

Style Guide

This style guide provides guidance for authors and editors regarding basic issues of manuscript style, document format, references, and other details.

Accessibility

ROLE strives to be accessible and inclusive to as many readers as possible. To that end, we design and test online content to be sure it displays readably on mobile devices, and we follow general guidelines for web accessibility.

[Web Accessibility Checklist](#)

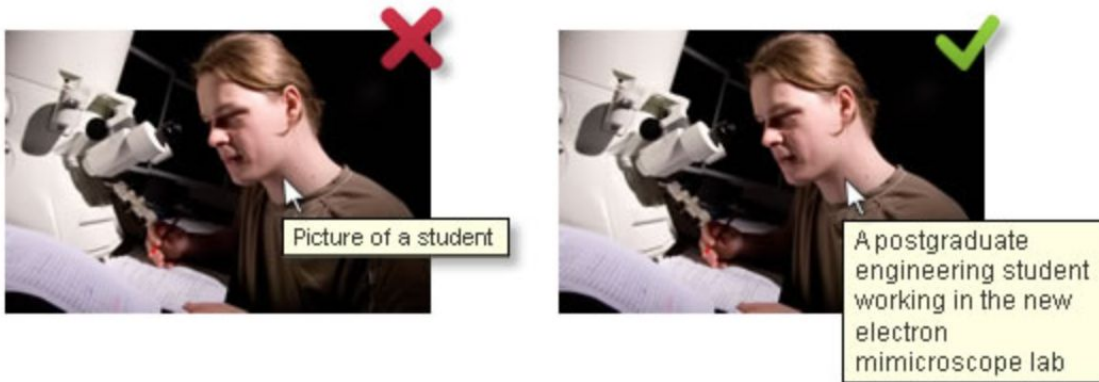
A beginner's guide to web accessibility, from the A11Y project.

Our editorial board will work with authors to ensure ROLE publications are accessible. In some cases, tables and other visual displays of data may need to be revised or reformatted for readability on mobile devices.

Authors who submit audio and video or other multimedia content should also submit transcripts and/or closed captions to accompany the audiovisual content.

ROLE authors are encouraged to include figures in their manuscripts, but as an online journal, **those figures should include alt-text descriptions along with descriptive captions** for those ROLE readers who use screen reading software to engage with ROLE's content.

Example (Good and Bad)



Manuscript Format

Length

5,500 to 7,500 words (not including “References” or “Appendices”) is a recommended length for most articles. If you plan to submit a manuscript that is substantially longer than that, or that includes a significant amount of visual or multimedia content, please contact the editor prior to submission.

Front Matter

Please start your manuscript with a 50-75 word “Abstract” that summarizes your entry. Include a list of 5-10 “Key Words” after your “Abstract.”

Margins

1-inch margins on all sides (left and right, top and bottom)

Font

12 pt. Times New Roman

Spacing

Single spaced; do not use tabs to indicate a new paragraph; instead, use a blank line between paragraphs.

Pagination

Provide a page number in the upper, right-hand corner of all pages – e.g., pg. 2

Headings

Primary-level headings = Centered, bold text with initial capitals

Example Primary-Level Heading

Secondary-level headings = Left-aligned, bold with initial capitals

Example Secondary-Level Heading

Tertiary-level headings = Indented, bold with initial capitals on first word of heading only, ending with a period.

Example tertiary-level heading.

Tables and Figures

Integrate tables, figures, and other visual elements into the pages/text of the related manuscript.

Identify all visual elements (e.g., tables, graphs, charts, and figures) via a corresponding, descriptive label (Table 1, Figure 1)

Provide a corresponding descriptive caption for each visual element and format captions as follows:

Table 1. Sample Table Entry

Provide a corresponding in-text reference for each visual element and format as follows:

The researchers collected extensive data on this topic (see Table 1).

Example

... To further define these presences, and to create a strategy for assessing the extent to which the presences exist in online courses, CoI researchers identified several categories and associated indicators of each presence (Table 4).

