HPSC0044
Science and
the Publishing Industry

Syllabus   v2

Session	2022-23
Web	profjoecain.net/0044
Moodle	profjoecain.net/0044moodle
Timetable	profjoecain.net/0044time
ReadingList	profjoecain.net/0044read

1. Description

The publishing industry is enormous. It shapes science communication in fundamental ways. This module investigates publishing. How does it work? How does it enable, constrain, and challenge science communication? The module covers a wide range of outputs: trade books, textbooks, peer review journals, and ancillary products. It examines topics every publisher needs to know about, as well as contexts key for interpreting trends. How does marketing and selling shape communication products? What careers are available in science publishing? In recent years, major changes in the industry have been nothing short of revolutionary: open access, print-on-demand, automated translations, tablet reading, data publishing and data mining, and more. The module also will integrate key STS themes to the subject: how do they help us better understand science publishing. The module will ask students to develop practical projects, including a book proposal, a product pitch, and a print-ready book manuscript, which could be published. They also will have opportunities to meet professionals in the industry.

2. Key information

In the 2022-23 session this module will combine postgraduate and undergraduate offers. There will be some overlap and some material custom-made for the different levels. Assessment tasks are different, and some session times are different.

- UG=undergraduate or level 6
- PG=postgraduate or level 7

2.1 UG undergraduate key information

Assessment	20%	presentation: proposal pitch (5 minutes)
	80%	coursework: book proposal (3000 words)
Essential texts	1. Clark, Giles, and Angus Phillips. 2019. *Inside Book Publishing. Sixth Edition* (London: Routledge). ISBN 9781351265720. [UCL Library](). 2. Thompson, John B. 2012. *Merchants of Culture. Second Edition* (Cambridge: Polity). ISBN 9780745661063. [UCL Library]().	

2.2 PG postgraduate key information

Assessment	100%	coursework (4000 words)
Essential texts	1. Morris, Sally (et al). 2013. *The Handbook of Journal Publishing. Sixth Edition* (Cambridge: Cambridge University Press). ISBN 9781107653603. [UCL Library](). 2. Clark, Giles, and Angus Phillips. 2019. *Inside Book Publishing. Sixth Edition* (London: Routledge). ISBN 9781351265720. [UCL Library]().	
Extra	Thompson, John B. 2012. *Merchants of Culture. Second Edition* (Cambridge: Polity). ISBN 9780745661063. [UCL Library]().	

2.3 who attends which class hours?

This module combines an undergraduate and postgraduate offer in overlapping times.

- UG: Undergraduate students are *required to attend* the first hour of the Monday session plus the Wednesday session each week. The second hour of the Monday session is optional for undergraduates; it focuses on Master's level delivery.
- PG: Postgraduate students are *required to attend* the full two-hour session on Mondays and do not attend the Wednesday session, which is reserved for undergraduates.

This pattern is used for several reasons. Most important, it allows for distinctive content to be developed for each level, especially supporting the assessment. For PG students, it also matches their other modules. For UG students, it breaks up the load into more easily engaged units of work.

3. Module tutor

Module tutor	Professor Joe Cain
Contact	J.Cain@ucl.ac.uk | t: 020 7679 3041 (office)
Web	ucl.ac.uk/sts/cain | profjoecain.net
Office location	22 Gordon Square, Room 4.3
Office hours (T2)	via Teams: Tuesdays 14:30-17:00 and Thursdays 13:00-15:00 book using profjoecain.net/booking via in-person drop-in: Mondays 11:00-12:30

4. Aims and objectives

4.1 aims

This module aims to introduce students to publishing as an industry, focusing on the development, production, marketing, and distribution of science books and peer-review journals. It aims to relate this activity to fundamental themes in science communication and STS. The impact of major changes in the industry – e.g., open access, print-on-demand, automated translations, and tablet reading – will be examined, too. The module aims to dissect the industry and expose students to some of the many possible entry-level positions and career trajectories available within the industry. With such knowledge and understanding, students can consider how they might best become involved in the industry, and later develop it towards improving science communication overall. The module will ask students to develop key and practical skills through the creation of practical projects, including (for UG students) a book proposal and product pitch, and (for PG students) an industry consultation.

