

Experiences of an editor on publishing in academia

Thursday 10th November 2022, 15:00-16:30

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Contents

1. Publishing: the process (books & journals)
2. Common challenges & how to overcome them
3. Q & A



Let's get to know you...



Publishing: the process

Prepare yourself



for a long journey!

Publishing: books

Publishing your book



It all starts with.....the proposal

Taylor & Francis welcomes new book proposals in all the major areas in which we publish.

Whether you're looking to [turn your PhD thesis into a book](#), have an idea for an undergraduate textbook, a teaching resource, a handbook, a scholarly reference book, or are writing a book for a professional audience, we would love to hear from you. Please note that we don't publish fiction books.

What to consider before submitting your book proposal

To give you an idea of what Taylor & Francis are looking for, here are a few questions to think about before getting in touch:

- **Does your book idea have a USP** – a unique selling point– an angle on the topic that is new, interesting, innovative and/or compelling?
- **Is there a clear demand for your book** from an academic or professional audience and what is it about your book idea that specific readers might want and/or need to read?
- **Is the scope of your book's concept broad enough** to be of interest to readers on a global scale?
- **What makes you the best person to write this book?** What is it about your experience, research and background which make you an expert?

Who to approach with a book proposal:

Routledge:

<https://www.routledge.com/our-customers/authors/submit-your-book-proposal>

<https://www.routledge.com/our-customers/authors/publishing-guidelines>

Video which explains the publishing process from Routledge:

<https://youtu.be/USvC4pQ7I1Y>

Palgrave Macmillan:

<https://www.palgrave.com/gp/book-authors/publishing-guidelines/submit-a-proposal>

Publishing: journal articles

Choosing a journal

[Find out more](#)





ISSN: 1475-1585

Journal of English for Academic Purposes

The Official Journal of BALEAP

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The Impact Factor of this journal is 2.811, ranking it 29 out of 194 in *Linguistics*



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Hilary Nesi



Guangwei Hu

The *Journal of English for Academic Purposes* provides a forum for the dissemination of information and views which enables practitioners of and researchers in EAP to keep current with developments in their field and to contribute to its continued updating. *JEAP* publishes articles, book reviews, conference reports, and academic [Read full aims & scope](#)

[i](#) CiteScore ↗

4.9

[i](#) Impact Factor ↗

2.811

[i](#) Acceptance Rate ↗

14%

[i](#) Top Readership ↗

[CN](#) [GB](#) [US](#)

[i](#) Time to First Decision ↗

3.8 weeks

[i](#) Review Time ↗

7.3 weeks

[i](#) Publication Time ↗

0.8 weeks

Peer Review Process



Common challenges and how to overcome them

- 1. Academic Voice**
- 2. Style**
- 3. Supporting claims**
- 4. Referencing**
- 5. Paragraph structure**

1. Academic voice

Stating your own opinion in an academic way

Critical analysis



Including examples

Ensuring clarity

Commenting on ideas/theories

Hedging

2. Style – being more concise



2. Style - being more concise

The content of the workshop analyzed is related to academic writing in English as a foreign language. Specifically, it addresses the structure of a research article in the STEM disciplines. The work developed in this course requires the use of technology in order to undertake assessments, regardless of the modality e.g., online or offline, in which it is taught. Therefore, the instructor and the students are expected to have a basic level of IT literacy in order to present the contents using audiovisual materials or develop the assignments using digital resources. It is important to note that there exist websites and applications that participants can explore, which help them improve the quality of their written texts, especially with regard to morphology, syntax, and semantics. On top of this, at the university, the Office of Graduate Studies has been supportive in facilitating the integration of technologies into the classroom.

2. Style - being more concise (Possible answers)

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2. Style - the shopping list



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More recent EU members detected the need for intensive training of academic staff on university language programs during the pandemic with the aim of accomplishing learning outcomes equal to conventional teaching (Vesselinov, 2021). Innovative teaching techniques compatible with tech-minded learning is also prioritised in the EU's strategy for the multilingual citizen (Alhasani & Yordanova, 2020). In addition, the literature on Language for Specific Purposes (LSP) asserts that instructors of EAP courses need to adapt the linguistic input and teaching approach to the group's specific linguistic requirements after needs assessment (Stojkovic, 2020) and believes LSP/ ESP and EAP courses need to anticipate future developments to enable students' attainment of academic and professional goals (Vesselinov, 2021) as this will aid the preparedness of the instructors and their institution (Stojkovic, 2020).

