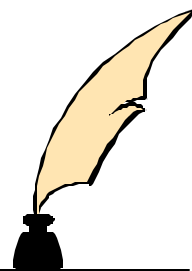


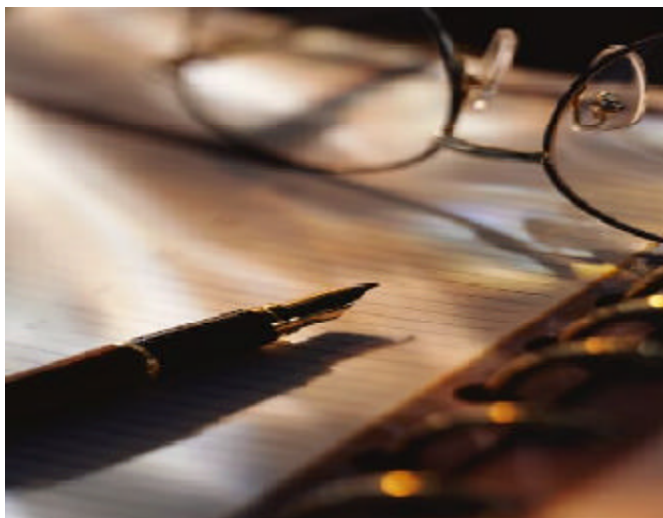
SCHOLARSHIP at SPSU

an Academic Achievement Support Group Newsletter



Issue 3 • Spring 2005

Scholarship@SPSU has settled into a routine so that more and more of us are submitting references to their work for the Newsletter. This term we have Briana Morrison's and Becky Rutherford's work for the first time. The submissions of Khalid Siddiqi are corrections and updates from the last issue, where we inadvertently left out some of the details of his work. The brown bag lunches this past fall were presented by Keith Hopper, who spoke of the bibliographical tool, EndNote. Bow Van Riper's presentation was about how to approach writing a book, and President Rossbacher spoke about the function of scholarship at SPSU. All three were thought-provoking and useful.



Again, we must thank Dawn Ramsey and Scott Brown for their hard work in producing this Newsletter. This is another example of how Extended University helps us all.

We hope to see you at the next and last brown bag lunch (Bob Harbort and Ronny Richardson will submit their synopses for the next issue) on March 22, at noon, in the CTE when President Rossbacher will continue her discussion about scholarship.

Excerpts from September 28, 2004 Brown Bag Keith Hopper - Director of CTE

Endnote is an automated citation manager that seamlessly "piggybacks" with Microsoft Word tools. Endnote allows the user to insert citations within a document, then automatically format citations and bibliography using one of more than 1,100 styles (APA, MLA, AMA, IEEE, etc.). Endnote manages this tedious aspect of formal writing so that authors may concentrate on content. Users easily create or import databases of citations, which Endnote inserts and formats as needed. Download citations and abstracts from Galileo and other online resources, from library Internet services, or share citation databases with colleagues or professional groups. Endnote provides many document templates to simplify document design, and can instantly replace a citation style with another (for multiple submissions to publications with different styles). Users can easily create or customize styles. Endnote also accommodates graphic images, figures, and user notes. Although not perfect, it is a powerful, flexible tool for research and professional writing. There is an active and very helpful listserv for Endnote, and many USG librarians and faculty subscribe. For more information, visit: <http://www.endnote.com/> or http://www.spsu.edu/htc/hopper/SPSU_endnote_2004.htm

Lowest pricing is typically from online book sellers (\$170.00 to \$300.00). A site license is not available at SPSU, and not available through MSD.

Excerpts from the October 26, 2004 Brown Bag A. Bowdoin VanRiper - Faculty

When I submitted my revised PhD thesis to a publisher in 1991, I had absolutely *no* idea of how books got published. Now, with four books in print, I have a much better idea. What follows is an authors-eye view of the process. Every book starts with an idea. My first one, *Men Among the Mammoths*, started with a question: Why was the earliest evidence of the antiquity of the human race gathered (in 1858-63) by geologists rather than archaeologists?

