

# RaPAL Journal

**GUIDANCE FOR EDITORS**

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## Welcome and introduction

Thank you for agreeing to edit the RaPAL journal. There has never been a more exciting time for the RaPAL journal. We are now online and digital! Our peer-reviewed journal now reflects the changing world of literacies, offering writers the chance to showcase what they are doing, using colour, image, audio and video.

We welcome contributions from teachers, learners, researchers and anyone else involved in literacies whether they are an experienced writer or someone writing for the first time. **An important part of the editor's role is to help new writers get started or to advise them once they have drafted something.**

Our journal is published three times a year and represents an independent space, which allows critical reflection and comment linking research and practice in the field of adult literacies, numeracy and ESOL. The journal goes out to our individual members and also institutions both in the UK and abroad.

These detailed guidance notes will help you with all aspects of editing the journal including page layout, using multimedia and referencing. **Please read them carefully before beginning to edit.** You will also find it useful to refer to the separate guidance for writers/contributors to the journal.

If you have any questions, please contact the journal coordinator at [journal@rapal.org.uk](mailto:journal@rapal.org.uk).

## The role of the editors

The role of the editors includes:

- writing a plan of action for the journal that includes:
  - call for papers
  - deadlines for completion of each stage of the editing process
  - allocation of responsibilities for editing
  - liaison with the journal coordinator and production editor
- issuing a call for papers through the RaPAL list, conference contributors and others as appropriate
- editing articles, including offering suggestions and advice to writers for improvements to articles
- ensuring that articles conform to the RaPAL journal style guidelines
- ensuring that all articles are ready for sending to the production editor and include a title, author(s) name, short biography and are referenced using the Harvard system
- proofreading all articles

- working with the production manager to ensure the final proof is correct, checking the journal once it has been designed and liaising with the production manager over the publication process.

## The editorial process

Editors are appointed for each issue of the journal at the annual editorial meeting. Usually a minimum of two editors are appointed for each edition of the journal, sometimes more, though this can cause difficulties with the coordination of the editing process. One of the editors acts as lead, usually the most experienced. Second editors may be new or less experienced and are able to use the opportunity to work with someone more experienced and learn about the editing role.

## Publication schedule

<b>Conference Edition</b> Editing timeframe: September-January Publication: February	<b>Open Edition</b> Editing timeframe: November-March Publication: April	<b>Themed Edition</b> Editing timeframe: February-June Publication: July
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The schedule above is a guide and can change depending on when conferences take place and how quickly each edition can be turned round. It may be that over time this schedule may change as we become more experienced in producing the journal online.

## Call for papers

This is sent out by either the journal coordinator or the lead editor with a deadline for receiving papers, using one contact email address for responses. The call for papers goes to the RaPAL mailing list, contributors to conferences and other contacts as appropriate. Articles are also sent to the journal coordinator on spec and these will also be considered by the editorial team. The guidelines for writers and the consent form for permission to use image, audio and video should be attached to the call for papers.

## Editing

When papers arrive, the lead editor should check that the attachment is readable and acknowledge receipt immediately giving a clear timeframe (ideally two weeks) for initial feedback. The lead editor decides which of the editing team will read each article first. All articles should be read by two editors, one of these should be the lead editor. The first editor should edit the article using tracked changes and the comment facility in Word. This

is then passed to the second editor who will also use tracked changes and respond to any comments made by the first editor.

Some articles written by experienced writers may need little in the way of editing. However, other writers may be new to journal writing and unfamiliar with the conventions associated with it. One of our core aims in producing the journal is to encourage writing from a wide range of people and it is important that editors **support** this by offering guidance on all aspects of writing. This may require editors to offer guidance on:

- structure including introduction and conclusion
- reasoning and argument including generalisations, assumptions and supporting evidence,
- grammar and punctuation
- referencing

We need to achieve a fine balance between producing a professional journal and being inclusive in terms of who can write for the journal. The support from editors will ensure that this balance is maintained.

## Editing pieces for theme 1 or theme 2

If only minor edits are required these can be agreed by the editors who will make the necessary changes. If considerable redrafting is required, the editors agree on the feedback and a nominated editor responds to the writer with a suggested deadline. When the revised version is sent in, the editors check it against the feedback/guidance given and continue dialogue until everyone is happy with the final version.

## Editing pieces for theme 3

Articles that fit the criteria for theme 3 must be peer reviewed. It is advisable to restrict the number of articles in this category partly because of the additional work in reviewing but also to maintain a balance between different kinds of articles.