4.2 objectives

By the end of this module, students should be able to:

1. identify major elements of the publishing industry involving the development, production, marketing, and distribution of science books and peer-review journals

2. relate book and journal publishing to fundamental themes in science communication and STS

3. describe major recent changes in the industry – e.g., open access, print-on-demand, automated translations, and tablet reading – and discuss possible impacts

4. describe entry-level positions and career trajectories available within the industry

5. reflect on how they might best become involved in the industry and later improve science communication overall

6. develop practical projects, including a book proposal and a product pitch, suitable for submission

5. Module plan

Student responsibilities in this module involve three components: class sessions, assignments, and independent learning. The structure is different for UG and PG students.

5.1 class sessions

This module has twenty hours in-class sessions, booked through the central timetable
(profjoecain.net/0044time).

Each week is themed. A preliminary schedule is provided below. Additions and revisions will be made on Moodle during the session. The aim is to post all materials for a week's activities by Thursday noon of the preceding week.

Students will be expected to complete all _required_ activities prior to the indicated session. Supplemental or recommended activities are _optional_ and need not be completed prior to the indicated session. The purpose of supplemental material is to enhance and broaden engagement with a topic for those who seek it. This could assist with elements of the assessment. It also simply adds to the general learning aims for the module. Students also are encouraged to add supplemental materials of their own selection. Introduce these to the Moodle Forum.

5.2 assignments

UG: undergraduate assignments

Assessment focuses on one project, produced through individual work, and consists of two pieces of assessed coursework preceded by one item of formative work. In brief, the project requires students to develop, produce, market, and plan for the distribution of a book of their own design, within certain constraints. Criteria for assessment will be posted on the Moodle site and will be discussed in class well in advance of the deadline.

In sum, the UG coursework includes:

1. draft prospectus (formative) - The aim is to produce an initial concept and outline for their project, sketching the plan for content and market. The goal is to ensure students are on the right track.

2. presentation (20% - 5 minutes) - The aim is to pitch your proposal to Project Directors to show them your book project and to convince them to "green light" your project.

3. full book proposal (80% - 3000 words) - The aim is to produce a viable book proposal suitable for submission to a trade publisher. This will speak to key elements of publishing, including development, production, marketing, and distribution.

PG: postgraduate assignments

Assessment focuses on one project, produced through individual work, and consists of one item of assessed coursework preceded by two items of formative work. In brief, the project requires students to contribute to a SWOT analysis for a current publisher. Criteria for assessment will be posted on the Moodle site and will be discussed in class well in advance of the deadline.

In sum, the PG coursework includes:

1. outline proposal (formative – approximately 500 words) - The aim is to produce an initial concept and outline for their project, sketching the workplan. The goal is to ensure students are on the right track.

2. status report (formative - approximately 5 minutes film) - The aim is to provide a report on progress in the project, identifying initial successes and areas of difficulty. The goals are to ensure students are making good progress and to identify problems in need of solution well before the project due date.

3. full book proposal (100% - 4000 words) - The aim is to produce a viable research essay suitable for submission to a client as prescribed.

5.3 independent learning

As with all HPSC modules, HPSC0044 expects students to dedicate no fewer than 60 hours during the term, approximately 6 hours per week, to independent study and skill development towards module

objectives. Students rarely make good use of the tremendous range of assets UCL makes available for independent learning. This module will use the Moodle site to direct students towards some valuable digital and print resources they can use for independent learning, but students are expected to press farther by researching topics on their own initiative. UCL Science Library has a print section dedicated to publishing, and the UCL e-journals include a subscription to *Publishers Weekly*. Or, a fair number of podcasts are available relating to the publishing industry and its many parts. Publishing also requires a wide range of technical skills, such as use of Excel or InDesign, and self-guided training is available through LinkedIn Learning, for which UCL holds a subscription. Students are expected to show initiative with self-development; this is a commonplace expectation for all professionals.

