

## COMM 610: Writing and Publishing Communication Research

Fall, 2019

3:30-6:20 W

ASC 328

*Professor:* Dr. Randy Lake

*Office:* ASC 206C

*Hours:* W 6:30-8:00, and by appointment

*Telephone:* (213) 740-3946

*E-mail:* [rlake@usc.edu](mailto: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.)

### *Course Description:*

This course acquaints students with the pragmatics, ethics, and politics of academic writing and publication. Students choose a project and engage in a semester-long process of identifying their target audience and publication, crafting and revising their project to suit, and experiencing (or at least anticipating) the submission-and-review process. The course strives to generate publishable research for each student. Although journal-length monographs are emphasized, we also discuss other forms of scholarly publishing, including chapters, reviews, and books. We also discuss broader questions relating to academic careers.

The course is appropriate for all graduate students in communication, regardless of concentration or methodological orientation: The process that we engage is equally relevant to empirical studies in health communication, critical/cultural studies of race, ethnographic studies of networks and organizations, rhetorical studies of politics, and so on. Advanced students will benefit from the opportunity to refine projects that are well along, hopefully bringing them to fruition. But beginning students also will benefit from an introduction that, hopefully, will spark a project.

As an author, a reviewer, and an editor-in-chief of both scholarly journals and books, your professor possesses extensive experience on both sides of the publishing equation and looks forward to mentoring budding young researchers. Students also may work together in peer writing groups.

### *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](https://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\* \(4th ed.; U of Chicago P, 2016\)](#)
- ❑ [Mark L. Knapp and John A. Daly, \*A Guide to Publishing in Scholarly Communication Journals\* \(3<sup>rd</sup> ed.; Erlbaum, 2004\)](#)
- ❑ [Anne Sigismund Huff, \*Writing for Scholarly Publication\* \(Sage, 1999\)](#)
- ❑ [William Germano, \*From Dissertation to Book\* \(2<sup>nd</sup> ed.; U of Chicago P, 2013\)](#)
- ❑ [Rowena Murray, \*Writing for Academic Journals\* \(3<sup>rd</sup> ed.; Open UP, 2013\)](#)

The following are helpful supplementary works:

- ❑ [Wendy Laura Belcher, \*Writing Your Journal Article in 12 Weeks\* \(Sage 2009\)](#)
- ❑ [Tonette S. Rocco, Tim Hatcher, and Associates, \*The Handbook of Scholarly Writing and Publishing\* \(Jossey-Bass, 2011\)](#)
- ❑ [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\* \(2<sup>nd</sup> ed.; Chicago, 2008\)](#)
- ❑ [Kjell Erik Rudestam and Rae R. Newton, \*Surviving Your Dissertation: A Comprehensive Guide to Content and Process\* \(3<sup>rd</sup> ed.; Sage, 2007\)](#)
- ❑ [Gordon B. Davis, \*Writing the Doctoral Dissertation\* \(2<sup>nd</sup> ed.; Barron's Educational Series, 1997\)](#)
- ❑ [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\* \(2<sup>nd</sup> ed.; California, 2007\)](#)
- ❑ [Beth Luey, \*Handbook for Academic Authors\* \(5<sup>th</sup> ed.; Cambridge, 2009\)](#)
- ❑ [Robin Derricourt, \*An Author's Guide to Scholarly Publishing\* \(Princeton, 1996\)](#)
- ❑ [Bruce A. Thyer, \*Successful Publishing in Scholarly Journals\* \(Sage, 1994\)](#)
- ❑ [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\* \(U of Chicago P, 2001\)](#)
- ❑ [Anne Sigismund Huff, \*Designing Research for Publication\* \(Sage, 2008\)](#)

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, in three stages:
  - First draft, due October 16 (22 points, or 22%)
  - Second draft, due November 6 (22 points, or 22%)
  - Final draft, due December 4 (22 points, or 22%)

- ❑ Weekly discussion posts on Blackboard, due by 7:00 p.m. on Tuesdays (**10** points, or 10%)
- ❑ Exercises, assignments, and class discussion as detailed in the Daily Schedule, below. These will not be graded individually but, taken together, are worth **24** points, or 24%.
- ❑ Total possible points: **100**

Your instructor reserves the right to curve course grades when converting from points to letter grades.

*Tentative Daily Schedule:*

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

- Aug 28: Introduction. Each student will discuss three possible projects. **Huff Appendix C.**
- Sep 4: 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; Murray, Chapters 1, 3.**
- Sep 11: Identifying conversants. Each student will identify and justify three or four conversants (see Huff Exercises 10-11). **Huff Chapter 4.**
- Sep 18: 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. **Murray, Chapter 2.**
- Sep 25: 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.**
- Oct 2: 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.**
- Oct 9: Opportunity knocks: GUEST: Dr. Emma Bloomfield. Topic (among others): Revising dissertations. **Germano (all).**
- Oct 16: The bell tolls for thee: NO CLASS, but first drafts due for distribution by the end of the day (see Huff Exercise 28).
- Oct 23: 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; Murray, Chapters 4-6.** Reviews of first drafts returned
- Oct. 30: The submission and review process. **Murray, Chapter 8; Knapp and Daly pp. 1-24.**
- Nov. 6: Writing and your graduate career. **Nerad, Aanerud, and Cerny, "So You Want to be a Professor?"; Goldsmith et al., Chapter 7.** Second drafts due for distribution (see Huff Exercise 29).
- Nov. 13: Reviews, revision, and resubmission. **Huff Chapter 11; Knapp and Daly pp. 25-55; Booth et al., Chapters 13-14; Murray, Chapter 9.**
- Nov. 20: Miscellaneous topics: other forms of scholarly publication (reviews/review essays; fora; etc.); managing conflict in conversation; etc. **Thyer, Chapter 7; Murray,**

**Chapter 10.** Reviews of second drafts returned.

Nov. 27: Thanksgiving recess: NO CLASS

Dec. 4: Writing books. Each student will report on a portion of William Germano, *Getting It Published*, with a one-paragraph summary of central advice. Final drafts due.

### **Statement on Academic Conduct and Support Systems**

#### *Academic Conduct:*

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, [policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

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.

#### *Support Systems:*

Student Health Counseling Services - (213) 740-7711 – 24/7 on call

[engemannshc.usc.edu/counseling](http://engemannshc.usc.edu/counseling)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call

[engemannshc.usc.edu/rsvp](http://engemannshc.usc.edu/rsvp)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) | Title IX - (213) 740-5086

[equity.usc.edu](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following

protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Bias Assessment Response and Support - (213) 740-2421

[studentaffairs.usc.edu/bias-assessment-response-support](https://studentaffairs.usc.edu/bias-assessment-response-support)

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

The Office of Disability Services and Programs - (213) 740-0776

[dsp.usc.edu](https://dsp.usc.edu)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

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.

USC Support and Advocacy - (213) 821-4710

[studentaffairs.usc.edu/ssa](https://studentaffairs.usc.edu/ssa)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

[diversity.usc.edu](https://diversity.usc.edu)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

[dps.usc.edu](https://dps.usc.edu), [emergency.usc.edu](https://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

[dps.usc.edu](https://dps.usc.edu)

Non-emergency assistance or information.