



Adult Literacy Education: The International Journal of Literacy, Language, and Numeracy

Guidelines for Authors

Published by ProLiteracy in partnership with Rutgers University

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Mission Statement

ALE is published three times a year by ProLiteracy in partnership with Rutgers University. The journal's mission is to publish research on adult basic and secondary education and transitions to college and career programs. It informs practitioners, researchers, policy makers, and funders about best practices in adult literacy, numeracy, and English language education in publicly funded, community and volunteer-based programs in a wide range of contexts. Each issue will consist of research articles focused on a particular theme plus other content of interest to readers (e.g., resource reviews, opinion pieces, and debates and discussions on timely topics of interest to the field).

To fulfill its mission, ALE publishes articles of interest to both researchers and practitioners. These articles fall into five categories:

- Peer-reviewed research articles
- Peer-reviewed "Reports from the Field"
- Peer-reviewed viewpoint articles
- Features
 - Forums
 - Book Reviews
 - "Tech Teaching Tools"
 - "Theory to Practice"
 - Letters

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Research Articles

ALE seeks to publish research of all types, critical essays, philosophical and theoretical pieces, and other scholarly work of relevance to individuals working in the adult basic education and literacy field. Articles should address an upcoming theme (see the ALE Journal homepage for details) or topics of interest to the field, including but not limited to distance learning and technology, instructional strategies and tactics, program improvement, historical research, policy impact research, etc. All research articles are subject to double-blind peer review by three consulting editors. Authors' identities are concealed from reviewers, and vice versa.

Specifications

1. ALE accepts research manuscripts up to 7,500 words long, including abstract, tables, figures, and references, and reserves the right to return any manuscript that exceeds that length.
2. All research manuscripts must conform to the guidelines set forth in the latest edition of the Publication Manual of the American Psychological Association (APA). References must also be in APA format.
3. Technical terms must be explained briefly using language that all people in the field can understand. Authors should use simple, direct prose.
4. To facilitate blind review, manuscripts need to be submitted online and include the following:
 - a. the title of the manuscript;
 - b. the name, complete address and phone number, e-mail address, title, and institutional affiliation of each author;
 - c. any necessary notes identifying the contributions of colleagues, or any previous oral or written presentation of contents of the manuscript;
 - d. a list of up to five key words to facilitate database searches;
 - e. agreement to the following warrant statement: "I hereby confirm the assignment of first publication rights to the manuscript named above in all forms to ProLiteracy, effective if and when it is accepted for publication in Adult Literacy Education: The International Journal of Literacy, Language, and Numeracy. I warrant that my manuscript is original work and has not been accepted for publication by another periodical. I further warrant that my work does not infringe upon any copyright or statutory rights of others, does not contain libelous statements, and that consulting editors, staff, and officers of ProLiteracy are indemnified against all costs, expenses, and damages arising from any breach of the foregoing in regard to this manuscript. Finally, I acknowledge that ProLiteracy is relying on this statement in any publishing of the manuscript's information."

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- f. Agreement to assign copyright to ProLiteracy
5. The first page of the manuscript should repeat the title, but not the authors' names, and include a clearly written abstract of approximately 100 words.
6. Tables should be used sparingly and must be explained in the text.
7. If figures are used, the author must be prepared to submit camera-ready copy at time of acceptance.
8. All manuscripts must be submitted as Microsoft Word documents.

Review Criteria

1. Importance and relevance to the Field in terms of adding to the knowledge base
2. The overall soundness of the research approach (e.g., methodology, logic of analyses, etc.)
3. The overall soundness of the inferences, conclusions, and implications for practice
4. The quality and timeliness of references cited
5. The organization, writing quality, and readability of the manuscript
6. Adherence to the journal's submission guidelines

Reports from the Field

Articles should be written in the first person, and authors should describe successful innovations or challenges and problems of practice. They should reflect on actual teaching or administrative practices in an accessible manner. The topic should have broad appeal to practitioners. Articles are peer-reviewed by selected guest reviewers with experience in the topic area. Authors are free to submit unsolicited manuscripts, or they may contact the journal editor e-mail to discuss ideas and approaches before beginning work.

Teachers, tutors, program directors, supervisors, and other practitioners are encouraged to submit practitioner perspective pieces. Maximum length is 2,500 words, including resource list and references, if any. All articles must be submitted as Microsoft Word documents.

Review Criteria

1. The article's practical relevance to those working in adult basic education and literacy
2. Its contribution to the knowledge base and/or its potential to inform practice
3. The organization, writing quality, and readability of the manuscript
4. Inclusion of sufficient information to enable other practitioners to apply what they learn

Viewpoint Essays

Viewpoint essays chart changes or trends in the field, interpret the meaning of these changes, and describe implications for the adult basic education and literacy field. These essays are peer-reviewed. Viewpoints articles should include a well-argued position about a controversy or area of concern.

To suggest authors or topics for future Viewpoint essays, contact the editors. Viewpoint essays are limited to 2,500 words. They are intended to stimulate discussion and comment. Readers may respond to Viewpoint authors by sending a letter to the ALE editors, at ALEJournal@ProLiteracy.org. Edited responses will be published as letters in future issues.

Features Book Reviews

Book reviews focus on texts that will be of interest to researchers and practitioners related to adult basic education and literacy, English language, and numeracy learners. Individuals interested in writing a book review or having a book reviewed should contact the Book Review Editor, Daphne Greenberg, dgreenberg@gsu.edu.

Resource Reviews

Resource reviews focus on instructional and professional development materials including text books, curriculum guides, assessments, instructional games and activities, and reading materials aimed at adult basic education and literacy, English language, and numeracy learners. Individuals interested in writing a resource review or having instructional materials reviewed should contact the Resource Review Editor, Susan Finn Miller, sfinnmiller@gmail.com.

Forums, Tech Teaching Tools, and “Theory to Practice”

These features are solicited by the editors. However, individuals who have suggested topics should contact the editors at ALEJournal@ProLiteracy.org.

Letters

Letters are welcome, especially in response to Viewpoint essays. Please keep them brief (less than 1,000 words) and, if applicable, indicate the author to whom you are responding. Letters should be submitted to the ALE editors, at ALEJournal@ProLiteracy.org and should include the author’s mailing address, e-mail address, affiliation, and phone number with best time to call. All letters must be submitted as Microsoft Word documents.

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