

## **on Cue Submission and Style Guide**

### **Introduction**

This guide is to be used in the preparation of articles for submission to the on Cue Journal. on Cue is a professional publication and follows an established style for citations and references. Materials in the journal are for use by educators and should lend themselves to multiple applications in a variety of instructional environments. Articles should contain content references that reflect substantiated conclusions (based on prior findings and/or the experiences of the author), observations, and citations as part of the telling of a story and drawing of appropriate conclusions.

### **Copyright**

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"This article was published in on Cue, Volume #, Issue #, on <insert date here>. on Cue is a publication of the Massachusetts Computer Using Educators."

### **Accuracy and Documentation**

on Cue will not be held responsible for any negligence on the part of the author relating to participant protection. It is incumbent on the author to ensure that all persons mentioned in a submission have been informed about the potential publication of the submitted work. All manuscripts based on any kind of research, whether qualitative or quantitative, should not be submitted without a written statement guaranteeing the protection of the identity of participants. Adult's names, first and last, can be used only if the author has their written permission to do so. The names of students should never be used; authors should make use of pseudonyms. Photographs used to support the document will not be captioned with identifying information.

### **Audience Demographics & General Areas of Interest**

on Cue is published and distributed to all MassCUE members as a benefit of membership. The audience includes educators, administrators, and others associated with education and educational technology both inside and outside the state of Massachusetts. Most members work in educational institutions (K-12 schools and institutes of higher education) as teachers or administrators.

on Cue is a mixture of articles designed to provide a full cross section of appropriate and content information for technology-using educators. The editorial committee seeks a broad diversity of content, approach, skill levels, and stories that bring together relevant theory from educational or psychological fields and an added focus how such theories are implemented in the primary, secondary, and college classroom. on Cue seeks to provide information covering all areas of technology in education interest, including, but not limited to:

- Curriculum and Instructional Strategies
- Current and Emerging Technologies
- Distance Learning
- Technology Implementation
- Teacher Education and Training
- Assistive Technologies
- Action (teacher-based) or Literature-based Research
- Technology Administration and Leadership

Submissions which do not fit the categories above may also be welcome and will be considered on a case-by-case basis. Software and hardware reviews, book reviews, and personal “success stories” are examples of articles that our readers enjoy.

### **Manuscript Preparation**

Articles should be between 750 and 2,500 words in length. Word count does not include references or extra materials.

Each author(s) must provide a brief biographical statement that includes a current email address. Author notes should not exceed 100 words in length. Follow the example below:

John Smith is a classroom teacher at North Shore Elementary School in Gloucester. He can be reached via email at: [jsmith@gps.edu](mailto:jsmith@gps.edu).

Minimal formatting should be included with documents, in recognition that all files will be imported into a desktop publishing program, reformatted and prepared for electronic distribution. Authors are also encouraged to submit photos and/or graphics to enhance the clarity of the article.

#### Photographs, Graphics, Charts, and Tables:

Authors should insert a marker (e.g. Chart 1 goes here; Image 1 goes here, etc.) wherever a photograph, chart, or table is to be placed.

Unless the table is an image, it can be placed within the article body. All tables should have a title.

Save all photographs, graphics, or charts as separate files to be submitted separate from the text of the article. Make sure you name them to correspond with the place markers indicated in your manuscript.

Save photographs, graphics, or charts in JPEG, GIF or TIF format for transfer. These should be high quality, but should not exceed 300 KB.

Use the following guidelines to format the articles pages.

First Page: Article title & authors names with their institutions or organizations;  
submission date

Article body: Refer to “Style Guidelines” below for further details, but keep these guidelines in mind:

1. Font face: Times, Times New Roman, or Arial
2. Font size: 12 pt.
3. Spacing: Double
4. Page Numbering: top right or none
5. Paragraphs: Indent ½ inch
6. Margins: 1”
7. Spacing: use 1 space (not 2) after all punctuation

Next-to-Last Page(s): References

Last Page of Body: Author notes

Additional material included after last page (addenda) as needed

Other:

Article title: centered on first page of article body

Identifying information (author name(s) and/or school names) should NOT appear in order to eliminate possible bias in editorial review. Where they must appear, please make them **ALL BOLD** so the managing editor can quickly identify them while preparing the manuscript for peer review

### **Submitting an Article**

on Cue prefers to publish original articles not previously published in other journals. In the event an author wants to submit an article that has already been published to on Cue, s/he should make the managing editor aware of this. The article will not be reviewed by the editorial committee until the author has gained copyright permission from the original journal for it to be republished, as well as permission from co-authors (if applicable).