Students are welcome to suggest additional materials via the Forum. And students are welcome to draw on the expertise of the module tutor, and others in and around UCL, for the purposes of independent learning.

6. Programme schedule

This list of weekly themes is indicative and may change.

Key:

- ALL: all students (first hour of Monday session)
- PG: postgraduates (second hour of Monday session)
- UG: undergraduates (Wednesday session)
- XT: extra material to supplement independent learning

0. assignment schedules

PG	1 Feb, 17:00	Proposal (formative)
PG	1 Mar, 17:00	Status report (formative)
PG	29 Mar, 17:00	Final essay (100%)
UG	25 Jan, 17:00	Outline book proposal (formative)
UG	2 Mar, 17:00	Proposal pitch (20%)
UG	29 Mar, 17:00	Final book proposal (80%)

1. consider the ecosystem (w/c 9Jan)

ALL	consider the publishing ecosystem	Thompson (2012: ch3) Clark and Phillips (2020: ch1)
PG	trends	PA data (see Moodle)
UG	what do authors do?	explore Adam Rutherford explore Gemma Milne
XT		Bell and Owen (2017)

2. parts and wholes (w/c 16Jan)

ALL	what's a journal?	Clark and Phillips (2020: ch3)

PG	division of labour	Morris (2013: ch3)
UG	what do editors do?	Clark and Phillips (2020: ch7,8)
XT		Thompson (, 2012: ch 2) on agents

3. who pays? (w/c 23Jan)

ALL	open access and paywalls	explore UCL Open Access UCL (2022)
PG	transformative agreements	Hinchliffe (2019) Morris (2013: ch2)
PG	what is marketing?	Clark and Phillips (2020: ch10) Thompson (2012: ch7)
XT		Thompson (2012: ch9) Morris (2013: ch8)

4. who buys? (w/c 30Jan)

ALL	markets/partnerships	Morris (2013: ch10)
PG	P&L	Morris (2013: ch6)
UG	what do booksellers do?	Clark and Phillips (2020: ch13) Thompson (2012: ch1)
XT		Thompson (2012: ch8) Morris (2013: ch7)

5. what adds extra value? (w/c 6Feb)

ALL	conglomeration	Hinchliffe (2022) Clark and Phillips (2020: ch11)
PG	mining and smelting	Leonelli (2016: ch1) Morris (2013: ch9)
UG	platforms and integrations	Clark and Phillips (2020: ch6)
XT		Clark and Phillips (2020: ch11) Thompson (2012: ch5)

reading week (w/c 13 Feb)

ALL	no sessions this week	

6. how to improve veracity? (w/c 20Feb)

ALL	trust in the marketplace	Thompson (2012: ch3)
PG	peer review	Browse PeerCommunityIn
UG	publicity and engagement	Clark and Phillips (2020: ch9)
XT		Thompson (2012: ch5)

7. return to the ecosystem (w/c 27Feb)

ALL	other niches?	Cochran (, 2022) Clark and Phillips (2020: ch5) Explore Reedsy.com
PG	predators	Explore Beall's List and wiki Petrou (2020)
UG	design and production	Clark and Phillips (2020: ch9)
XT		Thompson (2012: ch5)

8. what counts? (w/c 6Mar)

ALL	inclusion and diversity	Lee & Low Books (2020) TBC
PG	metrics and markets	Petrou (2002) Morris (2013: ch5)
UG	metadata	Umstattd (2020)
XT		Baverstock (2019: ch15)

9. what is my legal oversight? (w/c 13Mar)

ALL	core legal issues; common breaches	UCL (2023)
PG	contracts, IP, legal	Morris (2013: ch10,11)
UG	IP and rights management	Clark and Phillips (2020: ch11)
XT		TBC

