DEMYSTIFYING THE
PUBLICATION
PROCESS

A GUIDE TO PUBLISHING A PAPER IN AN ACADEMIC JOURNAL

ANASTASIA J. KHAWAJA, PH.D.

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INTRODUCTION

In order to present arguments and analysis with coherence and academic professionalism, it is essential that authors possess requisite writing and documentation skills that allow readers to comprehend swiftly and accurately ideas, concepts or theories being disseminated. An important reference tool for authors in the pursuit of knowledge transfer and the submission of research papers for publication is a good style guide. This ensures a consistently high standard for content and excellence of scholarly written communication, generating respect and acceptance respectively by readers both for the publisher and author(s).

IIIT commissioned Anastasia J. Khawaja to write a guide on *Demystifying the Publication Process* primarily to help aspiring scholars become effective writers. The need arose following almost thirty years of IIIT encountering poorly constructed texts and common language problems in the production of its books and journals. Written in an informative and encouraging style Dr. Khawaja seeks in this guide not only to improve the quality and efficiency of scholarly communication in the form of the written word, but also to give a good and practical understanding of the writing process itself. We thank her for the rigorousness of her approach and attention to detail.

The guide distils key elements of grammar, technical expression and tone in order to remove the 'meaningless' out of argument, and set the foundations of a well-structured piece of writing. Weak arguments with little supporting evidence and poor language statements, not only confuse readers and exacerbate editorial work, but are likely to result in a paper/essay being rejected – no matter how good the basic thesis. What papers ought to signal is mastery of a subject, not a chaotic set of ideas, such that in many instances it is not the case that authors are incapable but simply that they need direction. Therefore, many papers in the history of the IIIT journals were rejected which may otherwise have been published had authors simply implemented relevant changes in style, citation, and writing, as well as presented

more structurally sound and balanced analysis, following a set of established principles and guidelines.

Many limitations can easily be dealt with. Hence through use of a good style guide, the components of accomplished writing, clarity of expression, critical thought and analysis, can be studied and learned. This in turn communicates to readers that a written 'discourse' or piece of research has intrinsic value and is to be taken seriously.

In the final analysis, writing is a product as much as it is a process, following conventions and forming a major part of our communication reality. Thus, while intended for use by the IIIT, the advice this guide provides is general (covering a wide subject area) and applicable enough to make it available for all those who wish to benefit from it.

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DPT

WELCOME

Dear Prospective Author,

Thank you in advance for your work. It is crucial to have academic contributions from all over the world. Writing an article is a rigorous process in and of itself. The publishing process can be equally if not more rigorous. However, given many of the publishing opportunities are in English, those who do not speak English as their first language can possibly find themselves at a disadvantage alongside native speakers. The function of this manual is to help to bridge that gap between native and non-native speakers of English.

This manual is a guide in this sometimes-challenging process. It is my hope that this guide will help simplify the daunting aspects of the publication process in peer-reviewed journals such as the *Journal of Education in Muslim Societies*. The manual is broken down into four parts: common grammar errors, the parts of an academic article, frequently asked questions, and additional resources. There is also an accompanying video that highlights certain parts of the manual in greater detail. While this manual is organized in a particular way, remember that writing does not need to be a linear activity. You may find yourself jumping around from different sections depending on your need. Do not feel that you need to follow the advice in this manual in the order presented.

Please use these resources as you begin the process of disseminating your important work. Make sure you take note of the different grammar points highlighted and proofread accordingly. Also, please review the different parts of a research article. The names of the sections and/or organization of the research could differ depending on your county origin. Pay very close attention to the section on APA citation style in addition to the extra resources provided. In-text citations and references are 100% critical to clear, organized, peer-reviewed research.

Thank you again for your contribution to our journal. We want to set you up for success and give you a chance to contribute to the research conversation. So, please take advantage of this resource.

Anastasia J. Khawaja, Ph.D.

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GENERAL MANUSCRIPT ORGANIZATION

HOW TO WRITE AN ABSTRACT

Most journals require an abstract be included as part of your publication. The *Journal of Education in Muslim Societies* is no exception. Note that this will be the LAST thing you write aside from the introduction. An abstract is a snapshot of your whole study. By reading the abstract, one should be able to have a solid understanding of your topic, the gap in the literature, your contribution to the existing literature, how the study was conducted, and the results and implications.