Future
Brown
Bags

March 22 • Lisa A Rossbacher

Brown Bag Highlights (continued)

My third, *Imagining Flight*, started with my desire to merge lifelong interests in flying and in popular culture. My second and fourth, *Science and Popular Culture* and *Rockets and Missiles: The Life Story of a Technology*, started with editors who said (in effect) “We think there’s a market for a book like this—want to write one?”

The first step in getting from idea to finished book is asking yourself the question: “Who might want to publish a book like this?” Occasionally the problem solves itself, when an editor who knows your work says asks you if you’re interested in doing a book on such-and-such. Usually, though, you have to do your own market research. All university presses (and most academically oriented trade publishers like Greenwood and John Wiley) specialize to some degree. University of Chicago is known for its history of science books, Brassey’s for military subjects, Twayne for critical studies of American authors, and so on. Chances are that you already know the leading publishers in your particular field. If not, check the spines of the most recent additions to your office bookshelves.

Regardless of whether the publisher approaches you or you approach them, you’ll need to have a proposal for the book you want to write. A typical proposal includes: a brief description of the book, a chapter-by-chapter breakdown of the contents, a discussion of competing books (and how yours is different), and an assessment of the potential audience. The point of a proposal is to give the publisher a sense of what they’re buying if they agree to publish your book. Once your proposal is approved by the publisher’s editorial board, you’ll be sent a contract that commits you to deliver a manuscript of a certain length (usually expressed in thousands of words) on a certain date, and specifies how much you’ll be paid for each copy of the book that’s sold (usually 6-10% of cover price).

Now all you have to do is write the book.

Actually *writing* a book isn’t all that different from writing a shorter piece. The trick is to think of the book not as a single, monolithic 100,000-word slab of text but as a collection of smaller elements: introduction, chapters, sections, and so on. If you can write an article, you can write a book chapter.

Writing a book for a university press is like writing an article in another way, too: When the manuscript is done, your editor will send it to anonymous referees and then send along their comments for you to think about and respond to. Writing a book for a trade press (whether a big one like Norton or a smaller one like Greenwood) is a bit different. Your manuscript will be vetted by your editor, who may ask to see each chapter as its finished *or* the entire manuscript when it’s complete. Once you have comments from your editor and/or outside referees, you can make whatever substantive revisions you (or they) think necessary.

You should also, by this point, be thinking about illustrations. Basic issues like how many, what type (photographs? line drawings? tables?), and so on will have been settled in the proposal-and-contract stage. What you need to think about as you’re writing and revising the manuscript is what *specific* illustrations you want to use and where in the book you want

them to appear. Most publishers will want to see at least rough copies of the proposed illustrations when you turn in the revised manuscript.

Your editor will now hand your revised manuscript off to a professional copyeditor (usually, these days, a free-lancer rather than employee of the publishing house) who will scribble all over it in colored pencil. The scribbling comes in three categories: 1) Notes to the typesetter about what fonts to use for what sections of text; 2) Changes in wording that fix grammar errors, untangle convoluted sentences, or make your spelling and usage match the publisher’s “house style;” and 3) Queries about things that need to be clarified. Once the copyedited manuscript is in your hands, you’ll have 7-10 days to look it over. You can ignore all the notes in category (1) and give those in category (2) a once-over-lightly to make sure that the copyeditor didn’t inadvertently change your meaning. You *will*, however, need to answer each and every query. This will also be your last chance to make substantive changes in your wording—rewrite a sentence, move a paragraph, add a quotation, or so forth.

Once you finish checking the copyedited manuscript and send it back, you’ll have 4-6 weeks to catch your breath. Sort of. The production department will want final copies of your illustrations (8 x 10 glossy prints or high-resolution computer files for photos; clean, sharp copies for drawings and tables) and the text of your captions. The legal department will want you to certify that you’ve obtained the necessary permissions and paid the necessary fees for copyrighted material you used. The marketing department will want you to fill out a multi-page questionnaire describing yourself and the work. There may come a point when you start to dread finding an envelope from your publisher in your mailbox.

