

Notes for Authors

Language & Linguistics Compass

Thank you for agreeing to write an article for *Language & Linguistics Compass* – the unique online reviews and survey journal from Wiley-Blackwell. Please take a moment to read over these notes. Further information can also be found in the Compass [Author Centre](http://www.blackwell-compass.com/author_centre) - http://www.blackwell-compass.com/author_centre.

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What is Language & Linguistics Compass?

Language & Linguistics Compass (www.linguistics-compass.com) offers the quality of a scholarly journal combined with the speed and functionality of the Web.

Language & Linguistics Compass publishes peer-reviewed state-of-the-field articles on a continuous basis, with new articles appearing as soon as they are ready. The ideal Compass article is an intervention in the field or sub-field, showing its present state and direction in the future. While our authors are leading researchers, we do not publish primary research but rather an author's position on the field or sub-field. As a Compass article must be accessible to international and interdisciplinary scholars, teachers, and interested readers, we think of it as research with a public face.

Compass journals do not publish pure primary research articles, and such articles will not be considered or reviewed. Authors are referred to <http://linguistics-compass.com> for sample articles which exemplify the acceptable format.

Read more:

[http://www.blackwellpublishing.com/pdf/How to write a review article.pdf](http://www.blackwellpublishing.com/pdf/How_to_write_a_review_article.pdf)

Language & Linguistics Compass articles allow scholars and advanced students to:

- keep up with new developments and trends in research
- teach in a new or unfamiliar area outside of their speciality
- ensure that students are exposed only to quality-controlled online content (as opposed to unvalidated content from search engines)

Encompassing all areas across the discipline, *Language & Linguistics Compass* publishes original, peer-reviewed survey articles on a continuous basis.

In addition, the journal also offers select [Teaching & Learning Guides](#), and VLE / CMS compatibility (e.g. Blackboard, WebCT, Moodle).

Author Benefits

Benefits for authors include:

- Article published within 12-16 weeks after acceptance of final copy
- A citable, peer-reviewed article, with a permanent DOI
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- 5% off a subscription for your institution

In addition, you will receive free Wiley-Blackwell books of your choice to the value of £30/\$50, if your manuscript is submitted by the agreed deadline.

The Compass Audience

The *Compass* audience consists of research and teaching faculty, graduate students and advanced undergraduates – from potentially any area of the discipline. This is a distinguishing feature of the journal, and a benefit to authors in terms of enhanced exposure. You are writing for your peers, but also for researchers and students from unrelated areas. It is therefore crucial that *Compass* articles always remain accessible to non-specialists. The writing should be authoritative and lively.

Language & Linguistics Compass readers will be able to cite your article in their publications, email details of the article to their colleagues, or use it in their class reading lists.

Article Length and Scope

Importantly, *Compass* articles are shorter than most papers - **3000-5000 words long**. The Section Editor will agree the topic of your article with you before you begin to write your piece. If 5,000 words does not offer sufficient space to cover the topic, perhaps the simplest and best strategy (for everyone) is to split the article into two or more separate papers, each dealing with a distinct part of the topic. This should be agreed with the Section Editor in advance.

The writing style should be crisp, concise and informative, and livelier than a research paper. Remember: you are writing for non-specialists from many different areas. Your article will be their gateway into a new subject. Your aim is to engage as well as inform the reader.

Articles will fall into at least one of the following three categories and will answer one or more of the questions below:

1) Recent research and debates in your field – What debates are driving your field? What new research has been published? What does it add to these debates or the field more generally? Can you put that new research in context? Does a new school of thought or paradigm seem to be developing? Has a new controversy erupted?

2) Comparative look across sections or boundaries – Are there related things happening in different fields? Can you suggest comparisons that have not been fully explored? Can one area provide an insight into another when used in teaching or research?

3) State of the field – Can you offer a fresh perspective on developments in your field? Perhaps there are arguments or fads drawing attention away from what you think are the critical points? Perhaps the field is stagnating? Are students and teachers flocking to or fleeing from your field? Is your area well and fairly covered in the media? Are there resources or archives that are new or underused and are worthy of attention? Has the field been affected by or is it impacting on current affairs?