The number of words an abstract must have depends on the requirements of the journal. Abstracts can be anywhere between 150-250 words. According to the guidelines of the *Journal of Education in Muslim Societies*, the abstract must not exceed 150 words. This generally means your abstract will be around 5-8 sentences depending on how many words you include per sentence. Here is a general breakdown:

- Sentence 1: What is the "big picture" topic that you are writing about?
- Sentence 2: What is the gap you are trying to address?
- Sentence 3: How does your paper fill the gap?
- Sentence 4: What materials do you use?
- Sentence 5: What were the general results?
- Sentence 6: What were the general implications for your readers?

Note that you can write more than one sentence for either category depending on your word count. Remember that an abstract needs to be clear and concise. This is also not the place for a lot of field-related jargon that you will need to explain in the paper. Since you only have 150-250 words, every word is important, so write wisely.

Here is an example:
Gonalons-Pons, P., & Schwartz, C. R. (2017). Trends in economic homogamy: Changes in assortative mating or the division of labor in marriage? *Demography*, *54*(3), 985-1005

The growing economic resemblance of spouses has contributed to rising inequality by increasing the number of couples in which there are two high- or two low-earning partners. The dominant explanation for this trend is increased assortative mating. Previous research has primarily relied on cross-sectional data and thus has been unable to disentangle changes in assortative mating from changes in the division of spouses' paid labor—a potentially key mechanism given the dramatic rise in wives' labor supply. We use data from the Panel Study of Income Dynamics (PSID) to decompose the increase in the correlation between spouses' earnings and its contribution to inequality between 1970 and 2013 into parts due to (a) changes in assortative mating, and (b) changes in the division of paid labor. Contrary to what has often been assumed, the rise of economic homogamy and its contribution to inequality is largely attributable to changes in the division of paid labor rather than changes in sorting on earnings or earnings potential. Our findings indicate that the rise of economic homogamy cannot be explained by hypotheses centered on meeting and matching opportunities, and they show where in this process inequality is generated and where it is not.

Notice the different parts of this abstract. It starts with the big picture and addresses the gap. It brings in the previous research to show how their paper will address the gap. It follows with the materials used in the study, then moves into the results and implications. Also notice that where acronyms are used, they are defined. The abstract is also not full of jargon that only people in the field can understand. This abstract is about 198 words. As you can see, just about every word is important. Also, again, remember, by the end the abstract, you should have a solid understanding of what the study is about.

CRAFTING YOUR LITERATURE REVIEW

No, you didn't skip a page. We will talk about the introduction at the end with the conclusion. In reality, you cannot write a solid intro until the rest of the paper is written. Or, you can write the introduction first, but you will probably end up altering it.

The literature review is the part of the paper where past research related to your topic is reviewed so your reader can better understand where your research gap is coming from. When you are researching past articles, it is important to keep track of the key words you use to search so that you will not waste time remembering what key words are the most useful to you and your topic as you start to determine the different themes and categories your literature review will cover. The more past research you gather, the better a picture you can put together for your reader. I recommend keeping track of the articles that you will use in a separate document. It is helpful to document the author, date, general research questions, methodology, results, and implications. I like to do this in a chart so that I have everything in one place. It is also easier to synthesize the information so that the research gap can be clearly stated. *You should also keep track of your citations on a different document. This will save you A LOT of time when putting together your reference section.*

It is important that the research selected for your reviewed critically. You should be able to compare and contrast the findings and implications in order to more distinctly argue your own point or contribution. Also remember that generally when describing past studies, you will use the simple past tense. When discussing your point of view about past research, you can use the simple present tense.

Your literature review should conclude with questions – your research questions, in this case, and a plan for a way forward – again, your study, in this case.

Remember that in general, unless you are citing a source that was a seminal source, the recency of past research must be considered. It is helpful to aim for sources that are not older than 10 years.

METHODOLOGY

Now that you have stated your research questions and clearly defined your research gap, it is time to discuss how you conducted your study. The methodology section should be written in the past tense, and it should be the "how to" for the reader to duplicate your study.

The methodology starts out with a brief description of the participants, where the study took place, the length of the study, the data collection instruments used, as well as the framework.

It is helpful to organize the methodology section by research question after the participant intro. Identify each research question, discuss how the data was collected, and then how the data was analyzed.

