

An Editor's View From Journal Article Submission to Publication



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Session Purpose

The purpose of this session is to demystify the journey your article takes during the publication process—from the moment you click on “submit” to the journal’s publication decision.

Questions

- ▶ What will improve the likelihood of an “accept” decision?
- ▶ What can you do to avoid the “reject” decision?
- ▶ How do authors celebrate a “revise and resubmit” decision?

Big Idea Question

**What do journal editors—like me—
want authors—like you—to know
and do before submitting a journal
article that will lead to a successful
publication?**

Thinking about Writing

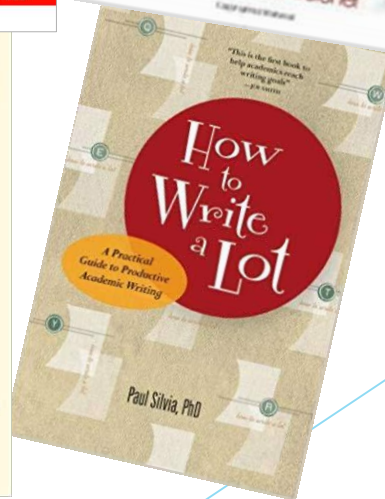
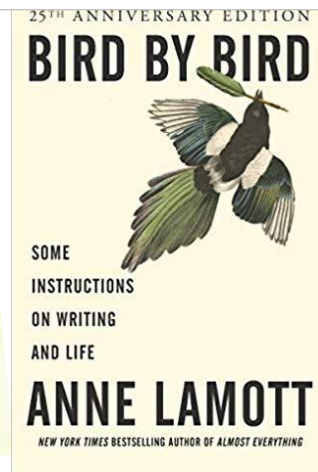
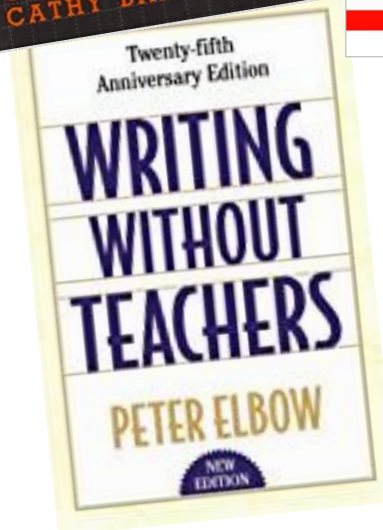
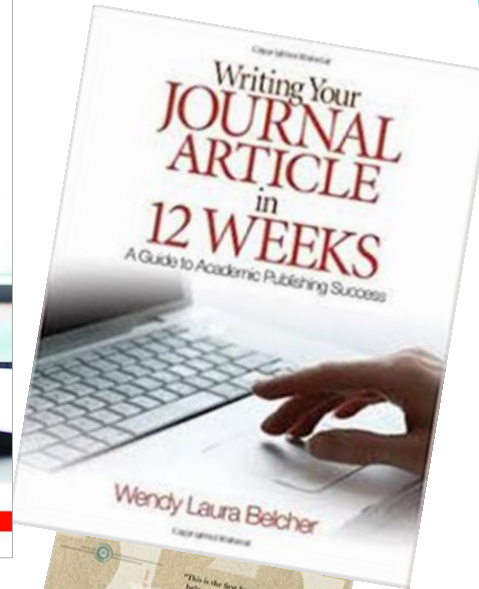
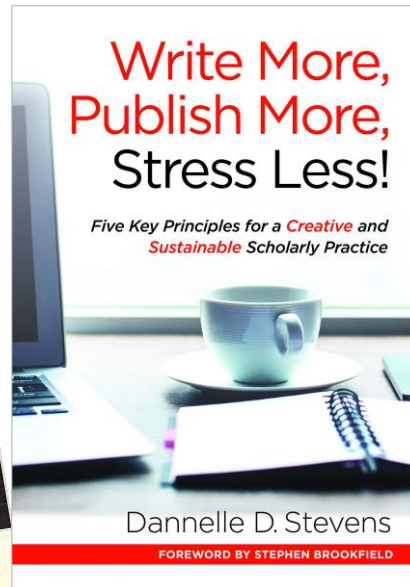
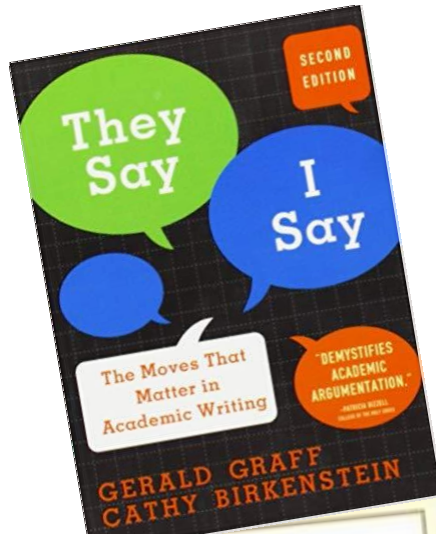
Many writers **read** books, articles, and blogs about writing.

