Teachers as Scholars: Demystifying the Publishing Process

CATESOL 2018
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http://bit.ly/2ff43cD
Talk with the people around you. Guess the answers to these questions.

How many times each year do we publish?

How many articles do we publish each year?

What types of TESOL-related articles do we publish?

How is publishing in *The CATESOL Journal* different from publishing in *The TESOL Quarterly*?

What percentage of submissions do we publish?

What process occurs when we receive a submission?

What are some reasons we might not publish a submission?

What’s the most common reason we do not publish a submission?
Overview

1. Choosing a venue for your piece
2. The review process
3. Revise and resubmit
4. Adapting a piece for submission:
   a. lesson plan
   b. seminar paper
   c. thesis
   d. empirical research
5. Writing a book or media review
6. Writing a blog entry
Choosing a Venue for your Piece
How to find an appropriate journal

1. Read the mission of the journal.
2. Read the submissions guidelines.
3. Check for links to more information.
   (see http://www.catesoljournal.org/submission-guidelines/)
4. Read through several issues of the journal.
5. If you have a question about appropriateness, contact the editor.
   ○ However, make sure that you’ve done #1, #2, #3, and #4 first.
Submit to only one journal at a time

1. Multiple submissions are forbidden -- you could get blacklisted!
2. Don’t overshoot (or undershoot) in your choice of journal
   a. If you’ve never published before and your piece is based on a small amount of informally collected data, then it probably doesn’t make sense to submit to *TESOL Quarterly*.
   b. On the other hand, if it’s a well-researched study, you might consider submitting it to high-tier journal.
3. Follow submissions guidelines *fastidiously*. 
The Review Process
Manuscript arrives

Editor decides:

- Should we send it out for review?

Top reasons for rejection:

1. Lack of fit with the journal
2. No new contribution to the field
3. Weak content
4. Poor quality of writing
5. Doesn’t meet formal criteria (e.g. length, genre, etc.)
Manuscript goes to reviewers

Editor sends manuscript to reviewers:

- Generally 2 reviewers from Editorial Board who have expertise in topic

Reviewers evaluate and comment:

- Accept
- Accept with minor revisions
- Revise and resubmit
- Reject
Revise and resubmit

1. Address all feedback.
2. Include a cover letter describing your revisions.
3. If you disagree with a particular piece of the feedback, explain why.
4. Be aware that the two reviewers may offer conflicting feedback.
   a. They may be offering you two different directions for the piece.
   b. They have different areas of expertise, e.g. methodology vs. content.
   c. Again: Address all feedback in your cover letter.
5. Resubmit promptly.
   a. Otherwise the original reviewers might not be available.
The CATESOL Journal
The CATESOL Journal: Readership

- Readers are practicing teachers, teacher trainers, and teacher-scholars.
- Most have an MA or credential.
- Our readers are looking for:
  - Pedagogical implications.
  - Findings that can inform their teaching and teacher training.
  - Insights and conclusions that may make them rethink, add to, or change the way they teach or the way that they train teachers.
The CATESOL Journal: Peer review

We are a rigorous peer-reviewed academic journal.

However, we also are a mentoring journal; we support the professional development of new scholars.

If a submission is appropriate for our readership and shows a degree of theoretical grounding/rationale, our editorial advisory board will work with the author on revisions until the manuscript is ready for publication.
CATESOL Journal Articles
Feature articles (25-30 pages w/bibliography)

- Focus on theory, research, pedagogy, and/or educational policy.
- Make an original contribution to the field.
- Are tied into existing scholarly debates in the field.
- Provide pedagogical implications.
- Give readers insights they can adapt to their own educational settings.
CATESOL Exchanges (up to 20 pages)

- Briefer, less formal, and/or less heavily referenced articles.
- Flexible format.
- Focused on a broad range of topics, e.g., curricular changes; classroom practices; teacher-development projects; theory, research, or policy.
- Exchanges meet the following criteria:
  - Build on conversations already going on.
  - Argue for a new way of seeing something, doing something, thinking about something, teaching something etc.
Frequently Asked Questions
How do I submit empirical research?

- We publish qualitative, quantitative, and mixed-methods research.
- Use the intro to frame the issue for a wide readership. Readers need to know what you’re focusing on, why you’re focusing on it, and what’s at stake.
- Provide a brief literature review to your study (a few paragraphs at the most).
- Provide a brief methods section (a few paragraphs at the most).
- Focus most of the article on findings, discussion and implications.
- Articles with statistical analysis must accessible to a general audience.
- Quantitative research must foreground discussion of findings, rather than statistical tables. Numbers are not findings!
Can I submit my graduate seminar paper?

