate reply.)

Objectives:

- to explore the role of scholarship in the life of the mind and an academic career;
- to examine the graduate research process from seminar paper to convention paper, to scholarly article, to dissertation, to book;
- to become familiar with the principle outlets for publication of communication research and their protocols;
- to address technical and ethical issues in publication; and
- to experience the processes (hopefully successfully!) of creation, submission, and revision to a scholarly journal.

Website:

There is a course website at blackboard.usc.edu. All students enrolled in this course have access to the website through their USC username and password.

Readings:

- Mark L. Knapp and John A. Daly, *A Guide to Publishing in Scholarly Communication Journals* (3rd ed.; Erlbaum, 2004).
- Anne Sigismund Huff, *Writing for Scholarly Publication* (Sage, 1999).
- William Germano, *From Dissertation to Book* (U of Chicago P, 2005).
- Bruce A. Thyer, *Successful Publishing in Scholarly Journals* (Sage, 1994).
- Franklyn H. Silverman, *Publishing for Tenure and Beyond* (Praeger, 1999)
- William Germano, *Getting It Published: A Guide for Scholars and Anyone Else Serious About Serious Books* (U of Chicago P, 2001)
- Anne Sigismund Huff, *Designing Research for Publication* (Sage, 2009)
- Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research* (3rd ed.; U of Chicago P, 2008)

The following are helpful supplementary works:

- Kjell Erik Rudestam and Rae R. Newton, *Surviving Your Dissertation: A Comprehensive Guide to Content and Process* (3rd ed.; Sage, 2007)
- Gordon B. Davis, *Writing the Doctoral Dissertation* (2nd ed.; Barron's Educational Series, 1997)

- ❑ David R. Krathwohl, *How to Prepare a Dissertation Proposal: Suggestions for Students in Education and the Social and Behavioral Sciences* (Syracuse UP, 2005)
- ❑ Beth Luey, *Revising Your Dissertation: Advice from Leading Editors* (2nd ed.; U of California P, 2007)
- ❑ Beth Luey, *Handbook for Academic Authors* (4th ed.; Cambridge UP, 2002)
- ❑ Robin Derricourt, *An Author's Guide to Scholarly Publishing* (Princeton UP, 1996)
- ❑ Rowena Murray, *Writing for Academic Journals* (Open UP, 2005)
- ❑ Donald H. Wulff et al., *Paths to the Professoriate: Strategies for Enriching the Preparation of Future Faculty* (Jossey-Bass, 2004)
- ❑ John A. Goldsmith, John Komlos, and Penny Schine Gold, *The Chicago Guide to Your Academic Career* (U of Chicago P, 2001)

Assignments:

The course project consists in the production of a publishable scholarly article. Details to be discussed at length.

Academic Integrity:

The Annenberg School for Communication is committed to upholding the University's academic integrity code as detailed in the *SCampus* guide. It is the policy of the School of Communication to report all violations of the code. Any serious violation or pattern of violations of the academic integrity code will result in the student's expulsion from the Communication major or minor.

If you have any doubts about what is and is not an academic integrity violation, please check with me. The University presumes that you are familiar with its standards and policies; should you be found to have committed a violation, ignorance of these standards and policies will **not** be accepted as an excuse.

Disabilities:

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please have the letter delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. - 5:00 p.m., Monday through Friday. DSP's phone number is (213) 740-0776.

Tentative Daily Schedule:

It may be necessary to modify this schedule a bit. **Assigned readings** should be completed *before class* on the day listed.

Th May 22: ICA--No class

T May 27: Research, writing, and your career. Research and writing as conversation. **Nerad, Aanerud, and Cerny, "So You Want to be a Professor?"; Silverman Chapters 1-2, 4; Booth, Colomb, and Williams, Chapters 1-2; Huff, *Designing*, Chapters 1-2, 4; Huff, *Writing*, Chapter 1**

Th May 29: Cultivating good habits (see Huff, *Writing*, Exercises 5-6; bring 1-2 pp. summary). Selecting a project (see Huff, *Writing*, Exercise 9; be prepared to discuss 2-3 possible projects for the class, and/or justify choice of one). **Silverman, Chapter 3;**

- Huff, *Writing*, Chapters 2-3; Booth, Colomb, and Williams, Chapters 3-4**
- T Jun 3: Identifying conversants. Each student will identify and justify three or four conversants (see Huff, *Writing*, Exercises 10-11, and *Designing*, Exercise 9). Each student also will discuss two or three journals that might be appropriate outlets for her/his work given foci and research trajectories (see Huff, *Writing*, Exercise 12). Bring editorial statement, editorial board, and other data to class. Finally, each student will justify a primary selection. **Huff, *Designing*, Chapter 3; Huff, *Writing*, Chapter 4; Thyer Chapters 1-2**
- Th Jun 5: Working with paradigms and exemplars. Each student will present two or three exemplars of the kind of article s/he wishes to write, including form, organization, proportion of space devoted to each aspect, and tone (see Huff, *Writing*, Exercises 14-16). Each student will discuss changes required of current paper to emulate exemplars, including literatures, what to keep, add, delete, and so on. Bring two-page summary of bullet points. **Huff, *Writing*, Chapter 5**
- T Jun 10: Research and writing as argument. **Booth, Colomb, and Williams, Chapters 7-11; Huff, *Designing*, Chapters 5-9, 13**
- Th Jun 12: Formulating and elaborating your argument. Bring working title, abstract, key words, and three- to four-page opening section. (see Huff, *Writing*, Exercises 17-22). **Huff, *Writing*, Chapters 6-10; Booth, Colomb, and Williams Chapters 12-14, 16-17.**
- T Jun 17: The submission and review process. **Thyer Chapter 3; Knapp and Daly pp. 1-24; Silverman Chapters 5-7 DRAFTS DUE**
- Th Jun 19: Reviews, revision, and resubmission. **Huff, *Writing*, Chapter 11; Knapp and Daly pp. 25-55, Thyer Chapters 4-5**
- T Jun 24: Writing books. **Germano, *Getting*; Silverman Chapter 10 DRAFTS RETURNED**
- Th Jun 26: Revising dissertations. **Germano, *From*.** Case study: Marcia Dawkins.
- T Jul 1: Miscellaneous topics: other forms of scholarly publication (reviews/review essays; fora; etc.); managing conflict in conversation (Poulakos/Schiappa; Campbell/Biesecker; Lake/Morris & Wander); coauthoring; copyright; funding; etc. **Thyer Chapter 7; Silverman Chapters 8-9, 11-12; Huff, *Designing*, Chapter 15 SECOND DRAFTS DUE**