10. what is ethically grey? (w/c 20Mar)

ALL	authors	Smith (2016) TBC
PG	publisher, reader	Morris (2013: ch12) TBC
UG	cancel culture and controversy	Flood (2021) UCL (2018)
XT		TBC

7. Assignments

7.1 UG: undergraduate assignment

Percentage	Due (17:00)	Submit
0%	25 Jan	draft prospectus (500 words)
20%	02 Mar	proposal pitch (5 minute film)
80%	29 Mar	book proposal (3000 words) using form

Welcome to the literary agency, ThinkSTS.

As one of our new Associates, your first independent assignment is to design a new book; specifically, to develop a new project that showcases some of main principles of science and technology studies. The agency's Project Directors expect you to develop a full proposal by the end of this term, and they've set several milestones for you to demonstrate your progress.

1. draft prospectus (formative) - The aim is to produce an initial concept and outline for their project, sketching the plan for content and market. The goal is to ensure you are on the right track.

2. proposal pitch (20% - 5 minutes) - The aim is to pitch your proposal to Project Directors to convince them to "green light" your project. You're speaking on behalf of ThinkSTS, so be professional.

3. book proposal (80% - 3000 words) - The aim is to produce a viable book proposal suitable for submission to a trade publisher. This will speak to key elements of publishing, including content, production, marketing, and distribution. By design, the full proposal may include revised elements of the draft prospectus. The tutor will provide you with the publisher's proposal form to use for the full proposal.

Importantly, your project _develops a proposal, not an actual book_. Thus, you are allowed a certain degree of creative licence, provided this is accompanied by supportive research and justification. Proposal writing is a form of speculative development.

Please keep a research notebook as evidence of your work.

1. draft prospectus

For the draft prospectus, write a memo to the Project Directors describing enough of the following elements to give them a general understanding of your idea:

1. title

2. introduction
3. contents (chapter list and summaries)
4. readership and proposed market
5. competition
6. marketing ideas
7. author qualifications

Note: You are quick to notice this list derives from Clark and Phillips (2020: 141-142). Not all areas are key for every project, and will not fully know the details of each section at this stage.

2. proposal pitch

The Project Directors want to see your pitch skills before you meet real commissioning editors, so they've asked you to prepare a 5-minute project pitch for their next meeting. You can assume they've read your preliminary proposal. They want to hear about the project's highlights, hooks, audiences, and marketing plan. They also want to see your front-running idea for a cover design.

Prepare a 5 minute film for the Project Directors as though you are pitching to commissioning editors.

3. proposal

At this point, you've convinced the Project Directors your idea has potential. They next ask you to create a full book proposal. A specific proposal form will be made available for you to complete. Naturally, you may incorporate into the final proposal any of the material you used for the draft prospectus and the pitch. The Project Directors expect your full proposal not to exceed 3000 words, exclusive of notes, appendices, and the text on the blank form. They also expect it to represent professional-level work ready to submit to publishers.

4. fine print

Submission time is set at 17:00 London time.

Further guidance will be provided on Moodle and will be discussed during in-class sessions. Please take the initiative to raise your questions with tutor, ideally during class or in the Forum. Use email for confidential business.

Criteria for assessment are described in separate documents and presented in films on Moodle.

7.2 PG: postgraduate assignment

Percentage	Due (17:00)	Submit
0%	1 Feb	project outline
0%	1 Mar	status report (5 minute film)
100%	29 Mar	analysis (4000 words)

ThinkSTS, which started as a literary agency, has expanded to include consultancy work and forecasting for the publishing industry. They've hired you to undertake research and project work. Welcome.

As your first assignment with ThinkSTS, the boss has asked you to prepare material for an evidence-based SWOT analysis for one of the publishers listed below on how they might adapt their business to remain strong during the next 10 years. Because others are working on the same project, you should limit your work to *only two* of the SWOT options, i.e., limit your research to *two of the four category options: strengths, weaknesses, opportunities, and threats*. You are free to choose which of those categories you focus on.

