

# How to get a paper published

(Publishing and the peer-review process)

Ken Green

# Structure

- Background and perspective
- Aims
- Assumptions
  
- *What* to submit
- *Where* to submit
- *How* and *when* to submit
- Preparing and *presenting* your paper
- Authorship credit
  
- The peer-review process
- The review itself
- Identifying “don’ts”: some common mistakes
- Examples

**NB I'm happy to take questions as we go along**

# Background and perspective

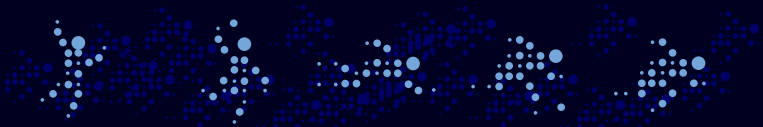
*My* perspective on publishing papers in peer-reviewed journals ... based on experience as

- **editor** of EPER (since 1996)  
[Thomson Scientific since 2006]
- **author**
- **peer-reviewer**
- **editorial board member**



# Aims

1. provide colleagues with a 'feel' for various aspects of the peer-review process, including identifying suitable journals, preparing papers for submission ...
2. on the way, identify suggested 'dos' and 'don'ts' when trying to get a paper published



# Assumptions

1. although peer review in scholarly journals continues to generate debate (re. future, effectiveness, sustainability) **it's 'the only game in town'** (nb a major study published by the Publishing Research Consortium strongly endorses the view that peer review continues to be seen as an essential component of scholarly communication and remains the bedrock of high quality publication)
2. the peer-review process **works** ... for the journals, if not always for the authors!
3. high quality research in non-English language journals is rarely cited (Eston, 2005)
4. so, if Impact Factors and the JCR [Journal Citation Report] matter in your country and, therefore, to your institution, **publish in English language journals** whenever you can (sorry!)
5. there's only a limited amount you can do to improve your chances ... beyond submitting a good paper\*\*\*

## 5. there's only a limited amount you can do to improve your chances ... **beyond submitting a good paper**

- this presentation is set up as a guide to 'playing the publishing game'; i.e. a useful way of thinking about how to get published
- however, this advice will only get you so far if, in the case of empirical studies, the quality of the study is limited ... you must have an *issue* but ***method and analysis*** are all!

So, see .....

## see...

Bryman, A. (2008) *Social Research Methods*. Oxford: Oxford University Press.

Coffey, A. & Atkinson, P. (1996) *Making Sense of Qualitative Data*. London: Sage.

Kvale, S. & Brinkman, S. (2008) *Interviews: Learning the Craft of Qualitative Research Interviewing*. Thousand Oaks: Sage.

Kleven, T.A. (2008) 'Validity and validation in qualitative and quantitative research', *Nordisk Pedagogik*, 28: 219-33.

Payne, G. & Payne, J. (2004) *Key Concepts in Social Research*. London: Sage.

Silverman, D. (2000) *Doing Qualitative Research*. London: Sage.

Re: 5. there's only a limited amount you can do to improve your chances ... **beyond submitting a good paper ... *method and analysis* are all!**

i.e.

- **research question**
- **research strategy**
- **research (study) design**  
cross-sectional, longitudinal, case study, comparative
- **research (data collection) methods**  
ethnography and observation, one-to-one interviews, focus groups/group interviews, documentary analysis
- **data analysis (e.g. coding)**



**“Sports medicine: The components of an academic discipline”  
Dom MacAuley\* and Karim Khan\*\***

**Seminar, Norwegian School of Sports Sciences, 9<sup>th</sup> May, 2010.**

\* Primary Care Editor: British Medical Journal (8,000 papers submitted each year!)

\*\* Editor: British Journal of Sports Medicine (1,000 papers submitted each year!)

- Is it new?
- **Is it true? (methods)**
- Will it help doctors/clinicians/public health professionals make better decisions? (outcome measurements)

## COMMENTS FOR EDITOR

### Manuscript 53 10

#### General comments:

In my opinion the relevance or significance of the paper to the area is rather limited **due to methodological limitations**. I have some **serious concerns about the methodology** as indicated in my specific comments ... I am also not convinced about the need to use open questions for the purpose of the present study, the authors also **do not provide a rationale for their methodology**.

*Although there are only a limited amount you can do to improve your chances beyond submitting a good paper ...*

- there *are* a number of **things authors don't do** when preparing their paper **that they should do** in order to maximise their chances of publication

**because**

- **peer-review is a very human process** and there are a number of points where the reality doesn't match the 'ideal-type' ... and we (as authors) need to anticipate these

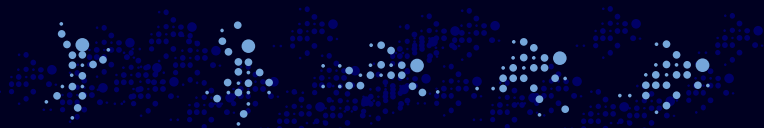
(nb of course, this only works *if* other editors are anything like me ... but they are, of course, subject to similar constraints)



## Peer review is a *very* human process!

'The review process of a paper is random and therefore **there are going to be some mistakes**. Some papers are wrongly rejected and others are wrongly accepted'

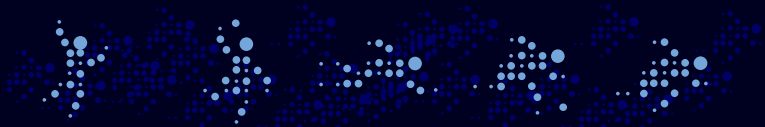
Pierre Regibeau [Managing Editor, *Journal of Industrial Economics*]; cited in Shepherd, J. (2006) 'Journals study raps snobbery', *The Times Higher Education Supplement*, Friday, 19<sup>th</sup> July, 2006, p.3



# Some papers *are* wrongly rejected ...

## First Impressions by Alison Laydee

It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife. However little known the feelings or views of such a man may be on his first entering a neighbourhood, this truth is so well fixed in the minds of the surrounding families, that he is considered as the rightful property of some one or other of their daughters. "My dear Mr Barnett," said his lady to him one day, "have you heard that Weatherfield Manor is let at last?"



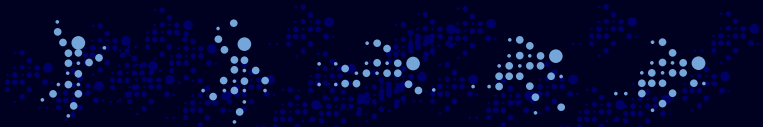
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## Pride and Prejudice by Jane Austen

It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife. However little known the feelings or views of such a man may be on his first entering a neighbourhood, this truth is so well fixed in the minds of the surrounding families, that he is considered as the rightful property of some one or other of their daughters. "My dear Mr [Bennett](#)," said his lady to him one day, "have you heard that [Netherfield Park](#) is let at last?"



Steven Morris, The Guardian, Thursday July 19th, 2007

Her work has endured for two centuries, sold in its millions and inspired countless film and television adaptations. But would Jane Austen be able to find a publisher and an agent today? A cheeky experiment by an Austen enthusiast suggests not. David Lassman ... after making only minor changes ... sent off opening chapters and plot synopses to 18 of the UK's biggest publishers and agents ... he was surprised when publishers and agents failed to spot they had been sent the work of Austen. Bloomsbury, publisher of the Harry Potter books, for instance, suggested the chapters had been read "with interest" but were not "suited to our list" ... Then he played his trump card, sending off *Pride and Prejudice*, calling it *First Impressions* ... the deception was not spotted and the rejection letters thudded on to Mr Lassman's doormat, most notably one from Penguin. Its letter read: "Thank you for your recent letter and chapters from your book *First Impressions*. It seems like a really original and interesting read." A spokeswoman for Penguin pointed out that its letter had said only that it "seemed" original and interesting. "It would not have been read," she insisted.

Only one person appeared to have spotted the deception, Alex Bowler, of Jonathan Cape. His reply read: "Thank-you for sending us the first two chapters of *First Impressions* ... I suggest you reach for your copy of *Pride and Prejudice*, *which I'd guess lives in close proximity to your typewriter*, and make sure that your opening pages don't too closely mimic that book's opening."

**“Sports medicine: The components of an academic discipline”  
Don MacAuley\* and Karim Khan\*\***

**Seminar, Norwegian School of Sports Sciences, 9<sup>th</sup> May, 2010.**

- [The British Medical Journal is a] “ruthless publishing machine ... [with] a high rejection rate”
- [The peer-review process is] “just a numbers game ... **separate rejection from your personality** ... that was the role of the dice” (Khan, 2010)



**Senior Associate Editors**

Roald Bahr

Norwegian School of Sports Sciences, Oslo, Norway

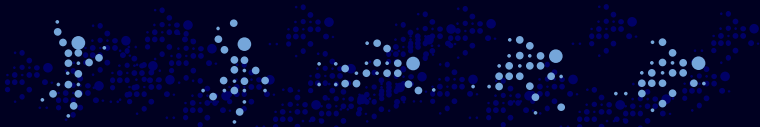
Lars Engebretsen

Ullevaal University Hospital, Oslo, Norway



Michael Singh and Jinghe Han (2010)  
"Peer review, Bourdieu and honour: Connecting Chinese  
and Australian intellectual projects"  
*British Journal of Sociology of Education*, 31(2): 185-198

"The reviews of papers for refereed journals are rarely a source of exhilaration, only occasionally a pleasure and frequently dispiriting." (p.185)



# *What to submit?*

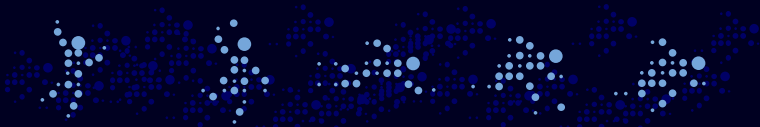
# *What to submit?*

## **Stipendiats/PhD students**

- thesis composed of four/five articles

## **Lecturers**

- small-scale studies
- PhD students' papers/MSc student dissertations
- student-teacher diaries/reports etc
- work previously published in Scandinavian journals
- comparative work



If in doubt, you need to ask yourself several questions:

**1 Where will the data/material for publication come from?**

- work already generated from your own professional practice (eg field notes from TP, teachers' own data, student diaries)
- work your students are generating (eg PhD theses/MA dissertations)
- work you will generate (e.g. PhD\*)  
(\* my preferred option because of incidental additional benefits)

**2 What is your (preferred) academic/professional identity?**

(e.g. primary, secondary, educational theory, CPD, sub-disciplinary)

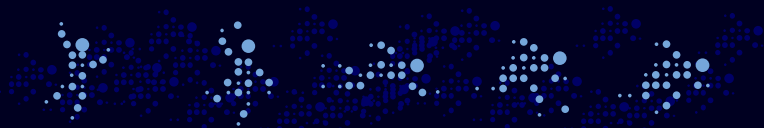
**3 Can 1 and 2 be reconciled?**



***Where to submit?***

# Where to submit: choosing the *best* journal

- Is the journal on the **Institute of Scientific Information (ISI) THOMSON REUTERS Citation Database** (eg Science Citation Index, Social Science Citation Index, Arts and Humanities Citation Index)? i.e. does it have an *Impact Factor* (as measured by the JCR)?
- Or is the journal included in any other ranking system (eg European Research in Humanities)?
- Is it published by a **major publishing house** (eg Sage, Taylor & Francis, Elsevier, Palgrave Macmillan)?
- **i.e. research the journals in your area** (e.g. look at the kinds of papers they publish, talk to colleagues who have published ... generalist or specialist?)
- Look at journal websites for top cited or downloaded papers

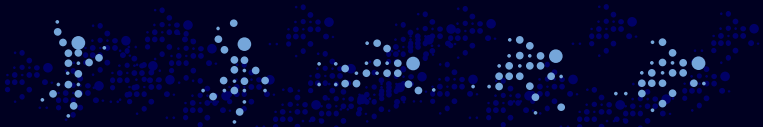


## Where to submit: choosing the best journal

“Nowadays you are writing for a truly international audience, not least because of e-publishing (Hobbs, 2009) ... the average article in education is downloaded by 2-3,000 people ... downloading is becoming a proxy measure of success!”

Hobbs, G.\* (2009) *Publishing in Academic Journals: Some tips to help you succeed*. Presentation at the University of Chester, 22<sup>nd</sup> May, 2009.

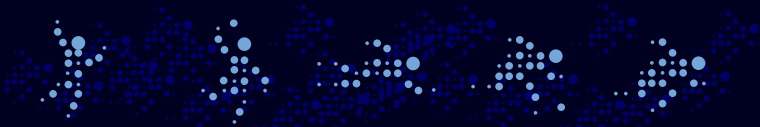
\*Editorial Director (Education, Arts and Humanities Journals for Routledge) Taylor & Francis Group (Informa).