Table 4. Community of Inquiry Categories and Indicators (Garrison, 2017, 28)

<i>Elements</i>	<i>Categories</i>	<i>Indicators</i>
Teaching Presence	Design & Organization	Setting curriculum and methods

	Facilitating Discourse	Shaping constructive exchange
	Direct Instruction	Focusing and resolving issues
Social Presence	Interpersonal communication	Self projection/expressing emotions
	Open communication	Learning climate/risk-free expression
	Group Cohesion	Group identity/collaboration
Cognitive Presence	Triggering Event	Sense of puzzlement
	Exploration	Information exchange
	Integration	Connecting ideas
	Resolution	Applying new ideas

For any visual elements that are not the author's own creation, the author must

- Have the express, written permission of the related copyright holder to include the visual element in the manuscript at the time the manuscript is submitted for initial publication consideration
- Provide a corresponding citation or reference noting the origin of the visual element

Figure 1. Example Interface for Reference (Smith, 2014)

References and Citations

Format in-text citations and references following APA documentation style, with the exceptions noted below.

NOTE

ROLE style for references modifies APA style in one important way: We prefer to spell out authors' first names (rather than using initials as specified in the *APA Publication Manual*).

Example

Al-Dujaily, Amal; Kim, Jieun; & Ryu, Hokyung. (2012). Am I extrovert or introvert? Considering the personality effect toward e-learning system. *Educational Technology & Society*, 16(3), 14–27.

Notes

References should be listed in alphabetical order, and each entry should be formatted with a one-half inch “hanging” indent (first line flush left, all subsequent lines indented one-half inch).

Article titles should be listed with initial capitalization only (“sentence style”). Article titles should be in Roman type (not italics).

Book titles should be italicized, with the first word of the title and the first word of the subtitle capitalized.

Journal Titles should be italicized, and capitalized following “headline style” (all important words capitalized; articles and prepositions lowercase).

Include all inclusive page numbers, separated by an en-dash.

For online sources, include “Retrieved from” and a URL or DOI (DOI preferred). Do not include a date of retrieval except in cases where content is likely to change frequently (social media, for example).

Ehmann Powers, Christa. (2015). Appendix 1: A study of online writing instructor perceptions. In Beth L. Hewett *The online writing conference: A guide for teachers and tutors* ,(pp. 174-182). Boston, MA: Macmillan. Retrieved from <https://community.macmillan.com/docs/DOC-1474>

Sample References List Entries

References

- Al-Dujaily, Amal; Kim, Jieun; & Ryu, Hokyoun. (2012). Am I extrovert or introvert? Considering the personality effect toward e-learning system. *Educational Technology & Society*, 16(3), 14–27.
- Bell, Lisa. (2011). Preserving the rhetorical nature of tutoring when going online. In C. Murphy & S. Sherwood, (Eds.), *The St. Martin's sourcebook for writing tutors*. Boston: Bedford/St. Martin's Press, 326-333.
- Carino, Peter. (2008). Computers in the writing center: A cautionary history. In R. W. Barnett and J. S. Blummer, (Eds.), *The Longman guide to writing center theory and practice*. London: Longman, 494-520.
- Coogan, David. (2008). Towards a rhetoric of on-line tutoring.” In R. W. Barnett and J. S. Blummer, (Eds.), *The Longman guide to writing center theory and practice*. London: Longman, 555-560.
- Barron, Nancy, & Grimm, Nancy (2002). Addressing racial diversity in a writing center: Stories and lessons from two beginners. *The Writing Center Journal*, 22(2). Retrieved from http://www.jstor.org/stable/43442150?seq=1#page_scan_tab_contents
- Conference for College Composition and Communication Committee for Effective Practices in Online Writing Instruction (2013). *A position statement of principles and example effective practices for online writing instruction*. Retrieved from <http://www.ncte.org/cccc/resources/positions/owiprinciples>
- Crockett, Joan Bell, & Crawford, Robert L. (1989). The relationship between Meyer-Briggs Type Indicator (MBTI) scores and advising style preference of college freshman. *Journal of College Student Development*, 30, 154-161.
- Denny, Harry. (2014). *Writing centers research project survey*. Retrieved from <https://owl.english.purdue.edu/research/survey>

Dillon, Joel L. (2010). Building the team: Assessing two design group formation methodologies. Thesis written in partial fulfilment of the Master Teacher Program, Center for Teaching Excellence, United States Military Academy, West Point. Retrieved from http://www.westpoint.edu/cfe/literature/dillon_10.pdf

Ehmann Powers, Christa. (2015). Appendix 1: A study of online writing instructor perceptions. In Beth L. Hewett *The online writing conference: A guide for teachers and tutors* ,(pp. 174-182). Boston, MA: Macmillan. Retrieved from <https://community.macmillan.com/docs/DOC-1474>

Ellis, Ainslie E. (2003). Personality type and participation in networked learning environments. Education Media International. Routledge. DOI: 10.1080/0952398032000092152

...

