



Guidelines for Preparing Manuscripts
Examples of Title, Abstract, Passage of Text, Citations, Table, and References
Revised November 24, 2008

Please follow the guidelines for *each draft* of your manuscript.

I. GENERAL GUIDELINES, PROCEDURES, and SUGGESTIONS

- In general, correspondence between the authors and editorial team will be conducted electronically, rather than by postal mail or telephone. Send all information and questions to SCOLT.Dimension@gmail.com (Note the period between SCOLT and Dimension in the address.)
- The editorial team asks that authors check their e-mail frequently.
- To reduce the chances that your message will be caught in a SPAM filter, include the phrase “Dimension” in the subject line of e-mail messages when corresponding with the editor.
- Authors should use the APA (American Psychological Association) guidelines for preparing and formatting manuscripts.
- Submissions will be reviewed multiple times, and authors may be asked to make multiple revisions prior to a decision to accept for publication.
- The final decision to accept a manuscript for publication will be based in part on authors’ adherence to *Dimension Guidelines for Preparing Manuscripts*, their incorporation of reviewer suggestions in revised manuscripts, and their timely correspondence with the editorial team.
- Authors must include a written statement that their work submitted for review is original and not under consideration for publication by any other entity.
- Authors whose works are published are expected to be present at the SCOLT conference

II. CONTEXT and SECTIONS OF MANUSCRIPTS

- The subject matter of your manuscript *must relate to language teaching*.
- Content must be current and reflect best professional practices.
- The title should be brief and give readers a precise idea as to what they will read in the article.
- The first section after the title of your article should be an abstract of 75 to 100 words. The word **Abstract** is written in boldface, and the text in the abstract itself should be printed in *italics*.
- The next section following the **Abstract** should be labeled **Background**. The Background section should be a few paragraphs in length. It serves as an introduction and overview of your article.

III. WORD PROCESSING and FORMATTING

- Use **MicroSoft Word version 2003 or 2007** as your word processing software.
- Double space the entire manuscript, including text, notes, and references.
- Number all pages **except the first page**. Insert the page number in the upper right-hand corner.
- Use **Times New Roman, font size 12**, throughout your article.
- Use the “tab” key on your computer to indent five spaces each time you begin a new paragraph. Do not use the space bar.
- There should be **only one space after each period**, according to APA format.

IV. ACCEPTED STYLE and FORMATTING GUIDELINES

Dimension follows the **APA Publication Manual** in matters of grammar, punctuation, citations, format, references, etc.

V. APA GUIDELINES for PUNCTUATION, UNDERLINING, *ITALICS*, and NUMBERS

- **Periods and commas** appear within quotation marks.
- **Semi-colons and colons** should appear outside of quotation marks.
- **Question marks and exclamation points** appear inside the quotation marks only when they are part of the actual quoted material [as opposed to being a reaction on the part of the author of the article, in which case they should appear outside of the quoted material].
- APA guidelines suggest that commas, parentheses, or other marks of punctuation are generally more effective than **dashes**. Dashes (which are used sparingly) appear as *two hyphens with no spaces on either side*. Most software programs automatically convert two hyphens into a dash.
- Absolutely nothing should be **underlined**; use *italics* instead.
- All numbers above “nine” must appear as Arabic numerals. [“nine school districts” vs. “10 textbooks”]

VI. REFERENCES, CITATIONS, ABBREVIATIONS, and ENDNOTES

- Refer to the *APA Publication Manual* for assistance.
- Page number references in parentheses are not part of the actual quotation and must be placed outside the quotation marks following quoted material.
- In the **reference** section, use standard postal abbreviations for the names of states [NC, IL, NY, etc.], but in the **text**, spell out the names of states unless they are part of an address or appear in a list of cities.
- When citing periodicals, if the pages of a publication are numbered consecutively throughout the year, do not include the **issue** number in your citation.
- When preparing the References section of your manuscript, use the simple heading “References” at the end of the article. Include only references you have made in the text itself. Cross check to be certain that every citation has a matching reference and that the dates in the text, citation, and references all correspond.
- If you cite the **ACTFL standards book**, aka *The Standards for Foreign Language Learning*, use the following format:

National Standards in Foreign Language Education Project. (1999). *Standards for foreign language learning in the 21st century*. Yonkers, NY: Author.