RESULTS

Once the methodology section is completed, you write your actual results. It is important to restate the aim of the study. Again, it is helpful to organize this section by research question. Identify the research question and the answer.

This is the section where tables and charts can be incredibly helpful to display the data especially if you have multiple sources to answer one research question. However, if you do provide a table or a chart, simply providing the table or chart is not enough. You must describe the highlights of the graph or chart in the text of the paper.

Also remember, the results section is ONLY for results. This is not the place to evaluate the findings and compare to past studies. That is what the next section of the research paper is for.

YOUR DISCUSSION: A GUIDE TO SYNTHESIZING AND ETCHING YOUR SPACE IN THE RESEARCH CONVERSATION

Now that you have documented the past studies, clearly stated your research gap, described how you conducted your study, and revealed the results, the next part is probably the most important part of all – your discussion. This is the section where you get to tell the reader what's important. What is the takeaway? What are the practical implications that people in your field can use/learn from? This is where you state your case that your study belongs in the research conversation.

This section can appear daunting at first. However, the more thorough

of a job you do on your literature review, the less difficult this section will be to develop. Keep in mind that it is normal to have to go back and add/subtract studies in your literature review depending on your findings.

The easiest way to organize this section is by a research question. What were the key findings that you wish to highlight? How do these findings compare to past studies that you discussed in the literature review section? This is why that chart with past studies I mentioned in the Crafting Your Literature Review section is so helpful to have. Seeing all of the different questions and results and implications in one place can help you to organize how your study fits into these existing studies.

How does your study differ from past studies? How is your study similar? But more importantly, how is your study unique to those already published? Why does the field need your study? This is where you put it all out there.

LIMITATIONS

Every study has limitations. This is not necessarily a negative thing. But, it also should not be over-emphasized. It is crucial that you identify the limitations up front, showing you are aware of the possible weaknesses of your study and not just the strengths. These limitations could relate to sample size, sample size affecting statistical data, general bias in questions, and/or generalizability. Briefly mention and describe each limitation. After that, offer possible solutions in future research and directions to move the idea forward in new and possibly more innovative ways.

FINALIZING THE CONCLUSION

The conclusion can be one of the most difficult parts of the paper to write. This is the last thing that is read. Whatever you finish your manuscript with is the last thing the reader will remember. But, the important thing to keep in mind is not to overthink. It's really not a hard section to write. The key to a good conclusion is restatement. Restate your research topic, your argument, your main points, and

key findings. Then you wrap up with your own final thoughts. The challenge here, however, is to wrap up with a final thought that does not introduce an idea that has not already been introduced/discussed in the paper itself. In other words, this final wrap-up cannot seem to come out of nowhere as an afterthought.

WRITING THE INTRODUCTION

The introduction is the final piece I write in a research article. There are a few reasons why. First, I cannot write the beginning if I do not really know how the research paper shapes up in the end. If I do not have a clear picture regarding the results and the implications, I really do not have a grasp on the structure. I enjoy starting my research off with an inspiring quote or a noteworthy statistic. I like to set the stage for the research – which I cannot do unless I understand how it ends up.

Once you write your whole study, putting together your introduction should be a snap. In the introduction, you introduce your topic and catch the reader's attention. Provide a BRIEF background of existing research and your research gap. If applicable, present your own position, state the research question, and then provide an overview of the paper structure. That's it.

KEY PHRASES FOR EACH SECTION OF THE RESEARCH PAPER

This section offers some key phrases that you can use in each section of your research paper. Please note that you may have to alter some of the phrases depending on how you have organized your information. Please feel free to edit/alter as needed. DO NOT just copy and paste.

Introduction:
    This research considers the…as the main subject of study.
    This phenomenon has been widely observed in…
    This remains an open topic of conversation in this area.
    To our knowledge, no study has yielded…

Literature Review:
    Previous studies have shown…

Several studies suggest...
Over time, an extensive body of literature has been developed on...
   however, there is a gap in...
To fill this gap, this paper identifies...
The question that then arises is...
A new approach is therefore needed to...

Methodology:
The methodology implemented in this study was...
Therefore, in this study we sought to...by using...method...
The data analyzed included...
Survey data were collected from...
The sample of respondents included...
The data were analyzed and triangulated by...

Results:
These results cast new light on the...
Our results demonstrated that...

