



## Call for Voices from the Center (Rev. 5/2021) *The Journal of Peer Tutoring in Secondary Schools*

Managing Editor: Dr. Amber Jensen

Contact: [jptss.editor@gmail.com](mailto:jptss.editor@gmail.com)

Deadline: Submissions will be reviewed as they are received

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Our readership is thirsty for fresh voices, ideas, and strategies. The *Voices from the Center* column seeks to publish personal narratives and thought pieces written by tutors, directors, or researchers at any level (secondary or postsecondary) who have at least some direct, personal experience with secondary writing or peer-tutoring centers.

In contrast to the research, practitioner, or tutor articles published in *JPTSS*, pieces published in the *Voices from the Center* column share noteworthy experiences or discoveries related to tutoring or managing secondary centers in an engaging and concise narrative form. The goal is to give readers a glimpse into insights gained from moments and discoveries within secondary centers. Topics may include narratives about troubling or successful sessions, new training strategies or advertising techniques, workshops offered by tutors, or two perspectives of the same event, to give a few examples.

**Authors and Audience.** We expect pieces published in the *Voices from the Center* column to be written primarily by current or recent secondary peer tutors or directors. These should be written with other secondary peer tutors and directors in mind as the audience.

**Length and Format.** *Voices from the Center* articles are recommended to be about 1,000 words (approx. 4 double-spaced pages).

**Formatting Guidelines.** Before submitting a manuscript for consideration, please ensure it meets the formatting guidelines of the 8th edition of the MLA handbook. Works Cited pages are not expected, as these pieces will not likely cite research or other sources.

**Review Process.** Once your piece is submitted, it will be reviewed by the *JPTSS* managing editor. If the manuscript has promise, the editor will work directly with the author(s) through the revision process, typically through written feedback. Note that accepted pieces may go through a few rounds of revision and copyediting before being ready for publication in the journal.



## Call for Tutor Articles (Rev. 5/2021)

*The Journal of Peer Tutoring in Secondary Schools*

Section Editor: Dr. Susan Frenck

Contact: [jptss.editor@gmail.com](mailto:jptss.editor@gmail.com)

Deadlines: May 15, 2021 (Priority) - August 15, 2021 (Rolling)

**Authors and Audience.** We expect tutor articles to be written primarily by current or recent secondary peer tutors who have had considerable tutoring experience. Tutor articles should be written with other secondary peer tutors and their directors in mind as the audience.

**Length and Format.** Tutor articles are recommended to be between 1,500 and 2,500 words (approx. 6-10 double-spaced pages), including Works Cited.

**Article Guidelines.** Tutor articles for this journal should:

1. **Clearly present a question, problem, or challenge** related to tutoring in a secondary writing or peer-tutoring center. Anecdotes and personal narratives can spark reader interest in your topic. Find balance between a professional and personable voice; don't be too "academic" or stiff.
2. **Provide context** about your role and experience as a tutor and background about your school and center. Remember, readers won't know the context like you do. Include relevant details about your center such as: How many tutors are in your center? What is your school like? When does tutoring happen? What else should we know about peer tutoring at your school?
3. **Reference resources** you consulted to address the challenge your article raises. These may include (1) texts related to writing centers or peer tutoring, and/or (2) books, articles, reputable websites, or other resources you used to understand your topic or develop your intervention.
4. **Describe the intervention, initiative, or change** you implemented. What concrete steps did you take to investigate the issue, put an initiative in place, or address the problem? Why did you take that approach? Be sure your intervention responds to the problem or challenge addressed.
5. **Share the outcomes and your reflections.** What was the outcome of your initiative? What discoveries did you make? What will you do differently next time? What takeaways will be useful for other centers or tutors in their practice? Exploring nuance is important here. You don't need to "prove" that your project went exactly as planned or solved the problem. Successful articles will share limitations, including what didn't work as well as new questions or next steps that emerged.
6. **Extend your findings.** How might your discoveries be helpful to tutors or directors at other secondary centers? Offer your suggestions with nuance and humility. It's unlikely that one initiative can solve a problem altogether, so be sure you can stand by your claims or suggestions.

