

October 2013

Call for Manuscripts and Graphics

Michigan Reading Journal

Follow this and additional works at: <https://scholarworks.gvsu.edu/mrj>

Recommended Citation

Journal, Michigan Reading (2013) "Call for Manuscripts and Graphics," *Michigan Reading Journal*: Vol. 46 : Iss. 1 , Article 13.

Available at: <https://scholarworks.gvsu.edu/mrj/vol46/iss1/13>

From *The Teachers & Writers Guide to Classic American Literature*, edited by Christopher Edgar and Gary Lenhart, 2001, New York, NY: Teachers & Writers Collaborative. Copyright 2001 by Teachers & Writers Collaborative. Reprinted with permission.

This work is brought to you for free and open access by ScholarWorks@GVSU. It has been accepted for inclusion in Michigan Reading Journal by an authorized editor of ScholarWorks@GVSU. For more information, please contact scholarworks@gvsu.edu.

Michigan Reading Journal

Call for Manuscripts & Cover Photos

The *Michigan Reading Journal* is the peer-reviewed journal of the Michigan Reading Association, which is composed of and serves classroom teachers, literacy specialists, instructional coaches, educational leaders, teacher educators, and university faculty. The journal publishes on diverse topics related to literacy, including: reading, writing, speaking, listening, visual literacy, digital literacy, language development, emergent literacy, culturally relevant literacy instruction, critical literacy, adolescent literacy, assessment, intervention, family and adult literacy, literature for children and young adults, and professional development and teacher education in literacy. Submissions are invited in any of the categories below.

Research Articles: Articles submitted in this category present original, evidence-based research; quantitative, qualitative, and mixed methods research are all invited. Manuscripts in this category must include APA formatted references to the relevant research literature and should not exceed 20 typed, double-spaced pages in 12-point type. Research article manuscripts undergo blind review by members of the journal's editorial review board.

Practitioner & Feature Articles: Articles submitted in this category include rigorous, evidence-based classroom practice and theoretical topics of interest to classroom teachers, instructional leaders, and administrators. Manuscripts in this category should include APA formatted references to the relevant research literature, if appropriate to the piece. Manuscript submissions should not exceed 20 typed, double-spaced pages in 12-point type. The journal's editor and editorial review board review submissions in this category.

Cover Photos: Submissions in this category share visual artifacts of literacy teaching practices through photos of teachers and students engaging in literacy, as well as artifacts of student learning. Photos must be clear, in focus, of a high resolution/quality and sent as a full-size jpeg or tiff file attachment, accompanied by a brief, 75-100-word description, including the school, grade level, and a description of what is happening in the photo; including names of individuals photographed is encouraged. Hard copy documents and artifacts that students have produced (such as student-created graphic organizers) must be scanned, not photographed; the latter will not be of high enough quality for publication. By submitting an item to be used as a cover photo, the individual indicates that s/he has obtained consent from district, school, teacher, parent/caregiver, and child to use the image for publication. The journal's editor reviews submissions in this category.

Teachers as Writers & Illustrators: Submissions in this category include teacher-authored original poetry, short stories, memoirs, and graphics relevant to literacy and classroom teaching. Text submissions should be 750 words or fewer and must be typed, double-spaced, and in 12-point type. Graphic submissions should be of a high resolution/quality and sent as full-size jpeg or tiff file attachments accompanied by a brief, 50-100-word description. Graphic documents must be scanned, not photographed; the latter will not be of high enough quality for publication. The journal's editor reviews submissions in this category.

Letters to the Editors: We invite and encourage your letters in response to what you have read in the *Michigan Reading Journal*. Did research presented help you better understand teaching and learning?

Were you inspired to try a new teaching strategy? Are you still puzzling over a topic recently featured? Is there something you haven't seen in the journal that you want us to address? Share your thoughts with other *MRJ* readers.

Review of Manuscripts: Below is the heuristic that the journal's editorial review board members use when reviewing submitted research manuscripts and practitioner pieces focused on sharing teaching practices. The questions are intended to guide reviewers and help them shape their written summaries of feedback and recommendation regarding publication. The guiding questions in the heuristic also serve to help authors shape their manuscripts in order to meet standards for publication in *MRJ*.

Manuscript Review Heuristic Guiding Questions

- Will *MRJ* readers (classroom teachers, literacy specialists, instructional coaches, educational leaders, teacher educators, and/or university faculty) find the topic timely and relevant to their work?
- Will the manuscript appeal to *MRJ*'s diverse audience and reflect MRA's commitment to diversity?
- Are the voice and tone of the manuscript appropriate for *MRJ*'s audience?
- Does the overall quality of writing meet professional standards for ideas, content, organization, style, voice, word choice, sentence fluency, etc.?

Note: Reviewers do not address mechanics and conventions, as the journal's copy editor provides feedback in these areas.

- Does the manuscript contain new and/or significant information to justify publication?
- If **research**, does the study follow professional standards for rigorous research methodology?
- If **research**, does the manuscript provide adequate evidence to support conclusions and recommendations?
- If **research**, does the manuscript blend theory, research, and practice in ways appropriate for *MRJ* readers and their interests?
- If a **practitioner piece**, does it reflect evidence-based best practices in teaching and learning?
- If a **practitioner piece**, is it grounded in current educational research and relevant theory?
- If a **practitioner piece**, does it provide significant and important suggestions for growing teaching and learning?

Submitting Your Manuscript: All manuscripts should represent the author's original work, not be submitted for publication elsewhere, and follow guidelines as described above. Submissions should be sent electronically as Microsoft Word documents to the journal's editor, Dr. Leah van Belle, at MRJ@MichiganReading.org. Due to the blind review process, manuscripts should not include the author's name. A separate cover letter should be submitted as a Word document and should provide: a) title of submission; b) author's name; c) author's title/position; d) school/district affiliation; e) telephone number; f) email address; g) mailing address and h) up to 75 words of biographical information the author would like to share with readers regarding his/her professional work or background.

Deadlines: The *Michigan Reading Journal* is published three times yearly—fall, winter, and spring. Manuscripts are reviewed on a rolling basis.