# top downloaded papers: EPER

**The 50 Most-Frequently Read Articles** in European Physical Education Review during October 2009:

1. David Kirk Physical education, youth sport and lifelong participation: the importance of early learning experiences Oct 01, 2005; 11: 239-255.
2. Andy Smith, Miranda Thurston, Ken Green, Kevin Lamb Young people's participation in extracurricular physical education: A study of 15—16 year olds in North-West England and North-East Wales Oct 01, 2007; 13: 339-368.
3. Dawn Penney Playing a political game and playing for position: Policy and curriculum development in health and physical education Feb 01, 2008; 14: 33-49.
4. Symeon Dagkas, Afroditi Stathi Exploring social and environmental factors affecting adolescents' participation in physical activity Oct 01, 2007; 13: 369-384.
5. Philip Vickerman Training physical education teachers to include children with special educational needs: Perspectives from physical education initial teacher training providers Oct 01, 2007; 13: 385-402.





# The 50 Most-Cited Articles as of April 1, 2012

- Stuart Fairclough, Gareth Stratton, and Graham Baldwin

The Contribution of Secondary School Physical Education to Lifetime Physical Activity *European Physical Education Review* February 2002 8: 69-84, doi:10.1177/1356336X020081005

- Ken Alexander and Jan Luckman

Australian Teachers' Perceptions and Uses of the Sport Education Curriculum Model *European Physical Education Review* October 2001 7: 243-267, doi:10.1177/1356336X010073002

- Joe Marshall and Ken Hardman

The State and Status of Physical Education in Schools in International Context *European Physical Education Review* October 2000 6: 203-229, doi:10.1177/1356336X000063001

- Lorraine Cale

Physical Activity Promotion in Secondary Schools *European Physical Education Review* February 2000 6: 71-90, doi:10.1177/1356336X000061006

- Kenneth Roberts

Youth Cultures and Sport: The Success of School and Community Sport Provisions in Britain *European Physical Education Review* October 1996 2: 105-115, doi:10.1177/1356336X9600200203

- Ross Brooker, David Kirk, Sandy Braiuka, and Aarjon Bransgrove

Implementing a Game Sense Approach to Teaching Junior High School Basketball in a Naturalistic Setting *European Physical Education Review* February 2000 6: 7-26, doi:10.1177/1356336X000061003

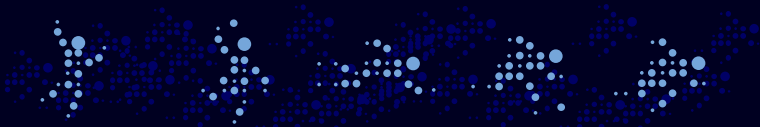
- Jeroen Scheerder, Bart Vanreusel, Marijke Taks, and Roland Renson

Social stratification patterns in adolescents' active sports participation behaviour: a time trend analysis 1969-1999 *European Physical Education Review* February 2005 11: 5-27, doi:10.1177/1356336X05049822



## Where to submit: audience and type of publication

- Is your paper aimed at professionals (e.g. teachers) or academics/researchers?
- Is it (i) research in progress, (ii) completed research (e.g. PhD), (iii) a literature review, (iv) a viewpoint/polemic?
- Are you targeting a specific journal ... or looking for a suitable journal for your article? (**primarily the latter but both very often**)
- What is the journal's policy on repositories? (e.g. PubMed Central and Oxford Open) ... many publishers have an embargo for one year



# Where to submit ...

- journals that are held in high esteem\* in our fields (PE, SES) ... especially those in English and that have an international dimension (which may or may not have an Impact Factor)

eg *European Journal of Teacher Education*

*Physical Education & Sport Pedagogy*

*International Review for Sociology of Sport*

*Leisure Studies*

- established journals in the parent disciplines or sub-disciplines

eg *Sociology*

*Curriculum Studies*

*Sociology of Education*

\* See Journal Citation Report 2009 for "Impact factors"

# Ideally ...

- **category 2 journals in Norway\***

e.g.

*British Educational Research Journal*

*British Journal of Educational Studies*

*Dance Chronicle*

*Discourse and Society*

*Discourse Studies*

*Educational Psychology*

*European Journal of Special Needs Education*

*European Journal of Teacher Education*

*Gender and Education*

*Gender and Society*

*International Journal of Disability, Development and Education*

*Journal of Educational Policy*

*Scandinavian Journal of Educational Research*

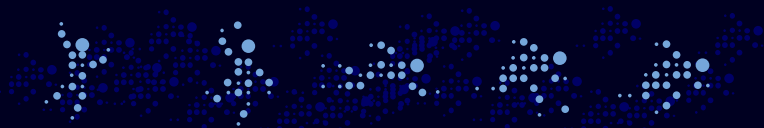
*Sociology of Education*

*Sport, Education and Society*

\* See Journal Citation Report 2009 for Impact factor

# 2010 Impact factors in Physical Education

- *European Physical Education Review* = 0.667 (2010/90<sup>th</sup>) 0.825 (2009/59<sup>th</sup>) (90/184 Education and Educational Research JCR subject category)
- *Journal of Teaching in Physical Education* = 0.684 (70<sup>th</sup>)
- *Sport Education and Society* = 0.857 (2010/68) (68/184 Education & Educational Research) 0.625 (2009/84<sup>th</sup>)
- *Physical Education and Sport Pedagogy* = n/a



# Where to submit: choosing the *best journal for you!*

... the best journal isn't always the best journal for you! (Hobbs, 2009)

- 'It is better for an academic paper to be one of the best in a medium-ranking journal than to be one of the best in a world-leading title'\*
- 'academics who published in the least prestigious publications were often cited more by other academics than those with papers in the most prestigious journals' ... and this is important to Editors as well as authors!

So, Category 1 journals may well get more citations and be an effective, indirect route to Category 2 journals

Shepherd, J. (2006) 'Journals study raps snobbery', *The Times Higher Education Supplement*, Friday, 19<sup>th</sup> July, 2006, p.2

(\* based on data from Social Science Citation Index [SSCI] regarding citations over 25 years of 85 papers in 6 economics journals)

# Alternatively ... ?

- **category 1 journals in Norway\***

e.g.

*Research in Dance Education*

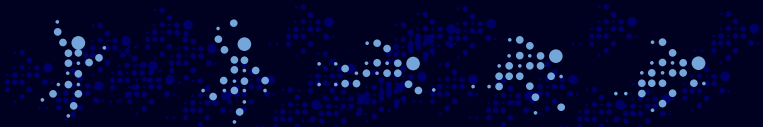
*Physical Education and Sport Pedagogy*

*Physical Education Matters*

*Journal of PE, Recreation and Dance*

*Journal of Experiential Education*

\* see Journal Citation Report 2009 for Impact Factor



# Alternatively ... for Sociology of Sport

- *International Review for the Sociology of Sport*



- *Journal of Sport and Social Issues*



- *European Sport Management Quarterly*



- *European Journal for Sport and Society*



- *International Journal of Sport Policy and Politics*



- *Sport in Society*





# Alternatively ... for friluftsliv

'A good place to start is with the three major outdoor education journals - JEE, AJOE & JAOEL'

- *Journal of Experiential Education*\*
- *Journal of Adventure Education and Outdoor Learning*
- *Physical Education Matters*
- *Australian Journal of Outdoor Education*
- *New Zealand Journal of Outdoor Education*

'This is because they have high acceptance rates and are a bit more friendly than your average academic review process, especially for first time authors.'

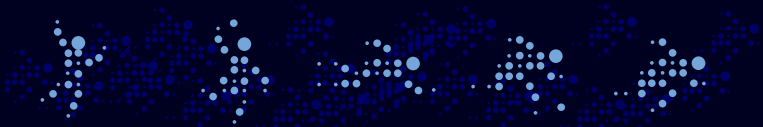
\* nb claims to be peer-reviewed



# Alternatively ... for 'disability'

*A good place to start?*

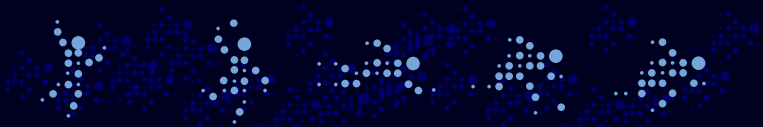
- *Adapted Physical Activity Quarterly*
- *Measurement in Physical Education and Exercise Science*
- *Physical Education and Sport Pedagogy*



## Where to submit: know your target journal

“The most common mistake (authors make) is not to look at the journal and what it’s about”

John Evans (2009) Editor: *Sport, Education and Society*



# An example of not knowing your target journal!

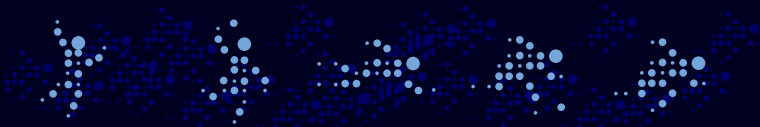
## A Paper on Coaching Development submitted to *EPER*

Only three mentions of PE in the whole paper ...

"In an initial response to this issue, the National Association for Sport and Physical Education (NASPE) ..."

"Examples of recognized organizations that have been established that include many of the standards promoted by NASPE for K-12 school physical education programs are the American Coaching Effectiveness Program (ACEP) ..."

"Richard Tinning (2000) stated 'although coaches may have completed degrees in physical education or human movement/sport science' ..."



# An example of not knowing your target journal!

To Prof. Ken Green

Editor European Physical Education Review

We would like to submit a manuscript " TALKING OR ACTING? GENDER DIFFERENCES IN PHYSICAL ACTIVITY ..." to your Journal. **We would be grateful if you could read the abstract below and tell us whether it suits the scope of your journal\***,

Regards,

I.S. Rael

Dear Isabella,

It would do if it (a) made explicit reference to physical education as and where appropriate, and (b) engaged fully with the extant literature relating PA to PE both in EPER and other similar journals.

Regards

Ken

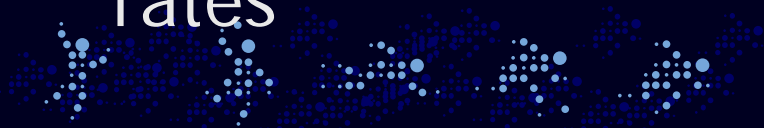
- **\* why not read the "Notes for Contributors"!?**

## Where (not?) to submit!

- 'The majority of submissions come from the **United States** with just under one-sixth coming from other countries'

Ward, P. and Ko, B. (2005) 'Publication trends in the *Journal of Teaching in Physical Education* from 1981 to 2005', *Journal of Teaching in Physical Education*, 25: 266-280. p.266.

- '**Well ranked journals** often have acceptance rates of less than 30%' (p.267)
- fields in which there are a **limited number of journals available** and those fields (e.g. medicine) whose journals traditionally have low acceptance rates



## Where (*not?*) to submit: the same journal straight away!

Dear Ken

Thank you for your comments. I have attached **another** paper, jointly authored by myself and A.N.Other. I was wondering if you may consider this for the review process in EPER.

Kind Regards

Another **B.** Yank

> -----Original Message-----

From: Ken Green [mailto:[kengreen@chester.ac.uk](mailto:kengreen@chester.ac.uk)]

Sent: 24 April 2008 17:02

Subject: Re: TGfU Intervention paper

Dear ????,

Many thanks for submitting your paper to EPER. Having now read the paper, I'm sorry to say that the coaching focus of the paper means that it isn't really suitable for the journal ... I'm sorry to disappoint you on this occasion and hope that it will not deter you from considering EPER as an outlet for your work in the future.

Yours sincerely,

Ken Green

Editor

PS Have you considered submitting the paper to PE and Sport Pedagogy ...?