**Formatting Guidelines.** Before submitting a manuscript for consideration, please ensure it meets the following guidelines:

- ❑ Tutor articles do not go through a blind review process, so identifying information such as names and institutions need not be redacted from submissions. However, manuscripts should not include teacher names, course names, or dates in the header as an assignment submitted for a class might.
- ❑ In-text and bibliographic references follow the 8th edition of the MLA Handbook.
- ❑ Articles are formatted according to MLA manuscript guidelines: double-spaced (including quotations and Works Cited), standard 1" margins, page numbers, etc. Review MLA guidelines for the formatting of section headings.
- ❑ Figures, tables, and images, if included, are included as part of the manuscript at the time of initial submission. See MLA guidelines for instructions on labeling and captioning visual items.
- ❑ At this time, we are a prose and image journal only, so submissions should not include multimodal content or embedded video, although web references may include hyperlinks (hyperlinked resources should also be included in the Works Cited).

## Editor Checklist: Tutor Articles (Rev. 5/2021)

Once your piece is submitted, it will be reviewed by a *JPTSS* editor. If the manuscript has promise, the editor will recommend an editorial assistant to work closely with the author(s) through the revision process, which often includes virtual tutoring sessions and written feedback. Note that articles typically go through a few rounds of revision, and it can take up to a few months to prepare articles for publication. Please use this checklist to consider if your piece is ready for submission.

<p>Topic and Context</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Does the article clearly present a question, problem, or challenge related to tutoring in a secondary writing or peer-tutoring center?</li><li><input type="checkbox"/> Does the article provide sufficient context about the author's role and experience as a tutor and background about the school and center?</li></ul>
<p>Intervention, Initiative, or Change</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Does the article describe concrete steps taken to investigate the issue, put an initiative in place, or address the problem? Are the steps relevant to and replicable in other secondary centers?</li><li><input type="checkbox"/> Does the intervention directly respond to the problem or challenge addressed?</li></ul>
<p>Outcomes and Reflections</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Does the article describe the outcome of the intervention, initiative, or change?</li><li><input type="checkbox"/> Does the author reflect on the outcomes by addressing discoveries, directions for future interventions, and takeaways for other tutors or centers?</li><li><input type="checkbox"/> Does the presentation of outcomes and reflections include a discussion of the limitations of the project and nuance to the claims being made?</li></ul>
<p>Extension of Findings</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Are the conclusions presented relevant to and extended for tutors in other centers? Does the author provide reasonable and well-supported suggestions as they consider the replicability of their discoveries?</li></ul>
<p>Overall: Resources</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Throughout the article, are there references to the resources tutor(s) used to identify the problem, define guiding concepts or terms, prompt interventions, or contextualize findings?</li><li><input type="checkbox"/> Are all resources cited in a Works Cited page at the end of the manuscript?</li></ul>
<p>Overall: Voice, Audience, and Relevance</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Is the tone of the article both professional and personable?</li><li><input type="checkbox"/> Does the article identify topics, propose interventions, and report findings that are likely to be relevant and useful to tutors at other secondary centers?</li><li><input type="checkbox"/> Does the article propose a new way of looking at an issue related to secondary writing or peer-tutoring centers that isn't common knowledge or practice?</li><li><input type="checkbox"/> Overall, is the argument and topic shared relevant, interesting, and worth publishing?</li></ul>
<p>Overall: Article Length</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Is the article within or close to the word count (1,500 - 2,500 words; approx. 6-10 double-spaced pages)?</li></ul>

Support for Writers. Please see the [Support for Writers](#) page on the *JPTSS* website for sample articles, reviewer rubrics, notes about ethical research procedures, and other recommendations from the editors. We provide this [sample, annotated tutor article](#) for authors to review to get a sense for the appropriate tone and scope of a tutor article. This [video](#) may also prove helpful.



## Call for Practitioner Articles (Rev. 5/2021) *The Journal of Peer Tutoring in Secondary Schools*

Section Editor: Dr. Heather Barton

Contact: [jptss.editor@gmail.com](mailto:jptss.editor@gmail.com)

Deadlines: August 1, 2021 (Priority) - October 1, 2021 (Rolling)

**Authors and Audience.** We expect practitioner articles to be written by secondary or postsecondary writing or peer-tutoring center directors, school administrators, or other writing and learning-center professionals with significant experiences working in secondary school centers. Practitioner articles should be practical, reflective, and written with secondary directors and school administrators in mind.