## Peer review process

Peer reviewers must always be used if an article is considered to be suitable for theme 3 of the journal. This section *contains more sustained analytical pieces about research, practice or policy. Pieces will be up to 4,000 words long.*

It is possible that issue editors may want help with making a decision about whether a piece is theme 2 or theme 3 material and a peer reviewer would be best suited to help make this decision.

There is a list of people willing to be peer reviewers for RaPAL which will be sent to all editing teams (see separate list). Anyone who does peer reviewing should hold relevant postgraduate qualifications in the subject area. At our 2011 editorial meeting we noted that, *'someone must have academic and/or professional experience of post-graduate education and editing so they are able to assess the publishable quality of a piece. They also need to be able to support a writer and make specific constructive suggestions for the development of the piece.'*

Editors may use peer reviewers if they think a theme 2 article may be suitable for theme 3.

If editors are in doubt about who to use to review a particular article, they should refer to the journal coordinator. If they require extra guidance, they should consult others in the editorial group via the journal coordinator. Sometimes reviewers may raise questions about the suitability of a particular article in the light of RaPAL's principles. Editors and/or the journal coordinator should consult the chair of RaPAL for guidance in the first instance. This is important to avoid any controversial content being published.

Two peer reviews are required for each theme 3 article, one with expertise on the specific topic and one who can read with the eyes of the general RaPAL readership. One of the editors should send a request to two suitable reviewers that includes a general flavour of the article to be reviewed and an appropriate deadline for completion of the review. This should be done as soon as possible on receipt of a theme 3 article as the process can take some time.

When two reviewers have agreed to review the article it should be anonymised and sent to them electronically. Reviews should be returned to the lead editor. Feedback should not be given to the writer until **both** peer reviews have arrived. If the feedback is straightforward, a nominated editor can anonymise it and send it to the writer. At no point should the identity of the reviewer be made known to the author(s) of the article. Feedback is given using the review feedback form. Note that tracked changes in Word may be the most convenient way of sending feedback to an author but care should be taken that the tracked changes are anonymised. This can be done but the method is different depending on which version of Word is being used.

If the two peer reviewers disagree, the issue editors need to discuss how/what to feedback and can seek assistance from the journal coordinator, if necessary.

When the redrafted article arrives, the issue editors check that the writer has made the necessary changes. If in doubt, the lead editor should get back to the peer reviewers to approve some of the changes. Through this process, the issue editors are acting as intermediaries.

## Reviews of books and resources

The reviews editor is responsible for editing reviews and supporting reviewers to produce a well-written review. The journal editors should check that they conform to the style guide and proofread them before sending to the production editor. Further guidance can be found in the reviews guidance document.

## Images, audio and video

The digital journal gives us far more scope and flexibility to use images and audio material. As well as the cover image which may come from authors or the editors we can now embed most forms of media into the journal including streamed video (e.g. from YouTube). If we have no suitable image for the cover we can go to an image library (talk to the journal coordinator about this).

Media should be formatted as follows: Images should be 300dpi, audio MP3 and video MP4. It is essential to check that authors have the appropriate permissions from people for the use of image and audio. Authors will need to complete a form that confirms they have sought permission of anyone appearing in an image or audio (see separate document).

Authors should indicate where they want images, audio and video to appear in their article. If they haven't, then the editors should make sure this is done before the copy goes to the production editor.

## Contents page

As soon as all contributions are in, the editors agree the running order for the articles and this is sent to the production editor.

## Editorial

As soon as all contributions are in, the editors write an editorial introducing the issue. This is then sent to the production editor. The editorial should be brief (one page of A4 maximum) and should be confined to introducing the theme of the journal and a brief introduction to each piece in the journal.

## Proofreading

Editors should ensure as far as possible that there are no errors and check each article against the style guide before sending the final version to the production editor. Articles and

reviews should be sent to the production editor as soon as they are ready rather than waiting until all the copy is ready.

## Final checks and proofreading

The production editor sends the issue for final proofreading to the issue editors and the journal coordinator. This is not an opportunity to radically change anything – simply an opportunity to ensure that there are no glaring errors caused by the design process. Any changes should be marked on the PDF using the editing tools and sent back to the production editor. Unless the queries are about the actual content of the article, the editors should make the stylistic changes suggested by the production editor rather than returning it to the author at this stage. The suggested changes and comments are directed at the editors rather than the author at this stage. If the production editor feels it should go back to the author for any reason, he will indicate this in the feedback.

