

COMM 599: Writing, Publishing, and Scholarly Careers in Communication

Fall, 2024

3:30-6:20 Th

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.)

Course Description:

This seminar and workshop acquaints students with the pragmatics, politics, and ethics of academic writing and publication. Students identify a project and engage in a semester-long process of defining their target audience, 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. We emphasize journal-length monographs but also discuss other forms of scholarly publishing, including chapters, reviews, and books. We also consider the role and demands of scholarship in diverse, rewarding academic careers.

The course is appropriate for all graduate students in communication, regardless of concentration or methodological orientation: It is equally useful 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. Beginning students 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.

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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.

Readings:

- ☐ [Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research* \(5th ed.; U of Chicago P, 2024\)](#)
- ☐ [Tonette S. Rocco, Tim Hatcher, and Associates, *The Handbook of Scholarly Writing and Publishing* \(Jossey-Bass, 2011\)](#)
- ☐ [Anne Sigismund Huff, *Writing for Scholarly Publication* \(Sage, 1999\)](#)
- ☐ [Rowena Murray, *Writing for Academic Journals* \(4th ed.; Open UP, 2019\)](#)
- ☐ [Betsy Wackernagel Bach, Dawn O. Braithwaite, and Shiv Ganesh, eds., *By Degrees: Resilience, Relationships, and Success in Communication Graduate Studies* \(Cognella, 2022\)](#)
[recommended]

The following are helpful supplementary works:

- ☐ [Wendy Laura Belcher, *Writing Your Journal Article in 12 Weeks* \(Sage 2009\)](#)
- ☐ [Mark L. Knapp and John A. Daly, *A Guide to Publishing in Scholarly Communication Journals* \(3rd ed.; Erlbaum, 2004\)](#)
- ☐ [William Germano, *From Dissertation to Book* \(2nd ed.; U of Chicago P, 2013\)](#)
- ☐ [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* \(3rd ed.; Chicago, 2016\)](#)
- ☐ [Kjell Erik Rudestam and Rae R. Newton, *Surviving Your Dissertation: A Comprehensive Guide to Content and Process* \(4th ed.; Sage, 2014\)](#)
- ☐ [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* \(6th ed.; Cambridge, 2022\)](#)
- ☐ [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 10 (**22** points, or 22%)
 - Second draft, due November 7 (**22** points, or 22%)

- Final draft, due December 5 (**22** points, or 22%)
- ☐ Weekly discussion posts on Brightspace, 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 Weekly Schedule:

Some adjustments in this schedule undoubtedly will be desirable as we proceed, so please approach this with some flexibility in mind.

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| Aug 29: | Introduction. Students will discuss three possible projects. Huff Appendix C. |
| Sep 5: | Writing as conversation, and habits, good and bad. Students 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 12: | Identifying conversants. Students will identify and justify three or four conversants (see Huff Exercises 10-11). Huff Chapter 4. |
| Sep 19: | Locating conversants. Students will discuss two or three journals that might be appropriate outlets for their work given foci and research trajectories (see Huff Exercise 12). Bring editorial statement, editorial board, and other data to class. Students also will select and justify a primary outlet. Murray, Chapter 2; Rocco & Hatcher, Ch. 2. |
| Sep 26: | Working with paradigms and exemplars. Students will present two or three exemplars of the kind of article they wish to write, including form, organization, proportion of space devoted to each aspect, and tone (see Huff Exercises 14-16). Group discussion. Huff Chapter 5; Rocco & Hatcher, Part 3 (select the chapters that are relevant to your type of project). |
| Oct 3: | Research strategy. Students 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 10: | Fall Recess: NO CLASS, but first drafts due for distribution by the end of the day (see Huff Exercise 28). |
| Oct 17: | 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. 24: | Revision and the submission and review process. Murray, Chapters 7-8; Knapp and Daly pp. 1-24. |
| Oct 31: | Revising dissertations. Germano (all); files in the "From Dissertation to Book" folder; Rocco & Hatcher, Ch. 6. |
| Nov. 7: | 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. 14: Reviews, revision, and resubmission. **Huff Chapter 11; Knapp and Daly pp. 25-55; Booth et al., Chapters 13-14; Murray, Chapter 9.**

Nov. 21: Miscellaneous topics: other forms of scholarly publication (reviews/review essays; fora; etc.); managing conflict in conversation; etc. **Murray, Chapter 10.** Reviews of second drafts returned.