Articles submitted to *Compass* should not have been previously published or accepted to be published elsewhere. Papers presented at a conference or symposium may be accepted for publication by agreement with the relevant editor.

Examples of Compass Articles

If you have not already done so, please feel free to visit the site, where you can see the kind of articles already published: www.linguistics-compass.com. Sample articles can also be found on the Blackwell Compass portal: http://www.blackwell-compass.com/author_centre.

Writing Your Article

LSA style should be used for inline citations and the list of References. The reference list is a very important tool for readers. Each reference will be linked electronically to the online source, so it is important that your bibliography be as concise and comprehensive as possible. YOUR ARTICLE CANNOT BE PROCESSED WITHOUT AN ABSTRACT AND REFERENCE LIST, SO PLEASE BE SURE TO INCLUDE THEM.

Optimising Your Title and Abstract

Many students and researcher looking for information online will use search engines such as Google, Yahoo! or similar. By optimizing your title and abstract, you will increase the chance of someone finding it. This in turn will make it more likely to be viewed and/or cited in another work. In order to optimise your abstract, we recommend you

- Ensure the key phrases for your article's topic appear in the title and abstract e.g. 'Kantian Virtue.'
- Use the same key phrases, if possible, in the title and abstract. Note of caution: unnecessary repetition will result in the page being rejected by search engines so don't overdo it.

Example of Well-Optimised Title/Abstract

Genocide and Holocaust Consciousness in Australia

Ever since the British colonists in **Australia** became aware of the disappearance of the indigenous peoples in the 1830s, they have contrived to excuse themselves by pointing to the effects of disease and displacement. Yet although '**genocide**' was not a term used in the nineteenth century, 'extermination' was, and many colonists called for the extermination of Aborigines when they impeded settlement by offering resistance. **Consciousness of genocide** was suppressed during the twentieth century until the later 1960s, when a critical school of historians began serious investigations of frontier violence. Their efforts received official endorsement in the 1990s, but profound cultural barriers prevent the development of a general '**genocide consciousness**'. One of these is '**Holocaust consciousness**', which is used by conservative and right-wing figures to play down the gravity of what transpired in Australia. These two aspects of Australian public memory are central to the political humanisation of the country.

This article appears on the first page of results on Google for 'holocaust consciousness Australia.'

Poorly Optimized Title/Abstract

Australia's Forgotten Victims

Ever since the British colonists in **Australia** became aware of the disappearance of the indigenous peoples in the 1830s, they have contrived to excuse themselves by pointing to the effects of disease and displacement. Many colonists called for the extermination of Aborigines when they impeded settlement by offering resistance, yet there was no widespread public acknowledgement of this as a policy until the later 1960s, when a critical school of historians began serious investigations of frontier

violence. Their efforts received official endorsement in the 1990s, but profound cultural barriers prevent the development of a general awareness of this. Conservative and right-wing figures continue to play down the gravity of what transpired. These two aspects of **Australian** public memory are central to the political humanisation of the country.

Remember:

- People tend to search for specifics, not just one word - e.g. "women's fiction" not "fiction". So use key phrases rather than individual words in your article title and abstract.
- Key phrases need to make sense within the title and abstract and flow well.
- It is best to focus on a maximum of three or four different keyword phrases in an abstract rather than try to get across too many points.
- Finally, always check that the abstract reads well - remember the primary audience is still the researcher, not a search engine, so write for readers not robots.

Figures, Multimedia and Equations

Since *Compass* is online-only, there are almost no significant printing costs for colour visual material, and we have exciting opportunities to include supporting video and audio files. Supplementary files are an effective way to support your article, and they add valuable texture and interest to your article. However, please be aware of the guidelines below.

NOTE: Authors are responsible for obtaining copyright permissions and paying any related fees for any supplementary material they wish to include, be it images, video or audio. Please confirm with the *Compass* Editorial office that the supplementary material can be included before paying any such fees.

Figures and Illustrations

Authors are strongly encouraged to include as many illustrations, photographs, maps and diagrams as they wish. These are all referred to as 'figures' and should be numbered consecutively using Arabic numerals (Figure 4, etc.). You can see examples of possible visualization methods here: http://www.visual-literacy.org/periodic_table/periodic_table.html.