## General guidelines for contributors

This guidance on writing for the journal appears in the guidelines for writers and provide a useful checklist for editors.

All contributions should be written in an accessible way for a wide and international readership.

- Writing should be readable, avoiding jargon. Where acronyms are used these should be clearly explained. The full words should go first and then the acronym
- Contributions should have a clear structure and layout using the Harvard referencing system
- Ethical guidelines should be followed particularly when writing about individuals or groups. Permission must be gained from those being represented and they should be represented fairly
- We are interested in linking research and practice; you may have something you wish to contribute but are not sure it will fit. If this is the case please contact the editors to discuss this
- Writing should encourage debate and reflection, challenging dominant and taken for granted assumptions about literacy, numeracy and ESOL



## Themes

### 1. Ideas for teaching

This section is for descriptive and reflective pieces on teaching and learning. It is a good place to have a first go at writing for publication and can be based on experiences of learners and teachers in a range of settings. Pieces can be up to 1,000 words long.

### 2. Developing Research and Practice

This section covers a range of contributions from research and practice. In terms of research this could be experience of practitioner research, of taking part in research projects, commenting on research findings or of trying out ideas from research in practice. In terms of practice this could be about trying out new ideas and pushing back boundaries. Contributions should include reflection and critique. Pieces for this section should be between 1,000 - 2,000 words long including references.

### 3. Research and Practice: Multi-disciplinary perspectives

This section is for more sustained analytical pieces about research, practice or policy. The pieces will be up to 4,000 words long including references and will have refereed journal status. Although articles in this section are more theoretically and analytically developed they should nevertheless be clearly written for a general readership. Both empirical work and theoretical perspectives should be accessible and clearly explained. Writing for this section should:

- Relate to the practices of learning and teaching adult literacy, numeracy or ESOL
- Link to research by describing and analysing new research findings relating this and any critical discussion to existing research studies
- Provide critical informed analysis of the topic including reference to theoretical underpinning.

It is not necessary to have separate sections in the journal. Contributions should be in the order that makes most sense and a logical sequence rather than a rigid demarcation in sections.

## Page layout and style guidelines

It is important that we adopt a consistent approach to the way contributions are written and laid out in our journal. Although we want our journal to be accessible and user-friendly it is also important that we follow the conventions associated with academic journals. For these reasons contributions should be presented using the following guidance.

- Title of article/contribution
- Short biography
- Harvard referencing
- Page numbers

<b>Font</b>	<ul style="list-style-type: none"> <li>• Sans serif font e.g. Calibri</li> </ul>
<b>Spacing</b>	<ul style="list-style-type: none"> <li>• Single space after a full stop</li> <li>• Single line space between paragraphs</li> <li>• Space between title of paragraph and paragraph</li> </ul>
<b>Article titles</b>	<ul style="list-style-type: none"> <li>• 16</li> <li>• Sentence case, i.e. initial capital for first word only</li> <li>• No full stops</li> </ul>
<b>Writer's name under title</b>	<ul style="list-style-type: none"> <li>• 16</li> <li>• Not bold</li> <li>• First name and surname/family name</li> </ul>
<b>Writer biography</b>	<ul style="list-style-type: none"> <li>• 11</li> <li>• Italics</li> <li>• Not bold</li> </ul>
<b>Articles</b>	<ul style="list-style-type: none"> <li>• 12</li> <li>• Subheading in bold with initial capitals for first word only</li> <li>• Space between title of paragraph and paragraph</li> </ul>
<b>Publication titles within the article</b>	<ul style="list-style-type: none"> <li>• Italics</li> </ul>
<b>Punctuation for quotations</b>	<ul style="list-style-type: none"> <li>• Single commas for in-text quotations</li> <li>• No quotation marks for more substantial quotations</li> </ul>

