Digital Scholarly Publishing
Infrastructures, Ethics, and AI

ENGL 790-01, 3 credits, Graduate Seminar: Digital Scholarly Publishing
Jun 2-Jun 6, 9-4 pm
Classroom: Minard Hall, Rm 138
https://eymand.github.io./index.html

Course Description & Objectives

This summer seminar is a collaborative course where students, guided by one or more professors, engage in research, critical analysis, and the presentation of their findings through reports and discussions.

In this course, we'll examine the world of scholarly publishing, focusing on three key forms of infrastructure that support and direct the work of developing and circulating new knowledge--the scholarly, the social, and the technical.

Scholarship

You're likely already familiar with the scholarly infrastructures: the genre expectations in your field, the preferred citation schema, appropriate methods, aligning the work with publication venue and its audiences. The practices of peer-review (which vary by publication and by discipline) and choices about what to cite (not just how to cite it) also fall into this category. Ethical considerations in this category are very broad, so we'll primarily focus on questions of plagiarism and collaboration.

Actors and Social Networks

All of these scholarly choices take place in specific contexts, and they are carried out by people - and it is the relationships among these people that constitute the social dimension. People bring their lived experiences into the processes of authoring, editing, and reviewing, and their connections to each other in the networks of publication also impact the whole enterprise of knowledge-making. We love to scorn 'reviewer two' ... but behind that review is a real person, and understanding the social aspects of scholarly publishing can help both the author who wishes to be published and the editor managing the publication process. From an ethical standpoint, we'll focus on developing guidelines for practicing and responding to peer review.

Technical Infrastructure

Many of the constraints of publishing in the past were set by the limitations of the media and the technologies available - printing with ink on paper is far more expensive than digital publication, and circulation is also more difficult. However, print is more likely to last longer in an archive,

and there are advantages to the materiality of books and print journals that still make them attractive repositories of knowledge. In digital publishing, the technical infrastructures include everything from file formats to domain names, from tools for supporting the work of peer review to the social media we use to announce new work. Digital formats also come with specific ethical challenges, from predatory journals to paper mills, to wholesale theft of publishing venues.

The Specter of AI
All three of these components are now being impacted by the rise of generative AI, which has potential roles to play in authoring, editing, and reviewing. We'll explore the practicalities of using (or resisting) AI in the context of scholarly publishing and look at the policies that editors and publishers are developing in response.

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 Our focus will be primarily on publishing in humanities fields, although the sciences have been very active in seeking innovation in peer review (and, more recently, in the response to AI), so we'll also draw on scholarly-publishing related work in other disciplinary spaces as well.

Each student in the course will focus their work on this topic through the lens of working on a publication project of their own, with the aim of applying what we learn to increase the likelihood of publication—understanding how these systems work can have a positive impact on your own process of publishing an article, webtext, or book chapter.

I'll be bringing my own experience as editor (since 1996) and publisher of *Kairos*, alongside my experiences as author, reviewer, editorial board member of other journals and book series, as well as the research I've done on editing and publishing, but we'll also draw on the experiences of colleagues and scholars whose scholarship focuses specifically on publishing and scholarly communications.

Course objectives
In this seminar students will
 * Investigate the landscape of digital publishing across a range of fields and genres,
 * Develop guiding principles for submitting work for publication specific to their interests and career goals,
 * Practice effective and ethical models of peer-review, and
 * Critically evaluate the role of generative AI in scholarly editing and publishing

Assignments and Evaluations

Class Participation (33%) Given our limited time, most of our assigned work will take place in-class. Students are expected to participate in class discussions, as such participation is critical to the success of the class. Class participation is difficult to quantify and doing so as the discussion is happening will distract from the pedagogical purposes of our interactions, so the evaluation will be in the form of a self-reflection about your participation, submitted on the final day. Participation activities include introductions, small group discussions, and peer-review practice.

Presentations (33%) We'll have two individual presentations and one group presentation to complete over the course of the seminar.
- Journal Investigation (individual)
- Editorial Policy presentation (group)
- Field-specific scholarly production maps (individual)

Exercises and Writing Tasks (33%) Most of our writing tasks will be shorter than a traditional seminar paper, and they'll be keyed to different aspects of publishing, with the goal of helping you directly as an author (and perhaps additionally as a potential peer-reviewer or editor). We'll have time in-class to write, share, and respond. The main tasks are listed below.

