

## CALL FOR MANUSCRIPTS

# COMMUNICATION TEACHER

A Journal of the National Communication Association

**Communication Teacher, a quarterly teaching resource, is now soliciting manuscripts.**

Two types of manuscripts will be considered for publication in the journal. First, as in the past, instructional activities that can be conducted in either the K-12 or college classroom will be considered. Second, a new addition, manuscripts focused on communication education assessment in either the K-12 or college classroom will be considered.

### ORIGINAL TEACHING ACTIVITIES

Communication educators in all contexts are invited to submit original teaching activities that can be implemented in the classroom. Teaching activities that can be used in any communication course (i.e., public speaking, hybrid, communication research methods, communication technologies, communication theory, family, gender, health, interpersonal, intercultural, mass, organizational, public relations, rhetoric, small group) are welcome. Each submission should contain the following components: (1) a brief title; (2) the course(s) for which the activity is intended; (3) the objective(s) for the activity; (4) a brief rationale for conducting the activity; (5) a description/explanation of the activity, including any preparation/preliminary steps and materials needed; (6) a debriefing paragraph, including typical results; (7) an appraisal of the activity, including any limitations or variations; (8) references and suggested readings (a minimum of three); and (9) a brief biographical statement for each author. Submissions should generally contain no more than 1500 words.

Original teaching activities that outline a semester-long project or approach to an entire course are also encouraged. These manuscripts should follow the same format as described for **original teaching activities**, and should generally contain no more than 2500 words.

### EDUCATIONAL ASSESSMENT ARTICLES

Communication educators in all contexts are invited to submit original assessment research illuminating assessment results in the classroom. Since most communication educators are now being asked to defend why we construct our classes in the ways we do, assessment research can prove valuable in two ways: first, educators will be afforded an opportunity to modify their classroom practices based on the results of such studies; and, second, educators can use the studies as models for conducting similar assessment research in their own departments. Each submission should contain the following components: (1) a brief title; (2) the course for which the assessment was conducted; (3) an abstract of no more than 100 words; (4) a brief statement of the problem and rationale (approximately one to three paragraphs); (5) the research question(s) or hypothesis(es); (6) the method; (7) the results; (8) a discussion of the conclusions and implications; (9) references; and (10) a brief biographical statement for each author. Submissions should generally contain no more than 7,000 words.

### SUBMISSIONS

All manuscripts must conform to the *Publication Manual of the American Psychological Association* (5th edition, 2001) and should not be under editorial review for other journals. Submissions will receive blind review by at least two members of the Editorial Board. The decision not to publish a manuscript is final.

All submissions should be made online at *Communication Teacher's* Manuscript Central site:  
<http://mc.manuscriptcentral.com/RCMT>

New users should first create an account. Once a user is logged onto the site, submissions should be made via the Author Center.

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