**Length and Format.** Research articles are recommended to be between 1,500 and 3,500 words (approx. 6-14 double-spaced pages), including Works Cited. (Longer articles will be considered if the subject warrants).

**Article Guidelines.** Practitioner articles for this journal should:

1. **Identify a question, problem, or discovery** related to secondary school writing or peer-tutoring center pedagogy, practice, and/or administration.
2. **Provide necessary background or contextual information** to support the connection to the action research, intervention, or solution presented.
3. **Reference relevant literature and research** in fields of writing center studies, peer tutoring, secondary school teaching and learning, and/or other fields to situate the problem, intervention, or discussion within conversations in the field.
4. **Establish action-research or intervention** to consider the identified question. For example: In response to the challenge or issue identified, what practices did you or your writing center put in place to address them? How did you measure the impact of this intervention?
5. **Explain action steps and findings.** Practitioner articles should include anecdotes, case study(ies), interviews, narratives, artifacts, qualitative, and/or quantitative data to illustrate findings, outcomes, or discoveries that other secondary directors and/or administrators would find useful or replicable.
6. **Summarize and extend findings and related implications** for practice while discussing limitations, next steps and further questions for practice.
7. **Directly speak to SSWC work in new ways or in a way that is relevant and timely.** Please be sure what you propose/share is a new idea that the field may not have considered before, or offers a new perspective on a familiar practice or idea.

**Formatting Guidelines.** Before submitting a manuscript for consideration, please ensure it meets the following guidelines:

- Identifying information of authors and institutions (including citing authors' own work in-text and on the Works Cited page) is removed to honor the blind review process. Manuscripts should not include author name(s), teacher name(s), course name(s), or institution(s) in the header or anywhere in the body of the document.
- In-text and bibliographic references follow the 8th edition of the MLA Handbook.
- Articles are formatted according to MLA manuscript guidelines: double-spaced (including quotations and Works Cited), standard 1" margins, page numbers, etc. Review MLA guidelines for the formatting of section headings.
- Figures, tables, and images, if included, are included as part of the manuscript at the time of initial submission. See MLA guidelines for instructions on labeling and captioning visual items.
- At this time, we are a prose and image journal only, so submissions should not include multimodal content or embedded video, although web references may include hyperlinks (hyperlinked resources should also be included in the Works Cited).

## Reviewer Rubric: Practitioner Articles (Rev. 5/2021)

Once your piece is submitted, it will be reviewed by at least one editor, and if it moves into peer review, by two reviewers who will use this rubric to determine the status of your manuscript. Please use this rubric to consider if your piece is ready for submission. Note that articles typically go through a few rounds of revision, and it can take up to a few months to prepare articles for publication.

<p>Introduction</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Does the article clearly identify a question, problem, or discovery related to secondary writing or peer-tutoring centers? Is the topic relevant and applicable to a range of secondary centers?</li></ul>
<p>Practitioner Context and Relationship to Center</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Does the article clearly describe the context of the center and the author's relationship to it?</li><li><input type="checkbox"/> Does the article offer experiences, observations, and/or reflections from a secondary director or school administrator that adequately address the identified challenge or discovery?</li></ul>
<p>Brief Literature Review</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Does the article, in a literature review section <i>or</i> throughout the piece, engage, analyze, and synthesize relevant resources in fields of writing center studies, peer tutoring, teaching and learning, and/or other fields related to the challenge or discovery posed in the manuscript?</li><li><input type="checkbox"/> Is there additional scholarship or any other resources (books, articles, presentations) the author should take into consideration related to the discussion of this topic?</li></ul>
<p>Practitioner Intervention, Strategy, and/or Reflection</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Does the article describe, with sufficient detail an intervention, strategy, or reflection that addresses the topic or challenge raised in the manuscript?</li><li><input type="checkbox"/> Does the article include relevant artifacts, models, or data that might be useful to other writing or peer-tutoring center directors or administrators?</li></ul>
<p>Conclusion</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Does the article clearly extend findings and related implications for secondary writing and peer-tutoring centers?</li><li><input type="checkbox"/> Does it discuss limitations, next steps, and/or further questions?</li></ul>
<p>Overall: Voice, Audience, and Relevance</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Is the tone of the article both professional and personable?</li><li><input type="checkbox"/> Does the article identify topics, propose interventions, and report findings that are likely to be relevant and useful to directors and/or administrators at other secondary centers?</li><li><input type="checkbox"/> Does the article propose a new way of looking at an issue related to secondary writing or peer-tutoring centers that isn't common knowledge or practice?</li><li><input type="checkbox"/> Overall, is the argument and topic shared relevant and worth publishing?</li></ul>
<p>Overall: Article Length</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Is the article within or close to the word count (1,500 - 3,500 words; approx. 6-14 double-spaced pages)? If it is significantly longer than 3,500 words, does the argument and/or evidence shared warrant the longer length of the piece?</li></ul>

