

# **Prospective Author Informational** *Explorations, Volume 13*

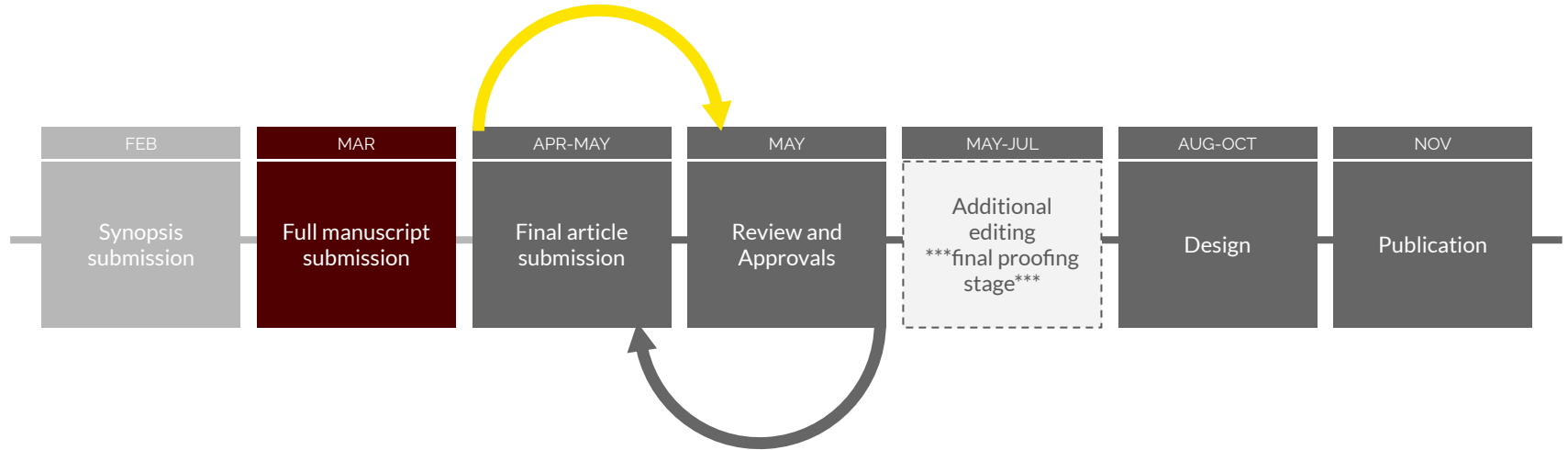


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# Publication Process



# Publication Process





# Editing Stages

- **Peer-to-Peer Editing of Accepted Full Manuscripts**
  - April 15 - May 2
  - Assigned 2-3 *Explorations* editors to work with
  - Meet at least twice, get feedback and answers to questions
- **Staff and Professional Editing of Final Articles**
  - Process occurs during summer semester
  - Multiple approvals required
  - Must keep faculty advisor informed throughout process
  - Supplementary materials subject to further review and approval



# Important Dates

**March 16, 2021** - Full manuscript submission deadline at noon

**April 12, 2021** - Full manuscript acceptances issued by this date

**April 15 - May 2, 2021** - 1-on-1 meetings with editors

**May 3, 2021**- Final article and required paperwork deadline at noon

**Summer** - two additional rounds of editing

**November 2021** - Journal Release



# Availability of Your Work

- *Explorations* is [freely available online](#)
- Non-profit, but we ❤️ [feedback](#) and [donations](#)
- 4 Reading Options
  - [\(1\) Download printable pdfs](#)
  - [\(2\) View digital publications on issuu.com](#)
  - [\(3\) Explore our new creative showcase](#)
  - [\(4\) Request a printed copy](#)

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# Submission Requirements



# General Publication Requirements

- Faculty Approval
- Research Compliance Verification
- Copyright Agreement
- Appearance Release
- Abstract, Teaser, Article
- Supplementary Materials (Figures, Tables, Videos, Artifacts, etc.)
- Author Survey (Includes Biography and Portrait)





# Faculty Advisor Approval

Faculty advisors are asked to approve your work for publication, if accepted:

- Confirm the project to be published is current and appropriate for the field,
- Confirm the project was conducted ethically and with compliance approval, if necessary.
- Be a content expert who is able to sign off on student work

Outside of submitting an approval form, it will be important for your faculty advisor to help you refine your article.