Let's start with books

Take a moment and think about books about writing that you have read or want to read...

Question: What are those books (titles or authors)?

Reading about Writing



My Stance as an Editor

Working as an editor allows me to...

- ▶ Serve my profession**
- ▶ Engage in rewarding and critical work**
- ▶ Support authors' in advancing their ideas and knowledge**
- ▶ Serve as the initial reviewer of submitted manuscripts**
 - ▶ Look at the organization, flow, & completeness of manuscripts**

Editor Expectations

- ▶ **Writing your manuscript**
- ▶ **Identifying a journal for your manuscript**
- ▶ **Preparing your manuscript**
- ▶ **Submitting your manuscript**
- ▶ **Communicating about your manuscript**

Writing Your Manuscript

- ▶ **Collect your thoughts (ideas, curiosities, interests)**
- ▶ **Develop and write a clear purpose statement**
- ▶ **Build your argument**
- ▶ **Cite current and relevant sources**
- ▶ **Gather your data sources**

Write what you *KNOW*

Getting Started Strategies

To generate writing, try...

1. Free write (e.g., ideas)
2. Focused free write (e.g., purpose)



Process: **Write** for 10 minutes without interruption about your ideas, curiosities, interests, or purpose. After 10 minutes, stop and read what you have written. **Reflect**. Then, **write** a sentence or two about your reflection and/or refine your idea, curiosity, interest, or purpose.

Getting Started

Another strategy to generate writing...

▶ **List Strategy**

- ▶ Process: Write a list of 10–20 ideas, facts, truths, or specifics that you know about a specific topic.

▶ **Review your list.**

Then, work to:

- ▶ Group items
- ▶ Prioritize items
- ▶ Identify missing items
- ▶ Refine items



Keeping on Track with Writing

- ▶ **Prioritize writing**
- ▶ **Write regularly**
- ▶ **Set manageable writing goals**
- ▶ **Participate in a writing group**



Writing Your Manuscript

More considerations...

- ▶ Purpose
- ▶ Contribution
- ▶ Significance
- ▶ Hook
- ▶ Title, Purpose, Research Question(s), Key Words



Attention to these will improve the clarity and quality of your manuscript.

Identifying Journals for Your Manuscript

Critical step: Identifying the right or appropriate journal for your manuscript.

- ▶ **Why? Editors return or reject manuscripts that do not “fit” the aims and scope of the journal.**

- ▶ **How? Basically...**
 1. **Read articles from your target journal.**
 2. **Read calls for manuscripts from the target journal.**
 3. **Read the pertinent information on the journal’s website.**

Identifying Journals for Your Manuscript

Ideas for Finding a Prospective Journal

- ▶ Search Cabell's Directories
- ▶ Ask University Librarian
- ▶ Exchange ideas with colleagues
- ▶ Develop and keep a list of journals in your field



Identifying Journals for Your Manuscript

After identifying a few journals for your manuscript, narrow your selection by...

