

Submission Guidelines for Authors

Submissions should explore strategies for teaching in the classroom and in non-traditional spaces. We welcome jargon-free essays from all disciplinary and interdisciplinary perspectives.

Articles:

Articles (6,000-10,000 words) should explore teaching in ways that emphasize students' perspectives and classroom dynamics. Authors should engage relevant scholarly sources and theories.

Methods and Texts:

Methods and texts essays (3,000 to 5,000 words) should analyze specific teaching strategies, tools, and/or resources.

Photo-Essays:

Photo-essays should include no more than 12 images (500 ppi, jpg or .tiff files). An interpretative statement that provides context for the images (300-500 words) and captions of 50 words or less should also be included. Note that images can be reproduced in black-and-white only. Photo reproduction rights should be secured prior to submission.

Teaching Failures:

Teaching Failures essays (2,500-5,000 words) should focus on a particularly challenging classroom experience, a struggle with a specific teaching resource, or failure/success as related to pedagogical practice. More broadly, authors might explore the ways in which educational institutions and institutional structures define and engage failure and/or success (for example, academic silos, issues relating to academic freedom, work cultures, governance, etc.)

Teachers Talk:

Teachers Talk comprises pieces in such formats as traditional interviews and roundtables, or in more informal dialogues and conversations, with educators from both academic and nonacademic institutions. Teachers Talk spans all disciplines; we welcome submissions for it from the US and abroad. Contributors are responsible for transcribing and editing the interview. Early inquiries strongly encouraged.

Pestilence and Pedagogy:

Pestilence and Pedagogy (2,500-10,000 words) - rather than devote one special issue to the COVID-19 pandemic, we are coming to realize the impact and pedagogical ramifications from the pandemic will continue well into the future. Thus, instead of compartmentalizing all articles into one or more issues, part of each issue will be devoted to the challenges that developed worldwide since the appearance of this coronavirus.

Manuscript Preparation:

All manuscripts are to be prepared in MLA style with parenthetical citations and a Works Cited page using the 7th Edition of the MLA Handbook. Manuscripts are to be created and saved as Microsoft Word Documents. The font should be Times New Roman, size 12; the document should be double-spaced with one-inch margins around each page. Any references that might identify the author to the reviewer must be removed.

Please prepare a 250-word abstract and an author biography of 100 words or less.

If a submission includes specific references to student work or quotations, the author must provide written permission from the student(s) to use said information prior to publication.

For those submissions which include visual components (i.e. photos, illustrations, etc.):

Provide picture files in either JPG or TIFF. Resolution should be at least 300 pixels per inch (ppi) at the size to be reproduced (500 ppi is preferable). These images should be sent with the contact information of the creator of the images, in the event a second image is needed. Images should not be resized or resolution reduced.

Format:

- Author name and title of essay must be in capital letters for final submissions
- Do not indent at the beginning of the first paragraph of the essay or the first paragraph of new sections.
- Leave a one-line space before the beginning of a section. Do not leave a line space after the subheading of any new section.
- Use title case, bold, and italics for subheadings.
- Use numbered footnotes if necessary, not endnotes. Keep footnotes as brief as possible. They run in the margin alongside text, and long ones can be hard to follow.
- Single space footnotes.
- Include full bibliographical information in MLA style.
- List any other sources in the Works Cited page.
- Reviewers should list works under review at the beginning of the review essay.
- Acknowledgements, in italics, should be placed before Works Cited.

Sample MLA Citations:**Citing a book:**

Berlage, Gai Ingham. *Women in Baseball: The Forgotten History*. Westport: Greenwood, 1994.

Citing a journal article:

Trumpener, Katie. "Memories Carved in Granite: Great War Memorials and Everyday Life." *PMLA* 115 (2000): 1096-103.

Citing multiple works by the same author:

Doctorow, E. L. Introduction. *Sister Carrie* by Theodore Dreiser. New York: Bantam, 1982. v-xi.
---. *Welcome to Hard Times*. 1960. New York: Vintage-Random, 1988.

Citing a webpage:

Ross, Don. "Game Theory." 11 Sept. 2001. Stanford Encyclopedia of Philosophy. Ed. Edward N. Zalta. Fall 2002 ed. Center for the Study of Lang. and Information, Stanford U. 1 Oct. 2002
<<http://plato.stanford.edu/entries/game-theory/>>.

Style:

- Abbreviations:
- Use initials without periods for abbreviations when used as adjectives (i.e. US foreign policy, UK culture, UN declarations).
- Use complete words, not abbreviations, for "okay" and "versus."
- Capitalization:
- Use upper case for essay title and the author's name.
- Capitalize initials of subheadings.
- Do not capitalize the first letter after a colon unless necessary (i.e. proper noun).
- Use lower case for "internet" and "website."
- Capitalize words for regions when used as nouns (i.e. Middle East).
- Use lower case for "black" and "white" (i.e. black woman, white woman), unless a rationale for capitalizing one or both terms is included in the essay.
- Use lower case for academic disciplines, but not when referring to an academic department (i.e. women's studies, Department of Mathematics).
- Punctuation:
- In parenthetical citations, do not place a comma between author name and page number.
- Do not insert a space before or after a dash (i.e. when—in 1763—they invaded).
- Use a comma between all items in series of three or more (i.e. salad, meat, and potatoes).
- Periods and commas go inside quotation marks; semi-colons and colons go outside. Question marks and exclamation points go inside quotation marks unless they apply to the sentence as a whole.
- Use quotation marks around titles of courses (i.e. "Introduction to Physics").
- Other:
- In both the essay and Works Cited, italicize titles of books, journals, films, etc.; do not underline them. Use quotation marks for shorter works such as television shows, poems, and articles.
- Do not use complete website addresses for in-text citations. Use a signal phrase or a short form of the title in parentheses after the quotation. Use complete web address in the Works Cited page.
- Write "website" as one word.
- Use "dialogue" instead of "dialog" and "catalogue" instead of "catalog."