# University Rules on Copyright and Licensing

[Texas A&M University System Policy 17.01  
for Intellectual Property Management and  
Commercialization](#)

as of: 4/10/2019

**2.1.2** The system recognizes and affirms the traditional academic freedom of its faculty and staff to publish pedagogical, scholarly or artistic works without restriction. In keeping with this philosophy, the system does not claim copyright to pedagogical, scholarly or artistic works, regardless of their form of expression, unless required by a funding or research contract. Such works include, but are not limited to, faculty-prepared works such as textbooks, course materials and refereed literature, and copyrightable works of students created in the course of their education, such as dissertations, papers and journal articles. Furthermore, the system claims no ownership in popular nonfiction, novels, poems, musical compositions or other works of artistic imagination that do not constitute significant use of resources and/or are not works for hire as defined in Section 2.3.1 of this policy.



# Copyright Agreement

Required if final article accepted.

Find the PDF at:

<http://launch.tamu.edu/Undergraduate-Research/Explorations/Submissions>

## *Explorations Copyright Agreement*

I certify that this Written Work and/or Creative Piece is fully original and represents my understanding of the subject, and it is completely the result of my own intellectual and creative endeavor and no other person(s) has contributed to it with the exception of any co-authors listed previously in this form. I further represent and warrant that I possess full power and authority to enter into this agreement and to grant the rights specified herein.

I hereby certify that I have obtained permission from all authors of copyrightable work included in my Written Work and/or Creative Piece, granting the rights specified below to the extent third party copyrightable works that have been incorporated into my Written Work and/or Creative Piece with the exception of official Texas A&M University logos, trademarks or other intellectual property.

I certify that the version of the Written Work and/or Creative Piece I submitted to *Explorations: The Texas A&M Undergraduate Journal* is the same as that approved by my Faculty Advisor to the extent my Faculty Advisor's approval was necessary. I also certify that I have obtained the appropriate research compliance approvals if necessary for my work.

I hereby grant to Texas A&M University or its agents an irrevocable royalty free non-exclusive license to archive and make publicly accessible, under the conditions specified in this agreement, my Written Work and/or Creative Piece in whole or in part in all forms of media, now or hereafter known as well as the right to display, publish, use, separately or as a collective work, and to distribute.

**FOR WORKS CATEGORIZED AS DIGITAL MEDIA:** I retain the right to use the Creative Piece for noncommercial purposes including in personal future professional compendia (such as portfolios, presentations or showings), without the right to transfer such rights. I agree to include a prominent indication that this Creative Piece is the property of Texas A&M University when I use the Creative Piece as permitted by the terms of this agreement.

**FERPA:** To the extent this Written Work or Creative Piece is an educational record as defined in the Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g), I consent to disclosure of it to anyone who requests a copy. I retain all other ownership rights to the copyright of the Written Work and/or Creative Piece. I also retain the right to use in future works (such as articles or books) all or part of this Written Work and/or Creative Piece, subject to the approval of my Faculty Advisor to the extent required.



# Full Manuscripts

1,000-3,000 words

**IMPORTANT:** Keep your full manuscript ANONYMOUS. DO NOT include names of professors, graduate assistants, labs, or research groups, funding sources, etc. Leave placeholders in the text instead.

- Primary Contact Information
- Co-author Information
- Faculty Advisor Information
- Research Compliance Verification
- Full Manuscript Title
- Full Manuscript Abstract
- Full Manuscript Keywords
- Explanation of Supplementary Materials
- Supplementary Materials Package
- Full Manuscript File



# Final Articles

1,000-3,000 words

**IMPORTANT:** Faculty Advisor Approval, Verification of Research Compliance, and additional rounds of editing by staff and a third-party professional editor will be required.