- ▶ Reading several articles in each journal
- ▶ Reviewing the journal's guidelines
- ▶ Conducting a **Text Structure Analysis (TSA)** (Stevens, 2019)
 1. Collect three articles from the journal
 2. Complete the TSA template to identify the structural features and common patterns (scanning, counting, listing)

Text Structure Analysis (TSA) (Stevens, 2019)

Compare articles for the following text structures.

Text structure & possible descriptors	Article #1	Article #2	Article #3	Patterns across articles.
10-word brief of gist of article. Not sentences.				
Title: friendly, formal, long, colon, tone, inviting, academic				
Abstract- length, content				
Purpose of research where stated- What is it?				
Research questions, evident, clear				
Headings in article- number, level				
Paragraphs devoted to: Introduction, lit. review, method, results, discussion, references	Intro: Lit/Bckgrnd: Methods: Results: Disc/Concl.: References:			
Number of figures/tables				
Methods: type (survey,etc), participants,				
Over all tone of article 1 st person, 3 rd person				
References- number, age, type (journal articles, books, chapters, presentations, reports, other)				
Other noteworthy items				

Preparing your Manuscript

- ▶ Review and check that your manuscript adheres to the guidelines for authors
- ▶ Conduct a two-way reference scan
- ▶ Use proofing tools (e.g., Word)
- ▶ Read your entire manuscript aloud
- ▶ Allow someone else to read your manuscript
- ▶ Make necessary edits and revisions to improve organization, clarity, and flow
- ▶ Prepare a blind copy of your manuscript

Submitting your manuscript

Most journals use a submission system, so the first step is to register as an author

Submission systems are idiosyncratic, so review the “submitting a manuscript” section

Follow directions to:

- ▶ **Input Title, Author(s) & Affiliations, Contact Information, Abstract, Key Words**
- ▶ **Upload blind copy**
- ▶ **Include cover letter**



Communicating about Your Manuscript

**Calendar a time to
check on your
manuscript status**

**Email editor at
appropriate
intervals**

**Acknowledge
any publication
decision**

Communicating about Your Manuscript

**Submit requested
revisions in a
timely fashion**

**Thank the editor
and reviewers for
their contribution**

**Respond promptly
to editor requests**

Publication Decision

Editors will communicate one of the following decisions with you, the author:

- ▶ **Accept**
- ▶ **Accept with revisions**
- ▶ **Revise and resubmit**
- ▶ **Reject**

Publication Decision

“The most commonly occurring positive response to a manuscript submitted for publication is to revise and resubmit it” (Algase, 2014, p. 15).

“Without doubt, the ‘revise-and-resubmit’ (R&R) part of the review process—revising a paper and preparing a response document for the action editor and the reviewers who have invited these actions —has great importance.” (Ireland, 2008, p. 1049)

Revise & Resubmit Decision

- ▶ Given the **frequency** and **importance** of R&R decisions, what steps do authors need to take to *revise and respond* to reviewer feedback?
 1. Read the editor and reviewers' feedback.
 2. Develop a matrix to compile reviewers' feedback.
 3. Make a decision whether to R&R
 4. Communicate decision with journal editor

Revise & Resubmit Matrix

Reviewer Feedback	To Do Task	My Response with Page #
Reviewer 1		
Reviewer 2		
Reviewer 3		

Avoiding a Reject Decision

So, why do editors reject manuscripts? Common issues...

- ▶ **Misalignment with journal's aim/scope**
- ▶ **Content clarity**
- ▶ **Organization of the manuscript**
 - ▶ **Headings, transitions**
- ▶ **Poorly edited manuscript**
 - ▶ **Grammatical errors**
- ▶ **Citation and Reference list inconsistencies**

You can avoid these common issues!