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3. Supporting claims – where's the evidence?



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Assessment in EAP domain is generally used to evaluate a learner's language ability or progress. Assessment is an integral part of the teaching–learning process and is central to understanding students' progress towards increasing control of their language competencies. This everyday classroom practice is related to making judgements about the progress, both for formative and summative assessment purposes. In EAP, formative assessment helps teachers control the teaching process, monitor learning, provide feedback. Summative assessment allows the instructor to develop a final summary of one's progress at the end of a module. With this assessment agenda, all assessment activities must meet the validity (the task assesses what it aims to assess) and reliability (test measures consistently across students) criteria. With the shift to online learning and teaching, the conditions of assessment change. In the context of online learning, EAP instructors are significantly influenced not only by their experiences in assessment but also new factors which impact online assessment (Zhang, Yan, Wang, 2021).

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4. Referencing – follow a style and stick to it!

APA 7th edition?



Harvard?

Chicago?

Oscola?

4. Referencing – follow a style and stick to it!

One of the most crucial impacts of the emergence and spread of COVID-19 on teaching is that, educators and psychologists have been concerned about the psycho-social consequences of the unprecedented campus closures on students who are confined at home with limited interaction. For students, the loss of contact with peers and teachers causes serious threats to their physical and mental health (Stanistreet, Elfert and Atchoarena, 2020). Many students at home have undergone psychological and emotional distress and have been unable to engage productively. (Petrie, 2020, as cited in Pokhrel et al., 2021). As Pascarella states, the quality of university life largely depends on the quality of relationships learners have with their peers and teachers (2021). Cooperative learning can therefore be used not only to increase academic achievement and retention, but also to facilitate positive relationships among students, increase intrinsic and continuing motivation to learn, boost students' self-confidence, and enhance character development. (Johnson & Johnson 2005).

4. Referencing – follow a style and stick to it! (Answers)

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5. Paragraph structure

Online teaching and learning create a new dimension for assessments. The idea of context and experience related factors can be related to the notion of practices, a core concept in academic literacies research (Lea, 2004; Lea, 2008; Lillis, Scott, 2007). Lea (2004) shows how course design, including assessment, can be developed on academic literacies framework. Assessment practices, while having formal representations in tests, tools of evaluation, are often non transparent, and there is a complex gap between students' and teachers' understanding what of is involved in assessment.

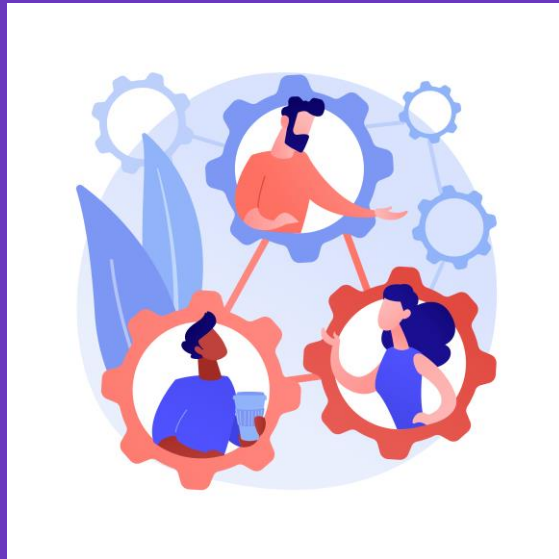
5. Paragraph structure (Consider...)

Main body paragraph structure - general guide

- a. **Topic sentence** –The topic sentence is often the first sentence – it tells the reader what the focus of the paragraph is.
- b. **Claims based on evidence** – Demonstrates understanding of the various arguments and ideas put forward by ‘authorities’ on the subject. You must use **ACADEMIC SOURCES** to support your claims.
- c. **Comment on claims** – Here the author (you) shows his/her understanding of the claims put forward
- d. **Development of argument using ACADEMIC SOURCES**
- e. **Concluding statement** – Last sentence usually sums up the main argument of the paragraph, but can also look forward to next point

Communication

- **Communication is key!**
- **Work out the best way to communicate with your editor**
- **Ask for further explanation if you don't understand something**
- **Inform your editor if you're struggling to meet a deadline.**



Feedback

- Brace yourself! You may have to re-write sections!
- Go through each point systematically and make the necessary changes
- You may not agree with the feedback, but remember your editor has the final say ;-)
- Don't ignore something because you don't understand – ask for clarification!
- Don't feel disheartened....this is a process.