Nov. 28: Thanksgiving Recess: NO CLASS

Dec. 5: Writing books. Students 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 Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the [student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

The School of Communication maintains a commitment to the highest standards of ethical conduct and academic excellence. Any student found responsible for plagiarism, fabrication, cheating on examinations, or purchasing papers or other assignments will be reported to the Office of Student Judicial Affairs and Community Standards and may be dismissed from the School of Communication. There are no exceptions to the school's policy.

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself and has not been previously produced by you for submission in another course or Learning Lab, without approval of the instructor.

Course Content Distribution and Synchronous Session Recordings Policies

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class is prohibited without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is also prohibited. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

AI Generators

Since creating, analytical, and critical thinking skills are part of the learning outcomes of this course, all assignments should be prepared by the student working individually or in groups. Students may not have another person or entity complete any substantive portion of the assignment. Developing strong competencies in these areas will prepare you for a competitive workplace. Therefore, using AI-generated tools is prohibited in this course, will be identified as plagiarism, and will be reported to the Office of Academic Integrity.

Please ask me if you are unsure about what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution. If found responsible for an academic violation, students may be assigned university outcomes, such as suspension or expulsion from the university, and grade penalties, such as an "F" grade on the assignment, exam, and/or in the course.

Students and Disability Accommodations

USC welcomes students with disabilities into all of the University's educational programs. The [Office of Student Accessibility Services](#) (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as

early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems

Annenberg Student Success Fund

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

Annenberg Student Emergency Aid Fund

Awards are distributed to students experiencing unforeseen circumstances and emergencies impacting their ability to pay tuition or cover everyday living expenses. These awards are not intended to cover full-tuition expenses, but rather serve as bridge funding to guarantee students' continued enrollment at USC until other resources, such as scholarships or loans, become available. Students are encouraged to provide as much information in their application, as well as contact their academic advisor directly with questions about additional resources available to them.

Counseling and Mental Health - (213) 740-9355 - 24/7 on call

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

988 Suicide and Crisis Lifeline - 988 for both calls and text messages - 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL) - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity,

Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

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

[Diversity, Equity and Inclusion](#) - (213) 740-2101

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

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) 442-1200 - 24/7 on call

Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

[TrojansAlert](#)

TrojansAlert is an alert system that allows university officials to contact you during an emergency. It is your connection to real-time updates, instructions on where to go, what to do, or what not to do, who to contact and other important information. Visit the website to sign up.

[Emergency Preparedness/Course Continuity in a Crisis](#)

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. See the university's site on [Campus Safety and Emergency Preparedness](#).

[ITS Customer Support Center \(CSC\)](#): (213) 740-5555

The ITS Customer Support Center (CSC) provides support to the USC community for connecting to

the USC Network and using supported applications. For help with network connectivity and software, contact CSC. Walk-in support is available in Leavey Library's Information Commons.

[Violence-Free Campus](#)

Visit the website to read more about prohibited behaviors, reporting responsibilities and where to report.

Student-Athlete Travel Excuse Letters

Prior to a university-sponsored away competition, Student-Athletes are responsible for providing their Instructor with a Competition Excuse Letter (provided by their academic counselor) for the classes missed while on the road (i.e., excused absence). It is the responsibility of the Student-Athlete to provide the letter prior to leaving on their trip and to make arrangements for a make-up of any missed assignments or exams. Please refer to the [SAAS site](#) where they detail travel and travel excuse letters.