All materials should be saved in rich text format (.rtf) or as a Word document (.doc) prior to submission. Submissions should be sent as an attachment to email. Send articles and corresponding materials (pictures, charts, etc.) to [oncue@masscue.org](mailto:oncue@masscue.org). Only ONE of the article’s authors (usually the first author listed if more than one) should submit the material. The first author listed on the publication will serve as the point-of-contact for all correspondence with on Cue editors unless otherwise arranged.

Authors should feel free to submit more than one article per cycle.

## **Decisions for Acceptance, Revision, or Rejection**

Decisions made by the on Cue editorial committee will be communicated to the author through email. The first author will receive any feedback submitted about the article, which s/he is expected to share with co-authors (if applicable).

## **Style Guidelines**

This guide covers spelling, usage of terms, and general writing preferences for on Cue. For more information, consult Perdue University's online presentation for Using Modern Language Association (MLA) Format at:

<http://owl.english.purdue.edu/owl/resource/557/01/>.

Please refer to this guide as you write, edit, and proofread your article for submission to on Cue. In most cases, you will find answers to style questions either within this guide or in the Perdue online reference. We are happy to make reasonable style exceptions and to modify our standards as new issues arise and current usage dictates, especially with regard to technology and its jargon.

## **A**

### **Abbreviations**

Write or spell out acronyms on first use unless they are commonly understood (e.g. IBM), and follow them with the acronym in parentheses (e.g. Massachusetts Computer Using Educators [MassCUE]). Periods are usually not necessary except to avoid confusion (exceptions are noted elsewhere in this guide).

### **Active Directory**

Two words. Both Capitalized.

### **Addresses**

See entries under *fax numbers*, *phone numbers* (including email addresses), *state names*, and other related topics. Physical addresses should be spelled out (*Street*, *Avenue*, *Boulevard*).

### **Appendixes or appendices**

Appendixes is preferred.

## **B**

### **Backup or back up**

One word when referring to the archiving of a computer system. Otherwise, two words.

### **Beta test**

Two words.

### **Bibliography**

Bibliographic citations should follow Using Modern Language Association (MLA) Format at [http://owl.english.purdue.edu/handouts/research/r\\_mla.html](http://owl.english.purdue.edu/handouts/research/r_mla.html).

### **Blog**

Lower case. Short for web log.

### **Bulleed lists**

If the lead-in sentence is not complete, then treat a bulleted list as a list within a paragraph and use lower case capitalization and punctuation at the end of each list item. If the lead-in sentence or paragraph is complete, then use upper case capitalization with no punctuation at the end of each list item.

## C

### **Capitalization**

Be aware that computer products frequently use intercapping, and our use of such proper names must include the same exact spellings, such as PowerPoint, PageMaker, iMac.

### **Citations**

Citations should follow MLA format per Using Modern Language Association (MLA) Format at <http://owl.english.purdue.edu/owl/resource/557/01/>.

## D

### **Dashes**

See em dashes and en dashes.

### **Data**

Plural of the singular datum.

### **Database**

One word.

### **Dates**

Use the full year with no apostrophe (e.g. 2000s not 2000's). For ranges of years, use the first two digits of the year on the second number only unless the range spans centuries (e.g. 2001–02, 1995–2006).

## E

### **e.g.**

Latin, *exempli gratia*, meaning “for example.” Use only within parentheses. Otherwise, use “for example.” See i.e.

### **Ellipses**

A set of three periods that indicates omitted material; usually used within quotes. When omission occurs midsentence use . . . alone; between sentences use . . . . equally spaced. Only use ellipses at beginning or end of quotes to prevent misunderstanding.

### **Email**

Lowercase with no hyphen. An abbreviation for electronic mail.

### **Em dash and en dash**

No spaces before or after em or en dashes. Here are the basic distinctions between these dashes and how they are used:

Em dashes are used similarly to commas to separate and emphasize appositive or subordinate constructions with spacing surrounding the dash (e.g. “The technology standards - which were mandated by the state - included benchmarks and assessments”).

En dashes are used primarily to show ranges in numbers such as dates (e.g. 1988-89) and page numbers (e.g. pp. 5-12). The en dash is also used in place of a hyphen in a compound adjective when one of the elements of the adjective is an open compound (such as high school-college transition and post-Civil War period).

## F

### **Farther or further**

Farther refers to physical distance; further refers to an extension of time or degree.

### **Flash drive**

Two words. Lower case.

### **Formatting**

Formatting of text should be minimal, limited to italicization and underlining, bulleted and numbered lists.

## G

### **Gender-specific language**

Avoid whenever possible by using plurals. Use he or she, him or her, and so on—but only if necessary.