- Appropriate for submission if you go beyond synthesizing/summarizing.
- In a seminar paper, you display knowledge for the instructor.
- However, a publishable article should push people’s thinking further, provide readers with a new way of approaching teaching, curricular development, and/or teacher development. Or, they can show instructors how to integrate the latest practices into their classrooms.
Can I submit my lesson plan?

- We welcome pedagogical pieces on innovative approaches and practices.
- However, pedagogical articles must go beyond simply describing a good practice or providing a set of “how-to” instructions.
- Instead, the article must be grounded in current research and theory and also put forth an argument or rationale that is somehow new or innovative, or call into question a previous practice.
Can I submit a dissertation chapter?

- We welcome empirical research that fits the mission of *The CATESOL Journal* and offers a contribution to the field.
- Consider, however, the need to reframe your research methods, literature review and findings to a scope appropriate for an article and for a more general audience.
Book and Media Reviews
Why publish a book or media review?

- The Review section is a great way to share your expertise and experience with others in the field.
- It is also a great way for novices to gain publishing experience and for seasoned educators to publish without the investment required of longer, more research-intensive endeavors.
What if I’ve never published before?

The Review section of *The CATESOL Journal* is a great place to start!

Email the Review editor your idea to discuss it.
Book Review Requirements

- Book / media reviews are 500-1,000 words in length and evaluate textbooks (and other teaching media), teacher-training books and reference materials.
- Publication dates must be within the last three years (for example, 2016-2018 for the Spring 2019 CATESOL issue).

*The CATESOL Journal* publishes twice a year, in early spring and early fall. Reviews are due by:

- January 1 deadline for the spring issue
- July 1 deadline for the fall issue
Writing a Review

A review includes both summary and analysis. In writing a review on a textbook or educational media, you should explain the following, using specific examples as appropriate, to describe the:

- Purpose of the text
- Intended audience/setting/skill areas & potential applications for other audiences
- Author’s methodology (pedagogical approach/style)
- Strengths and Weaknesses of text
- Textual organization
- Supporting materials (for students and instructors)
Reviews: Sample Organization

- A brief (50 words or less), provocative opening paragraph that contains new information mention of some salient feature of the materials, or perhaps a strong opinion. The purpose of the first paragraph is to inform readers while enticing them to read further.
- A brief description of the text, including a statement about the intended audience.
- If relevant, a description of the students with whom you used the materials.
- The things you liked best.
- The things you didn’t like or that you think could be improved (identifying a few shortcomings will give your opinions credibility).
When choosing books, software, or audio materials to review, consider what makes them worthy of review: What are their important features? Stated objectives? Any limitations? How well did the texts work for you and your class?

Try not to choose texts that have more negatives than positives—there are too many good ones out there!
Tips for getting started

- Contact the Review editor with your text suggestion before you start writing to ensure another writer is not reviewing the same text.
- Check back issues of CATESOL to see if your text has been previously reviewed.
- Review the review guidelines carefully before getting started!
- Review back issues to see examples of CATESOL reviews
- Stay within the word requirement!
Instructors: Encouraging grad students to publish

Create a review assignment that leads into a research-based or literature review paper

Incorporate a peer-review exercise into the review assignment drafting stage to get students familiar with the revision and editing processes
Grad students: Get your feet wet!

- A review is the perfect opportunity to gain publishing experience.
- Consider doing a review of a (recently published) text you are using in your seminar or that informs your research.
- Teachers-in-training: Consider doing a review of a textbook you are using in an instructional context.
The News & The Blog: Short and timely pieces

1. **Teaching**: Lesson plans classroom ideas: projects, practices, reflections.
2. **Events**: Previews and wrap-ups of annual and regional conferences, chapter workshops and meetings, conferences and workshops held by related groups.
3. **News**: Advocacy and legislative news, faculty issues, interest group discussions, announcements, calls for proposals and submissions.
4. **Resources**: Award competitions, grants, scholarships, online resources.
5. **Transitions**: Life changes, job changes, new classes, new programs.
6. **Features**: Brief reviews of books that might tie into the field, or anything else that might not fit in one of the listed categories.
Questions or comments?

Contact information:

Journal: journal@catesol.org

Journal Reviews: catesolreviews@gmail.com

Blog and News: csosa@catesol.org
Discuss with the people around you.

Are there any relatively new areas of research in TESOL that interest you?

Are you doing anything interesting in your classes that other teachers might want to try?

What sort of challenges do you face in your teaching? What would you like to learn in order to address those challenges?

Are there any aspects of writing a piece for publication that you find particularly challenging?