**Complete and Return by May 3 at noon**

*Links and additional guidance will be available at a later date.*

- Final Article Submission
  - Only Primary Contact submits
  - Includes copyright agreement
  - Remember to send a copy of your final article to your faculty advisor
- Author Survey
  - Required for every undergraduate author
  - Includes appearance release
- Faculty Approval



# Submission Guides and Templates

## → Full Manuscript Submission Resources

- ◆ Full Manuscript Template ([Microsoft Word](#))
- ◆ Full Manuscript Submission Form ([Qualtrics](#)) - due by March 16 at noon

## → General Guidance and Resources

- ◆ Submission Information and Timeline ([LAUNCH website](#))
- ◆ Copyright Agreement ([PDF](#))
- ◆ Subheadings and Structure Guidelines *for Full Manuscripts and Final Articles* ([PDF](#))
- ◆ Supplemental Materials Checklist *for Full Manuscripts and Final Articles* ([PDF](#))

## → Final Article Submission Resources (**will be provided at a later date**)

- ◆ Final article author submission guide and manual
- ◆ Final article template and submission link
- ◆ Author survey and faculty approval form

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# Writing Guidelines



# Writing Style

- Scholarly tone
- Logical flow
- Precise language
- Appropriate vocabulary
- Citations
- Strategic repetition
- Varied sentence structure
- Effective transitions





# Common Mistakes

- Inconsistent tone, point of view, and person
- Ineffectively moving from old information to new information
- Lacking credit lines and/or captions
- Lacking citations for specific claims



# Tips for Effective Articles

- Professional, scholarly tone
- Use minimal technical jargon
- Active voice
- Watch verb tenses in different sections
- Avoid ambiguous language (e.g., a lot, a little, this, very, considerable, good/bad)
- Avoid informal language (e.g., thing, really, deal with, just, even)



# Use of Headings

## Template provided:

1. Introduction
2. Methods
3. Results
4. Conclusion
5. Acknowledgements
6. References

Find the PDF at:

[http://launch.tamu.edu/Undergraduate-Research/  
Explorations/Submissions](http://launch.tamu.edu/Undergraduate-Research/Explorations/Submissions)

## Which headings do I use?

The way you title your headings (a.k.a., organize your argument) is determined by your research discipline. Review the following options, then seek guidance from your faculty advisor(s) and peer editing teammate(s):

### *Option 1: Science, Technology, Engineering, and Mathematics*

1. Introduction | Background | Literature Review
2. Methods | Literature Review | Background
3. Results
4. Conclusion | Discussion
5. Acknowledgments | Funding Source(s)
6. References (required)

### *Option 2: Arts and Humanities*

1. Introduction | Background | Literature Review
2. Methods | Literature Review | Background
3. Results | Chapter/Section
4. Conclusion | Discussion
5. Acknowledgments | Funding Source(s)
6. References (required)

### *Option 3: Creative Works*

1. Research Question | Motivation | Artifact
2. Literature Review | Background | History | Sources
3. Exhibition | Chapter/Section
4. Discussion | Reflection
5. Acknowledgments | Funding Source(s)
6. References (required)

### *Option 4: Social Sciences, International Studies, and Business*

1. Introduction | Background | Literature Review | Research Question | Motivation
2. Methods | Literature Review | Background | History | Sources | Chapter/Section
3. Results | Chapter/Section
4. Conclusion | Discussion | Reflection
5. Acknowledgments | Funding Source(s)
6. References (required)

**Note:** Depending on your discipline, you may prefer to use "Bibliography," "Notes," or "Works Cited" to title your list of sources, but *Explorations* prefers that you use "References" as the title of your source list (denoted by <sup>superscripted</sup> endnotes).

**Note:** The use of the *pipe symbol* (i.e., |) indicates a choice you must make. For example, you can choose to use either "Introduction," or "Background," or "Literature Review" as the heading title for your first paragraph.



# References (Citations)

- *Explorations* uses a variant of the Notes and Bibliography method from the Chicago Manual of Style.
  - For guidance on how to structure citations:  
[https://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-1.html#cg-journal](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html#cg-journal)
- The superscript numbers are endnotes.
- The reference entries are listed in order of appearance in the article, not alphabetically.
- Use *ibid* if citation repeats consecutively
- Limit references

# Citation Examples

## Notes

1. Susan Satterfield, “Livy and the *Pax Deum*,” *Classical Philology* 111, no. 2 (April 2016): 170.

2. Shao-Hsun Keng, Chun-Hung Lin, and Peter F. Orazem, “Expanding College Access in Taiwan, 1978–2014: Effects on Graduate Quality and Income Inequality,” *Journal of Human Capital* 11, no. 1 (Spring 2017): 9–10, <https://doi.org/10.1086/690235>.

