

December 2012

## Call for Manuscripts and Graphics

Michigan Reading Journal

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### Recommended Citation

Journal, Michigan Reading (2012) "Call for Manuscripts and Graphics," *Michigan Reading Journal*: Vol. 44 : Iss. 2 , Article 11.

Available at: <https://scholarworks.gvsu.edu/mrj/vol44/iss2/11>

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# Call for Manuscripts & Graphics

The *Michigan Reading Journal* is the peer-reviewed journal of the Michigan Reading Association. With a circulation of 6,500 teachers, literacy specialists, and university-based researchers, the journal publishes on diverse topics related to literacy, including reading, writing, speaking, listening, viewing, visually representing, technology, and literature for children and young adults. Submissions may be made in any of the categories below:

**Research Articles:** Articles submitted in this category present original, scientifically 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 must not exceed 20 typed, double-spaced pages in 12-point type. Research manuscripts will be blindly reviewed by members of the journal's editorial review board

**Feature Articles:** Articles in this category include literature reviews, classroom practice-based or theoretical topics of interest to Michigan educators. Articles must include APA formatted references to the relevant research literature. Manuscript submissions must not exceed 20 typed, double-spaced pages in 12-point type. All feature article manuscripts are blindly reviewed by members of the journal's editorial review board.

**Visual Literacy:** Submissions in this category share visual artifacts of literacy teaching practices through photos of teachers and students engaging in literacy, literacy projects, literacy centers, and artifacts of student learning. Each image should be clear, in focus, of a high resolution/quality and sent as a full-size jpeg or tiff file attachment, accompanied by a brief, 50-100-word description. Documents must be scanned, not photographed; the latter will not be of high enough quality for publication. By submitting an item to Visual Literacy, the individual indicates that he/she has obtained consent from district, school, teacher, parent, and child to use the image for publication. Submissions in this category are reviewed by the journal's editor.

**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. Submissions in this category are reviewed by the journal's editor.

**Letters to the Editor:** 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? Let us hear from you. Letters may be edited, with author's permission, for publication.

The *Michigan Reading Journal* is published three times yearly. While manuscripts are reviewed on a rolling basis, deadlines are as follows: fall issue – May 1; winter issue – Sept. 1; spring issue – Jan. 1. For example, this means that a manuscript submitted in November would mostly likely be considered for the spring issue.

All manuscripts should be submitted electronically as Microsoft Word documents to Dr. Leah van Belle (vanbelle@madonna.edu). Due to the blind review process, submissions must include the manuscript or graphic without any identifying author information and a cover letter with the following: a) author ; b) author's title/position; c) school/district/university affiliation; d) telephone number; e) email address; and f) one sentence each author would like readers to know about his/her professional work or background.