

Editorial
Getting published: Tips for emerging scholars

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Introduction

Writing for publication is one of the most significant means of academic enculturation for graduate students; a record of academic publication gives emerging scholars license to position themselves as legitimate members of particular discourse communities (Casanave, 2008; Rich, 2013; Swales & Feak, 2012). This positioning is increasingly salient given the rising global expectation of publication(s) by emerging scholars in order for them to achieve academic career advancement (Hyland, 2012; Lillis & Curry, 2010; Rocco & Hatcher, 2011). However, publication and resulting academic legitimacy often seem elusive for emerging scholars. How exactly can these scholars achieve publication and what are some of the potential challenges standing in their way? The Canadian Journal for New Scholars in Education is a journal that strives to enable graduate students' professional development through publication. As editor of the journal, I witness emerging scholars benefiting from and struggling with the publication process. In the following paragraphs I review some of the key challenges that graduate students face in achieving publication as well as some strategic tips that may help those writing for publication in the field of Education.

Writing for Publication in English: Challenges for Emerging Scholars

Academic writing for publication in English is often done with little formal or explicit guidance and is filled with multiple linguistic and extra-linguistic challenges related to navigating the manuscript production, submission, and review processes (Hyland, 2015; Flowerdew, 2013; Swales & Feak, 2011). Some of the main challenges highlighted in the literature include attending to editor and reviewer expectations of article structure, word count, format, appropriate section content, clarity of purpose and relevance, as well as attending effectively to reviewer and editor feedback (Flowerdew, 2007; Starke-Meyerring, 2011; Tardy, 2009). While many of these challenges appear to more acutely affect multilingual scholars who speak English as an additional language, many challenges appear salient for *all* graduate students who may have little experience with the genre of academic writing for publication (Casanave, 2005; Flowerdew, 2008; Swales and Feak, 2012). For example, emerging scholars tend to have difficulty attending to the expected scope and length of introduction sections, often providing too much or too little contextual information and too little guidance for the reader as to what to expect during the article. Further, many of the challenges experienced by emerging scholars are related to navigating the submission and review process. For example, these scholars often have difficulty synthesizing and responding appropriately to reviewer and editor suggestions for revision. Based on our knowledge of these potential challenges guidance for these scholars may be beneficial. Therefore, the remainder of this editorial is dedicated to explaining the mentorship role of the CJNSE in guiding scholars through the submission and revision processes. The following sections highlight tips for emerging scholars looking to publish their articles in peer-reviewed journals.

CJNSE Tips for Emerging Scholars

As described by previous editors (Schlein & Wagner, 2012; Perris & Corcoran, 2014), the CJNSE aims to mitigate some of the challenges experienced by emerging scholars attempting to write for publication through our transparent, mentor-based, peer review process (see Figure 1).

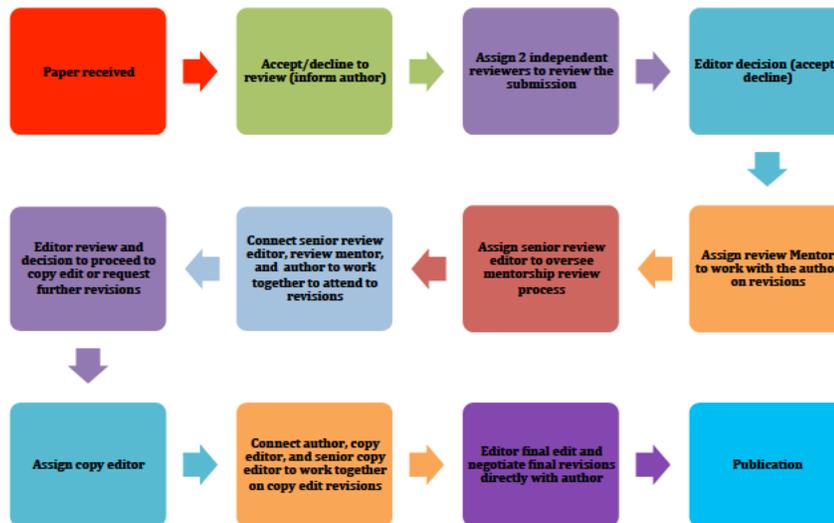


Figure 1. The CJNSE submission and review process from paper submission until publication.

This process includes several steps of guidance for authors provided by peers and junior faculty with greater knowledge or experience with genre- and discipline-specific academic writing for publication. As the current editor and former reviewer at the journal, I have learned much from my experiences mentoring and guiding authors through the submission and review process. In this editorial, I recommend the following production, submission, and revision strategies to graduate students in the field of Education who are looking to publish articles in academic journals.

Production

Write for a specific audience

One common issue the manuscripts that cross my *electronic desk* display is either an excess or lack of disciplinary specificity (e.g. lack of positioning in the broader field of Education, excessive jargon, etc.) Before beginning the production of a manuscript, authors should consider for whom they are writing. The readership of the CJNSE, for example, consists mainly of graduate students from the field of Education. This could be considered somewhere between a generalist and specialist audience. CJNSE authors should consider making their writing accessible to those outside their sub-disciplinary niche while still writing in sufficient detail and complexity to appeal to the sub-disciplinary specialists.