Always have in mind the journal's preferences for empirical (quantitative/qualitative), theoretical, polemical, short communication ... pieces

- **Quantitative**

*European Journal of Sports Science*  
*Review of Educational Research*  
*Sociology of Education*  
*EPER*



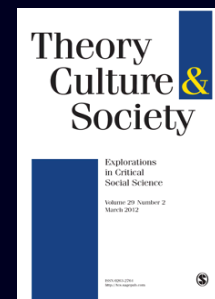
- **Qualitative**

*British Educational Research Journal*  
*Qualitative Research*  
*Sport, Education & Society*  
*EPER*



- **Theoretical**

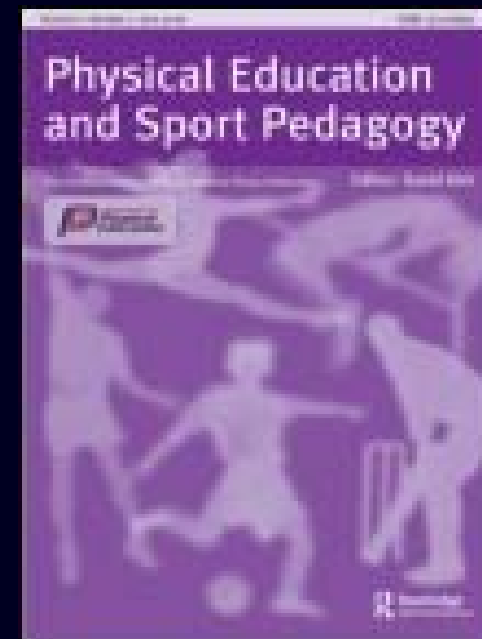
*British Journal of Sociology of Education*  
*Theory, Culture and Society*



- **Polemical/Advocacy**

*European Journal of Sport for Society*  
*PE and Sport Pedagogy*

"*Physical Education and Sport Pedagogy* ... encourages the submission of data-based and advocacy papers on teaching and coaching, learning and curriculum ..."





# ... short communications

## Type of manuscripts

**Standard Articles** (up to 6000 words) must contain an Introduction (no heading) which clearly states the purpose of the article, gives only pertinent references, and does not review the subject extensively. Methods and results must be presented in a logical sequence, with text and illustrations emphasizing only important observations or findings. The Discussion should emphasize new and important observations of the study and conclusions. Do not repeat in detail data from results. Include implications of the findings and their limitations, and relate observations to other relevant studies.

**Short Communications** (up to 3000 words) may be the results of a pilot study, a brief case study or a brief commentary on a methodological, theoretical or ethical issue.



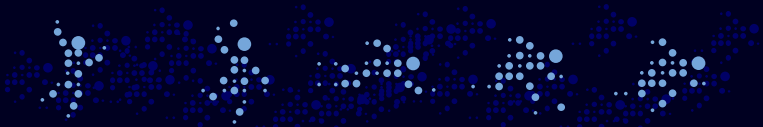
... and have in mind the journal's attitude to new/young researchers

- young researchers tend to be overlooked

Pierre Regibeau [Managing Editor, *Journal of Industrial Economics*]; cited in Shepherd, J. (2006) 'Journals study raps snobbery', *The Times Higher Education Supplement*, Friday, 19<sup>th</sup> July, 2006

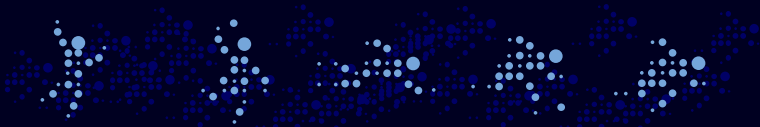
SO,

- identify journals that state their intention (in their aims) to support new researchers ... and remind them of that fact in the covering letter



## ... also have in mind

- if you are submitting in October 2010, in the hope that your paper will be published in 2011, try to reference papers published in your targeted journal in 2009 and 2010
- in other words, **try to cite articles from the same journal published in the two years immediately prior to the year you hope to be published** ... you will be helping the editor do his/her job!



***How (and when) to submit?***

# Going the do

Having a bet in Britain has never been easier. Online gambling is the new internet success. Television is filled with temptation. And late-night casinos will be ready to roll. But who are the real winners? The longest-serving member of Gamblers Anonymous, **Simon Garfield**, about his lifetime's battle

prepare the ground ... don't gamble!

Game over: a punter surveys the wreckage

NAME	TYPE	ODDS
PISTON BANK (W)	LIVE	0.51
DOVECLIFF	LIVE	0.20
TURF GATE (W)	LIVE	0.35
KENIA WORTH (W)	LIVE	0.50
PLUMPTON	LIVE	2.50
WORCESTER	LIVE	2.20
ATTOATER	LIVE	2.10
LEOPARDSTOWN	LIVE	2.25
KILARNEY	LIVE	2.85
STAFFORD (W)	LIVE	2.21
MILTONAUNTES (W)	LIVE	2.21
MILKMAILED (W)	NO RACE	0.01
SPIRIT VALLEY (W)	NO RACE	0.01



# Things you can (and should) do!

1. **follow the journal guidelines carefully re:**
  - ***process of submission*** (SEE LATER SLIDE RE *PRESENTATION*)  
no. of copies  
form of submission (eg electronic ... speed of processing)
  - ***referencing***
  - ***requirements* (big)**  
abstract, biographical details, key words, the order of all of these things
  - ***requirements* (small)**  
stapling  
separate title page
2. **anticipate slack/busy periods for journals**
  - before rather than after vacations, early in year
  - 24 months before any research assessment exercise rather than 12 months before
3. **covering letter – be gracious**  
SEE NEXT SLIDE
4. **be patient!**
  - It can take anything up to 9 months for a reviewers' comments to be returned and over a year for publication.

# Covering letter to the Editor

Professor \*\*\*\*\*

School of Social Sciences

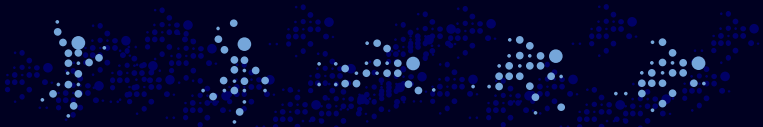
University of .....

22nd July, 2001.

Dear Professor \*\*\*\*\*,

Please find enclosed three copies of a paper entitled  
'\*\*\*\*\*'. **We would be grateful** if you would  
**consider** the paper for publication in the *British Journal of  
the Sociology of Education*. Hoping to hear from you in due  
course,

Yours sincerely,



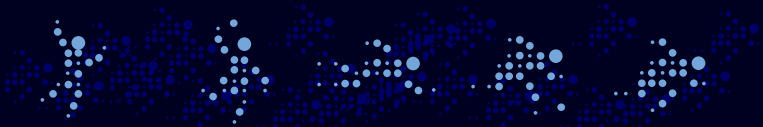
## Alternative letter to the Editor!

Dear Dr Ken green

I am sending a paper to be analised by European **Journal** Physical education review.

Thank you.

A. European





# Alternative letter to the Editor!

Dear Dr. Green

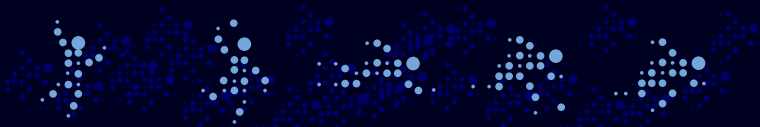
we would like to submit our attached manuscript for publication in the **European Physical Education Review**.

**This material has never been published elsewhere, nor it is and won't submitted to another journal.**

Please do not hesitate to contact me for further details.

Sincerely yours

A. FRENCHMAN

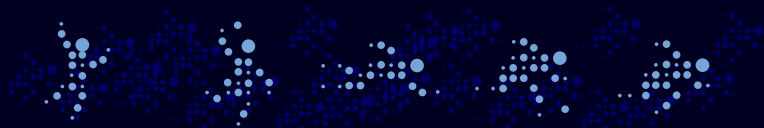


## Alternative letter to the Editor!

Ken Green:

Please consider the attached manuscript as a submission to the Europeana PE Review. The manuscript is in accordance with the the guidelines posted on the website. If you need any additional information, please don't hesitate to contact me.

A.N. American



# Putting pressure on the Editor!

Dear Prof Ken Green,

Because you were so Professional and kind in the feedback about the Season paper I sent you a new one right after, and last week another.

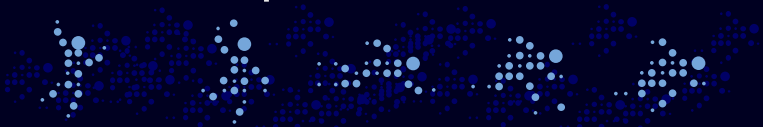
So you decline the Season paper (that everybody likes, I received very nice reviews in two journals, but they don't publish because of the participants number. I still think that's ... but that's just me).

I sent you:

- PA\_in\_\*\*\*\*\_EPER
- PA\_patterns\_and\_\*\*\*\*\_EPER

Please consider them for your journal, because ultimately I am a PE teacher trying to finish the PhD :)

Thank you very much,  
A. European



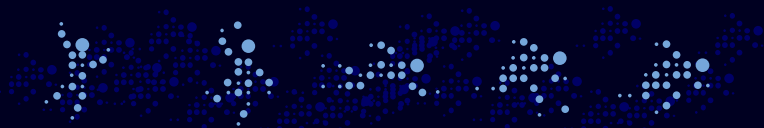
# *Preparing and presenting your paper*

# \*\*\*When preparing your paper\*\*\*

- *do* cite previous papers on your topic in your targeted journal ... (a) to show you know the journal and (b) because it gives them citations which aid their 'impact factor' rating

e.g. Thomas, J. (1985) Remembrance of Things Past and Best Forgotten: Conversations with Mothers about their Memories of Physical Education at School', *Physical Education Review* 8(1): 3-6.

- *try* to cite papers from the past two years (n.b. Impact Factor)
- *try* to cite members of the editorial board .. and even the editor (in a favourable light if at all possible!)
- *try* to cite several times those who you might want to review the paper (especially those who regularly publish in the targeted journal ... they may well be used as reviewers)
- give some thought to the title of the paper ... 'academics may find it via a search engine (using key words such as 'PE', 'sport in schools or 'health') or see it on a content alerting service' (Hobbs, 2009)



# \*\* Presentational aspects of your paper \*\*

- do (almost) **everything that the journal requires** in its Guidelines to Authors

... first impressions can be difficult to shift! If in doubt, *look* at the journal!

- at the very least, write in the **format** that the targeted journal requires  
[e.g. word limits/separate sheet for title page/ abstract/ key words/ bibliographic details/ page and line numbers ...]

- use their preferred **referencing format**

[e.g. Harvard (e.g. APA) or Vancouver; BLOCK CAPITALS for the names in the reference list; same recording of page nos. (1999, p. 193), (1999: 193); same font]

- be sensitive to crossing **disciplinary boundaries**

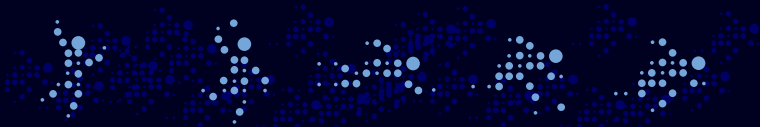
... don't just send your paper off to differing journals without adapting it to their requirements! It creates the impression that you've been rejected elsewhere and are simply 'firing it off' somewhere else, somewhere less esteemed - anywhere, indeed, to get it published ... which, of course, may be true!

- **avoid silly mistakes** at all costs!

SEE LATER SLIDE

# be aware of publishing protocol

- **Plagiarism**: be aware that publishing houses (and journals) use search databases such as Turnitin or Crosscheck (Routledge)
- **Self-plagiarism**: 'authors should not copy more than 10% of their own previous work without attributing it' (Hobbs, 2009)
- Always mention any source of funding/time for your study/paper (for ISI purposes)
- ... **salami slicing!!!!**




# beware of recycling papers!

Dear Ken,

As the Ex-editor of \*\*\*\*, I share your frustration/concern with the **recycling of manuscripts**. Reviewers spend their time and effort to provide feedback, and **folks sometimes just ignore it and send it without doing anything ...**

... What they did do which is a concern to me, is to actually delete some of the information provided in the first version. In the initial version, they explained that 45% of the PE grades (used as the measure of achievement) were based on attitude (as judged by the teacher). I really had issues with that, and asked how teachers could validly "measure" attitude. In this version, they provided a different explanation of the grading system, and deleted that part – and to me are now making those grades sound a little better than they are (by only telling part of the story).

I am really sensitive to this because **I seem to be the personal reviewer for the first author... I was asked to review essentially the same paper by another journal. The title had been changed**, and I agreed to do the review without looking closely at the paper. I did not realize that it was the paper that I already reviewed (and if I had, I would have responded as I did to you, recommending that they get a fresh start) ... **This time, the same sample was now described as "physical education majors," and the information that a large portion of subjects were in pre-physical therapy had been deleted.** This was a concern to me, given that I was absolutely sure that the sample was the same (because I went back to the original paper, and I was absolutely certain it was the same data set.





## Salami slicing

(publishing a study bit by bit when one,  
better quality paper would have been more appropriate)

Dear Ken Green,

thank you for your remarks.