Not ready to publish...but want to share? Why not try...

Wonkhe: <https://wonkhe.com/write-for-wonkhe/>



Podcast: Free speech, NUS, estranged students, NSS

TEAM WONKHE | 04/11/22



Regulation doesn't work for students at independent providers

SOPHIE MCCARTHY | COMMENT | 09/11/22



The debate over student number controls is only one piece of the future policy puzzle

MARK LEACH | COMMENT | 08/11/22



Confronting the challenges of working as a contractor in higher education

KATHERINE MANSFIELD | COMMENT | 08/11/22

Podcast: Reshuffle, industrial action, applications decline

TEAM WONKHE | 28/10/22



Why is it so hard to use data to address student wellbeing?

JIM KEANE | COMMENT | 08/11/22



Life after the designated quality body

VICKI STOTT | COMMENT | 07/11/22



How do we manage and support an expanding sector?

DAVID KERNOHAN | COMMENT | 07/11/22

THE Campus: <https://www.timeshighereducation.com/campus>

The screenshot shows the THE Campus website interface. At the top, there is a navigation bar with the THE Times Higher Education logo on the left and a menu of links: Home, News, Rankings, Jobs, Study abroad, Events, Resources, and Solutions. Below this is a secondary navigation bar with the word "Campus" and a sub-menu: Resources for academics and university staff, Home (underlined), Key topics, Spotlights, Collections, Podcasts, Partners, Participate, and About. A user profile icon is visible on the right.

The main content area is titled "Trending Now" and features three featured articles:

- Putting feedback at the heart of assessment**: Accompanied by an illustration of people and speech bubbles. A "Read more" button is present.
- THE podcast: is AI in higher education worth the hype?**: Accompanied by a bar chart with colorful bars. A "Listen now" button is present.
- Resource collection: Using data to support student success**: Accompanied by a photograph of a laboratory or kitchen setting. A "Read more" button is present.

Below the trending articles is a "Key topics" section with six topic cards, each with an icon and text:


- Teaching and learning (Icon: book and apple)
- Equity, diversity and inclusion (Icon: three people)
- SDGs (Icon: leaf)
- Early career research (Icon: briefcase)
- Internationalisation (Icon: globe)
- Research management (Icon: magnifying glass over a document)

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THE CONVERSATION
Academic rigour, journalistic flair

Search analysis, research, academics...




COP27: how responsible are industrialised countries for climate change?

Michel Damian, *Université Grenoble Alpes (UGA)* and Patrick Criqui, *Université Grenoble Alpes (UGA)*



Greece's 'Watergate' explained: why the European Parliament is investigating over a wiretapping scandal



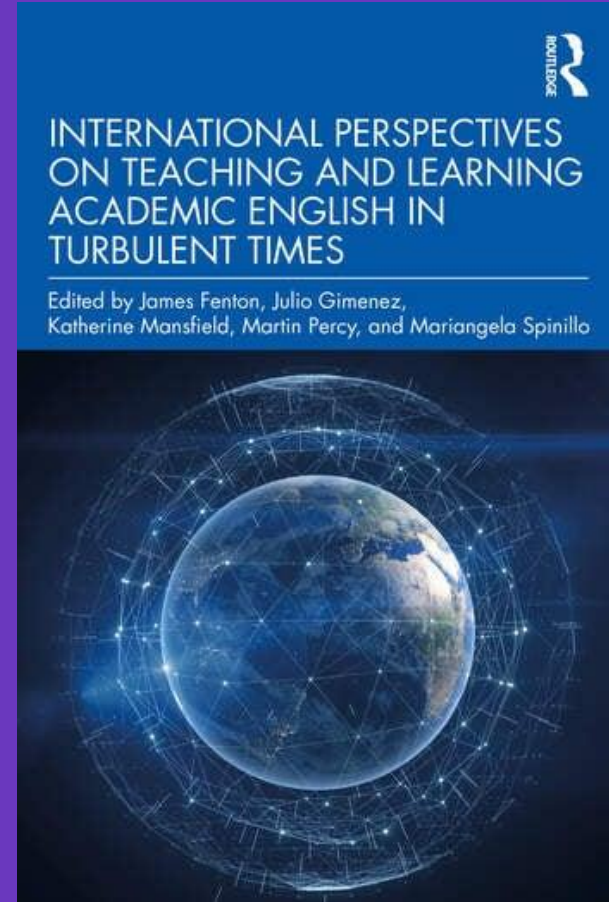
What happens if a country fails to comply with EU environmental legislation?