3. Peter LaSalle, “Conundrum: A Story about Reading,” *New England Review* 38, no. 1 (2017): 95, Project MUSE.

## Shortened notes

4. Satterfield, “Livy,” 172–73.

5. Keng, Lin, and Orazem, “Expanding College Access,” 23.

6. LaSalle, “Conundrum,” 101.

dimension into infrastructure resilience by determining (1) the most vulnerable regions and (2) the sociodemographic groups most impacted by the disaster-induced service disruptions. Our research hypothesized that households with the following socially vulnerable characteristics would be particularly vulnerable to service disruptions for various reasons:

**H1: Households under the poverty line** often have limited access to resources due to affordability concerns,<sup>5</sup> and thus have shown lower levels of preparedness.<sup>6\*</sup>

**H2: Low-education households** may struggle with understanding emergency plans about preparedness.<sup>7,8</sup>

**H3: Minority households** often have cultural barriers to receiving adequate resources because of institutionalized social systems and a reduced ability to negotiate with bureaucratic entities which lead to lower levels of preparedness.<sup>2</sup>

**H4: Households with language barriers** face similar issues to minority households. A language barrier can also affect the ability to receive and understand information about preparedness.<sup>10</sup>

**H5: Households with elderly residents** have physical vulnerabilities and a high dependence on guardians.<sup>11</sup>

## REFERENCES

1. E. S. Blake, and D. A. Zelinsky, *National Hurricane Center Tropical Cyclone Report: Hurricane Harvey* (2017).
2. S. Rufat, E. Tate, C. G. Burton, and A. S. Maroof, "Social vulnerability to floods: Review of case studies and implications for measurement," *International Journal of Disaster Risk Reduction* (2015).
3. Applied Technology Council, *Critical Assessment of Lifeline System Performance: Understanding Societal Needs in Disaster Recovery* (2016).
4. National Research Council, "Facing Hazards and Disasters: Understanding Human Dimensions," *The National Academies Press* (Washington, DC: 2006).
5. A. Fothergill, and L. A. Peek, "Poverty and disasters in the United States: A review of recent sociological findings," *Natural Hazards* (2004).
6. E. J. Baker, "Household preparedness for the Aftermath of Hurricanes in Florida," *Applied Geography* 31, no. 1 (Elsevier Ltd., 2011): 46–52.
7. Ibid.
8. S. L. Cutter, B. J. Boruff, and W. L. Shirley, "Social vulnerability to environmental hazards," *Social Science Quarterly* (2003).
9. Fothergill, J. A. DeRouen Darlington, and, E. G. M. Maestas "Race, ethnicity and disasters in the United States: A review of the literature," *Disasters* (1999).
10. Cutter, Boruff, and Shirley, "Social vulnerability."
11. Rufat, Tate, Burton, and Maroof, "Social vulnerability to floods."
12. Arthur Getis, and J. Keith Ord, "The analysis of spatial association by use of distance statistics," *Perspectives on spatial data analysis* (Springer, Berlin, Heidelberg: 2010), 127–45.
13. "American FactFinder," American FactFinder, 2020, Accessed March 7, 2020, <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>.
14. Ibid.

# Example

Example from Page 33 of  
Volume 12:

<https://indd.adobe.com/view/1e555d90-df66-45cc-96b6-a4d6311d17e9>



# Figures

- **Definition:** Any image, graphic, chart, table, picture, photograph, etc.
- **Required:** All figures must be labeled consecutively and have captions.
- **Limited Print Space:** The more figures you have, the shorter article will be.
- **Full Manuscripts:** Include figures/captions in your submission.
- **Final Articles:** Include figures/captions in your submission, but you will also be asked to submit the files separately.
- **Online Version:** You can include additional figures in your work.



## Figures

**Q: What if I created the figure myself?**

A: No attribution needed.

**Q: What if someone else created the figure?**

A: Obtain **written permission** to use the figure, send the written permission to *Explorations* for our records, and include the appropriate **attribution** statement **AND/OR** **citation** with the caption.