- When preparing the References list, indent all but the first line by using the hanging indent tool, not the tab key or space bar. If you experience problems with the hanging indent, simply align all text “flush left,” but **do not use the tab key or space bar**.
- When listing electronic references (URLs) in the References section of the manuscript, include the most recent retrieval date with every new draft of your manuscript.
- Enclose **textual** references to electronic references (URLs) in angled brackets, such as “The Web site for SCOLT is <www.scolt.org>.”
- Do not spell out the first and middle names of authors cited in your list of References; use their initials.
- Use an ampersand (&) rather than the word “and” to cover joint authorship.
- APA guidelines discourage both footnotes and endnotes. Significant information should be included in the text itself, and tangential information or “asides” should be excluded. When notes are necessary, authors should use **endnotes**. To avoid problems, **do not use automatic endnote programs available with your computer software**. To format endnotes, simply use raised superscripts in the text and superscripts in the notes at the end.
- When using commonly known, high-frequency abbreviations, spell out names and titles the first time they are used in a text; for example, “The Southern Conference on Language Teaching (SCOLT) is comprised of 13 member states. Each year SCOLT holds its annual conference in the spring.”

VII. DISGUISE PERSONALLY IDENTIFIABLE INFORMATION WITH BLIND REFERENCES DURING REVIEW PROCESS

- To ensure the integrity of the review process, disguise all references to personally identifiable information. For example, instead of saying “My students enrolled in the teacher education program at the Wonderful University are fantastic,” say “The researcher’s students enrolled in the teacher education program at XYZ University are fantastic.”
- When submitting the **final draft** accepted for publication, you will change all blind references (to yourself, your home institution, etc.) to the appropriate form. In the final version you should use the first person to refer to your own research, whereas in the manuscript you submitted to reviewers, you “disguised” such information.

VIII. SECURING COPYRIGHT PERMISSION TO USE EXTENDED QUOTES, CHARTS, SONG LYRICS, ETC.

- If you use material from other sources, such as extended quotes, charts, handouts, or song lyrics, or if you use any material that may require permission from the copyright holder, it is **your responsibility** as the author to secure the permission. You must submit documentation of that permission when you submit your manuscript.
- **Any payment required by the copyright holder is the author’s responsibility.** *Dimension’s* editorial team, its publisher, and the SCOLT Board will not be able to assist with such fees.
- Should you find that the copyright holder will not grant you permission to reproduce material or wishes to impose a fee beyond your means, you may not include the material in your text.

IX. TABLES, CHARTS, GRAPHS, and BOXES

- The Publisher asks that you **not place boxes around any items**. If specific sections of your manuscript need to appear in boxes (tables, charts, etc.), please make a notation to that effect in the manuscript by writing “[Examples below are to appear in a box.]” If a text is submitted with a box already in the text, the entire manuscript usually has to be retyped and resubmitted by the author prior to publication.
- The editorial team discourages the use of graphs and illustrations, and SCOLT reserves the right not to include graphs and illustrations that the editorial team deems are not essential to the manuscript. When approved by the editorial team, **graphs and illustrations must be camera ready**. The page size for *Dimension* is 6”x 9” with a mandatory $\frac{3}{4}$ ” margin all the way around. The total amount of material on any one page, then, may not exceed a 4 $\frac{1}{2}$ ” x 7 $\frac{1}{2}$ ” limit. Because they can prove to be unusually expensive to reproduce, visuals *should be used only when they are truly essential* to the reading and interpretation of the material in the article.

X. PREPARING and SUBMITTING THE FINAL DRAFT OF THE MANUSCRIPT FOR PUBLICATION

- If you are notified that your manuscript has been accepted for publication, you will be asked to prepare and submit a final draft. It is your responsibility to ensure that your manuscript follows APA guidelines, that the contents are accurate and authentic, that you have properly cited material taken from other sources, and that references are properly formatted.
- When submitting the final draft, **change all blind references** (to yourself, your home institution, etc.) to the appropriate form. In the final version you should use the first person and refer to your own research, whereas in the manuscript you submitted to reviewers, you “disguised” such information.
- In the final step, you will be asked to again provide information for the publisher that you may have given earlier to the editor. On a separate sheet before the first page of the article, include a statement that your manuscript is an original work and not under consideration for publication by any other entity. Once again provide the **names and titles of all authors. Indicate which author will be the primary contact person. Give each author’s home and office mailing**

addresses, home and office phones and FAX numbers, and home and office e-mail addresses.

- In the final draft, at the top of the first page of text you should include the **title, names of authors, and their academic affiliations**. List the authors in the order in which **you wish them to appear**, such as alphabetically by last name, by order of their contributions, etc. Use both upper- and lower-case letters for all of these items. [See recent volumes of *Dimension* for the model.]
- Before submitting your final version, run a “Spell Check” and “Grammar Check” on your computer.
- Send your final manuscript by e-mail attachment to SCOLT.Dimension@gmail.com (Note the period between SCOLT and Dimension in the address.)
- Include the title of your article in the subject line of your e-mail message, and **copy yourself as a recipient of the message**.
- Save a copy of the e-mail with the attachment in your personal e-mail files.
- Follow up with a separate e-mail message asking the editor whether she was able to open your attachment.