### **Grade levels**

Capitalize *grade* when referring to a specific grade with a numeral (e.g. Grade 9), including ranges of grades (e.g. Grades 9-12). Note the use of an en dash.

Spelled-out forms of grades are not capitalized: ninth grade. Adjective forms of spelled-out grades are hyphenated: ninth-grade class. Spelled-out grades 10 and above revert to ordinal form: 10th grade, 10th-grade class.

## H

### **Hyphenation**

There should be no more than three consecutive hyphens used in a sentence.

## I

### **i.e.,**

Latin, id est, for “that is.” Use only within parentheses and followed by a comma. Otherwise, use “that is.” Not meant to preface an example. See e.g.

### **Inservice**

One word. No hyphen.

### **Internet**

Capitalized. Referred to as “the Internet.”

### **iPod**

One word. Intercapped.

## J

### **JavaScript**

One word. Intercapped.

## K

## L

### **Left-click**

Hyphenated.

### **Less**

The general rule is to use less for quantity and fewer for number.

### **Like**

Such as, is preferred.

### **Login/log in, logon/log on and logoff/log off**

The first forms are generally used as adjectives, the second as adverbial modifiers. For example, I went through the *login* procedure. I will *log in* tomorrow.

## M

### **MassCUE**

Initial M is capitalized and CUE is upper case. Acronym for Massachusetts Computer Using Educators.

### **Moodle**

One word. Initial capitalization.

## **Multimedia**

One word. Never hyphenated.

### **N**

#### **Net, net or 'net**

Avoid using these abbreviations. Internet is preferred.

#### **Nonoffensive usage**

MassCUE's believes that text and images in on Cue should not imply that any class of people is more important or deserving than another.

### **O**

#### **on Cue**

Two words. on is lower case, Cue is capitalized.

#### **On screen or on-screen**

Hyphenate only as a compound modifier preceding a noun.

#### **One-to-one**

Hyphenated, as in one-to-one computing.

### **P**

#### **Paragraphs**

Paragraphs should be in block form with no indentation.

#### **Pathfinders**

One word. Capitalized when referring to the MassCUE recognition.

#### **Phone numbers (also fax numbers)**

Periods or en-dashes separate numbers. For example, 1-800-336-5191 or 1.800.336.5191.

#### **Podcast**

One word. No hyphen.

#### **Preservice**

One word. No hyphen.

### **Q**

#### **Quotation marks**

"dumb" quotes (used for inch marks and code [e.g. 3.5" disk])

“smart” quotes (used in quotations)

### **R**

#### **References**

References should follow MLA format per Using Modern Language Association (MLA)

#### **RSS**

Full caps. Acronym for Really Simply Syndication.

### **S**

#### **Screenshot**

One word. No hyphen. Other compounds with *screen*, however, are two words.

#### **SharePoint**

One word. Intercapped.

#### **SIG**

Full caps. Acronym for Special Interest Group.

#### **Software citations**

Include proper name, version, price, publisher's name and contact information, and copyright year.

## **State names**

Abbreviate state names only in mailing addresses when zip codes are used or in lists of items where space is tight. If space permits and zip codes are not included in a list, then spell out the state name.

## **T**

### **Teleconferencing**

One word. No hyphen.

### **That versus which**

Use that for limiting or defining clauses (e.g. “The house that is open is blue”) and which for subordinate or parenthetical appositives (e.g. “The house, which was open when I entered, is blue”); that is, use which when the following clause contains extra information that would not change a sentence’s meaning if it were omitted. Avoid when possible. For example, “He said that he was hungry” can be shortened without error to “He said he was hungry.” However, when removing that from a sentence, do not introduce imprecision to save space. Phrases starting with which should be set off with commas.

### **Time**

Full caps with periods for A.M. and P.M.

### **Time line**

Two words.

## **U**

### **UNIX**

Full caps. Acronym for Uniplexed Operating and Computing System.

### **URLs**

Include trailing slash (/) before punctuation, otherwise it may be omitted in word processing publications. Acronym for Uniform Resource Locator.

## **V**

### **Videoconferencing**

One word.

## **W**

### **Web**

Capitalize when meaning World Wide Web. Preferred to WWW. Lower case when used in web site.

### **Web site**

Two words. Lower case.

### **Which**

See that versus which.

### **Wiki**

Lower case.

### **Word processing and word-processing**

Hyphenate only as adjective, not noun.

### **Works Cited**

List of works cited should follow Using Modern Language Association (MLA) Format at

### **World Wide Web**

Three words with initial caps. Use Web in subsequent references.

## **Z**

**Zip code**

Lowercase unless it begins a sentence or a list.