- Setting up an ORCID ID and adding yourself to the Writing Studies Tree (or updating if you have already created them)
- A biosketch template for inclusion with publications or presentations
- A journal guide based on the work you plan to publish
- A monograph and edited collection map of publishers in your field of study
- A practice peer review report, with a follow-up workflow document/guide
- Practice editing test
- A journal article or book chapter proposal

Course Topics and Schedule Overview
Each day is divided into four main topics/sessions. We'll aim for both short in-session and between session breaks (15 minutes).

    Session 1: 9:00-10:15
    Session 2: 10:30-noon
    Lunch: noon – 1pm
    Session 3: 1pm – 2:15pm
    Session 4: 2:15pm – 4pm

Monday - Infrastructures, Roles, Genres: The Big Picture

Session 1 – Introductions, Seminar Overview, Setting Goals

Session 2 – The general landscape of scholarly production. What do you already know?

Session 3 – How To: Author, Scholar, Presenter

Session 4 – Finding, Reading, Responding to CFPs; Begin Journal/Chapter Proposal.

Homework: Begin Journal Investigation. See course website for readings.

Tuesday – Writing, Editing, Designing

Session 1 – Editorial Roles and Practices

Session 2 – Practice Editing Test

Session 3 – Craft Journal Investigations

Session 4 Journal Investigation Presentations

Homework: Continue work on Journal/Chapter Proposal. Begin Field Mapping Projects. See course website for readings.

Wednesday – Peer Review

Session 1 Peer Review in Scholarly Publishing – History, Roles, and Models

Session 2 Peer Review – Practical Advice for Giving and Receiving

Session 3 Practice Peer Review

Session 4 Peer Review Reflections and Workflow Doc

Homework: Continue work on Field Mapping and Journal/Book Chapter Proposal. See course website for readings.

Thursday – Ethics, Technologies, and AI[1]

Session 1 – Editing and Technology, Then & Now

Session 2 – Investigating Editorial Policies

Session 3 – AI in Editing/Prepare Policies presentations

Session 4 Policies Presentations

Homework: Continue work on Field Mapping and Journal/Book Chapter Proposal. See course website for readings.

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[1] No AI was used in the development or writing of this syllabus. There are likely typos galore!

Friday – Charting *Your* Path/Getting Published

Session 1 – Considerations for Multimodal Publications

Session 2 – Peer Review: Journal/Book Chapter Proposal

Session 3 – Work on Field Maps

Session 4 – Field Maps Presentations, Wrap-ups and Reflections

Institutional Policies

Attendance/Participation: According to NDSU Policy 333 (https://www.ndus.edu/fileadmin/policy/33.pdf), attendance in classes is expected. Since this is an intensive one-week seminar, it's imperative that you let me know if you need to miss any part of each day as soon as you can.

Americans with Disabilities Act for Students with Special Needs: Any students with disabilities or other special needs, who need special accommodations in this course are invited to share these concerns or requests with the instructor and contact the Center for Accessibility and Disability Resources as soon as possible.

Veteran & Military Activation: Veterans and student service members with special circumstances or who are activated are encouraged to notify the instructor as soon as possible and are encouraged to provide Activation Orders.

Academic Honesty Statement: The academic community is operated on the basis of honesty, integrity, and fair play. NDSU Policy 335: Code of Academic Responsibility and Conduct applies to cases in which cheating, plagiarism, or other academic misconduct have occurred in an instructional context. Students found guilty of academic misconduct are subject to penalties, up to and possibly including suspension and/or expulsion. Student academic misconduct records are maintained by the Office of Registration and Records. Informational resources about academic honesty for students and instructional staff members can be found at https://www.ndsu.edu/academichonesty/. Any academic dishonesty will result in failing the course.

Safe Learning Environment: North Dakota State University does not discriminate on the basis of age, color, disability, gender expression/identity, genetic information, marital status, national origin, public assistance status, sex, sexual orientation, status as a U.S. veteran, race or religion. Direct inquiries may be directed to the staff at the Equity and Diversity Center, Alba Bales House: (701) 231-5728.

FERPA:
Your personally identifiable information and educational records as they relate to this course are subject to FERPA.