Support for Writers. Please see the [Support for Writers](#) page on the JPTSS website for sample articles, reviewer rubrics, notes about ethical research procedures, and other recommendations from the editors. We recommend authors read [this WLN blog post](#) by Kate Hutton to get a sense for the appropriate tone and scope of a practitioner article.



Call for Research Articles (Rev. 5/2021)  
*The Journal of Peer Tutoring in Secondary Schools*

Section Editor: Jenny Goransson

Contact: [jptss.editor@gmail.com](mailto:jptss.editor@gmail.com)

Deadlines: August 1, 2021 (Priority) - October 1, 2021 (Rolling)

**Authors and Audience.** We expect research articles to be written primarily by secondary or postsecondary writing or peer-tutoring center directors, graduate students, and/or peer tutors with significant support and mentoring from teachers, professors, or researchers. Research articles should be written with SSWC or peer-tutoring center directors and researchers in mind.

**Length and Format.** Research articles are recommended to be between 2,500 and 4,000 words (approx. 10-16 double-spaced pages), including Works Cited. (Longer articles will be considered if the subject warrants).

**Article Guidelines.** Research articles for this journal should:

1. **Identify a question, problem, or discovery** related to secondary school writing center or peer-tutoring center theory, philosophy, pedagogy, and/or practice, and establish a research-based approach to considering the identified question.
2. **Engage, analyze, and synthesize relevant literature and scholarly research** in fields of writing center studies, peer tutoring, secondary school teaching and learning, and/or other fields to situate the reported research project.
3. **Explain research methods** (including researcher positionality, research rationale, data collection, data analysis) in clear terms. Data may be qualitative and/or quantitative, and may include anecdotes, case studies, narratives, artifacts, etc.
4. **Summarize and extend findings and related implications** for secondary writing or peer-tutoring center practice while discussing next steps and further questions for research and/or practice.
5. **Fill a gap in the field, analyze a problem or topic through an innovative lens, and directly speak to secondary peer-tutoring work in new ways.**

**Formatting Guidelines.** Before submitting a manuscript for consideration, please ensure it meets the following guidelines:

- ❑ Identifying information of authors and institutions (including citing authors' own work in-text and on the Works Cited page) is removed to honor the blind review process. Manuscripts should not include author name(s), teacher name(s), course name(s), or institution(s) in the header or anywhere in the body of the document.
- ❑ In-text and bibliographic references follow the 8th edition of the MLA Handbook.
- ❑ Articles are formatted according to MLA manuscript guidelines: double-spaced (including quotations and Works Cited), standard 1" margins, page numbers, etc. Review MLA guidelines for the formatting of section headings.
- ❑ Figures, tables, and images, if included, are included as part of the manuscript at the time of initial submission. See MLA guidelines for instructions on labeling and captioning visual items.
- ❑ At this time, we are a prose and image journal only, so submissions should not include multimodal content or embedded video, although web references may include hyperlinks (hyperlinked resources should also be included in the Works Cited).

## Reviewer Rubric: Research Articles (Rev. 5/2021)

Once your piece is submitted, it will be reviewed by at least one *JPTSS* editor, and if it moves into peer review, by two reviewers who will use this rubric to determine the status of your manuscript. Please use this rubric to consider if your piece is ready for submission. Note that articles typically go through a few rounds of revision, and it can take up to a few months to prepare articles for publication.