All figures should be computer generated. The figure should be submitted in EPS, TIF or JPG format at 300 dpi. If exporting to EPS all fonts should be embedded. The maximum image size that can be loaded onto ScholarOne is 40 Megapixels. Detailed guidelines may be found here:

<http://authorservices.wiley.com/bauthor/suppmat.asp>

Tables and Figure Captions

For each table or figure, enter **TABLE** or **FIGURE** with a number (**1, 2**, etc.) at the top of the page. Put the title under this, also centered and boldface. Number tables and figures consecutively (one series for tables, one for figures). Place them at the end of your manuscript, but indicate the position of each in the text as follows:

[Insert Table 2 here]

Each table or figure needs an introductory sentence in your text.

Video

At *Compass*, we encourage authors to submit supplementary video files. We can accept a wide range of video file formats such as .WMV, .AVI, .MOV, and .MPG. If your video is not in one of these formats we may still be able to accept it - please let us know before submitting.

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Equations should be numbered consecutively with bracketed Arabic numerals in the right-hand margin. Authors may also use a special typeface (e.g. bold, italic, Greek, etc.) where symbols occur in the text. Careful attention should be paid to sub- and superscript symbols, and upper and lower case letters. All constituent terms should be defined when they initially appear.

Glosses and Translations of Examples

Examples not in English must be translated or glossed as appropriate. Sometimes, both a translation and a word-for-word or morpheme-by-morpheme gloss are appropriate.

a. Place the translation or gloss of an example sentence or phrase on a new line below the example:

(26) La nouvelle constitution approuvée (par le congrès), le président renforça ses pouvoirs.
'The new constitution approved (by congress), the president consolidated his power'.

b. Align word-for-word or morpheme-by-morpheme glosses of example phrases or sentences with the beginning of each original word:

(17) Omdat duidelijk is dat hie ziek is.
because clear is that he ill is

c. Observe the following conventions in morpheme-by-morpheme glosses:

i. Place a hyphen between morphs within words in the original, and a corresponding hyphen in the gloss:

(41) fog-ok próbál-ni olvas-ni
will-1sg try-inf read-inf

ii. If one morph in the original corresponds to two or more elements in the gloss (cumulative exponence), separate the latter by a period, except for persons; there is no period at the end of a word:

(5) es-tis be-2PL.PRES.IND.ACT

iii. Gloss lexical roots in lowercase roman type.

Gloss persons as 1, 2, 3, and 4.

Gloss all other grammatical categories in small capitals (double underscore).

iv. Abbreviate glosses for grammatical categories. List the abbreviations in a note.

Phonetic and Orthographic Characters

For special phonetic and orthographic characters, please use the SIL Doulos fonts, which are available at:

http://scripts.sil.org/cms/scripts/page.php?site_id=nrsi&id=DoulosSILfont

Short Biography / Biographies

Authors should include a short biographical paragraph about themselves (and for co-authors where applicable). The Biography should be submitted as a separate document and contain a few sentences about each of the following: educational history, recent professional/teaching history, research interests and some information about recent or forthcoming publications. Here is an example of a well-written biography:

John Doris' research is located at the intersection of psychology, cognitive science, and philosophical ethics; he has authored or co-authored papers in these areas for *Noûs*, *Bioethics*, *Cognition*, *Philosophy and Phenomenological Research*, *The Encyclopedia of Cognitive Science*, *The Encyclopedia of Ethics*, and the *Oxford Handbook of Contemporary Analytic Philosophy*. His book *Lack of Character* (Cambridge 2002) argues that reflection on experimental social psychology problematizes familiar philosophical and “folk” conceptions of moral character. Current research involves both theoretical and empirical research on moral responsibility, evaluative diversity, rationality, and the self. He has held fellowships from Michigan's Institute for the Humanities, Princeton's University Center for Human Values, and the National Endowment for the Humanities. Before coming to Washington University in St. Louis, where he presently teaches, Doris taught at the University of Michigan and the University of California, Santa Cruz. He holds a BA in Philosophy from Cornell University and a PhD in Philosophy from the University of Michigan, Ann Arbor.

Submitting Your Article

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Please submit:

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- Please ensure that you have included an abstract in the main body of the article, or as a separate file.