When the manuscript *is* typeset, you’ll receive a copy of the “proofs:” a stack of 8.5 x 11" pages that look exactly like the finished book pages. You’re now in the home stretch, with only two more jobs ahead of you. The first job is to read through the book one more time, marking spelling and grammar errors that might remain. There will, generally, be very few—perhaps 5 or 6 in a 200-page book—but they *do* happen and this is your last chance to catch them. The second, harder job is to create the index. It’s possible, in theory, to do this by computer, but I’ve indexed all four of my books the old fashioned way: marking each item I want to index (along with its page number) on a 3 x 5" card, then alphabetizing the cards by hand. Alphabetizing isn’t purely mechanical: You have to decide where to put cross-references and whether (to use a real example from *Imagining Flight*) to list references to “Delta Airlines” and “United Airlines” separately under “D” and “U” or to make them sub-categories of a large entry on “Airlines.” When you’ve sent back the corrected proofs and the typed-up index to the publisher, your job is (finally!) done. You’re free to reclaim your life and anticipate the moment when a small carton with 5 or 10 copies of your now-published book arrives on your doorstep. A couple of months later.

Brown Bag Highlights (continued)

Excerpts from November 30, 2004 Brown Bag Lisa A. Rossbacher - President

On 30 November 2004, we discussed the types of scholarship, as outlined in *Scholarship Assessed* (Charles Glassick, Mary Taylor Huber, and Gene Maeroff, 1997), and how all of these are appropriate for faculty and student engagement at Southern Polytechnic. These include the scholarship of discovery, of synthesis or integration, of pedagogy, and of application. The discussion included (1) how traditional

models for scholarship in science and engineering apply to scholarship in the arts and humanities and (2) on-campus concern about communicating expectations about faculty involvement in scholarship. During the conversation, we clarified our collective understanding of the primary role of teaching at SPSU. Some scholarly activity is vital for all faculty, but this does not supersede the fundamental and historical primary of teaching at Southern Polytechnic State University.

Faculty Publications

Briana B. Morrison

“My criterion is: Is it a Boolean?: A card sort elicitation of students knowledge of programming constructs.”

Petre, M., Fincher, S., Tenenberg, J., et al
Technical report, University of Kent, 2003. <http://www.cs.kent.ac.uk/pubs/2003/1682/index.html>.

This technical report was a direct result of a two year NSF workshop that I attended. The first year we met in Port Townsend, Washington and studied current trends in computer science education research, what was good research, etc. We all left with a research kit and did the experiment throughout the year. We communicated via e-mail and met once at a conference (those that could attend). The second year we met to merge all the data and write the report. Several people then continued to work on the paper and put it into its final form. This technical report has spawned several additional projects and made for some fabulous collaborations. Murphy, L., R. McCauley, S. Westbrook, T. Fossum, S. Haller, B. Morrison, B., Richards, K. Sanders, C. Zander, and R. Anderson, (2005).

“A multi-institutional investigation of computer science seniors’ knowledge of programming concepts”
The Proceedings of the 35th SIGCSE Technical Symposium on Computer Science Education, ACM Press, 2005.

This was one of the offshoots of the previous NSF workshop group. We came up with a follow-on study which we conducted. We then agreed to meet in South Carolina for 5 days and combine the data and write the paper. The paper didn’t get written (various issues like power outages), but we did come up with the outline which we could then divy up and conquer. Reviews were done via e-mail until the submission date. It helped to have two very dedicated people “driving” while the others just took their turns editing.