To point 1) - we carry out this research with student teachers every year; **part of the results was published in 2007**, but in our study (manuscript submitted) we concentrated mainly on analysis by year and gender and qualitative analysis of STs' comments. (I've written this in footnote - introduction part.) We discussed the topic in greater details. To point 2) - I made some changes. Specification: \*\*\*\*\* has written all article in Czech language, \*\*\*\*\* and me have worked hard on English version (I did statistical analysis too). \*\*\*\*\* and \*\*\*\*\* organised research with STs and \*\*\*\*\* had some comments on English text. Because I consider their contribution as minor, I put their names in footnote. So I'm **enclosing slightly changed manuscript** whether it will be now suitable for publication in EPER. Thanks.

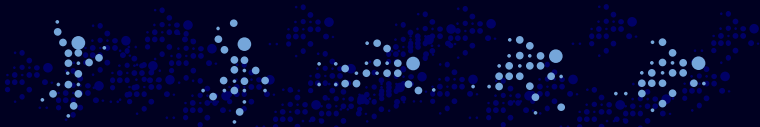
An Eastern European



# Simultaneous submissions

Ken,

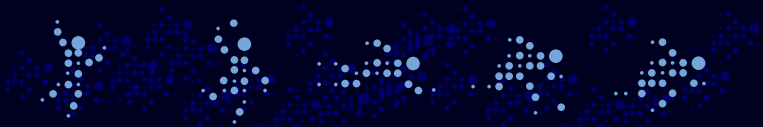
I just finished reviewing this manuscript for another journal so I am somewhat surprised that the manuscript has been submitted to EPER for review so quickly. I don't think that the review process has been completed with the first journal in that I forwarded my review back to the editors less than a week ago. Given that the manuscript is still in the review process with another journal (at least I think it is), I don't feel that it is appropriate for me to review the same manuscript for EPER. On the other hand, if the author(s) chooses to submit the manuscript to EPER at a later date (when the review process has been completed with the first journal), I would be happy to review the paper.



## First impressions ...

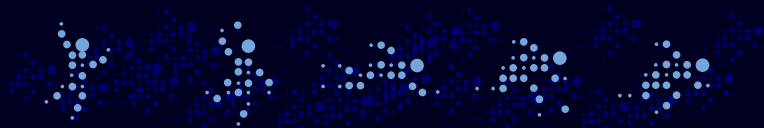
Dear Ken,

I have just been checking the references which I attached to the paper I sent you and have realised the omission of some authors, this has occurred in the transfer of information. My sincere apologies for this. I am in the process of rectifying the error and the new references will be with you shortly. Once again, So sorry.



# Abstracts

- **it is worth remembering that the abstract may be used by the editor to form a judgement about (i) suitability, (ii) desirability, and even (iii) reviewers**
- **abstracts can convey to the editor unintended and undesirable messages**
  - ... regarding, for example, care and attention to journal, 'salami-slicing'

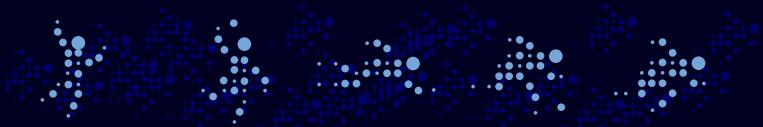


# example of an Abstract that helps the Editor

## Sport, Health and Drugs: A Critical Re-examination of Some Key Issues and Problems

### ABSTRACT

One of the major justifications for the ban on the use of performance-enhancing drugs in sport has been that relating to the protection of the health of athletes. **(BACKGROUND)** This paper subjects this argument to critical analysis by locating it in the context of the broader relationship between sport and health. **(RATIONALE)** More particularly, the paper seeks to unravel some of the complexities of this relationship by an examination of (i) some aspects of sports sponsorship, particularly with alcohol and tobacco companies; (ii) the health risks associated with elite level sport, and (iii) the widespread and legal use within the sporting context of drugs which can have dangerous side effects. The paper concludes **(POINTER)** with an examination of some aspects of anti-doping policies within sport and it is suggested that a more imaginative approach to athlete education is needed to prevent the misuse of drugs **(WELL WRITTEN)**.



# Referencing formats

## HARVARD SYSTEM (author/date in text)

### **British Journal of Sociology of Education**

United Nations Educational, Scientific and Cultural Organization (UNESCO) (1994)  
*The Salamanca Statement and Framework for Action* (Paris, UNESCO).

### **International Review for the Sociology of Sport**

Sheard, K. (2004) 'Boxing in the Western Civilizing Process', in E. Dunning, D. Malcolm and I. Waddington (eds) *Sport Histories: Figurational Studies in the Development of Modern Sports*, pp. 15-30, London: Routledge.

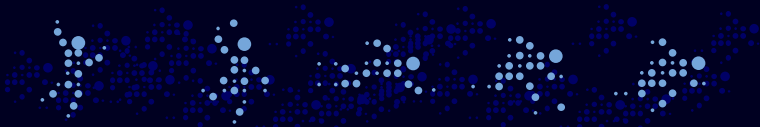
### **European Journal of Applied Physiology**

Marriott HE, Lamb KL (1996) The use of ratings of perceived exertion for regulating exercise levels in rowing ergometry. *Eur J Appl Physiol* 72: 267-271

## VANCOUVER SYSTEM (references numbered consecutively in text)

### **The Sports Historian**

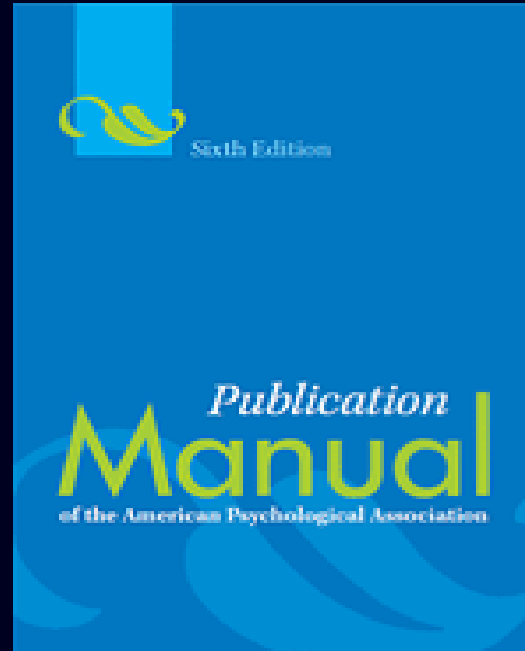
4. J. Walvin, *The People's Game* (Allen Lane, London 1975).



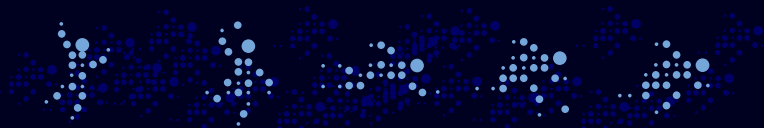
# Referencing formats

## American Psychological Association (APA)

<http://apastyle.org>



<http://owl.english.purdue.edu/owl/resource/560/03/>



# *Authorship credit*




# Authorship credit: The APA code

“(a) Psychologists take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have contributed”

(b) Principal authorship and other publication credits accurately reflect that relative scientific or other professional contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position, such as Department Chair, does not justify authorship credit. Minor contributions to the research or to the writing for publication are appropriately acknowledged such as in footnotes or in an introductory statement.”

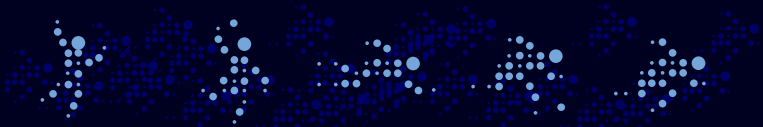
(c) A student is usually listed as a principal author on any multiple-authored article that is based primarily on the student’s dissertation or thesis.”



# Authorship credit

Jason W. Osborne and Abigail Holland (2009)  
'What is authorship, and what should it be? A survey of prominent guidelines for determining authorship in scientific publications', Practical Assessment, Research and Evaluation, 14(15).

<http://pareonline.net/pdf/v14n15.pdf>



# Authorship credit: personal examples

**Young people's participation in National Curriculum Physical Education: a study of 15-16-year-olds in the north-west of England and north-east of Wales**

Andy Smith, Miranda Thurston, Ken Green and Kevin Lamb

**'Activity choice' and physical education in England and Wales**

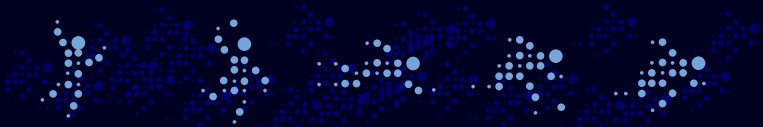
Andy Smith, Ken Green and Miranda Thurston

**Propinquity, sociability and excitement: exploring the normalisation of sensible drug use among 15-16-year-olds in north-west England and north-east Wales**

Andy Smith, Miranda Thurston and Ken Green

**Busy doing nothing? Physical education teachers' perceptions of young people's participation in leisure sport**

Ken Green, Andy Smith and Miranda Thurston



## Presentation when English is not your first language

- many journals publicize their commitment to supporting authors for whom English is not their first language

However,

- in practice this is almost inevitably after the peer-review process has taken place
- in other words, **the only decision an Editor has to make before sending the paper out to reviewers is “will the reviewers be able to understand the paper in order to make a judgement about its merits?” ... that is, whether to send it out or send it back!**
- but you are, as Editor, likely to assume that this is the author(s)' best attempt ... otherwise they would not have submitted it would they???

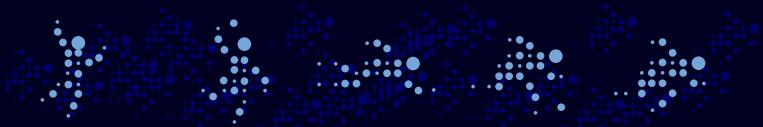


... or would they?!

Manuscript 17/07

Reviewer #1

**“These grammatical errors in themselves would not be too problematic as they are fixable, but the authors MUST be aware that this submission is very poorly presented and does not help the consideration of the research study at all.”**



**\*\*\* In order to improve presentation, consider ... \*\*\***

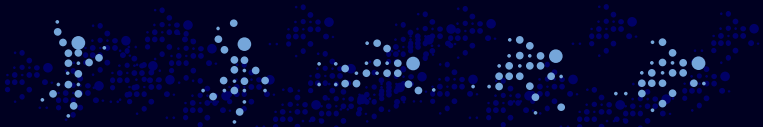
- 1. inviting colleagues and friends to comment on early drafts** (especially when English isn't your first language)
- 2. collaborating on writing projects with trusted colleagues** (especially established colleagues) SEE 6.
- 3. reading your work out loud!**
- 4. using drafts as seminar papers**
- 5. presenting at conferences**
- 6. bringing an English (co-author) on board**

# The peer review process

# The peer review system

Publishing Research Consortium  
(<http://www.publishingresearch.net/>)

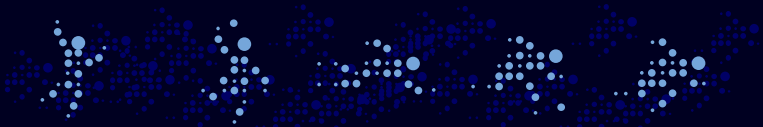
British Academy Report on peer review in September last  
year (<http://www.britac.ac.uk/>)





**The peer review system**

**... according to YouTube!**



# Peer-review process: Step-by-step

1. article submitted and acknowledged
2. editor 'scans' the paper to
  - (i) confirm *suitability* (**nb significance of abstract**)
  - (ii) confirm *conformity* to 'guidelines for authors' (**nb significance of first page or so**)
  - (iii) identify *reviewers* (editorial board plus A.N. Other) (**nb significance of references**)
3. paper sent to two (or more) reviewers (with relevant expertise)  
stipulating 4-6 weeks for reviewers to respond
4. reviewers respond with 'Comments for Editor' + 'Comments for Author(s)'
5. editor makes judgement based on reviews
  - **Accept**
  - **Accept with (minor/major) revisions**
  - **Revise and Re-submit**
  - **Reject**
6. ... and informs author(s)

... step 3+ process is repeated if paper is revised and resubmitted!