- A separate title page (inc. your article title, name, affiliation and correspondence address / email address). Please also include a shorter version of your article's title (or 'running head') in this document.
- A one-paragraph short biography (see above)
- Any separate figure files in EPS, TIF or JPG format at 300 dpi
- If sending TeX files, any associated files (.bib, .sty **and font files** etc)
- An anonymous PDF is acceptable in the first instance, but if the article is accepted, we will need one of the above formats from which to extract clean text.

NOTE: If your article is in .tex format, or contains any special characters, it is advisable to submit a supplementary PDF version of your paper, for cross-checking.

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Peer Review

Once submitted, your article will first be evaluated by the relevant Section Editor(s) to ensure it fulfils the journal's principles and aims.

If this is the case, the article is then reviewed by referees, chosen by the Section Editor for their specific subject knowledge.

Authors of submitted articles are asked to consider the criticisms, suggestions and corrections of the referees and Section Editor(s) and where possible, to address them. The Section Editor(s) will mediate any conflicting reviews.

If the author disagrees with the reviews, they are entitled to set forth their views and justifications. However, the Section Editor is entitled to decline publication if they feel the review criticisms have not been sufficiently addressed. The decision of the Section Editor(s) is final. An invitation to contribute an article does not guarantee acceptance.

Post-Acceptance

How long to publication?

In general it takes around 12-16 weeks from acceptance to publication. However, prompt return of author proofs will speed up this process.

Proofs

Once accepted, your article will be sent to the copyeditor. You will then receive your PDF proof via email. At this stage you should be correcting minor errors only. Corrections will usually be communicated by email to the Production Editor. However, you will receive specific instructions with your PDF proof.

If you need to make extensive corrections to the proof then please print out the PDF file and mark it up in black or blue ink. The corrected proofs should then be sent by post to the Production Editor.

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Once your article has been published on *Language & Linguistics Compass* you will be given free personal access to the site for 1 year.

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Language & Linguistics Compass Style Guidelines

LSA style

LSA style should be used for inline citations and the list of References. The reference list is a very important tool for readers. Each reference will be linked electronically to the online source, so it is important that your bibliography be as concise and comprehensive as possible. YOUR ARTICLE CANNOT BE PROCESSED WITHOUT AN ABSTRACT OR REFERENCE LIST, SO PLEASE BE SURE TO INCLUDE THEM.

All articles must contain an **Abstract**, a list of **Works Cited** and a **Short Biography** (this final addition should be submitted as a separate file).

Quotations

Every quotation should be accompanied by a reference to its source and publication year (e.g. Author 2010).

Short quotations (less than 30 words) “should run on within the normal sentence structure” (Author 2010). Use quotation marks to distinguish the quote, and, if appropriate, preceded by a comma (for shorter quotations) or a colon (for longer quotations).

Long quotations (more than 30 words) should be displayed:

Displayed quotations do not require quotation marks. They should be set smaller than normal text type and indented by the normal paragraph indent, with no extra space above or below.
(Author 2010)

The spelling, grammar, etc. of direct quotations should not be edited. Use [sic] to signify a direct quote of an error.

Endnotes

Where necessary, endnotes may be used sequentially throughout the text. Endnotes should be in the format 1, 2, 3 rather than i, ii, iii.

Notes should be kept to an absolute minimum, and any arguments should be made in the main article body where possible.

Notes **do** count towards the final word count.

References examples

The Works Cited should be alphabetized by the last names of the authors (or editors); if a work has no author or editor, it should be alphabetized by the first word of the title, disregarding *A*, *An*, or *The*.

If there are two or more works by the same author, use the author's name only for the first entry. For subsequent entries use three hyphens followed by a period. The titles should be listed in alphabetical order.

Web addresses should only break at the end of a line after a slash and should begin and finish with angle brackets.

Dorian, Nancy C. (ed.) 1989. Investigating obsolescence. Cambridge: Cambridge University Press.

Hale, Kenneth, and Josie White Eagle. 1980. A preliminary metrical account of Winnebago accent. *International Journal of American Linguistics* 46.117-32.

Miner, Kenneth. 1990. Winnebago accent: the rest of the data. Lawrence: University of Kansas, ms.