- Spell out numbers that only need one or two words (i.e. fourteen, fifty-six, twentieth century); use numerals for numbers that need more than two words (i.e. 367).
- Use only one space after all punctuation marks, not two.

Writing an Abstract

An abstract allows readers to quickly and accurately identify the basic content of your article. It is an invaluable research guide because it is most often what potential readers use to decide whether your article is relevant for them.

Abstracts at a Glance:

- Condensed version of the article
- Highlights the major points covered
- Concisely describes the content and scope of the work
- Helps readers decide whether to read the entire article
- Provides readers with a preview of research
- Contains relevant keywords for searching and indexing

Many online databases, such as JSTOR, use both abstracts and full-text options to index articles. Therefore, abstracts should contain keywords and phrases that allow for easy and precise searching. Incorporating keywords into the abstract that a potential researcher would search for emphasizes the central topics of the work and gives prospective readers enough information to make an informed judgment about the applicability of the work.

Writing Tips

An abstract is a self-contained piece of writing that can be understood independently from the article. It must be kept brief (approximately 150–250 words) and may include these elements:

- Statement of the problem and objectives (gap in literature on this topic)
- Thesis statement or question
- Summary of employed methods, viewpoint, or research approach
- Conclusion(s) and/or implications of research

Keep in Mind... Depending on your rhetorical strategy, an abstract need not include your entire conclusion, as you may want to reserve this for readers of your article. The abstract should, however, clearly and concisely indicate to the reader what questions will be answered in the article. You want to cultivate anticipation so the reader knows exactly what to expect when reading the article—if not the precise details of your conclusion(s).

Do

- Include your thesis, usually in the first 1–2 sentences

- Provide background information placing your work in the larger body of literature
- Use the same chronological structure as the original work
- Follow lucid and concise prose
- Explain the purpose of the work and methods used
- Use keywords and phrases that quickly identify the content and focus of the work
- Mimic the type and style of language found in the original article, including technical language

Do not

- Refer extensively to other works
- Add information not contained in the original work
- Define terms
- Repeat or rephrase your title

Examples

The abstract should begin with a clear sense of the research question and thesis.

“While some recent scholars claim to have refuted the relevance of stylometric analysis for Plato studies, new technological advances reopen the question. In this article I use two recently completed stylometric analyses of the Platonic corpus to show that advanced artificial intelligence techniques such as genetic algorithms can serve as a foundation for chronological assertions.”

It is often useful to identify the theoretical or methodological school used to approach the thesis question and/or to position the article within an ongoing debate. This helps readers situate the article in the larger conversations of your discipline.

“The debate among Watts, Koupria, and Brecker over the reliability of stylometry (PMLA 126.5, Fall 2009) suggests that . . .” or “Using the definition of style proposed by Markos (2014), I argue that . . .”

Finally, briefly state the conclusion.

“Through analyzing the results of Watts and Koupria’s genetic algorithmic stylometry, I demonstrate that they provide solutions to roadblocks previously identified in stylometric analyses of the Platonic corpus for the purposes of developing a reliable chronology. These solutions . . .”

PSU PRESS ALT TEXT GUIDE

Penn State University Press is committed to making its publications accessible to the widest audience possible. The inclusion of alternative text (or “alt text”) will allow those using assistive technology to access the images and other graphic elements (such as tables, charts, graphs, and maps) in the digital formats of articles. Authors are encouraged to submit alt text (and where necessary, extended descriptions) for all images and other graphic elements in their manuscripts.

Note: If sufficient information about the image is included in the caption or the text, alt text may be unnecessary.

General Guidelines for Composing Alt Text

Alt text should clearly and concisely describe the content and function of an image. Please limit the description to the most important elements of the image. In most cases a one- or two-sentence description, consisting of no more than 250 characters (not including spaces), should suffice. If more than 250 characters are needed to convey the content and function of an image, please provide an extended description in addition to the alt text.

Extended Description

For more complex images and graphic elements (such as graphs, charts, and maps), please provide an extended description with the necessary information. Any visible English text in an image must be transcribed in the extended description. Please note that images requiring an extended description must also have the shorter alt text.

Formatting and Submitting Alt Text

Alt text should be submitted along with captions. The alt text for a figure should be set on a new line after the caption and should be preceded by <alt text>. An extended description, when necessary, should be treated in a similar manner, preceded by <extended description>. When drafting and formatting alt text, you should:

- capitalize acronyms so assistive technology reads them as separate letters and not words (e.g., US versus us);
- avoid complex symbols, such as brackets, quotation marks, dashes, ellipses, and mathematical symbols, as assistive technology does not treat all of these symbols consistently;
- write in complete sentences but avoid overly complex sentence structures.

For examples as well as additional information and resources, see [here](#).