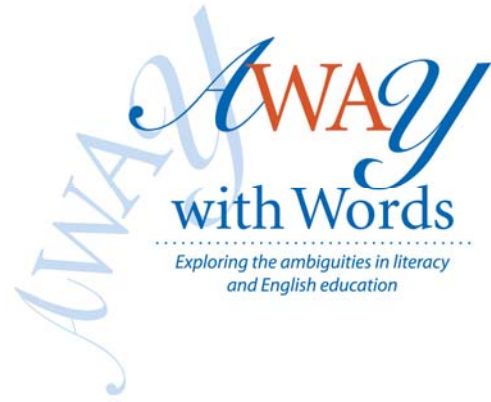


**NATIONAL CONFERENCE FOR TEACHERS  
OF ENGLISH AND LITERACY  
PERTH, 4<sup>TH</sup>-7<sup>TH</sup> JULY 2010**



**The Review Process**

**Process for those who require full academic refereeing**

Please submit your paper for full academic reviewing to:

Ron Adams, Conference Secretariat, [away@casm.com.au](mailto:away@casm.com.au) by 16 April 2010.

The cost for undergoing the referee process is \$70. Accompany your payment with the completed *Review Process Payment Form*.

Before sending your manuscript, check the formatting guidelines – see ‘Guidelines for Formatting your Manuscript for Review’, below.

**Papers will be blind refereed according to the following process:**

Author’s name, address, phone, fax and email contacts must be on a separate cover sheet. It is important for the review process that the author’s name is not evident on or in the body of the manuscript. All author details will be removed from the papers before they are sent to two referees and a unique numerical code will be allocated to each paper.

Each referee will be required to complete the AATE/ALEA Conference Paper Report and return it to the Program Committee.

Where both referees accept the paper, the reports will be sent to the author, who will then be able to consider the feedback and prepare the paper for final publication.

If one referee accepts the paper and one rejects it, then it will be sent to a third referee.

Only those papers accepted by two referees will be accepted as refereed papers to be published on the Conference website or journals of ALEA or AATE.

Referees will be selected from volunteer members of the Australian Association for the Teaching of English (AATE), the Australian Literacy Educators’ Association (ALEA) and Faculties of Education in Australian and overseas universities.

**Guidelines for Formatting your Manuscript for Review**

All papers and presentation/workshop outlines will be converted to PDF files prior to Publication on the Conference website and or journals of ALEA or AATE. Simple

Formatting is required to avoid problems with file conversion.

The entire manuscript, including a 100 – 150 word abstract, a reference list and any tables or figures and their captions, must be submitted.

There is no set word limit for papers. However, excessively long manuscripts are likely to be returned to the author(s) for editing. Most published articles in the associations' journals range from 2000 – 6000 words.

### **Formatting of Manuscripts**

- typed in Arial 10 font
- 1.5 line spacing on A4 paper
- 2.5 cm margin on all sides
- pages to be numbered
- all headings to be bold and left aligned
- tables and figures should be embedded in the paper – APA (American Psychological Association) style

Please avoid footnotes. Usually it is possible to incorporate them in the text. Where they cannot be avoided, they should be numbered with a superscript and listed at the end of the article.

Manuscripts must use Standard Australian English and be edited and proof read. A manuscript will be accepted only on the understanding that it is an original contribution that has not been published previously and is not under consideration for publication elsewhere.

It is the author's responsibility to obtain permission to reproduce all copyright material (e.g. newspaper articles, illustrations from books, artworks, children's texts and photographs).

### **Style for References**

The reference style should follow the American Psychological Association (APA) Publication Manual. Some examples follow. However, contributors should refer to the manual for further details.

American Psychological Association (2001). Publication Manual of the American Psychological Association (5<sup>th</sup> ed.). Washington, D.C. Author.

For examples of papers published using APA referencing style see: Australian Journal of Language and Literacy.

### **In-Text Referencing**

a) Referring to the work of others but not quoting, requires the author's name and year of publication.

#### **Example 1:**

Smith (2001) found that young children were not able to sustain concentrate for longer than etc.

**Example 2:**

Young children begin to learn about literate practices in family and community and this has an effect on literacy development in the future (Britto, 2001; Dickinson & Tabors, 2001).

b) Short quotes of fewer than 40 words can be included in the sentence. The page number must be given for a quote.

**Example 3:**

Results showed that all children participated in a range of literacy-related activities at home and Teale concluded “virtually all children in a literate society like ours have numerous experiences with written language before they ever get to school” (1986, p. 192).

**Listing References**

References are listed in alphabetical order by author. Texts by the same author are listed chronologically. Where two texts by the same author are published in the same year then the texts are ordered alphabetically by title.

**Journal articles**

Comber, B., Thomson, P., & Wells, M. (2001). Critical literacy finds a “place”: writing and social action in a low-income Australian grade 2/3 classroom. *The Elementary School Journal*, 101 (4), 251.

**Books**

Freire, P. (1972). **Pedagogy of the Oppressed**. New York: Herder & Herder. The Macquarie Dictionary (1991). (2<sup>nd</sup> ed.), Sydney: Macquarie Library.

**Chapter in a book**

Gee, J. (2003). Literacy and social minds. In G. Bull & M. Anstey (Eds.), *The Literacy Lexicon* (2<sup>nd</sup> ed.), Frenchs Forest, NSW: Pearson Education.

**Edited Book**

Barone, D., & Mandel Morrow, L. (Eds.). (2003). *Literacy and young children*. New York: Guilford Press.

**Reports and unpublished reports**

Crowley, M. (1997), *Working class conditions in Australia*. PhD thesis, University of Wollongong.  
Office of the Status of Women. (1981). *Fair Exposure*. Canberra: AGPS. Department of Employment, Education and Training. (1997). *Mapping literacy Achievement: Results of the 1996 National School English Literacy Survey*, Canberra AGPS.

**Conference papers**

Published conference proceedings: DuPont, P. (1987). *Children's knowledge of literary texts*. Proceedings of the Third Linguistic Congress of the international Linguistic Association. Houston, Texas: International Linguistic Association (34-8) Conference presentations: Brown, R. (1999). *Technology and literacy in Kindergarten classrooms*. Paper presented to the International Reading Association, San Diego, 3 – 6 May.

**Internet/web articles**

Leu, D. Jr., Karchmer R., & Diadiun Leu, D. (1999). *The Miss Rumphius Effect: Envisionments for literacy and learning that transform the internet*. Reading Online [www.Readingonline.org/electronic/RT/rumphius.html](http://www.Readingonline.org/electronic/RT/rumphius.html)

**Online Report**

House of Representatives Standing Committee on Education and Training (2002). *Boys: Getting it right*, Retrieved 29 October 2002, from [www.aph.gov.au/house/house\\_news/news\\_boys\\_ed\\_report\\_tabled.html](http://www.aph.gov.au/house/house_news/news_boys_ed_report_tabled.html)

**Online Conference Paper**

Young, J., & Warren, E. (2003, Nov/Dec). *Parent partnerships in primary schools: An emerging model*. Paper presented at the AARE/NZARE Joint Conference. 'Educational Research Risks and Dilemmas'. Auckland NZ.