Books

- Belcher, W. (2009). *Writing your journal article in 12 weeks: A guide to academic publishing success*. Thousand Oaks, CA: SAGE.
- Elbow, P. (1973). *Writing without teachers*. New York, NY: Oxford University Press.
- Lamott, A. (1995). *Bird by bird Some instructions on writing and life*. New York, NY: Anchor Books.
- Graff, G., & Birkenstein, C. (2010). *They say/I say: The moves that matter in academic writing* (2nd ed.). New York, NY: W. W. Norton.
- Silvia, P. J. (2007). *How to write a lot: A practical guide to productive academic writing*. Washington, DC: American Psychological Association.
- Stevens, D. D. (2019). *Write more, publish more, stress less! Five key principles for a creative and sustainable scholarly practice*. Sterling, VA: Stylus.

Online Resources

Academic Phrasebank, The University of Manchester.

Retrieved from

<http://www.phrasebank.manchester.ac.uk/>

Productive Writer. [Free and open listserv from Cornell University] Retrieved from

<https://gradschool.cornell.edu/policies/writing-support/>

The ivory workshop: Where the messy bits of scholarship live. Retrieved from

<http://cpostrow.ucalgaryblogs.ca/>

Writers digest. Retrieved from

<http://www.writersdiet.com/>

Academic Phrasebank

Home Page - Academic Phrasebank

Not secure | phrasebank.manchester.ac.uk



The University of Manchester

Academic Phrasebank

Introducing Work

Referring to Sources

Describing Methods

Reporting Results

Discussing Findings

Writing Conclusions

Home Page

GENERAL LANGUAGE FUNCTIONS

Being Cautious

Being Critical

Classifying and Listing

Compare and Contrast

Defining Terms

Describing Trends

Describing Quantities

Explaining Causality

Giving Examples

Signalling Transition

Writing about the Past

The Academic Phrasebank is a general resource for academic writers. It aims to provide you with examples of some of the phraseological 'nuts and bolts' of writing organised according to the main sections of a research paper or dissertation (see the top menu). Other phrases are listed under the more general communicative functions of academic writing (see the menu on the left). The resource should be particularly useful for writers who need to report their research work. The phrases, and the headings under which they are listed, can be used simply to assist you in thinking about the content and organisation of your own writing, or the phrases can be incorporated into your writing where this is appropriate. In most cases, a certain amount of creativity and adaptation will be necessary when a phrase is used. The items in the Academic Phrasebank are mostly content neutral and generic in nature; in using them, therefore, you are not stealing other people's ideas and this does not constitute plagiarism. For some of the entries, specific content words have been included for illustrative purposes, and these should be substituted when the phrases are used. The resource was designed primarily for academic and scientific writers who are non-native speakers of English. However, native speaker writers may still find much of the material helpful. In fact, recent data suggest that the majority of users are native speakers of English. More about **Academic Phrasebank**.

This site was created by **John Morley**. If you could spare just two or three minutes of your time, I would be extremely grateful for any feedback on Academic Phrasebank: Please click [here](#) to access a very short questionnaire. Thank you.

ABOUT PHRASEBANK

An enhanced and expanded version of PHRASEBANK is

References

- Algase, D. L. (2014). Revise and resubmit: Now what? *Research and Theory for Nursing Practice, 28*(3), 195–198. <https://doi.org/10.1891/1541-6577.28.3.195>
- Caskey, M. M., & Stevens, D. D. (2019). Handling a revise and resubmit decision on your manuscript. In D. D. Stevens (Ed.), *Write more, publish more, stress less! Five key principles for a creative and sustainable scholarly practice*. Sterling, VA: Stylus.
- Ireland, R. D. (2008). Revisiting AMJ'S Revise-and-Resubmit Process. *Academy of Management Journal, 51*(6), 1049–1050.

My Questions with Answers

- ▶ What will improve the likelihood of an “accept” decision?
 - ▶ **Organization, flow, completeness of manuscripts, and journal fit**
- ▶ What can you do to avoid the “reject” decision?
 - ▶ **Writing quality, journal match, manuscript preparation**
- ▶ How do authors celebrate a “revise and resubmit” decision?
 - ▶ **Recognize frequency & importance of R&R**
 - ▶ **Respond to reviewer feedback**

Your Questions



**Thank you for
attending my
TAA webinar!**