The publishers are:

1. Springer Nature (for the _Nature_ group of journals)
2. American Association for the Advancement of Science (for the _Science_ group of journals)
3. PLOS (for the _PLOS_ group of journals)

You'll be assigned the publisher by email from the module tutor. You may work with others as a collaboration, but the analysis you submit must be your own work.

Please keep a research notebook as evidence of your work.

1. project outline

For the project outline, write a memo to your boss describing your focus and initial work enough to give a general understanding of your first steps in the work. This is likely to include much speculation at this point on the following points:

1. publisher
2. options you likely will be using (S,W,O, or T?)
3. initial themes and hypotheses
4. ties to module sources, if any
5. primary sources you've identified as potentially useful evidence bases
6. limitations encountered and where might you need some guidance

This is formative work, used to give you feedback for focusing the final analysis and ensuring you are on the right track.

2. status report

Submit a 5-minute film reporting your progress to date, highlighting any problems or questions you're encountering. The audience for your film is your boss, and the expectation is that this will be an informal presentation you might otherwise give in a face-to-face, in-person session. This is formative work, used to give you feedback for focusing the final analysis.

3. analysis

The analysis you submit should be a professional presentation of your evidence-based research. Your report title should identify the publisher and the SWOT category options researched. An <200 word "executive summary" should identify the key points you want to make.

4. fine print

Submission time is set at 17:00 London time.

Further guidance will be provided on Moodle and will be discussed during in-class sessions. Please take the initiative to raise your questions with your module tutor, ideally during class or in the Forum. Use email for confidential business.

Criteria for assessment will be described in separate documents and presented in films on Moodle. Please ask questions about matters that do not seem clear.

8. Important policy information

Refer to the _STS Student Handbook_. As this is an HPSC module, we follow the rules of that handbook.

8.1 essay extensions and mitigations

Information about extensions and mitigations is provided in the _STS Student Handbook_. Individual tutors cannot grant extensions on their own initiative, so please do not ask. STS respects all SORAs and ECs approved elsewhere in the university; normally, these are communicated to STS automatically.

8.2 project feedback

Your feedback and first marks on coursework will be accessible via Moodle, normally two weeks (15 working days) after the due date. Please note that first marks are provisional and might change after second marking and moderation by external examiners. Marks are confirmed and fixed in June at the STS Board of Examiners.

Please focus on the <u>feedback</u> provided by the first marker, which is what will allow you to improve in the next piece of coursework.

You should discuss all your feedback with your <u>personal tutor</u> with the aim of identifying weaknesses and possible routes for improvement.

8.3 course communications

Module tutors will use several paths to communicate with you:

- Moodle Announcements: the principal means for communications in this module.
  Hint: You can set Moodle to "digest" communications (collecting all notices send in one day into a single email sent once per day). I find "digest" helps keep us organized and avoids disruption hour-to-hour in my day.
- Moodle Forum: I scan these most days, normally first thing in the morning, and you'll likely find answers to questions here, too.
- If we have a matter for you specifically, I'll communicate via your UCL email address. I don't use other email addresses. I'll put "0044" in the subject line to help you filter.
  Hint: If you want help managing email using filters, see UCL IS's "how-to" guides: https://www.ucl.ac.uk/isd/how-to-guides

Your communications with the module tutor:

- tutor meetings (=office hours): you have dedicated time in our diary for tutor meetings. That's time we make available for face-to-face conversations. Schedule an online appointment via MS Bookings (see contact information at the top of this syllabus). I'll also set aside time during the teaching weeks for drop-in, in-person opportunities. These operate on a queuing system. I'm very happy to meet to discuss the module and your wider interests in the subject.
- email: Email is not ideal for every communication. Please prioritize: use email for confidential and personal matters (e.g., tell me about a SORA or if an accessibility obstacle exists that we need to sort), send an email only after checking for information on Moodle. Please do not expect a response outside normal working hours (Monday-Friday 09:00-17:00 GMT).