Make your writing reader-friendly

As opposed to academic writing in many other languages, the genre of English language academic writing carries with it heavy demands on an author to carry out much of the *heavy lifting*. This requires the author to, among other things, lead the reader down a clear path with explicit *signs* at every turn. Emerging scholar submissions to the CJNSE, at times, lack the necessary explicit, reader-friendly signs that are expected by readers of this genre of writing (e.g. explicit reference to what the reader can expect in each section of the paper, transitions from one idea and section to the next, etc.). Attending to these expectations will provide an improved experience for the reader and potentially improve the chances of your article being accepted.

Write with clarity

The most commonly cited issues with emerging scholars' writing, which I have observed in submissions to the CJNSE, are those related to clarity of expression. This lack of clarity of expression exists in relation to the theoretical orientation, objective(s), claim(s), and relevance of the article. Authors should attend first and foremost to this clarity of expression, beginning with the submission abstract. If the abstract is unclear about the purpose, findings, argument, and/or relevance of the research, the paper runs the risk of being rejected outright by the editor or receiving a negative review, which could ultimately result in rejection. Clarity should be the primary concern of authors throughout the production and revision of their articles. We at the CJNSE make this our top priority when collaboratively revising emerging scholar writing.

Submission and Revision

Incorporate feedback from multiple sources

One of our goals at the CJNSE is to encourage emerging scholars to incorporate feedback from a variety of peer and expert reviewers between submission and publication of articles. As an editor, I encourage authors to make use of peer review as an integral part of an emerging scholar's writing for publication practice, both pre-submission and as part of the official revision process. Giving and taking revision suggestions in a way that allows for the evolution of an article, without taking criticism personally, is a distinct skill, which many emerging scholars appear to have difficulty with. One of my key editorial tasks at the CJNSE is to encourage open exchange between authors, reviewers, review mentors, and myself in the hopes of promoting such a skill among all key stakeholders in the revision process. This can include email exchanges between myself and the authors encouraging thorough consideration of specific reviewer suggestions while simultaneously reaffirming the importance of the author's overall contribution.

Increase your knowledge of journal expectations

Another common issue with emerging scholar submissions is a lack of awareness of the journal's style and formatting conventions. Some of the submissions I receive have clearly been written without sufficient knowledge of the expectations for different types of submissions to the CJNSE (e.g. book reviews, position papers, research articles). As is the case with many electronic journals, guidelines for aspiring authors are made clear on the journal website. By following these clear guidelines for the scope, word limit, and formatting of submissions, prospective authors can avoid immediate rejection due to inappropriate style or content in their article.

Get in the game

Given that a lack of exposure to the genre of academic writing for publication appears to be a limiting factor for many graduate students, one way to increase genre knowledge is to become involved with the adjudication of academic writing for publication. Here at the CJNSE we provide exactly this type of opportunity in the form of reviewer and copy editor positions for those who would like to gain greater experience with the manuscript revision process. We encourage all emerging scholars to get involved, not only with our journal, but also with other journals in your (sub)disciplinary area(s) of interest and expertise.

Conclusion

Ultimately, writing for publication can, at times, be an arduous journey. In my experience, mentorship and peer support is vital for emerging scholar academic achievement and publication. As a mentoring journal, the CJNSE aims to help emerging scholars to overcome the myriad challenges of writing for publication and assist them in participating (more) fully within their desired academic discourse communities. We at the CJNSE feel well positioned to fulfill this vital role. The CJNSE team cherishes the journal's mentoring role and we look forward to many more years of showcasing Canadian emerging scholars' writing.

In This Issue

This issue includes four contributions: one book review, one position paper, one reflection piece, and one research article. First, Saba Alvi argues for consideration of participatory action research as a methodological approach to qualitative research. She suggests the use of *racialized discourses* when interpreting data as a way to give greater voice to those who have traditionally been marginalized. Second, in a timely piece amid nationalist debate on the place of minorities in Quebec, Naved Bakali describes his recent research into racialized perceptions of Muslim teachers in Quebec schools and these teachers' identity reflections. His findings point to teachers' complex and disturbing experiences of with race and racism in schools. Next, Lorraine Godden reflects on transformative moments encountered throughout her doctoral journey while considering the place of older graduate students in higher education. Ultimately, she argues for improvement of graduate program policy and pedagogy aimed at this student group. Finally, Elke Lenz-Kothe et al. provide an entertaining and informative review of Jackson and Mazzei's (2012), *Thinking with Theory in Qualitative Research: Viewing Data Across Multiple Perspectives*. The reviewers recommend a *speed dating* approach to considering different theoretical frameworks for approaching qualitative research presented in the book.

Acknowledgments

As CJNSE editor, I would like to thank all those involved in the group effort of publishing this issue: my associate editor Casey Burkholder and senior copy editor Joelle Nagle; senior review editors Dr. Guiliano Reis, Dr. Candace Schlein, Dr. Christine Tippett, and Robert LeBlanc; review mentors Bernadine Murray, Noah Kenneally, Christiana Fizet; reviewers Wendy Crocker, Patricia Danyluk, Alicia Lapointe, Paulina Semenech, Jan Michael Charles, Ana Maria Navas, and Michelle Searle; and copy editors Joelle Nagle, Phillipa Myers, and Sarah Cloutier. Finally, special thanks to our tireless web manager, J.P. Lahaise.

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