Discussion:
The results of this study most closely align with previous studies
   (cite the studies).
The results of this study are indeed a stark contrast to previous
   studies (cite the studies).
However, when comparing the results to (cite studies) it must be
   noted that...
These results go beyond previous studies (cite studies)
   demonstrating that...

Limitations:
The main limitation is the lack of...
Due to the gap, this study did not address...

Future Research Directions:
This assumption may be addressed in future studies.
This is an issue for future research.
However, future research could address the association between...
Future research is indeed needed to continue to examine these
   complexities...

Conclusion:

On this basis, we can conclude that…

Broadly speaking, our findings indicate…

This is a notable step in…because…

Collectively these results appear to be consistent with…however, they also contribute a fresh outlook on…

QUOTES, QUOTES, QUOTES – THE APA WAY

Different academic journals will require different style books. For the purposes of this manual, we will discuss APA. I will provide links to the actual style book, but will include the basic overview and key things to remember regarding formatting in this section.

The APA style mainly focuses on the author and the recency of the publication. It is important to note that there are two ways you must cite a reference in the research paper – the in-text citation and the reference page.

The In-Text Citation

The in-text citation is where you refer to your reference in your research paper. In APA style, you will use the author and date in a paraphrase, and the author, date, and page number/paragraph number for a direct quote.

Whenever you refer to previously published work, you must cite that source.

Here are a few examples of in-text citations from a paraphrase:

Khawaja et.al. (2014) detailed a review of studies related to intercultural communicative competence in both synchronous computer mediated communication and asynchronous computer mediated communication.

A review of studies related to intercultural communicative competence in both synchronous computer mediated communication and asynchronous computer mediated communication also shed light on this topic (Khawaja et al. 2014).

Notice how the in-text citation can be part of the sentence or come at the end. Also notice the use of the et al. (Latin for "and others." This is used when the work contains three or more authors. You cite the first author by last name and use et al. to represent the other contributing authors. For two authors, you will list the authors.

*If the authors are part of a sentence as in the first example above, then you use the word "and". If it is part of a citation at the end, then you use the sign "&" to separate the two names.

Here is another example paraphrasing the work of multiple authors taken directly from the APA style guide:

> Play therapists can experience many symptoms of impaired wellness, including emotional exhaustion or reduced ability to empathize with others (Elwood et al., 2011; Figley, 2002), disruption in personal relationships (Elwood et al., 2011; Robinson-Keilig, 2014), decreased satisfaction with work (Elwood et al., 2011), avoidance of particular situations (Figley, 2002; O'Halloran & Linton, 2000), and feelings or thoughts of helplessness (Elwood et al., 2011; Figley, 2002; O'Halloran & Linton, 2000).

Note that if you have a topic that involves multiple authors, you can cite them in your text by the author's last name. Also notice the use of et al. in one of the references to show that three or more authors wrote that piece.

When you use a direct quotation, you must include the location of this quote as well as the author and the date.

> Khawaja et al. (2014) reminds us "In order to foment genuine cultural exchanges from which students gain a greater understanding of the forces that shape culture, a push toward incorporating critical pedagogy in ICC interventions should emerge. The tenets of critical perspectives such as critical race theory, critical feminist studies, and critical Latino/a theory can be incorporated into prompts that encourage learners to examine both their language use and cultural interactions from a more meaningful and informed perspective" (p. 1287).

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Note that when the authors are part of the sentence, the date follows right after. Then, the quotation is presented and the page number or paragraph location (para. 1, 2 etc.) is provided at the end. When the author is referred to at the end of the quotation, the author, date, and page numbers go together.

The Reference Page

The reference page is located at the end of the article. It provides the full reference for your reader to be able to locate the article for themselves. The reference contains the author, date, article or book title, the journal or newspaper where applicable, the link if provided, and the DOI (Digital Object Identifier) number if the manuscript was also published online as well as in print.

The DOI number is a series of letters and numbers assigned to a particular manuscript to identify the location. While a website might change, the DOI number will not. It is important to add this number at the end of each reference where applicable.

Here are a couple of examples, but I urge you to examine the APA style book guide for the formatting of other sources such as podcasts, Instagram posts, blogs, and more.