9. Readings

This module makes heavy use of three books (two for UG and two for PG) as required readings, with a variety of additional sources as either required or recommended. Students will be expected to demonstrate knowledge and understanding of these texts in their assessments. ReadingLists@UCL has access routes to all required materials. Below is a list of materials cited int eh schedule.

BAVERSTOCK, A. & BOWEN, S. 2019. *How to Market Books. Sixth Edition,* New York, Routledge.

BELL, E. & OWEN, T. 2017. *The Platform Press: How Silicon Valley Reengineered Journalism,* New York, Columbia Journalism School; Tow Centre for Digital Journalism.

CLARK, G. & PHILLIPS, A. 2020. *Inside Book Publishing. Sixth Edition,* London, Routledge.

COCHRAN, A. 2022. *The Beginning of the End of Publisher-Society Partner Contracts | The Scholarly Kitchen.* Available: https://scholarlykitchen.sspnet.org/2022/10/24/the-beginning-of-the-end-of-publisher-society-partner-contracts/.

FLOOD, A. 2021. 'If publishers become afraid, we're in trouble': publishing's cancel culture debate boils over. *The Guardian*.

HINCHLIFFE, L. J. 2019. *Transformative Agreements: A Primer | The Scholarly Kitchen.* Available: https://scholarlykitchen.sspnet.org/2019/04/23/transformative-agreements/.

HINCHLIFFE, L. J. 2022. *Elsevier's ScienceDirect as Content Supercontinent? | The Scholarly Kitchen.* Available: https://scholarlykitchen.sspnet.org/2022/01/18/sciencedirect-as-content-supercontinent/.

LEE_&_LOW_BOOKS, JIMÉNEZ, L. M. & BECKERT, B. 2020. *Where is the Diversity in Publishing? The 2019 Diversity Baseline Survey Results.* Available: https://blog.leeandlow.com/2020/01/28/2019diversitybaselinesurvey/.

LEONELLI, S. 2016. *Data-Centric Biology: A Philsophical Study,* Chicago, IL, University of Chicago Press.

MORRIS, S., BARNAS, E., LAFRENIER, D. & REICH, M. 2013. *The Handbook of Journal Publishing,* Cambridge, Cambridge University Press.

PETROU, C. 2002. *Publishing Fast and Slow: A Review of Publishing Speed in the Last Decade | The Scholarly Kitchen.* Society for Scholarly Publishers. Available: https://scholarlykitchen.sspnet.org/2022/11/08/guest-post-publishing-fast-and-slow-a-review-of-publishing-speed-in-the-last-decade/.

PETROU, C. 2020. *MDPI's Remarkable Growth | The Scholarly Kitchen.* Available: https://scholarlykitchen.sspnet.org/2020/08/10/guest-post-mdpis-remarkable-growth/.

SMITH, D. 2016. *Sci-Hub: How Does it Work? | The Scholarly Kitchen.* Available: https://scholarlykitchen.sspnet.org/2016/02/25/sci-hub-how-does-it-work/.

THOMPSON, J. B. 2012. *Merchants of Culture. 2nd edition,* Cambridge, Polity.

UCL. 2018. *University College London Code of Practice on Freedom of Speech.* Available: https://www.ucl.ac.uk/srs/sites/srs/files/ucl_code_of_practice_on_freedom_of_speech.pdf.

UCL 2022. *Open Science: a practical guide for PhD students,* London, UCL.

UCL. 2023. *Intellectual Property Policy: guidance relating to student IP.* UCL. Available: https://www.ucl.ac.uk/enterprise/about/governance-and-policies/intellectual-property-ip-policy/intellectual-property-policy-guidance.

UMSTATTD, T. 2020. *How to Use Metadata to Sell More Books, with Joshua Tallent.* Available: https://www.authormedia.com/meta-data/.