Rosa Giles Carnero, *Universidad de Huelva*

**UNIVERSITY OF
WESTMINSTER** 

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Thank you for listening!

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Advice on submitting a journal article

1. Ask these questions before you prepare your manuscript.

Manuscript preparation is an important cornerstone of research. There are multiple steps and goals in the manuscript preparation and its publication. However, even before you start creating the manuscript for your paper, think about the underlying messages you want to communicate and *why* you want to publish your work.

Ask yourself these questions before you begin:

- Have you done something new?
- Is there anything challenging in your work?
- Will your results influence other researchers?
- Have you provided solutions to some difficult problems?

If you can answer is “yes” to some or all of the above questions, then it’s a good time to share your research and start the preparation for your manuscript.

2. Make your manuscript publication worthy.

What makes one manuscript more effective than the other? What are the components of a good manuscript? High impact journals seek high quality manuscripts that not only contribute to the knowledge of the reader but also clearly communicate the results and impact of the research. Here are some important characteristics of a good manuscript:

- **Clear scientific message:** The manuscript contains a scientific message that is clear, useful and exciting. A good manuscript conveys the authors' thoughts in a logical manner so the reader arrives at the same conclusions as the author.
- **Manuscript format:** The manuscript is constructed in the format that best showcases the authors' material and is written in a style that transmits the message clearly.
- **Title and abstract:** The title and abstract are very important. The title should be succinct, free of obscure abbreviations and to the point, and it should describe key content in an effective way. The abstract should be clear, interesting, understandable, accurate, specific and to the point. Ensure that your title and abstract do not misrepresent your research or mislead the reader.
- **What's the story?** Find a simple and concise way to tell your story through your manuscript. Ensure logical layout of arguments and flow of experiments (the chronology of the experiments is not important), and don't forget to make use of summary statements.

3. Write a good cover letter.

When you submit to a premium journal, make sure you write a good cover letter. This is your chance to convince the editor why your research is interesting and worth a review. While a strong cover letter does not guarantee publication, a badly written letter may make the editor wonder about the quality and thoroughness of your research paper. Here are some tips to write a good cover letter:

- Start your cover letter by stating why you think the paper is a good fit for this journal.
- Include additional background information that is relevant but does not fit in your abstract.
- Focus on answering why you think the question you set out to address is important and/or why what you found is so exciting.
- Inform us if there is a controversy or competition we must know about.
- Do *not* include the abstract, a list of past accomplishments from your lab, the details of meetings where you've presented this work, and feedback you might have received for your research

4. Write an effective results section.

The results section of your manuscript represents the core findings for your research. Here are some tips:

- An effective results section is clear and easy to understand, features unexpected findings and provides statistical analysis of the research.
- Use paragraph headings to describe concrete findings, and use the similar headings for the figure legend titles to ensure the data is easy to understand.
- Tie together your results with the discussion, and make the discussion correspond to the results

5. Mind your references.

The references and acknowledgement section is very important. Ensure you give credit to all papers you referenced and to people who have been helpful in the success of your research. Here are some quick tips for this section:

- Cite the main scientific publications on which your work is based.
- Do not use too many references.
- Ensure you fully understand the material you are referencing and that it supports your work in the way you think it does.
- Keep self-citations to a minimum.
- Avoid excessive citations of publications from the same region.
- Acknowledge your advisors, financial supporters, funding bodies, suppliers who donated materials and any other people who helped you in your research process.

References

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