Becky Rutherford

Activities since April 2004:

1) Presented a tutorial at the CCSC Central Plains Conference in Warrenburg, Missouri on “Copyright, Ethics and the Law”

2) Presented a 3 hours workshop at the ITiCSE Conference in Leeds, UK (England) on “Collaborative and Cooperative Learning for the CS Educator”

3) Presented a paper at the ITE2004 conference at Elizabethtown College, PA on “Andragogy - the Adult IT Learner”

4) Presented a poster at the SIGITE04 conference in Salt Lake City, UT on “Androgogy - What does it Mean for IT”

Khalid Siddiqi

Spring 2004 Publications

Partnering: A Tool for Construction Claims Reduction

Veronica Voyton and Khalid Siddiqi

Published in the Journal of Architecture Engineering, American Society of Civil Engineers, March 2004, Volume 1

[Veronica Voyton completed her MS Construction from SPSU](#)

Abstract

The objective of this study was to determine partnering influences on the overall number of construction claims. Project data of different partnered projects was compared with similar size non-partnered projects. Since partnering usually takes place on large projects, the project size considered was \$ 20 million to \$ 30 million commercial buildings. All projects considered in the study were located in the State of Georgia, southeastern United States. The results are based on the responses of a questionnaire administered to general contractors who worked on projects delivered through the application of partnering process. The responses were analyzed and compared with three non-partnered projects of the same size. The data for non-partnered projects was also collected from responses to a questionnaire administered to general contractors who worked on these projects. Partnering was generally found to be beneficial and was considered an effective tool for reducing claims in projects considered. This study will benefit project managers, owners, and general

contractors who prefer to manage their projects with fewer construction claims or cost variations. The conclusions provide a sharper perspective about effectiveness of partnering in the context of reducing the number and size of claims.

A Holistic Approach for Construction with Respect to Environmental Law

Khalid, Siddiqi et. al.

Published in the Federal Facilities Environmental Journal Volume 14, Issue 4, Pages 69 - 93

Abstract

The impetus for widespread change within the private-sector building industry is about no single owner retaining a constructed project during its entire life cycle. This impetus will be difficult to establish as statutory relief because of changes in private-sector ownership. This is not true in most cases for federal agencies. However, with the advent of sustainability in construction and bioremediation in environmental construction, federal agencies also need to address the problem in an integrated fashion by improving their project management, planning, and implementation strategies. Thus, federal agencies have a responsibility and duty to take the lead in developing processes to ensure environmentally friendly construction. Currently the motivations are only voluntary, not regulatory. The divided nature of the construction industry complicates the problem further. Construction will become substantially more environmentally friendly if private-sector owners are motivated through rewards and federal agencies through more integrated life-cycle planning and programming, built within the socioeconomic and regulatory framework. In this article, the building industry, which currently stands fragmented, is analyzed in the context of the incentives and structural changes it needs to implement environmental laws fully. This article presents the motivation for adopting a holistic approach toward environmental compliance by modeling the strategic interventions required. These interventions, within and outside the construction industry, are also used to compare economic parity issues between existing building stock and future environmentally compliant buildings. Fundamental internal and external changes have been identified in the manner business is presently conducted to reward and benefit those who comply with the environmental laws and regulations. The authors further encourage federal agencies to take the lead role, through both voluntary and required processes, in changing the construction industry to be environmentally compliant in an integrated approach. © 2004 Wiley Periodicals, Inc.

Motivation for Environmental Construction

Khalid, Siddiqi et. al.

Published in the Federal Facilities Environmental Journal Volume 15, Issue 1, Pages 91 - 111

Abstract

Environmental laws are increasing and changing faster than they can be implemented in the construction industry. This is especially important for Federal facilities and environmental construction because Federal agencies are strongly averse to notices of violation to environmental regulations. Other industries, such as the Air Force aircraft development industry, are coping with problems related to impacts of environmental laws by integrating the concept of design for environment into their management strategy, on a life cycle basis. The construction industry has historically addressed environmental regulations in a segregated and fragmented approach and seen environment issues as restrictions and constraints. With the advent of Sustainability in construction and bio-remediation in environmental construction, Federal agencies also need to address the problem in an integrated fashion by improving its project management, planning and implementation strategies. This paper presents a framework that can be used by the construction industry for analyzing construction alternatives in an integrated fashion with respect to environmental laws and regulations. The framework provides a holistic approach for taking into consideration public needs, construction processes, and regulatory governmental functions. The framework can be used by Federal Agencies for addressing life cycle environmental issues pertaining to compliance, conservation, and pollution prevention. Use of the holistic approach and integrated framework is expected to minimize remediation in new building and environmental construction projects.