El-Bilawi, N. H., & Nasser, I. (2017). Teachers' professional development as a pathway for educational reform in Egypt. Reflective Practice, 18(2), 147-160. https://doi.org/10.1080/14623943.2016.125140

Khawaja, A., Lou, Y. & Yang, Q. (2014). Intercultural Communicative Competence in SCMC and ACMC: A Systematic Literature Review. In M. Searson & M. Ochoa (Eds.), Proceedings of SITE 2014--Society for Information Technology & Teacher Education International Conference (pp. 1283-1289). Jacksonville, Florida, United States: Association for the Advancement of Computing in Education (AACE). https://www.learntechlib.org/primary/p/130942/.

Nguyen, H. T., & Kellogg, G. (2010). "I had a stereotype that American were fat": Becoming a speaker of culture in a second language. The Modern Language Journal, 94(1), 56-73. https://doi.org/10.1111/j.1540-4781.2009.00983.x

References are provided by the first author's last name. If a reference does not have an author, then you alphabetize by the first letter of whatever that entry starts with – such as a website page.

Note that you can search if an article contains a DOI by searching here: https://www.crossref.org/guestquery/

A RESEARCH ARTICLE AND A REPORT
HOW ARE THEY SIMILAR? HOW ARE THEY DIFFERENT?

At times, I have seen these words used interchangeably, especially among students. However, there is a large difference between the two: one is a summary of what one has learned on a particular topic. There is no research being conducted by the author. The other is a paper where research has been conducted and results, a discussion, and concluding thoughts have been offered based on this research.

For visual learners like myself, I offer this side-by-side comparison:

A RESEARCH REPORT	A RESEARCH PAPER
Topic-based	Question-based – identifies a research gap
Contains a topic with a general discussion	Contains a clear thesis (purpose) with research questions to explore
Presents analysis/ideas/ interpretations of other scholars	Starts with an analysis of other scholars but ends with your own analysis and interpretation based on your research questions
Does not result in knowledge production	Results in knowledge production

The key difference to remember is that YOU are in the driver seat when writing a research paper. You have identified a gap in the existing literature, and it is your job to fill that gap with your study that you have created.

GRAMMAR AID

It is impossible to narrow down an English grammar guide to just a few pages. This is by no means an exhaustive list of grammar points, but just a few that are the most frequently identified. The areas I will briefly touch on are subject-verb agreement, parallel structure, and reporting verbs.

SUBJECT-VERB AGREEMENT

This is a very simple, yet frequently missed error among multilingual speakers. Essentially, the subject and verb must agree. On the surface, that seems simple. For example, I assume that you know the sentence, "*Joyce go to the store,*" is incorrect. Joyce is a third-person singular noun. Therefore the verb must also take the third-person singular form – "goes". "*Joyce goes to the store.*"

However, here are some other ways that the subject-verb agreement confuses some:

Example one: Compound subjects
Suzanne and Judy own a house. *Note that with two subjects, the two subjects are treated as plural. Therefore, the correct verb is "own" and not "owns" because the verb own cannot only agree with the subject, Judy.

Example two: Subjects separated by or/either/neither/nor
Neither Suzanne nor Judy own a house. *Note that in this case, because the words "neither" and "nor" are used, Suzanne and Judy are not considered a compound subject, and the third-person singular form of the verb "own" is used.

Example three: When there is more than one noun coming before the verb – usually separated by a prepositional phrase
The astronauts in this sleek and speedy ship are headed to the moon. *Note

that the verb will not agree with "ship" as this word is part of the prepositional phrase "in this sleek and speedy ship." Remember, the subject is "The astronauts" and will therefore take the plural form of the verb.

Example four: Ambiguous pronouns
Each of the four areas is relevant to the study. *Note that the word "each" is singular and therefore will take the singular form of the verb "is" and not "are." In addition to the word *each, every, either, neither,* and *none* are also singular pronouns and therefore will take the singular verb.

However, *both, many, few,* and *several* are plural pronouns and will take the plural form of the verb.

Words like *some, all, any* and *most* take a singular verb with **non-count nouns** (rice, sugar, money, water) and a plural verb with **plural nouns.**

PARALLEL STRUCTURE

Parallel structure is basically repeating the same grammar structure within the sentence. This means not changing part of speech and/or verb tenses.

Example 1:
Sarah enjoys running, biking, and swimming. *Note the use of the -ing form in all the verbs. This sentence cannot be written as, "Sarah enjoys running, to bike, and swimming," as the words "to bike" breaks the parallel structure.