	<ul style="list-style-type: none"> <li>• These should be indented and begin on a separate line</li> <li>• Double commas for words within quotations</li> <li>• See separate section on referencing for examples of referencing conventions</li> </ul>
<p><b>Inverted commas</b></p>	<ul style="list-style-type: none"> <li>• ‘digital divide’, comma or full stop <i>after</i> second inverted comma</li> <li>• When it’s quote, as in</li> </ul> <p>He said ‘that he wanted to go.’ The marks are outside</p> <ul style="list-style-type: none"> <li>• If it’s a word or a quote within a quote they are inside</li> </ul> <p>For example: Hymes has said ‘that Chomsky in his article used the word “generative”.’</p>
<p><b>Footnotes &amp; endnotes</b></p>	<ul style="list-style-type: none"> <li>• It is better to minimise the use of footnotes. If they are necessary they should be font 8</li> <li>• We do not use endnotes</li> </ul>
<p><b>Lists within an article</b></p>	<ul style="list-style-type: none"> <li>• 11</li> <li>• Round bullet points rather than numbers</li> <li>• Gap between text and bulleted list (equivalent to font size)</li> <li>• No punctuation at the end of each bullet, just a full stop at the end of the final bullet</li> <li>• If the bulleted list follows a heading then the first letter of each bullet should not be uppercase and the final bullet has a full stop</li> </ul> <p><b>Example</b></p> <p>Articles should include:</p> <ul style="list-style-type: none"> <li>• the title of the article</li> <li>• name of the author(s)</li> <li>• a short biography.</li> </ul> <ul style="list-style-type: none"> <li>• Follow grammatical sequence, for example.</li> </ul> <p>He said that they were three theories that bothered him:</p>

	<ul style="list-style-type: none"> <li>• The theory of relativity</li> <li>• He disproved Hymes’ ideas</li> <li>• The theory of generative grammar.</li> </ul> <p>Only 1 and 3 are valid; as “theory” is a noun, it should be followed by nouns in the bullet points</p> <p>Another example.</p> <p>He said they were going to:</p> <ul style="list-style-type: none"> <li>• Shoot the archduke</li> <li>• Although finding him is difficult</li> <li>• Hire a contract killer.</li> </ul> <p>1 and 3 are fine</p>
<b>Captions</b>	<p>10</p> <p>The preference would be for an indication of the content of the image etc in the main body of the text rather than captions</p>
<b>Hyphens</b>	<p>open-ended, out-of-date</p>
<b>Italics</b>	<p>New words, new concepts, foreign words, book titles, journal titles, newspapers, magazines, intonation stress, referring to a word e.g. ‘the word <i>sensitive</i> in misinterpreted by Spanish speakers’</p>
<b>Initial capitals of titles</b>	<p>Most titles are lower case e.g. journal coordinator. Some government departments do use initial capitals for the word Department.</p> <p>Subject names are lowercase e.g. maths, geography and history</p>
<b>Abbreviations and acronyms</b>	<p>Abbreviations should be given in full the first time they are used with the abbreviation in brackets after. The abbreviation can then be used throughout the article e.g. Research in Adult Literacies and Practice (RaPAL). RaPAL is a charitable organisation etc etc</p>

You may also find the following helpful when editing.

A-Z	
A	adult literacy not Adult Literacy
B	The terminology changes on a regular basis. Basic Skills was replaced by Skills for Life. Current terminology is English and maths in England
C	coordinate (no hyphen)
D	dates 1970s (not 1970's) 3 June 2011 (not 3 <sup>rd</sup> June 2011 or June 3, 2011) 21 <sup>st</sup> century digital literacy (no capitals) DVD (not dvd)
E	e.g. (not eg or E.g.) email (not e-mail) Entry Level (not Entry level or entry level) ESOL (English for Speakers of Other Languages) etc
F	Facebook Figure 1, fig. 1 focused, focusing
G	Google Earth government (lower case)
H	
I	Internet i.e. iPhone, iPad
J	Job titles – lower case e.g. English tutor, senior lecturer in education
K	Key Stage 3 then KS3
L	Level 1, Level 2
M	maths/mathematics Moodle
N	Numbers - one to nine in words then figures (n/a dates, %, £) 1,000
O	OK online (one word) organise, organisation (s not z unless a proper noun) or USA quote
P	Pre-Entry PowerPoint 100 percent or 100%
Q	

R	RaPAL Journal.... the Journal (capital J) realise
S	Second Life Skills for Life (SfL). This is no longer the term used in DfE but may still be used by providers the Six Book Challenge.... the Challenge (capital C) Street View (as in google maps) Sentence level
T	Twitter Text level TV (not T.V. or tv or t.v.)
U	UK (not U.K.) US
V	
W	Web, Web 2.0 Wiki Word
X Y Z	YouTube Word level

## Referencing texts and other resources in journal articles

When we refer to any book/article/website or any kind of reference in the RaPAL journal it is important that we acknowledge other people's work and also help the reader find that work if s/he wants to read it or use it in some way. Like most journals we use a system called the Harvard referencing system. Editors may need to help writers with referencing and should check that work is correctly referenced.

