

*****NOTE: This syllabus is under revision for spring, 2017, but is a fair representation of what to expect.*****

COMM 610: Writing and Publishing Communication Research

Spring, 2012

6:30-9:20 W

ASC 223AB

Professor: Dr. Randy Lake

Office: ASC 206C

Hours: TBD, and 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:

- [Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research* \(3rd ed.; U of Chicago P, 2008\)](#)
- [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* \(Chicago, 2005\)](#)
- [Bruce A. Thyer, *Successful Publishing in Scholarly Journals* \(Sage, 1994\)](#)

The following are helpful supplementary works:

- [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* \(2nd ed.; Chicago, 2008\)](#)
- [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 and Nick L. Smith, *How to Prepare a Dissertation Proposal: Suggestions for Students in Education and the Social and Behavioral Sciences* \(Syracuse, 2005\)](#)
- ❑ [Beth Luey and Sanford G. Thatcher, *Revising Your Dissertation: Advice from Leading Editors* \(2nd ed.; California, 2007\)](#)
- ❑ [Beth Luey, *Handbook for Academic Authors* \(5th ed.; Cambridge, 2009\)](#)
- ❑ [Robin Derricourt, *An Author's Guide to Scholarly Publishing* \(Princeton, 1996\)](#)
- ❑ [Rowena Murray, *Writing for Academic Journals* \(2nd ed.; Open UP, 2009\)](#)
- ❑ [Donald H. Wulff, Ann E. Austin, 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: A Portable Mentor for Scholars from Graduate School Through Tenure* \(U of Chicago P, 2001\)](#)

Also, there is an interesting scholarly journal devoted to scholarly publishing! [Journal of Scholarly Publishing](#)

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.

- Jan 11: Introduction. Each student will discuss three possible projects. **Huff Appendix C.**
- Jan 18: Writing as conversation, and habits, good and bad. Each student will justify selection of one project (see Huff Exercise 9), based on an existing paper, as well as discuss optimal writing conditions (see Huff Exercises 5-6; bring 1-2 pp. summary). **Huff Chapters 1-3; Booth et al., Chapters 1-4.**
- Jan 25: Identifying conversants. Each student will identify and justify three or four conversants (see Huff Exercises 10-11). **Huff Chapter 4.**
- Feb 1: Identifying conversants, continued.
- Feb 8: Locating conversants. Each student will discuss two or three journals that might be appropriate outlets for her/his work given foci and research trajectories (see Huff Exercise 12). Bring editorial statement, editorial board, and other data to class. Each student also will select and justify a primary outlet. **Thyer Chapters 1-2.**
- Feb 15: 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 Exercises 14-16). Group discussion. **Huff Chapter 5.**
- Feb 22: **Research strategy. 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. Group discussion. Booth et al., Chapters 5-6.**
- Feb 29: **Formulating and elaborating the argument. Bring working title, abstract, key words, and three- to four-page opening section. Group discussion (see Huff Exercises 17-22). Huff Chapters 6-10; Booth et al., Chapters 7-10, 15.**
- Mar 7: The submission and review process. **Thyer Chapters 3-5; Knapp and Daly pp. 1-24.** First drafts due for distribution to your writing group (see Huff Exercise 28).
- Mar 21: **Writing and your graduate career. Nerad, Aanerud, and Cerny, "So You Want to be a Professor?"; Goldsmith et al., Chapter 7.** Reviews of first drafts returned.
- Mar 28: Reviews, revision, and resubmission. **Huff Chapter 11; Knapp and Daly pp. 25-55; Booth et al., Chapters 13-14.**
- Apr 4: Miscellaneous topics: other forms of scholarly publication (reviews/review essays; fora; etc.); managing conflict in conversation (Poulakos/Schiappa; Campbell/Biesecker; Lake/Morris & Wander); etc. **Thyer Chapter 7.** Second drafts due for distribution to your writing group (see Huff Exercise 29).
- Apr 11: Writing books. Each student will report on a portion of William Germano, *Getting It Published*, with a one-paragraph summary of central advice. Reviews of second drafts returned.
- Apr 18: Revising dissertations. GUEST: Dr. Marcia Dawkins. **Germano (all).**
- Apr 25: TBA. Final drafts due.