## Types of Peer Review System

no one single model of good practice but instead decentralised diversity

- **Double blind review statements:**

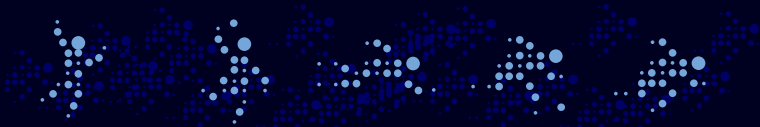
the identity of both the reviewer and author are always or routinely concealed from both parties

- **Single blind review statements:**

single-blind reviewing policy in which the reviewer's name is always or routinely concealed from the submitting author (nb unless the reviewer requests a preference for their identity to be revealed)

- **Open peer review statements:**

both the author's and reviewer's names are always known to each other (nb requests for anonymity are fully upheld when requested by either or both parties)



## \*\*\* Advice re. reviewers \*\*\*

- **'grow your own'** ... subliminally suggest reviewers!

point to would-be reviewers by (a) utilising the work of somebody on the journal's editorial board; (b) referencing them frequently (ideally in a positive light); and (c) pointing out where that same person said *work of this kind needed doing!*

- **flatter them!**

'you can't fool reviewers' – no, but you can flatter them!

i.e. deal with each one of their comments in detail .... even if you're saying 'no way, Jose'!

- **'be diplomatic when querying reviewers' comments**

e.g. "We are unclear just how acknowledgement of policy documents such as *A Sporting Future for All* or initiatives like *Step into Sport* and *Learning Through Sport* can help with ..."

- **acknowledge, even cite, reviewers!**

... and mention this in your covering letter to the Editor accompanying any resubmission, if not the paper itself

- **contingency plan**

offer, in your covering letter, to consider further recommendations - ie *avoid the Editor having to make an 'all-or-nothing decision'* SEE NEXT SLIDE

**TIP: offer yourself as a reviewer ... and be a thorough and reliable reviewer**

5th October, 2003

Dear Professor Barton,

Thank you for your letter of the 25th September informing me of the “favourable response of reviewers” to the article “Including pupils with special educational needs in secondary physical education: a sociological analysis of teachers’ views”. We have, as suggested, endeavoured to revise the paper according to the reviewers’ requirements and attach three hard copies of the revised paper as well as a copy on disc.

As you will appreciate, it has proved especially difficult to reduce the paper to the 7,000 words maximum in the light of reviewers’ desire to see more on figurational sociology, Bourdieu and others as well as greater emphasis on the data as such. In order to limit the wordage we have chosen to respond as fully as we felt able to the reviewers’ suggestions before, then, finding reductions in the word count elsewhere. On occasions – such as with the initial outline of a figurational sociological perspective – this has led to a readjustment of where the theoretical emphasis lies (in this case towards the notion of habitus and, correspondingly, away from other dimensions of the theory). In this regard, we trust that reviewers will understand our need to compromise in places.

**Our responses to the reviewers’ comments are attached. We would, of course, be happy to make any further adjustments that either you or the reviewers might recommend.**

Hoping to hear from you in due course,

Yours sincerely,

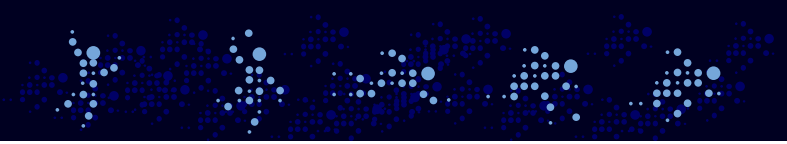
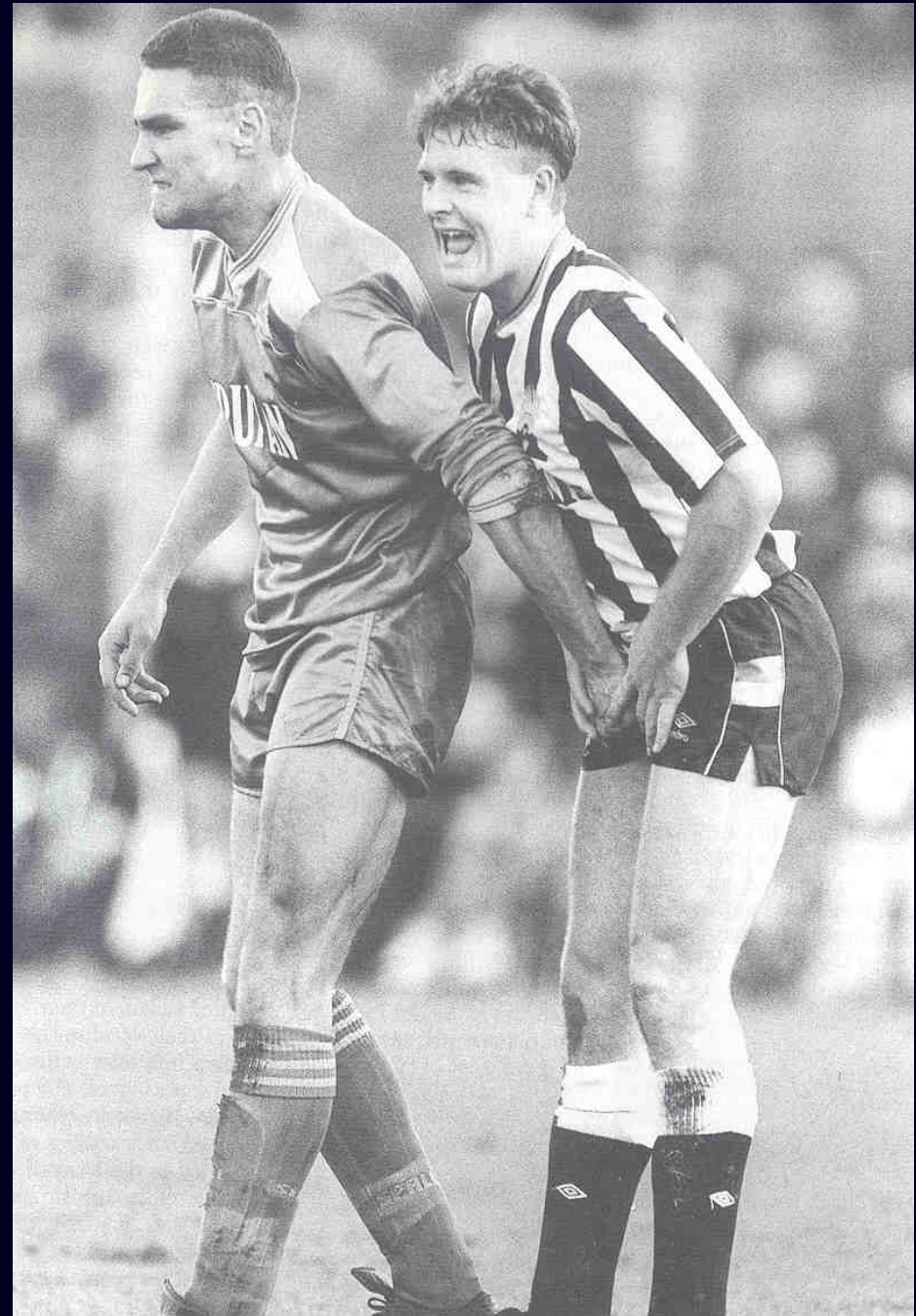


## Above all else ...

Don't antagonize reviewers unnecessarily!

There *is* a protocol ...

but editors and reviewers are human, they are *involved*, and can be encouraged towards emotional decisions!



## Sensitive letter to Editor

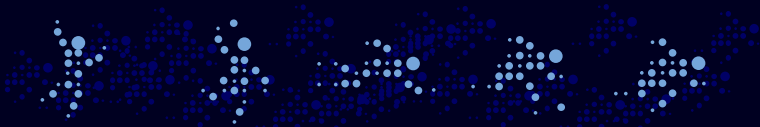
Dear Ken,

I appreciate all of your help in trying to get our article published in EPER. Over the summer, as I was trying to make the revisions that the EPER reviewers had suggested, I realized that the suggestions they made were not aligned with the original purpose of our article. So... the other two authors and I have decided to send it to another journal, instead of revising and re-submitting it for the EPER.

Again, I thank you for your patience and consideration with our article submission. We will certainly submit more articles in the future to the EPER!

Best wishes,

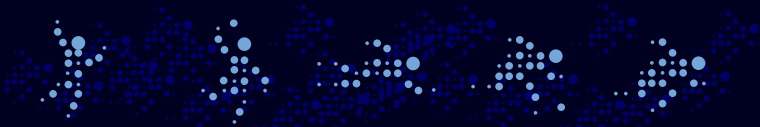
An American, Ph.D.



## What chance agreement between reviewers?

“[The chances of] *agreement* between academic referees on the value of papers submitted to journals is only slightly better than random”!

Peter Bowbrick *Times Higher Educational Supplement*, 10<sup>th</sup> February, 1995





Laurie Taylor, *Times Higher Educational Supplement*, 17<sup>th</sup> February, 1995

THE BRITISH JOURNAL OF EXPERIMENTAL MEDIA STUDIES

Dear Professor Lapping,

Thank you for submitting your article *The Cult of the Unknown: Cross Cultural Approaches to the Study of the Inexplicable: The Case of Dr Who and the X-Files* for publication in this journal ... I am pleased to enclose summaries of the reviewers' comments ...

Reviewer #1

"My word, this is seminal stuff ... Lapping (it is Lapping isn't it?) is quite simply the top man when it comes to cross-cultural studies of the inexplicable ... First rate ... A hit!"

Reviewer #2

"What a load of old tosh. Who does Lapping (it is Lapping isn't it?) think he is, pontificating about science fiction programmes? He doesn't know his Mulder from his elbow and wouldn't recognize a Dalek if one sat next to him ... Lapping is a has-been ... and should make way for the new kids on the block."

As you can see there is an element of disagreement ... and this was resolved in the traditional scholastic manner – your article was folded carefully into the shape of a small sailing boat and launched on the University lake this morning at 9.30am. I regret to inform you that it sank immediately.

I am sorry to disappoint you on this occasion. If at any time in the future you find that you have written another article of this standard then please do not hesitate before sending it elsewhere.

Yours in the name of objective peer evaluation,

Professor Piecemuller

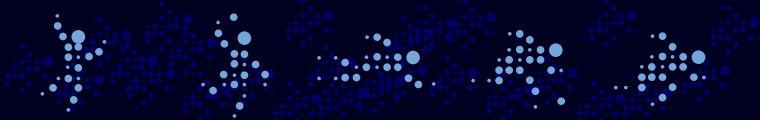
Editor-in-Chief



# The review itself

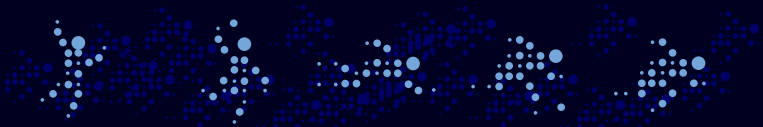
# The focus of reviews

1. *contribution* of paper (to existing knowledge and to journal)
2. research *methodology*/experimental design
3. *theoretical* base and *data analysis*
4. quality of *writing* and presentation generally
5. accurate and adequate *referencing*



# Outcomes

- **Acceptance**
- **Acceptance** with (major/minor) amendments
- **Revise and re-submit**
- **Rejection**
- you must be prepared to live with anything other than rejection!
- indeed, anything other than outright rejection is tantamount to acceptance, *if ...!*



# Rejection

- ‘Rejection letters appear to be getting ruder and ruder, more sarcastic and increasingly scathing’

EG

“This text speaks in an overtly technical language as if convinced that any text can be made ‘academic’ by using technical terms in a highly complex grammatical structure”

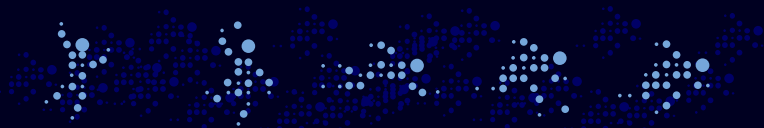
“What all this has to do with philosophy, let alone Martin Heidegger, remains unclear”

“We have read your manuscript with boundless delight. If we were to publish your paper it would be impossible for us to publish any work of a lower standard. And as it is unthinkable that in the next thousand years we shall see its equal, we are to our regret, compelled to return your divine compositions and beg you a thousand times to overlook our short sight and timidity”

## \*\*\* reasons why submissions are rejected \*\*\*

The paper ...

1. is targetted at the **wrong kind of journal** (eg academic when it belongs in a professional journal)
2. doesn't fit the **journals aims** etc
3. is not written as an article in a conventional **format**
4. pays insufficient regard to the conventions or '**house-style**' of the journal
5. is **poorly presented** (eg in terms of English) ... proof read!
6. **adds nothing** original or of significance
7. ignores the **international dimension** of the journal
8. **the methods ... the methods** !!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!



# Being gracious in defeat!

Hi Ken,

Thanks for the feedback and no problem re the delay - I know how hard it is to get reviewers for anything these days! All feedback will be taken on board and used to improve the paper for submission elsewhere - I presume resubmission to EPER is not suggested?

