

Preparing Article Manuscripts to Submit to *JRRE*

The *Journal of Research in Rural Education* is a rigorous, peer-reviewed, open access e-journal publishing high quality, original pieces of scholarly research of demonstrable relevance to educational issues within rural settings. *JRRE* was established in 1982 by the University of Maine College of Education and Human Development. Since January, 2008 *JRRE* has been housed out of the *Center on Rural Education and Communities*, located within Penn State University's College of Education.

We welcome single-study investigations, historical and philosophical analyses, research syntheses, theoretical pieces, and policy analyses from multiple disciplinary and methodological perspectives. Manuscripts may address a variety of issues including (but not limited to): the interrelationships between rural schools and communities; the sociological, historical, and economic context of rural education; rural education and community development; learning and instruction; pre-service and in-service teacher education; educational leadership, and; educational policy.

Articles submitted to *JRRE* based on empirical research should be clearly theorized, contain a well-articulated warrant, and demonstrate the practical and/or theoretical relevance to broader issues associated with the rural educational context. Book reviews and (occasionally) brief commentary on recently published *JRRE* articles are also welcomed.

Manuscripts should follow the *Publication Manual of the American Psychological Association (6th Edition)*. Although *JRRE* imposes no limitations on length, the typical *JRRE* article is equivalent to 20-30 typed manuscript pages (double-spaced, not including tables, figures and references).

Each manuscript is reviewed by the editor with assistance from the associate editors. Manuscripts evaluated as appropriate for review are then typically sent to three additional readers for blind review. The latter are either *JRRE* editorial board members or selected at large. Editorial decisions are generally reached within three months or less.

In the case that a reviewed manuscript receives a "revise and resubmit," the expectation of the editors is that a revised version of the article will be resubmitted *within a year or less*. Manuscripts that are inactive for *more* than a year may, at the discretion of the editors, be removed from active consideration by *JRRE*.

Questions regarding a possible submission, a manuscript presently under review, or any other editorial matter can be directed to Kai A. Schafft, *JRRE* editor, at kas45@psu.edu.

The following comments are intended to assist prospective authors in determining whether *JRRE* is an appropriate outlet for a particular article, and in preparing a manuscript for submission to *JRRE*.

Is *JRRE* a Good Fit For My Work?

Before deciding to submit a manuscript to the *Journal of Research in Rural Education*, please take the time to review previously published articles appearing in the journal. This is critical for both gaining a more complete understanding of the journal's scope as well as the fit of your manuscript with the journal.

Citing work that has previously appeared in *JRRE* is certainly not a prerequisite for a positive evaluation of a submitted article. However, our experience has been that manuscripts without references to work previously published in *JRRE* often demonstrate an incomplete familiarity with the rural education research literature and/or the substantive scope of the journal. We strongly encourage authors to consult Coladarci's article, *Improving the yield of rural education research: An editor's swan song* (*JRRE*, 2007, vol. 22, no. 3), which contains some excellent observations about rural education research and, by extension, the type of articles of most interest to *JRRE*.

Preparing Manuscripts for *JRRE* Submission

Before submitting a manuscript to *JRRE*, please read the following guidelines carefully. Manuscripts not following the established formatting may be rejected out of hand. We also urge authors to carefully edit their manuscripts for typographical errors and formatting problems.

To submit work for review at *JRRE*, please email your manuscript, formatted as a *single* Microsoft Word document, to Kai Schafft at kas45@psu.edu. Your manuscript should consist of a **cover sheet** with the title and information on authorship, followed by the **abstract**, the **body of the paper**, any **charts, tables and/or figures** (if applicable), followed finally by a **list of references**. The manuscript should use 12 point font (preferably Times New Roman) with one-inch margins, and should be double-spaced throughout except in the case of tables, charts and figures.

Cover Sheet

The cover sheet should have the title of the manuscript as well as the names and institutional affiliations of all authors. The lead/contact author should be indicated, with contact information for that person, including email address, postal address and phone number. The cover sheet should also include a statement confirming that the submission has not been published elsewhere, is not presently under review elsewhere, and will not be submitted elsewhere while under review for *JRRE*. For research involving human subjects, also confirm that an Institutional Review Board either approved the investigation or deemed it exempt from further review.