<p>Introduction</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Does the article clearly identify a research question that is useful, relevant, and timely to the work of secondary writing or peer-tutoring centers?</li><li><input type="checkbox"/> Does the introduction provide necessary background/context to the center(s) being studied and, as relevant, the author's relationship with these centers?</li></ul>
<p>Literature Review</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Does the article, in a literature review section <i>and</i> throughout the piece, engage, analyze, and synthesize relevant literature and scholarly research in fields of writing center studies, peer tutoring, secondary school teaching and learning, and/or other fields related to the manuscript?</li><li><input type="checkbox"/> Is there scholarship or any other resources (books, articles, presentations) the author should include to demonstrate a comprehensive review of the current literature related to the research topic, methodology, and/or findings?</li></ul>
<p>Research and Findings</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Does the article sufficiently explain research methods, including researcher positionality, research rationale, data collection, data analysis?</li><li><input type="checkbox"/> Do the findings appropriately address the research question? Are the findings reasonable and well-supported by the data collected and analyzed? Is there cohesion among the different sections of the article?</li><li><input type="checkbox"/> Does the article address researcher biases and study limitations?</li></ul>
<p>Conclusion</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Does the conclusion clearly summarize and extend findings and offer implications for secondary writing and peer-tutoring center practice?</li><li><input type="checkbox"/> Does it offer and discuss questions for future research?</li></ul>
<p>Overall: Contribution to the Field</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Do the research and findings examine a relevant issue in the field of secondary writing or peer-tutoring centers?</li><li><input type="checkbox"/> Does the argument fill a gap in the field and/or propose a new approach to secondary writing or peer-tutoring center research or practice?</li><li><input type="checkbox"/> Overall, is the argument and topic shared relevant, interesting, and worth publishing?</li></ul>
<p>Overall: Voice and Length</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Is the tone of the article both professional and personable?</li><li><input type="checkbox"/> Is the article within or close to the word count (2,500 - 4,000 words; approx. 10-16 double-spaced pages)? If it is significantly longer than 4,000 words, does the argument and/or research shared warrant the longer length?</li></ul>

Support for Writers. Please see the [Support for Writers](#) page on the *JPTSS* website for sample articles, reviewer rubrics, notes about ethical research procedures, and other recommendations from the editors. We recommend authors read [this Writing Center Journal article](#) by Harry Denny, John Nordlof, and Lori Salem to get a sense for the appropriate tone and scope of a research article.



## Call for Book Reviews (Rev. 5/2021)

*The Journal of Peer Tutoring in Secondary Schools*

Managing Editor: Dr. Amber Jensen

Contact: [jptss.editor@gmail.com](mailto:jptss.editor@gmail.com)

Deadlines: Submissions will be reviewed as they are received

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As secondary writing and peer-tutoring centers develop or revisit their practices, directors and tutors often look for research that will deepen their knowledge and resources that will inform their decisions. It may be hard to keep up with the research and resources that exist or know how useful they are to secondary directors or tutors.

The *JPTSS Book Reviews* column aims to provide critical reviews of books and other resources related to topics of interest for secondary tutors and directors. Such topics might include, but are not limited to:

- Writing center theory
- Program administration
- Peer-tutoring practices and/or training resources
- Research methodology, data collection, and/or analysis
- Online or virtual learning/tutoring
- Transitioning to all-subject tutoring/learning centers
- Diversity and inclusion in secondary centers
- Writing across the curriculum
- Secondary and postsecondary partnerships

Reviews need not be limited to resources written specifically for or about secondary writing or peer-tutoring centers, but the reviewer must make the connection between the topic and secondary centers clear in their review. The purpose of publishing reviews is to pass along a critical examination of a resource other directors or tutors might consider in developing or revisiting their practice or research.

If you are interested in reviewing a book or other resource for the *JPTSS Book Reviews* column, please contact the Managing Editor at [jptss.editor@gmail.com](mailto:jptss.editor@gmail.com). Include the name of the book or resource and a brief statement describing its relevance to secondary directors and/or tutors. We do not accept full book review manuscripts without prior editorial approval at this time.

**Book Review Length and Format.** Book reviews are recommended to be between 1,000 and 2,000 words (approx. 4-8 double-spaced pages). Other formatting guidelines will be communicated to authors by the Managing Editor after accepting the proposed review. We recommend prospective authors read the book reviews published in recent *JPTSS* issues to get a sense for the scope and voice of this genre and the types of resources for which we are likely to publish reviews.