Perlmutter, David M. 1978. Impersonal passives and the unaccusative hypothesis. Berkeley Linguistics Society 4.157-89.

Poser, William. 1984. The phonetics and phonology of tone and intonation in Japanese. Cambridge, MA: MIT dissertation.

Prince, Ellen. 1991. Relative clauses, resumptive pronouns, and kind-sentences. Paper presented at the annual meeting of the Linguistic Society of America, Chicago.

Rice, Keren. 1989. A grammar of Slave. Berlin: Mouton de Gruyter.

Singler, John Victor. 1992. Review of Melanesian English and the Oceanic substrate, by Roger M. Keesing. Language 68.176-82.

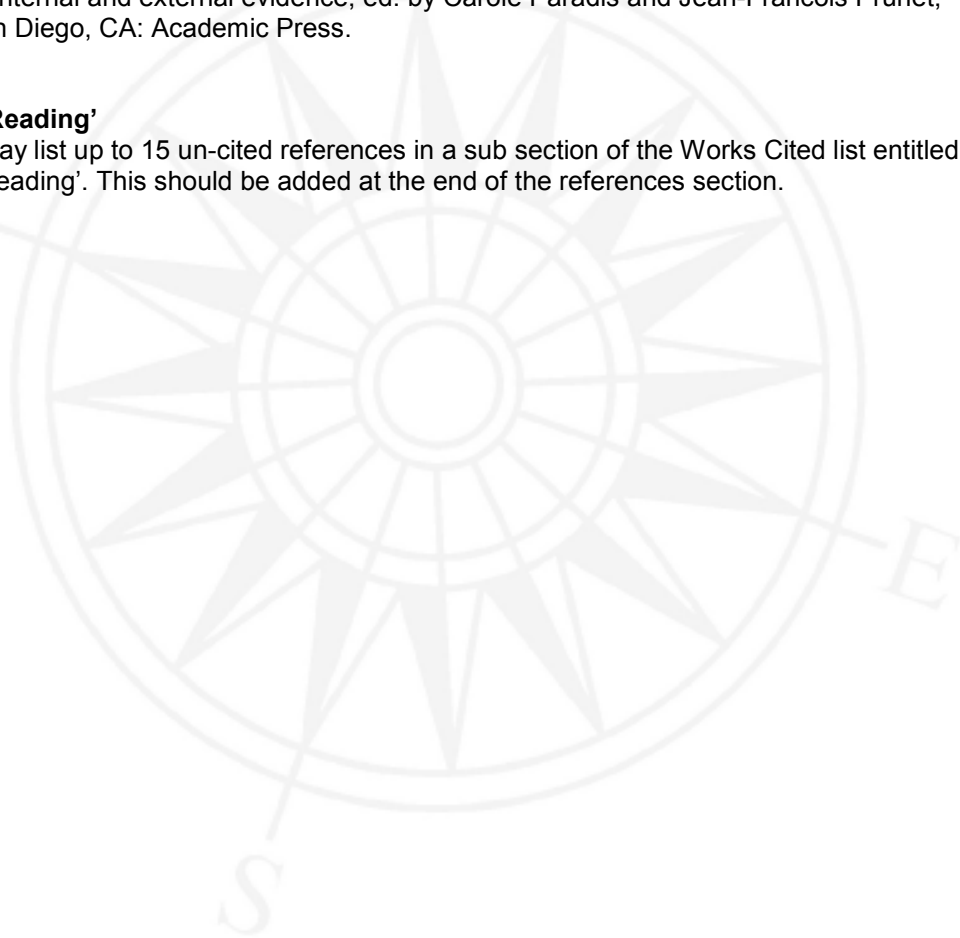
Stockwell, Robert P. 1993. Obituary of Dwight L. Bolinger. Language 69.99-112.

Tiersma, Peter M. 1993. Linguistic issues in the law. Language 69.113-37.

Yip, Moira. 1991. Coronals, consonant clusters, and the coda condition. The special status of coronals: internal and external evidence, ed. by Carole Paradis and Jean-Francois Prunet, 61-78. San Diego, CA: Academic Press.

'Further Reading'

Authors may list up to 15 un-cited references in a sub section of the Works Cited list entitled 'Further Reading'. This should be added at the end of the references section.





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