Thanks,

An English gentleman!

Dear Ken

Many thanks for considering the manuscript Ethical Leadership in Sports' Communities. I am disappointed by the outcome, but will learn from the reviewer's comments.

Best wishes,

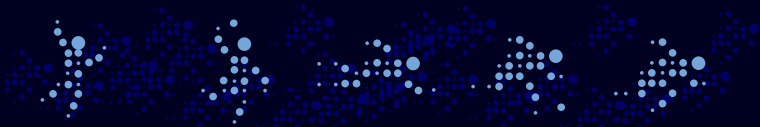
An English gentlewoman!

Dear Ken

Thank you, don't worry, it is the research rules and game. I'm a little bit disappointed by the length of reviewers' comments and don't agree with some comments.

Best wishes,

A French gentlewoman!



... "up yours" mate!

Not at all, this past week a chapter has been accepted for publication (Elsevier) and I have an article coming out in Educational Issues, and one in NZ Journal of Teachers work.

Merci,  
Dr. I.P. Standing  
Associate Professor  
Faculty of Education

----- Original message -----

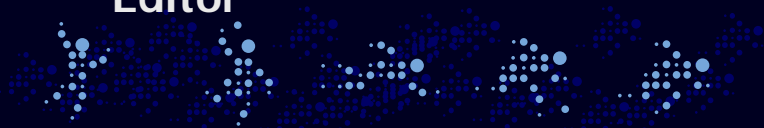
Date: Thu, 22 May 2008 11:34:44 +0100  
From: Ken Green <kengreen@chester.ac.uk>  
Subject: Re: Submission  
To: "Dr. ???"

Dear Dr Standing,

Re: "Classroom Management: ...."

I have now received comments from reviewers on the above-titled paper recently submitted to the European Physical Education Review. I am very sorry to have to inform you that the paper is not deemed suitable for publication. Please find the comments of the reviewers attached which I hope you will find both informative and useful. I am very sorry to have to disappoint you on this occasion and hope that it will not deter you from submitting to EPER in the future.

Yours sincerely,  
Ken Green  
Editor





# Being gracious in defeat!

Ken

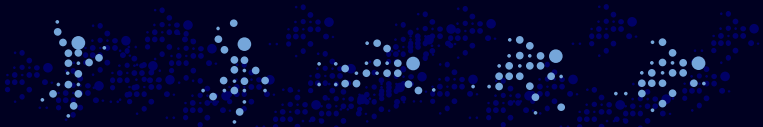
I understand completely. (nb begs question ...?)

I hope to submit another one in a near future.

Thank you for your time,

A Portuguese gentleman!

- On Tue, May 12, 2009 at 1:21 PM, Ken Green <[kengreen@chester.ac.uk](mailto:kengreen@chester.ac.uk)> wrote:  
Dear ??????,  
Having just read through your submission I am afraid to say that it is not deemed suitable for EPER. In short, there is very little direct reference to physical education in the text or, for that matter, to material in PE journals on this and similar topics. Unfortunately, the paper reads as if it has been prepared for another outlet than ours. In addition, there is no reference list at the foot of the paper and the body of the paper is difficult to read in many places.  
I am sorry to disappoint you on this occasion.  
Yours sincerely,  
Ken Green  
Editor

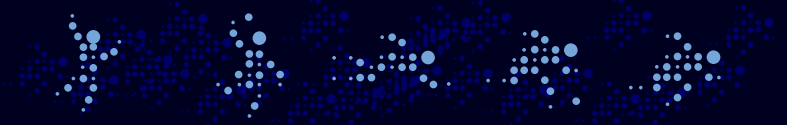


# Responding to reviewers

You are trying to create the (accurate) impression – *in the mind of the editor as much as the reviewers' themselves* – that you have taken the reviewers' comments seriously

...

so try not to be confrontational  
... as difficult as that might be!



# Responding to Reviewers

- **appear professional ...**

i.e. don't get personal: query/challenge the message but offer to go along with it if you think it's a 'line in the sand' for the reviewer; say thanks!

- **appear meticulous**

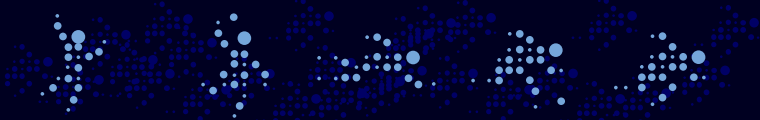
especially with minor amendments – list them all!

- **offer a fulsome response!**

e.g. (i) include the new sentences/paragraphs etc in your response to the reviewer

- **acknowledge (i.e. flatter) reviewers**

e.g. consider mentioning reviewers (perhaps as an acknowledgement) and let the editor know in the covering letter



## Response to reviewers' comments

The authors would like to thank the reviewers for their comments and the time taken to provide these. We have sincerely tried to address all of these and hope the responses are appropriate. We have detailed these changes point by point below.

### Reviewer #1

#### COMMENTS FOR THE AUTHOR(S)

Line 150-154 notes multiple objectives, but only one is noted: to evaluate the effectiveness of the intervention to increase physical activity. Also, the objective notes activity in inner city schools, but seemingly only one small sample at a single school is used.

R: We have amended the statement based on the reviewer's comment and that of reviewer #2 to identify one objective and remove the statement relating to inner city schools.

Similarly, Page 8, line 178-179 notes that the curriculum was modified by school, but seemingly only one school was involved?

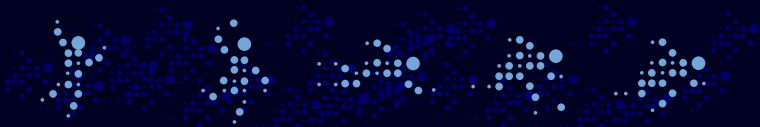
R: This statement has been changed to state that the curriculum was modified by the school involved (rather than modified by school) and we apologise for this error.

There needs to be a better description of the participants, as this gives important context for considering whether this program might be valuable to try with other samples. How was the sample recruited? Were they part of a single class or multiple classes? If students are in the same class, then there is a nested design (probably too complicated to take into account in this study, but need to at least be transparent on potential overlap). How many students were asked to be in the study, and how many refused? Were the three students who were dropped for incomplete data different in any way that those included?

R: We have attempted to provide additional and better description of the participants. See P8, L158 on. This includes the number of classes sampled from, proportion of overweight children, ethnic makeup of the children as well as further detail as to how the sample were recruited. No children were classified as underweight. On P11 we have also identified how we managed the redistribution of pedometers to maximise participant engagement. Subsequently, we only had 3 children eliminated from the participant group as stated. We hope this is satisfactory

## Ms 15 08 R&R Reviewer #1

“If you do not care about your writing style and accuracy of information presented, how can you convince me that you cared about the details of your research? Hope I don't sound too harsh. In addition, the revised paper made it clear to me that the study was not conducted competently.”

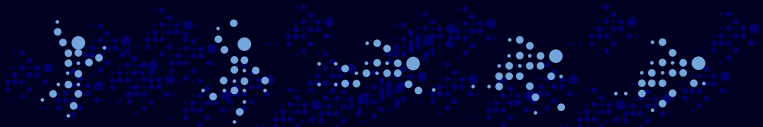


# An example of how to alienate the editor!

Dr. Green,

I understand your problem and I appreciate your apology. I hear that most lower tier journals are having the same problem with reviewers. I will make sure to pass on the problems with your journal to my colleagues here in the States.

A. Yank



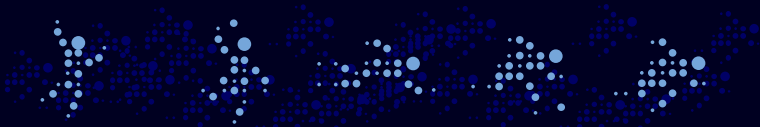
Hi, Ken.

I understand and find it interesting. In the previous submission reviews from both reviewers were favourable but the editor felt the achievement variable rendered the paper "fatally flawed." Of course, I disagree and can justify why.

Thanks for considering it. We will submit it elsewhere.

Warm regards,

????



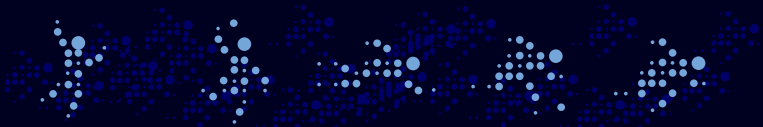


## An example of how to reply

Dear Ken,

Thank you for the review and feedback, I appreciate the time, effort and comments of the reviewers.

A. female Yank





## An example of how to reply

Thanks, Ken.

The feedback is excellent and I thank and commend the reviewers. I will attend to their feedback and resubmit in the new year.

Regards  
A.N. Australian



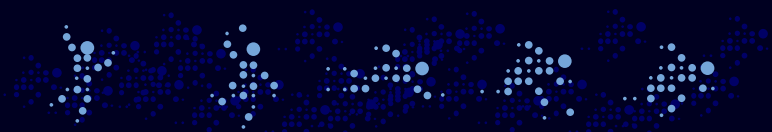
## An example of how to reply

Dear Professor Green

Thank you for sending the appreciation of reviewer one. We are now more comfortable to accept the evaluation as we can see it is based on judicious arguments.

Best regards

A. Spaniard



## An example of how to reply

Dear Ken

Thank you very much. Of course, as supervisor of \*\*\*\*\* Journal (\*\*\*\*\* journal about PE and Sport \*\*\*\*\*)

I understand very well. That's why I ask you, because, I wasn't sure to understand (because of my poor english). May be we'll be more lucky with Sport, Education and Society, Ethnology of Education, or Quest or JTPE...

Yours,

A Frenchman

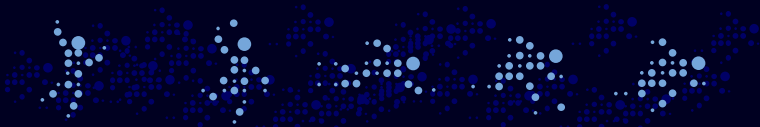


## An example of how to alienate the Editor!

Dear Sir,

Sorry for insisting on this matter, but **I really need to know** if the article *"An in-depth analysis of ... professional competence among ... in sport"* was accepted or not for publication at the European Physical Education Review. I have sent you the article on the 18th of July, and the 6 to 8 weeks waiting for a answer deadline has passed. **Due to my PHD defending status, if I don't have an answer in one week, I will submit the article to another Journal.**

Best regards



# Responding to Reviewers

**REMEMBER, EDITORS MAY WANT/NEED YOU TO HELP THEM MAKE A DECISION WITHOUT READING EVERYTHING AGAIN (IE ALL VERSIONS OF THE PAPER AND THE REVIEWERS' COMMENTS) IN DETAIL!**

"Dear Ken,

Apologies for taking a day or two longer than anticipated to return this paper to you. **Please express my thanks to the three reviewers** for their comments as I have found them particularly helpful in the development of this paper.

It was apparent that all three reviewers felt that the structuring of the results section was particularly problematic and I focused my amendments on this section. In particular I changed the order of the three subsections to focus the results section around the concept of capital and which resources were valued by these girls. I also revised parts of the third subsection to ensure that the language used in each section was coherent.

I appreciate **reviewer 2's** comment that the paper tells us nothing new as I feel that the key message of the concluding paragraph was perhaps a bit obscure, as also identified by **reviewer 3**. Along with restructuring the results section I rewrote the concluding paragraph to clarify the value of this research in terms of supplementing and developing the motivation research.

**Reviewer 1** listed a number of specific issues, particularly in relation to the methodology and **each of these have been dealt with in turn to clarify the concerns he/she had**.

Hopefully the amendments are of a satisfactory standard and I look forward to hearing from you.

Best wishes"



## Author's response to Editor's letter *checking originality*

Dear Professor Green,

I understand that being an editor of a prominent journal in the field of physical education is not an easy task and sometimes you have to conduct such inquiries.

My best regards,

A. Greek, Ph.D.

kengreen@chester.ac.uk:

Many thanks for this confirmation, ??????. I trust you will forgive the necessity to double-check such matters.

Regards

Ken Green

Dear Professor Green,

I am aware with the studies that you mentioned in your e-mail. Given that the submitted manuscript is part of my PhD thesis I CONFIRM that submitted Work is wholly different from the studies that your are referring to. This can be easily be shown if you compare the sample sizes, the analysis conducted and the specialty of the participants from the studies that you mentioned with the recently submitted. If you wish I could also provide the raw data. If there are additional queries please let me know.

Yours sincerely,

A. Greek, PhD



EJAP-00550-2004 Eston et al. 'The validity of predicting maximal oxygen uptake from a perceptually regulated graded exercise test.'