Abstract

The abstract should be separated from the cover sheet by a page break. The title should appear at the top of the page, followed by the text of the abstract. The abstract should briefly summarize the paper's purpose, methodology and findings in the form of a single paragraph no longer than 200 words. Page numbering should start on the abstract page. Page numbers should appear in the upper right corner.

Body of the Paper

Authors should remove any references within the body of the paper that might identify authorship. The body of the paper should follow the abstract, separated from the abstract page by a page break. First order section headings should be center-justified and boldface font with appropriate words capitalized. Second-order headings should be left-justified and boldface font with appropriate words capitalized. Third-order headings, should they be needed, should be left-justified and indented, boldface font, lowercase font and ending in a period.

Tables and figures should *not* appear in the body of the paper. Instead, indicate where the table and/or figure should appear by inserting a parenthetical note between paragraphs (e.g. "Table 1 about here"). Each table and/or figure should appear on a separate page following the main body of the paper. Use page breaks to separate tables and figures.

References

References should follow the body of the article or any tables and figures. References should be separated from other parts of the paper by a page break, and should follow the *Publication Manual of the American Psychological Association (6th Edition)*. The list of references should be *complete* and *accurately formatted*. Please double check to make sure that all citations in the text have corresponding references in the bibliography, and that all references in the bibliography are cited in the text.

Examples of References

Citing Articles Published in Print Journals:

Paginated by issue:

Bauch, P. A. (2001). School-community partnerships in rural schools: Leadership, renewal, and a sense of place. *Peabody Journal of Education*, 76(2), 204-221.

Paginated by volume:

Khattri, N., Riley, K. W., & Kane, M. B. (1997). Students at risk in poor, rural areas: A review of the research. *Journal of Research in Rural Education*, 13, 79-100.

Citing Articles Published Electronically:

Howley, C. B., Theobald, P., & Howley, A. (2005). What rural education research is of most worth? A reply to Arnold, Newman, Gaddy, and Dean. *Journal of Research in Rural Education*, 20(18). Retrieved from <http://www.jrre.psu.edu/articles/20-18.pdf>.

Citing books:*Single authored book:*

Smith, L. T. (1999). *Decolonizing methodologies: Research and indigenous peoples*. New York: Zed Books Ltd.

Multiple authored book:

Greenwood, D.J., & Levin, M. (1998). *Introduction to action research: Social research for social change*. Thousand Oaks, CA: Sage.

Conger, R. D., & Elder, G. H., Jr. (1994). *Families in troubled times: Adapting to change in rural America*. New York: A. de Gruyter.

Edited Volume:

Stern, J. D. (Ed.). (1994). *The condition of education in rural schools*. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.

Citing chapters in books:

Beaulieu, L. J., Israel, G. D., & Wimberley, R. C. (2003). Promoting educational achievement: A partnership of families, schools, and communities. In D. L. Brown & L. E. Swanson (Eds.), *Challenges for rural America in the twenty-first century* (pp. 273-289). University Park, PA: Pennsylvania State University Press.

Citing conference papers:

Kiefer, M. L. (2004, September). *National urban and rural principals leadership institute*. Paper presented at the annual meeting of the School Leadership Learning Community sponsored by the Institute for Educational Leadership and U.S. Department of Education, Washington, DC.

Browne-Ferrigno, T., Jackson, J., Allen, L. W., Maynard, B., & Stalion, N. (2005, February). *Developing leadership capacity to sustain improvement: Assessing impact of a university-district project*. Paper presented at the annual meeting of the American Association of School Administrators, San Antonio, TX.

Citing electronic reports:

The Rural School and Community Trust. (2005). *Why rural matters 2005: The facts about rural education in the 50 states*. Retrieved from <http://www.ruraledu.org/whyruralmatters/>

(revised 2/23/10)