### Harvard referencing system

Articles should be annotated in **two** places: in the text where the writer has quoted or referred to a book/article/website and at the end of the article in the list of references.

In the text the author's or authors' family name(s), together with the date of publication and page number appears in brackets at the end of the sentence. At the end of the document the work is referenced in this order: author(s), date of publication, title of book or report, place of publication and publisher.

Writers may want to cite books, journals, electronic and other media. Here are some examples of how to use the Harvard system.

## Citing references in a text

### Direct quotation

Sometimes the writer will be quoting directly from an author or authors:

What was once a ‘word-centred rationality both straightforward and descriptive with stable signs fixed to stable signifiers’ is fast disappearing (Cope & Kalantzis, 2000: 223).

### Indirect quotation

The writer may be paraphrasing or referring to general ideas by the author(s):

Cope and Kalantzis (2000) refer to literacies rather than literacy throughout their work when talking about learning.

### Longer quotations

If the writer is including a longer quotation it should start on a new line, indent one space, and reduce the font size by one unit. There is no need for quotation marks with the longer indented quote. Put the reference at the bottom:

The challenge then is not just one of equity of access (or lack of access) to such technologies and institutions, but also of the possibilities of using dis- course and literacy to reinvent institutions, to critique and reform the rules for the conversion of cultural and textual capital in communities and workplaces, and to explore the possibilities of heteroglossic social contracts and hybrid cultural actions. The challenge is about what kinds of citizenship, public forums for discourse and difference are practicable and possible. (Luke and Freebody, 1997:9)

## Listing references at the end of the article

The following are examples of ways of listing references:

### Books

**Cope, B. & Kalantzis, M.**, (eds) (2000) *Multiliteracies: Literacy Learning and the Design of Social Futures*. London: Routledge

### Book electronic

**Cope, B. & Kalantzis, M.**, (eds) (2000) *Multiliteracies: Literacy Learning and the Design of Social Futures* available from  
[http://books.google.com/books?hl=en&lr=&id=22renB8q274C&oi=fnd&pg=RA2-PA50&dq=cope+kalantzis&ots=gklbU1RUyL&sig=VFk4kFpXINVle1H\\_hvj9T5h91aU](http://books.google.com/books?hl=en&lr=&id=22renB8q274C&oi=fnd&pg=RA2-PA50&dq=cope+kalantzis&ots=gklbU1RUyL&sig=VFk4kFpXINVle1H_hvj9T5h91aU) (accessed 19 July 2007)

### Chapter in edited book

Gee, P. J., (2000) New People in New Worlds. In **Cope, B. & Kalantzis, M.**, (eds) (2000) *Multiliteracies: Literacy Learning and the Design of Social Futures*. London: Routledge

### Quoting a writer quoted within another book

Much of the knowledge we as adults carry about ourselves and others is learned through tacit comprehension...from exposure to the culture in which we live' (Dixon, 1999 in Rogers 2003)

### Journal

**Ovens, P.** (2003) 'Using the Patchwork Text to Develop a Critical Understanding of Science'. *Innovations in Education and Teaching International*, Vol 40 (2)

### Journal electronic

**Ovens, P.** (2003) Using the Patchwork Text to Develop a Critical Understanding of Science. *Innovations in Education and Teaching International*, Vol 40 (2). Available from  
<http://www.informaworld.com/smpp/content~content=a714039048~db=all>  
(accessed 19 July 2007)

### CD roms, video, film

**Blackadder** (CD rom) (2002) London BBC



## Media (newspaper)

**Saner, E.**, (2007) Show me the honey. *Guardian* Thursday 19 July 2007 p15

## Government publication

**DfES**, (2001) Skills for Life – The National Strategy for Improving Adult Literacy and Numeracy Skills, London: DfES

## Reference and bibliography – what is the difference?

A **reference list** is an alphabetical list by author of all the sources quoted in a report or assignment. It is here additional bibliographical details are noted, such as the title and publisher. A **bibliography** includes **all** cited works together with references to background reading that you have undertaken. This should also be in the Harvard style. However, for the purposes of the RaPAL journal we simply need a list of references.

If you can't find what you want here or are interested in finding out more about referencing the Open University publishes a PDF which you can access [here](#) or you can access the website [here](#) (you will need to generate an account)