## Figures cont.

### ATTRIBUTION:

Gives credit to the creator or source of the material

Appears in the caption

“[Gray Eagle](#)” by [Currier & Ives](#) is licensed under [CC0](#)

### CITATION:

Names [sources](#) used in research/article

Appears in the body text or caption with an endnote and appears as a references list entry

Currier & Ives. "Gray Eagle." Lithograph. ca. 1866. *Library of Congress Prints and Photographs Online Catalog*, <http://www.loc.gov/pictures/item/2006676682/> (accessed September 25, 2010).

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# Resources



# General Resources

- Chicago Manual of Style
- Purdue Owl
- Grammar Girl
- University Writing Center
- Editor Blogs/Podcasts about Editorial Decisions
- ACES (American Conference of Editors)



# Research Ethics, Compliance, & Copyright

- [University Rules on Research](#) | [Research Ethics](#) | [Research Compliance](#)
- [Copyright Ownership Policy](#) | [Copyright and Licensing](#) | [Copyright Basics](#)
- [Using Copyrighted Works](#) | [Your Copyright](#)



# University Writing Center

## [Writing and Speaking Guides](#)

- [Clear and Concise Writing](#) | [Revising and Proofreading](#)
- [Transitions](#) | [Verb Tenses](#) | [Active and Passive Voice](#)
- [Direct Quoting](#) | [Paraphrasing](#) | [Summarizing](#)
- [Citing Sources](#)
- [Common Grammatical Errors](#) | [Comma Guide](#)



# Where to Find Free Images (if needed)

**ALWAYS check the license BEFORE using images!**

<https://creativecommons.org/>

Search engine to *HELP* find POSSIBLE images to use.

<https://unsplash.com/>

Free to use, no attribution required



# Further Tips for Effective Articles

- Use minimal technical jargon
- Submissions should not be data-heavy
- Use active voice (e.g., “I did”... instead of “this was done”)
- Complex phrases and clauses, new information, and technical terms are easier to process when placed at the end of a sentence
- Avoid informal language if you are trying to maintain a professional/academic tone (e.g., thing, really, deal with, just, even)
- Avoid ambiguous language to enhance clarity (e.g. numerous, a lot, a little, this, very, considerable, good/bad)
- Watch for any repeated words. Replace repeated words with synonyms.
- Watch verb tenses in different sections. For example, in the Methods section, use past tense. In the Discussions section, use present tense for arguments.
- Remove excess words, like doubles and redundancies (i.e. full and complete, tried and true, each and every, true facts, free gift, in a wise manner, red in color, seven in number, come to an agreement, long in duration).
- Remove sentence sprawl. A sentence sprawls when there are many clauses after the verb. Reduce sprawl by cutting or revising who/that/which clauses.

## Complete front matter provided

- Article Title
  - Article Teaser
-



## Complete author profile provided

- Author biography adheres to required format
  - Author portrait adheres to required format
-

## Complete non-textual files provided

- Non-textual items are organized (i.e., naming conventions)
- Non-textual items are in the correct form (i.e., file type)
- Non-textual items are in a publishable state (i.e., quality)
- Non-textual items are numbered
- Non-textual items are captioned or titled
- Non-textual items are called out in the text (i.e., in-text reference)
- Non-textual items are approved to publish (i.e., copyright permissions documented)

**Non-textual = Figures\*, Tables^, Equations^**

\*Figures are images/graphics/pixels

^Tables and Equations are still text but separate from the article/flow of writing

## Complete manuscript provided

- Text formatting adheres to template
- Required sections (Introduction, Acknowledgements, and References) are included

## Complete citations provided

- Notes method is utilized
  - Citations adhere to Chicago Style
  - URLs are active
-

## Complete abstract provided

- Abstract is a single paragraph of no more than 250 words
- Abstract does not contain non-textual items of any kind
- Abstract does not include citations or notes

## Complete list of keywords provided

- Between 3 and 10 keywords are provided
  - Keywords are one word each
  - Keywords are lowercase unless a proper noun
-

## One major:

{first name} {middle name or initial} {last name} ‘{###} is a {primary major} from {city}, {state}, {country}.

## Two majors:

{first name} {middle name or initial} {last name} ‘{###} is a {primary major} and {secondary major} double major from {city}, {state}, {country}.

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**Questions?**  
**explorations@tamu.edu**

