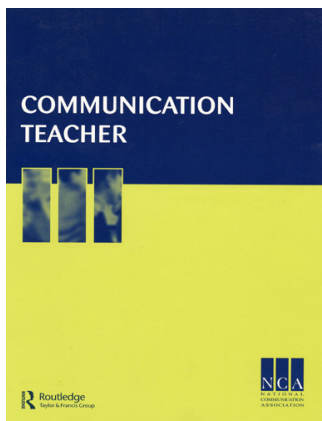


COMMUNICATION TEACHER



NEW EDITORIAL POLICY

Communication Teacher is edited by Cheri Simonds, Illinois State University, USA. The new editorial policy is as follows



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, manuscripts focused on communication education assessment on student learning, classroom practices (K-12 or college), or program development 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 theoretical

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. The biographical statement should be submitted separately from the main document to ensure blinded review. 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. Assessment involves systematic reflection of instructional practices and allows communication educators to monitor student learning as well as improve the quality of specific courses or overall programs. Assessment articles should be data driven. Data can be qualitative or quantitative. Assessment research provides educators an opportunity to modify their instructional practices based on the results of such studies. Each submission should contain the following components: (1) a brief title; (2) the course or program for which the assessment was conducted; (3) an abstract of no more than 100 words; (4) a brief statement of the problem and theoretical rationale; (5) the research question(s) or hypothesis(es); (6) the method for data collection; (7) the results; (8) a discussion of the implications of the results on instructional practice; (9) references; and (10) a brief biographical statement for each author. The biographical statement should be submitted separately from the main document to ensure blinded review. Submissions should generally contain no more than 7,000 words.

SUBMISSIONS

All manuscripts must conform to the Publication Manual of the American Psychological Association (6th edition, 2009) and should not be under editorial review for other journals. Submissions that do not follow the components listed in this call will be returned to the author for format revisions. Submissions sent out for consideration 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 Scholar One Manuscripts: <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.

Cheri Simonds
Editor
CommTeacher@ilstu.edu

Chris Wasilewski.
Editorial Assistant
CommTeacher@ilstu.edu



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