In-text citations

Follow APA Style

NOTE: Use complete author first name in first reference in running text.

NOTE: Use past-tense verbs when introducing a quotation or summary of a source.

Examples

Although they have been part of scholarly conversations since Eric Hobson's 1998 *Wiring the Writing Center*, online writing labs (OWLs) are still considered relatively unfamiliar writing environments. Among writing center (WC) scholars in particular, OWLs have been overtly questioned as legitimate pedagogical sites for tutoring writing, while simultaneously considered to be less effective than traditional face-to-face tutoring (Bell, 2011; Carino, 2008; Coogan, 2008; Harris & Pemberton, 2008).

...

Nonetheless, covert resistance to the unique processes and benefits of OWL tutoring persists. Most tutor handbooks dedicate brief space to online tutoring and offer narrow concepts of OWLs. For instance, Christina Murphy and Steve Sherwood's *The St. Martin's Sourcebook for Writing Tutors* (2011) included only one chapter about online tutoring, a reprint of Lisa Bell's 2006 article, "Preserving the Rhetorical Nature of Tutoring When Going Online." Bell evinced a concerned perspective about online tutoring: "Yet, online tutorials were and are taking place at

an alarming rate considering the lack of research” (p. 327). Offering an incongruous message, three additional chapters regarding tutoring students to write in multimedia and with multiliteracies were juxtaposed against this negative chapter where the online tutorial was given short shrift and its potential was left unsung.

Webtexts and digital media

ROLE authors are encouraged to submit webtexts and other interactive media. In some cases, it is probably easiest to compose your webtext using Google Sites, Weebly, or a similar free web-editing tool. Once your site/text is developed, you can submit it by sending a link to your site. Accepted webtexts will be copied and hosted on the GSOLE/ROLE web-page, following editorial and design review.

Design Requirements

All webtexts go through a design review and production edit to ensure they are ready for publication. The design edit consists of checking for readability, accessibility, usability, and sustainability.

Design-editing, just like copy-editing, is a practice in negotiation with the author's voice and design framework

Authors of HTML-based webtexts are encouraged to follow these design and coding requirements.

Links

- All media and design elements should be non-gratuitous and facilitate or enact the rhetorical and aesthetic argument of the webtext.
- All links should contribute to the possible meanings and readings of the texts. Linking for the sake of linking is discouraged (e.g., external links in-text to outside sources is usually discouraged in favor of links in the works cited; internal linking to the works cited is discouraged unless a text specifically requires it, and then back-navigation must also be provided).

- In most cases, links to sources and external sites should appear at the end of the text and be listed in a webography.
- Authors should attempt to make clear where links are going so that readers may make informed navigational decisions. This can often be done by linking from descriptive phrases rather than individual words.
- Links to external nodes should point, to the best of the author's knowledge, to stable sites and resources.
- Care should be given in linking to commercial sites in order to avoid promoting any particular companies or their products. If links must be made to commercial sites for the purposes of the webtext, they should be made to informational documents rather than sales pages when possible.
- External links should open in a new browser window.
- Links to other ROLE webtexts should open in the same window.
- Do not link terminal punctuation.

Grammar and Mechanics

Please note that in APA style, verbs that introduce sources and quotes/citations are written in past tense.

Numbers

In most cases, spell out numbers zero through nine in running text.

Numbers 10 and above should be represented with numerals.

Numbers that begin sentences should always be spelled out.

Spell out common fractions: one third of the class.

Percentages

Spell out “percent” in running text unless you include a large number of numerical values. Tables and charts can use the % symbol as needed, for clarity and efficiency.

Titles and Offices

Professional titles are capitalized when they precede a proper name, but lowercased when following a name or used in place of a name.

Professor Dhalgren; the professor

Abbreviations

Spell out complete words on first use; abbreviate subsequent uses.

The Conference on College Composition and Communication (CCCC) recommended that....

...following CCCC guidelines, we argue that....

Common technical abbreviations (URL, HTML) may be abbreviated on first use.