Response to referees' comments

**Referee 1 Comments:**

**Specific comments:**

Page Line Comment

4 16-19 But these relationships are only valid in short duration exercise. Since the RPE rises when exercising at the same intensity for any length of time, then clearly the RPE cannot be responding directly to the exercise intensity but to some other variable also related to the exercise intensity – in this case the duration of exercise that can be sustained at that exercise intensity.

**Response – We agree.** The data examined in the note by Noakes (2004), demonstrate that RPE increases when exercise intensity is held constant. We have now indicated that the high correlation would be observed in a graded exercise test.

5 3-5 Obviously each work load would need to be maintained for the same duration or else a time dependant effect would become apparent and reduce the accuracy of the prediction.

**Response - The text has been revised to emphasize the similar short-term duration of the sub maximal increments.**

6 7-14 This testing protocol introduces a time effect that will alter the accuracy of the predictions according to my interpretation discussed above. In other words the RPE will be slightly higher than it should be at the higher work rates since the exercise has been going on for some time and is therefore closer to the end of the exercise.

**Response – We agree.** It has been observed in laboratory studies that there may be a tendency to underproduce a given exercise intensity at a given RPE (noted in the introduction, p4 lines 8-10). As RPE in the current study was fixed, it is possible that the extended period of time may have resulted in a lower work rate (VO<sub>2</sub>) produced in the later RPE stages. If this was the case, one would expect a lower predicted VO<sub>2</sub>max from when this is extrapolated to RPE 20. This has now been addressed in the text on page 11:

*“It is recognized that the testing protocol adopted in the current study may have introduced a time effect that could alter the accuracy of the predictions of VO<sub>2</sub>max or the point of volitional exhaustion. In this regard, as the RPEs were fixed, it is possible that physiological work rates may have been slightly lower as the point of exercise termination approached, since the exercise protocol was continuous and had been going on for some time previously. If this was true, it would lead to an under estimation of maximal aerobic power. Although the predicted VO<sub>2</sub>max data from trial one was a little lower, this was not statistically significant when compared with the actual VO<sub>2</sub>max from the initial graded exercise test. Nevertheless, future studies may consider adopting an intermittent production paradigm to allow for recovery between the successively increasing bouts of exercise intensity at each RPE.”*

In your future work you might take into account the argument that the RPE is not a measure of the exercise intensity but of something else.

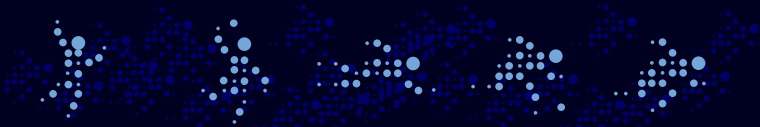
**We will – thanks!**



**NB you are trying to create the (accurate) impression – in the mind of the editor as much as the reviewers' themselves – that you have taken the reviewers' comments seriously ... even if what you really want to say is ...**

**'Enclosed is our latest version, i.e. re-re-re-revised version of our paper. We have again changed the damn thing from start to finish. Choke on it!'**

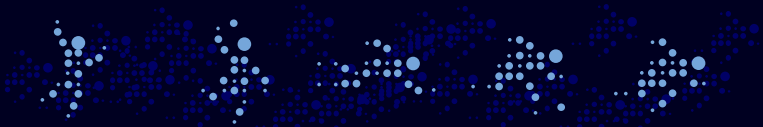
Shepherd, J. (2006) 'Dear Don ... a little divine rejection', *The Times Higher Education Supplement*, Friday, 19<sup>th</sup> July, 2006, p.2





## Accept + major or minor revisions/ Revise & resubmit

- In the covering letter, ***thank the reviewers*** for contributing to a better paper
- ***Acknowledge them in an 'Acknowledgement'***  
(e.g. "I would like to thank the anonymous reviewers for their constructive and helpful comments which have resulted in a more rounded and adequate paper")
- Include separate **point-by-point responses** to each of the reviewer's comments indicating *how* and where you have responded. SEE NEXT SLIDES



# Personal example ...

## RESPONSES TO REVIEWER # 1

We appreciate the reviewer's comment that "it is always encouraging to see the challenging of what threaten to become taken-for-granted assumptions" and have done our best to develop and "substantiate" our claims as suggested. In recognition of the usefulness of the reviewer's comments we have inserted an acknowledgement at the end of the paper. We would, of course, be happy to make any further adjustments that the reviewer might recommend. Our particular responses are as follows, with the reviewer's comments emboldened and our responses in normal font:

### General comments

#### **i "a form of secondary abstracted empiricism ..."**

Ours is not intended as a meta-analysis insofar as we have not sought to use statistical methods to combine the results of different studies. We have, it is fair to say, utilized data from a number of recent studies. The secondary data that we are drawing upon – primarily from Sport England (2003) and Sports Council for Wales (2003) – has not been, and is not being, considered in debates surrounding the make-up of PE programmes. It is our contention that the data provides "credible supporting evidence" for our claims regarding the significance of a breadth of sporting involvement among young people as a precondition for later life involvement.

#### **ii "s/he could ethnographically engage a cohort of youngsters in order to generate a richer understanding of their patterns and motivations for particular physical activity behaviours"**

We are, in fact, in the early stages of a study of Year 11 participation in sport and physical activity in relation to their broader leisure lives and hope to have something to report on that in the long-term. Our concern here, however, is with levels, patterns and trends in participation rather than individual motivations; that is to say, what young people do and the circumstances or contexts in which they are inclined to do it rather than their motivational orientations per se. This is not to deny the importance of young people's motivational orientations or, for that matter, the potential benefits of an ethnographic dimension to studying this topic, but rather to suggest that whilst a fair bit is known about motivations, debate surrounding PE curricula in relation to the promotion of ongoing participation and active lifestyles has, hitherto, tended not to be informed by actual patterns of provision and participation.

### Specific comments

#### **1 "The introductory section (p.3) ... should be expanded ... an exposition of physical education's broader goals and objectives"**

In the light of the substantial increase in the size of the paper - as a result of responding to reviewers' comments - we have restricted the recommended "exposition" to the following sentence and hope that the reviewer agrees that this is sufficient to give the reader a flavour of the context in which our introductory point is being made:

"For the most part, these debates have revolved around the place of sport (and competitive team games in particular) in PE, the supposed role of PE in health promotion and the extent to which PE can or should be seen to be essentially academic (see, for example, Cale, 2000; Kirk, 1992; Reid, 1996)."

#### **2 "... provide more details of the core constituents of sport-based, multi-activity PE programmes within the body of the text ..."**

Point taken. We have inserted the following section around p.5:

"... the multi-activity curriculum model – 'characterized by short units of activity (4 to 6 lessons)' (Kirk, 2002, p. 4) – has grown to become 'the dominant and ubiquitous approach to organising school physical education' (Kirk, 2002, p. 4), not only in the UK but internationally as well (Kirk, 2002)."

#### **3 "... pinpoint precisely"**

As much as we would like to be able to do so, we are not able to pinpoint precisely when such programmes came to the fore. However, we have attempted to say a little more about these programmes, in the following terms:

#### **"Sport and physical activity in the physical education curriculum**

By the 1960s, sport and particularly team games had come to form the core of secondary PE curricula by the 1960s (Kirk, 1992, 2003). However, the introduction and increasing appeal of the UK Sports Council's 'Sport for All' campaign around the same time (Houlihan and White, 2002) was associated with a gradual broadening of secondary PE curricula – in sporting terms – from the mid-1960s onwards. This was reflected in the development of de facto multi-activity, sport-based PE programmes (see, for example, Warrington District Physical Education Curriculum Development Group (c1985)) throughout the 1970s and 1980s. Such programmes typically included degrees of activity choice for older pupils in the form of so-called 'option' PE (Scruton, 1992). PE departments came increasingly to plan their curricula around the identification of a nominal typology of different sports and activities – well before such a strategy was formalised in the six activity areas of National Curriculum Physical Education (NCPE) in 1992."

#### 4/5 "What is true for Western Europe ..."

In order to meet the recommendations of reviewers, we have now focused the paper on England and Wales and thus deleted this section.

#### 6 "... failure to adequately engage the sociological work on the 'new condition of youth' ... this should be the interpretive hub of the paper"

We acknowledge this pertinent point and, in doing so, have 'expanded' the section on 'youth's new condition' around pp. 14-18 and attempted to 'make the interpretive position advanced therein more readily apparent'. It now reads as follows:

##### 'Youth's new condition', leisure styles and participation in sport and physical activity

Youth, as Iacovou and Berthoud (2001, p. 1) remind us, is a relatively recent phenomenon. Half a century ago, 'a person's early life could be conceptualized as consisting of well-defined phases' leading from childhood through a transition period to old age. In recent decades the wider social and economic forces 'that have been destabilizing employment, gender, and age roles have not left leisure unscathed' (Hendry et al, 2002, p. 1). Nor, for that matter, have these changes left the life-stage of youth unaffected (Bynner, 2001; Hendry et al, 2002; Roberts, 1999). 'A radical transformation in the context of youth transitions' (Bynner, 2001, p. 5) has been under way for a quarter of a century or more, such that since the 1970s we have witnessed the emergence and development of what has become known as the 'new condition of youth' (Roberts, 1999): a process characterized by several features. Firstly, the life stage of youth has, in several respects, been prolonged (Hendry et al, 2002; Roberts, 1999). Across Europe the transition between youth and adulthood has become 'a long-drawn-out and unpredictable process' (Iacovou and Berthoud, 2001, p. 1). The typical ages at which young people cross thresholds into work, parenthood and the like has risen over the last 30 years or so (Roberts, 1999). Indeed, 'incomplete transitions' to some adult roles are increasingly common in the Western world (Schizzerotto and Lucchini, 2002). Secondly, young people's biographies can be seen to have become more individualized (Iacovou and Berthoud, 2001; Roberts, 1999; Schizzerotto and Lucchini, 2002; Wallace and Kovatcheva, 1998; Wyn, Tyler and Willis, 2002) – inasmuch as they have more varied experiences in post-compulsory education, in the workplace, in leisure and in the social networks to be found in all these places. In short, 'there are no longer "normal" biographies, i.e. typical sequences in the transition from youth to adulthood, in contemporary societies' (Schizzerotto and Lucchini, 2002, p. 7) – youth, as a life stage, has become more individualized (Hendry et al, 2002). As a consequence, the leisure 'tastes and styles' of youth have fragmented (Hendry et al, 2002, p. 1). Thirdly, young people's futures have become a good deal more uncertain (Roberts, 1999), not least because of the pace of economic and social change. One consequence of this has been the difficulty young people have in establishing self-concepts around working roles. Fourthly, and as a corollary of their uncertain futures (Roberts, 1999), all the steps that young people might take have a more pronounced sense of risk attached to them than hitherto. The economic and social situations young people find themselves in can appear quite threatening (Roberts, 1999) and the changing youth labour market has led, amongst other things, to young people spending longer in education (Iacovou and Berthoud, 2001). Finally, 'young people's dependence upon their family has been prolonged' (Roberts, 1999, p. 117) and within the process of individualization is an increasing tendency for young people to live alone when they are not living in the parental home (Iacovou and Berthoud, 2001).

As a consequence of these 'changes in the social context' and the 'meaning of childhood and youth' (Wyn, Tyler and Willis, 2002, p. 23) there have been substantial changes in recent decades in young people's day-to-day and week-to-week leisure styles (Roberts, 1996b, 1999). The upshot of these developments is that for several decades now, the trend has been towards every young person 'having a particular combination of leisure interests and activities, and a unique leisure career' with individuals developing 'personal stocks of leisure skills and interests' (Roberts, 1999, p. 43) in the construction of 'their own leisure biographies' (Zeijl, du Bois Reymond and te Poel, 2001, p. 380). This process has, in turn, led to corresponding changes in the ways in which young people participate in sport (Roberts, 1996b). During youth, Roberts (1999, p. 118) observes, 'there is a gradual trend away from spending leisure in organized and supervised (settings) ... towards spending time with groups of friends in unsupervised situations, then, later on, towards using commercial facilities.' Hence the increased appeal of informal, casual, recreational activities.

