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EDITORIAL POLICY

The *Journal of Teaching Writing* publishes articles of interest to teachers at all grade levels, from preschool through university—articles that address the practices and theories which bear on our knowledge of how people learn and communicate through writing. Whether the focus of such articles is on language development, the composing process, discourse theory, or writing pedagogy, the content should clearly reflect the spirit of inquiry which characterizes the revelation we sometimes experience when we reflect on our teaching; the stimulating conversation we have had with colleagues; the insight we have gained through an effective presentation at a professional conference; or the proposition we have entertained from a professional journal or book—in short, they should enable the reader to make a connection between what happens or could happen in class and what he or she has heard, read, or wondered about in the profession. We especially welcome articles written by classroom teachers, whether they are first-time writers or well-established authors. In any case, we encourage peer review of manuscripts before they are submitted to confirm for the writer that the content is not repetitive of knowledge that is already well-known or dated, but is sufficiently fresh to be considered.

Articles may range in length from short descriptions (10–15 pages) of principles or practices which offer helpful insights to longer pieces (16–20 pages) which explore topics in greater detail. All articles should have a clear philosophical or theoretical basis.

Submit **three copies** of the manuscript, and include **one separate sheet** with the author's name, addresses, telephone and fax numbers, E-mail addresses, and a **short biographical paragraph**. Manuscripts must conform to the *MLA Handbook for Writers of Research Papers*, 1995. In addition, please include a **self-addressed, stamped manila envelope** for the return of one manuscript. Upon acceptance of a piece for publication, authors must submit the final draft and updated biographical information on a **3½-inch IBM compatible diskette in MS Word Version 6.0 or higher**. ASCII format will also be accepted. Please supply all endnotes, footnotes, graphics, and biographical information as documents separate from the main text. Mail manuscripts to The *Journal of Teaching Writing*, IUPUI, CA 505, 425 University Boulevard, Indianapolis, Indiana 46202.

All manuscripts are reviewed anonymously by the Editorial Board; the Editor makes the final selections for each issue. The journal—its editors and editorial board, sponsor, and publisher—disclaim responsibility for statements of fact or opinion appearing in the pages of the journal.

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JTW's Open Review Process

In Volume 12.2 of the *Journal of Teaching Writing* I announced a decision made by our Editorial Board to “demystify” our process of reviewing articles. This move “out of the musty basements where dark deeds flourish and . . . into the world of daylight and fresh air”* represents our desire to increase knowledge about the way articles are responded to and selected for *JTW*. We hope a wide range of authors across disciplines and levels of experience will feel comfortable submitting their work for response, just as we hope these articles continue to reach an increasingly varied audience of readers.

JTW's open review process, outlined briefly, is as follows:

- ◆ Incoming articles are assigned two reviewers; these reviewers are sometimes chosen based on their expertise in the topic, but more often articles are distributed evenly across the editorial board. All articles go to reviewers anonymously.
- ◆ Each author receives two reviews, often signed by the reviewers, and a letter to explain the evaluation of his or her article.
- ◆ Although some articles are accepted upon first submission, most reviewers suggest revision before publication. Reviewers may recommend acceptance, acceptance with revision, revision before further consideration, or rejection.
- ◆ When a revised piece is submitted, the same reviewers read that version and recommend accept, accept with revision, or reject. No author is asked to revise more than once unless we expect to publish the piece.

Volume 13.1 & 2 of the *Journal of Teaching Writing* featured an article, “Revision Works!,” to provide readers with an example of the conversation between authors and editors over the reviewing process. This demystification has encouraged a wider range of submissions to *JTW*. I hope my explanation of our open review process encourages *you* to submit work for response. Consider it an invitation: let us hear from you!

Barbara Cambridge (*reprinted from Volume 14*)

*Andrew Greeley's comment, from *Writing Sociology*, was featured in the May 1994 issue of *Composition Chronicle* in an article by Bill McCleary, which relates a discussion at the Conference on College Composition and Communication calling for signed reviews of professional journal submissions.

