

## Submission Style Guide for Student-Writers and Their Faculty Instructors

### **Faculty on behalf of their student(s) make all Submissions to the journal.**

1. The journal editors are pleased to discuss any aspect of the journal or the submission and editorial process with faculty or students.
2. Unless the nature of the submission (*e.g.*, particular kinds of images, tables, diagrams) makes this not possible, submissions **MUST** be submitted electronically in WORD and sent to the email address in the Annual Call for Papers found in the journal and also on other promotional fliers and emails to faculty.
3. **All genres or kinds of writing/texts, both verbal and visual, are welcome!** The journal includes a special Visual/Graphic Communication section to accommodate student work that is intended to be seen on the internet. There is special interest in writing and genres that are important in particular disciplines and/or workplace settings, given the way the journal is organized (by disciplines and genre). We wish to emphasize, however, that we welcome a variety of approaches and styles. For example, some writing skills such as clear argument, adequate support, vivid description *et al.*, naturally cross familiar genre, discipline and workplace boundaries. **Creative and explanatory Power Points, wikis, graphics of all kinds and websites are welcome.**
4. Going forward, the journal is especially interested in writing that goes beyond the familiar essay and uses documented sources, including more experimental forms of electronic (*e.g.*, wiki, web) writing and document design. The journal has a website where the full electronic version of such writing can be displayed as a supplement to what the hardcopy version of the journal itself can include (<http://montgomerycac.wordpress.com/>).
5. LSC-Montgomery students who present their work at conferences (on or off campus) are welcome to have their sponsoring faculty member submit their written work, after it has been appropriately revised, to the journal.
6. Images, tables and other relevant graphics are welcome and are typically not a problem to include in the journal. All figures, tables and images need to be appropriately labeled according to the documentation style in use.
7. The student-writer and instructor are responsible for securing any necessary publisher's permissions needed for selected images or other graphics not covered by Educational Fair Use. The journal editors will be pleased to advise the writer and faculty should the need for such permissions arise.
8. • **A Completed "Submission Form"** must be submitted by the instructor submitting the writing. The form is available at the journal website.

9. • **The Instructor's Introductory Paragraph** to the writing must also be submitted. Examples of such paragraphs can be found at the end of the Submission Form. Faculty are asked to write about the student's writing as an example of writing qua writing. It is not necessary to detail the nature of the assignment (if it was an assignment) or the course itself, beyond what is minimally needed to understand the writing. The focus should be on what makes the writing excellent?

10. • **A Release Form signed by the student-writer.**

11. While it is the student-writer's responsibility to insure that his/her writing is formatted correctly for the journal, we ask that the submitting faculty member review the submission to be sure it meets all journal requirements and is properly proofread before sending it. The journal editors are pleased to answer any questions that come up about format.

12. **Maximum length of submissions: approx. 2500 words**

**Font: Times: 12**

**Title: Required**

13. **Documentation of Sources:** All submissions should accurately follow a professionally recognizable documentation style (MLA, APA, Chicago and other) with an accurate Works Cited or References page, as needed.

## **Getting Help With All Aspects of Revising:**

The primary writing advisor and mentor of the student-writer is the faculty member, the expert in the field. The idea of submitting work to the journal is an opportunity for the faculty member and the student-writer to continue to work closely together as the student-writer revises his/her writing.

The college writing center, **The Write Place, G103**, is available at all times to assist both student-writers and faculty with any aspect of the revising and the proofreading process. Appointments are not necessary, but are strongly recommended and can be arranged by contacting **The Write Place:**

**Tel: 936-273-7055**

**Email: [TheWritePlace@LoneStar.edu](mailto:TheWritePlace@LoneStar.edu)**

**Website: [LoneStar.edu/write-place](http://LoneStar.edu/write-place)**

Handouts on documentation styles and all aspects of major and minor revising and proofreading, including mechanics (*e.g.*, grammar, comma usage, sentence variety, *et al.*) are available in The Write Place and/or on the website.

The Write Place will arrange **customized workshops**, for an individual or group, on any aspect of writing to assist both the student-writer and/or faculty who are planning to submit work to the journal.

The LSC-Montgomery Reference Librarians are also available to answer questions about documentation of sources, and the library has handouts on all the main professional documentation styles. These handouts are available in the library and on its website: <http://www.lonestar.edu/library.research-help>

One of the most comprehensive on line websites for help with all aspects of writing is the Purdue University Online Writing Lab: google Purdue OWL

The journal editors are pleased to assist at any point. The current hardcopy edition of the journal is available at no charge in the rack before the entrance to the library (in building F), in the library itself and in The Write Place. Past electronic copies of the journal are available on the CAC website (<http://montgomerycac.wordpress.com/>). The electronic flipbook versions of the editions may be accessed at <http://montgomerycac.wordpress.com/journals/>.

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