In this regard, Roberts (1999) points out that the increased rates and emerging patterns of participation in leisure-sport exhibited by young people in recent years are partially explainable in terms of their compatibility with broader trends in young people's 'preferred leisure styles'. Thus, leisure in general and sport and physical activity in particular serve as an opportunity for young people to establish and assert their independence (DCMS/Strategy Unit, 2002; Roberts, 1999). In this vein sport, as with leisure as a whole, serves as a key site for young people to decide for themselves *what* they will do and *how* they will do it, as well as *who* they will do it with. It is during youth and adolescence, in particular, that the meaning of what youngsters do lies in no small measure in what it means to significant others around them. During youth, the friendship networks of young people become ever more influential. O'Donovan (2002, p. 1) reminds us that 'adolescents place a lot of importance on belonging, on being included, on being "normal", and on being part of a group', whilst Ntoumanis and Blaymires (2003) point to the importance in recent research of 'the descriptive category "Being part of a social group"' (p. 36). O'Donovan (2003, p. 1) observes that 'young people are primarily concerned with making and keeping friends, and they invest a great deal of energy in group social life in order to do so'. For Arai and Pedlar (2003, p. 194), these 'communities of choice' can 'play a large role in the development of the social self and identity' in the twenty-first century. Leisure, it is suggested, continues to provide an increasingly important arena for individualized youth to come together such that 'leisure contexts' have become 'crucial spaces' for identity construction (Arai and Pedlar, 2003, p. 194). In short, leisure has come to be viewed as 'the pre-eminent domain in which adolescents develop individual preferences and try out social roles through experimentation'

## 7 “... the process of individualization ...”

We have tried to address this point in the revised section on ‘youth’s new condition’.

## 8a “The discussion of social capital makes no reference to the work of Pierre Bourdieu ...”

Taking this point on board, we have now developed the section on social and cultural capital. As a consequence it has become too lengthy to remain a footnote and so we have inserted it around pp. 18-20. The additional section reads as follows:

“Roberts and Brodie (1992) have noted the significance of factors associated with social class for youngsters’ involvement in sport and physical activity and, in particular, social and cultural capital. It is worth saying a little more about these forms of capital. Broadly speaking, in sociological terms, social capital is usually taken to indicate relationships with others that can prove beneficial in one way or another whilst cultural capital refers to skills, knowledge and so forth that give one, as it were, a head start in particular social contexts. In the same way that people possess economic capital they can be seen to possess social and cultural capital (Roberts, 2001) and, in the same way that economic capital can be ‘invested and reinvested’ (Giddens, 2000, p. 78) and passed-down the generations, so too can social and cultural capital (Roberts, 2001).

The term social capital has been coined to refer to social relationships (Roberts, 2001) such as friends, colleagues, associates and so forth. Cultural capital, on the other hand, ‘consists of the skills, knowledge, beliefs and values that we acquire in our particular social milieu’ (Roberts, 2001, p. 218). Giddens (2000, p. 78) refers to social capital as ‘networks that individuals can draw on for social support’. In short, social capital can be viewed ‘as a benefit that accrues primarily to an individual as a result of their participation in a set of social relationships’ (Johnston and Percy-Smith, 2003, p. 324). Notions of reciprocity and generalized trust are central to social capital (Johnston and Percy-Smith, 2003): ‘In other words, individuals behave towards each other with the expectation that they share certain norms and values; they engage in actions which are of benefits to others in the expectation that those actions will be reciprocated at some point in the future’ (Johnston and Percy-Smith, 2003, p. 325). ‘One can invest’ in social capital ‘by building up a circle of friends’ (Roberts, 2001, p. 218) and associates. People can draw upon their social capital when they need to do so and this is especially useful in sporting and leisure contexts.

Like social capital, cultural capital is ‘built up gradually’ (Roberts, 2001, p. 218). And as with social capital, although cultural capital is something that we all possess, ‘crucial differences’ occur ‘not so much in the amounts, but the types, and how valuable they prove to be’ (p. 218). Indeed, ‘At all subsequent life stages, and in all spheres of life’ Roberts (2001, p. 218) observes, ‘the cultural capital that individuals bring to their situations affects their opportunities’ (p. 218). Kew (1997, p. 150) describes cultural capital as ‘a product of specific class-based lifestyles’ and summarizes Bourdieu’s (1985) view that ‘early socialization experiences and conditionings, and the social networks within which these are gained, have a crucial effect upon an individual’s outlook, attitudes and values, disposition, tastes and preferences’ (p. 150) in the whole range of cultural practices including sport and physical activity.”

## 8b “It would be useful for the author to be more explicit in her/his theoretical and ontological underpinnings”

We accept this point in principle. However, given the overall length of the revised paper we would be grateful if the reviewer would accept our recommendation that the sociological perspective (which is intended to be in the tradition of mainstream, broadly Weberian perspectives) remain implicit throughout the paper.

## 9 “‘choice biographies’ would appear to be a concept worth delving into ...”

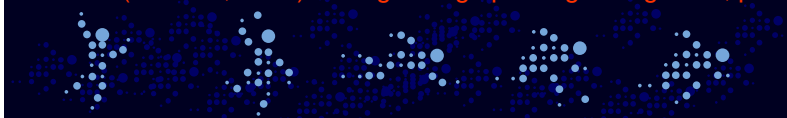
We have extended this section in order to say a little more about this aspect of the paper. It now reads as follows:

“Youth’s new condition is characterized, in particular, by ‘earlier ... social sophistication’ on the part of young people (Hendry et al, 2002, p. 13). From mid-adolescence onwards (Hendry et al, 2002), this has involved, for example, preferences for involvement in casual leisure alongside a desire to access more commercial forms of leisure (Hendry et al, 2002; Roberts, 1999). In preparing young people for what they view as positive uses of their leisure, PE teachers have in effect – and whether wittingly or otherwise – prepared young people for the kinds of ‘choice biographies’ (du Bois-Reymond, 1995; cited in Roberts, 1996b) well-suited to their new circumstances and more individualized leisure lifestyles.”

## 10 “The concluding paragraph ends rather abruptly”

Point taken. We have re-ordered the concluding sentences in order to give the conclusion a more gentle and fitting ending. The final two sentences now read thus:

“Young people’s sporting and leisure portfolios or repertoires are developed, refined and even reconstructed, especially at periods of youth transition (Roberts, 1999). Like growing up and growing older, participation in sport and physical activity is processual and developmental.”



# An example of how to respond from NIH

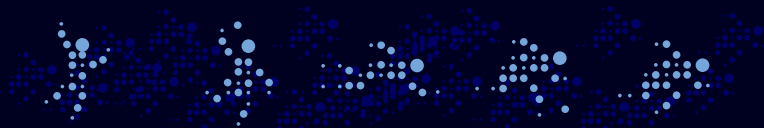
Dear Professor Sugden,

Re: Ref Number JS59 Globalised Fitness in the Norwegian Context: The Perfect meets the Popular.

Thank you for your letter informing me that you had received positive comments about my paper and for the reviewers' comments. Please find attached a revised version of the paper in which I have attempted to address the comments of the two reviewers. I found the comments very helpful and have used them to revise the paper along the lines suggested by the reviewers.

I will first respond to the overall concerns of the reviewers and then proceed to the more specific comments.

...



## Reviewer 1

### Comments

Regarding methodology, it would be useful to have more information on the content of interviews, and how data were analysed.

*In the revised methodology section I have been more specific in listing the different interviewees and in describing the content and structure of the interviews. I have also added some information on analytical strategies regarding the textual and interview materials.*

Also, there is a reference to a 'larger project' (p.5) and this needs clarification.

*This has been clarified in the first paragraph of the methodology section.*

I did not really get a detailed sense of who all of the interviewees were: maybe some more in-depth biographical sketches could be provided in an endnote?

*I have provided more detail on the interviewees in the text, and added the endnote as suggested.*

And it would add substance to the paper if we could 'hear' more of the voices of the interviewees in the form of direct quotations from the interviews to substantiate claims made.

*This was a very useful piece of advice, which I have followed throughout the analytical parts of the paper.*

Similarly, while reference is made to the advertisements analysed, it is not always easy to engage with the analysis of them in the absence of the actual advertisement. If it is not possible to provide a copy of the advertisement in the paper, a more detailed description of each would be useful for the readership.

*I followed the advice of including the advertisement (p.11), since I find it difficult to create the right impression through text only. This picture has been obtained through the information officer of SATS.*

I also found the reference to 'this collection ... and the major national newspapers' (p.5) unclear, and this may require some explanation.

*I have added more precise information on the sampling strategies for advertisements and media texts.*



# Otherwise ...

Dear \*\*\*\*,

Thank you for the revised version of the paper. It would be immensely helpful, however, if you could elaborate in a little more detail just where and what amendments you have made to the paper on separate files in response to each of the reviewers. This will help us speed up the process of consultation with reviewers and, consequently, a final decision regarding publication.

Many thanks

Ken

PS

In light of your 'thanks' to the reviewers would you be inclined to add an acknowledgement along these lines?

# Snatching defeat from the jaws of victory!

## Reviewers' replies to the 08/08 re-submission

### Reviewer #1

When I went through the paper, I could see that in some cases the author had clearly tried to make changes which were congruent with my suggestions from the original review. In other cases my comments had been completely ignored. *It is not the "ignoring" I am concerned about (I am used to it!), it is the fact that the author does not justify why he/she has not tackled a specific point made by a reviewer (in this case me).* It may well be that he/she has a perfectly good reason to do so but this reason must be spelled out in the "responses to reviewers."

### Reviewer #2

The revised paper is, in my opinion, not much improved. The authors have indeed sought to address some of the comments made by the reviewers in the first reading, but the amendments are minor and have not necessarily been carefully done. For example, the sub-headings in the discussion are simply copied from the first line of the paragraphs that they relate to and do not (in every case) provide an accurate reflection of the themes. *Moreover, while the authors contend that they have attended to all grammatical errors, I find this hard to believe as there are many (many!) errors within this revised version (the use of the apostrophe for the possessive is a key example).*

... REJECTED



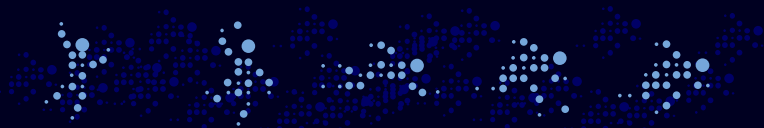


# Identifying “don’ts”!

# Don't ....

- ignore the *Guidelines to Author(s)* ... read the inside cover!
- 'tout' submissions around ... reviewers' comments inform editors of this
- submit co-authored (students') work ... without proof-reading, checking
- submit articles *but refuse to act as a reviewer*
- chase editors ...
- be very defensive re reviewers' comments ... the unintended consequence of which may be for editors to adopt extreme positions in response to reviewers' comments: accept or reject!

**AND ...**



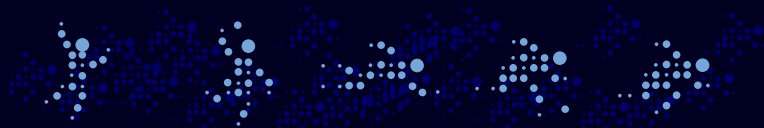
## Some common mistakes: Inappropriate submissions

Good afternoon Mr. Ken Green, I'm submitting an article to EPER, can you tell me how long does usually takes to acceptance. Thank you.

"AQUATIC MOTRICITY IN YOUNG CHILDS WITH DUCHENNE MUSCULAR DYSTROPHY, EVALUATED BY EK FUNCTIONAL MOTOR SCALE"

### Problems:

1. implicitly assumes publication
  2. written English is weak
  3. title of paper suggests he has not read the journal guidelines
- ... all of which sets the paper off on the wrong foot!**



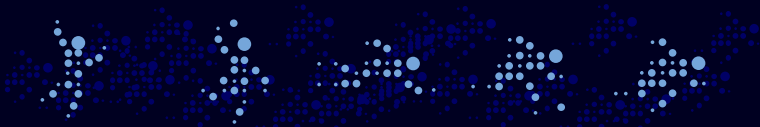
*don't* be greedy, e.g. 'salami-slicing' ... editors and reviewers will look at your other references and publications to see if there is duplication, overlap etc!



## Plagiarise

"Dear Ken,  
So sorry my review took so long (see attached). Just snowed under with admin at present. You will see, from my comments, that I encountered a problem I have not come across before. Basically, the authors of the paper plagiarized large sections of the paper Geoff \*\*\*\* and I published in EPER in \*\*\*\*. While I am flattered that they used my work obviously this is a major problem and for this reason I "hedged my bets" when it came to suggesting an editorial decision. Sorry about this and let me know if you need any clarification,

\*\*\*\*"





## \*\*\*Summary\*\*\*

Your chances of success ultimately depend upon the quality or strength of the paper you are submitting

**BUT**

You can improve your chances by ...

- targeting appropriate journals
- following journal Guidelines to Authors carefully
- taking great care with presentation (especially Abstract and English)
- responding appropriately and in detail to reviewers' comments
- avoiding 'don'ts' at all costs