XI. AUTHOR RESPONSIBILITIES and RECOGNITION AT THE ANNUAL CONFERENCE

- *Dimension* authors are expected to present at the annual conference for which their article will be published. For example, authors published in *Dimension 2008* were presenters at the conference in Myrtle Beach in April of 2008.
- As an author, you will be recognized with a special name tag during the annual conference. The name tag will bear a **Scarlet A**, signifying that you are an **author** in that year’s journal. Please speak to other conference participants and encourage them to submit a session proposal for possible publication. Many thanks!

EXAMPLES: TITLE, ABSTRACT, CITATIONS, & REFERENCES

ASSESSING READINESS OF LANGUAGE EDUCATION MAJORS AT XYZ UNIVERSITY TO TAKE THE PRAXIS II EXAM

(Title does not include identifying information about authors or their institutions)

Abstract (Statement of 75 to 100 words summarizing article)

Ten of the 13 states in the Southern Conference on Language Teaching (SCOLT) region require the Praxis II Exam for teacher licensure in French, German, or Spanish. Perceptions of high failure rates on this exam at the researchers' institution call into question the quality of their teacher education program. The researchers find required tasks and performance levels unaligned with the expectations for beginning teachers established by the American Council on the Teaching of Foreign Languages (ACTFL). After describing each section of the exam, this article offers strategies to prepare students for the tasks required and ways to assess student readiness to take the exam.

Background (Sample passage of text & examples of APA format of citations)

Most states within the Southern Conference on Language Teaching (SCOLT) have adopted the Praxis II Exams as licensure instruments for prospective teachers of French, German, and Spanish. For state departments of education, the Praxis II Series has become an attractive and practical alternative to state-generated licensure exams because Educational Testing Service (ETS), a professional test development company based in Princeton, New Jersey, assumes responsibility for test development and administration, along with liability for legal issues. An additional benefit to states and teachers is licensure reciprocity among states requiring the Praxis II Exams. Unfortunately, however, the media report that prospective foreign language teachers, especially in the field of Spanish, fail the exam in alarming numbers and must often repeat the exam multiple times (Cumming, 1998). Test takers and teacher educators respond that the expectations of the component tests surpass reasonable levels of professional knowledge and skill for beginning teachers.

[Insert Table 1 here in text. Enclose Table 1 in box.]

Table I (Example of table with APA citation format and retrieval date of URL)

Comparison of Component Tests and Passing Scores by States in SCOLT Region

State	French Tests and Passing Scores	German Tests and Passing Scores	Spanish Tests and Passing Scores
Arkansas	Content Knowledge 158 Productive Skills 167		Content Knowledge 155 Productive Skills 141
Georgia	Content Knowledge 156 Productive Skills 169	Content Knowledge 156 Productive Skills 182	Content Knowledge 160 Productive Skills 159
Louisiana	Content Knowledge 156	German Test 500	Content Knowledge 160

Information retrieved and compiled from <www.ets.org/praxis/prxstate.html>, November 1, 2003 (Educational Testing Service, 2003b).

References

Use a “hanging indent” of five spaces. If problems occur, simply do not indent, as in final example below, but **do not use the space bar or tab to format references**

Include the most recent retrieval date of electronic references

American Council on the Teaching of Foreign Languages (ACTFL). (2002). *Program standards for the preparation of foreign language teachers (Initial level—undergraduate and graduate: For K-12 and secondary certification programs)*. Yonkers, NY: ACTFL. Retrieved January 7, 2004, from <http://www.actfl.org/public/articles/ncate2002.pdf>

Do not include issue numbers for journal with continuous page numbering.

Atonek, J., McCormick, D., & Donato, R. (1997). The student teacher portfolio as autobiography: Developing a professional identity. *The Modern Language Journal*, 81, 15-27.

Citation for ERIC Document

Educational Testing Service. (1998). The use of Praxis pass rates to evaluate teacher education programs. An ETS background report. (ERIC Document Reproduction Service No. ED 435-640)

Citation for the National Standards Book.

National Standards in Foreign Language Education Project. (1999). *Standards for foreign language learning in the 21st century*. Yonkers, NY: Author.

Citation for *Dimension*

Flewelling, J. (2002) From language lab to multimedia lab: Oral language assessment in the new millennium. In C. M. Cherry (Ed.), *Dimension: Proceedings of the Southern Conference on Language Teaching* (pp. 33-42). Valdosta, GA: SCOLT Publications.

Use “flush left format,” not tab key or space bar, if “hanging indent” causes problems

Stockwell, R., Martin, J., & Bowen, J. (1965). *The grammatical structures of English and Spanish*. Chicago: University of Chicago.