Example 2:
The brave school board member challenged the district to improve the areas of diversity, equity and inclusion in all schools. *Note the words in the list are in the same form. The sentence cannot be written as "The brave school board member challenged the district to improve the areas of diversity, to fight against the lack of equity, and to champion inclusion," as it does not follow the structure set forth by the first word in the list.

REPORTED SPEECH

When you are writing a research paper, you will refer to past scholars' work. You will need to use reported speech in order to do this. It can be a challenge when working with quotations from various verb tenses. This chart will help to guide this inquiry as it relates to writing research.

DIRECT QUOTATION TENSE TO REPORTED VERB TENSES

DIRECT QUOTATION TENSE	REPORTED VERB TENSE
simple past	simple past generally (or past perfect)
simple present	simple present or simple past
future with will	will or would

The other aspect to remember about reported speech is that you can "mix up" the verbs being used. You do not always need to say "said" or 'stated" "discussed" or "explained".

Here is a link to a more expansive list of reporting verbs to use:
Some of the verbs I like to use in my own writing are: comments, assures, confirms, claims, observes, questions, applauds, recommends. *Note that if you have more than one author, the verb changes to comment, assure, confirm (etc.)

THE PUBLICATION PROCESS

CHOOSING A JOURNAL

It is crucial that before submitting your manuscript you understand the description and scope of the journal. Make sure that the journal fits your topic appropriately.

For example, *The Journal of Education in Muslim Societies* has a clear description that includes the frequency of publication as well as general topics that are published. Based on the reading of the description, we know that it is published bi-annually and the journal focuses on issues related to how education is used to improve people's lives in Muslim societies in policy, practice, or other ways.

Make sure you understand the journal's style book. As mentioned previously, *The Journal of Education in Muslim Societies* uses APA style. Also, make sure that you are aware of how images and figures are handled. For instance, if you are using an image you found in a book or online, is it free to use or do you need to obtain permission beforehand? This journal has a detailed submission guide that answers all of those questions. If you are unclear, journal web pages also have an email or some way to contact the journal. In this case, if you have any questions about publishing in this journal, you may contact JEMS.ManagingEditor@iiit.org.

FEEDBACK IS NOT A NEGATIVE THING!

Let me restate this: Feedback is not a negative thing. Feedback is a good thing. The more feedback you get, the better chance you have for your work to be published.

The rounds of feedback before you get to the submission stage can vary between 3-8 in some cases if you are working with a mentor or a peer. The most important thing to remember in the review process is to NOT get discouraged. Take each comment one at a time. Consider

it carefully, and remember, the feedback is meant to both encourage you and help you improve.

I will reiterate that it is so helpful to work with a fellow colleague during this process. You can read each other's work, provide feedback, and provide insight to one another before you even submit. Then, when you do submit and receive a decision, you can review the feedback together.

THE DOUBLE-BLIND PEER REVIEW

For most academic journals, there is a blind peer review process. This is the case with *The Journal of Education in Muslim Societies*. This means that the reviewers – usually volunteers who are experts in the field where you wish to contribute knowledge will not know who has written the piece. Double-blind simply means that at least two people have read your piece, and both of the reviewers do NOT know who wrote it.

Therefore, before submitting your manuscript, it is imperative that you remove any identifying information on it before submission. If there is any author identifying information on it, your manuscript will be sent back to you to fix.

You also need to allow at least 3-6 months for the reviews to be completed and for decisions to be issued by the editor(s). Nowadays with online publishing, sometimes decisions and publication times can be a lot quicker. However, the timing depends on the journal, the staff available, and the frequency of publication.

TYPES OF DECISIONS

When the editor of a journal responds to your submission with a decision, the responses are generally going to be one of the following: reject, revise and resubmit, accept with revisions, or accept with few to no revisions.

Reject: If you receive this response, do not get discouraged! This means the manuscript needs more work and this just may not be the right place for it. Take a few days to a week and then review the feedback thoughtfully and carefully and consider what to do with the manuscript next. You can choose to revise it and submit it elsewhere.

Revise and resubmit: This is a GOOD thing! This response means that the reviewers by in large appreciated your manuscript, but it just needs some more work before they can recommend it to the editor for publication. Again, take a few days to a week if you would like before you open the feedback from reviewers. Consider the feedback carefully and thoughtfully. Revise accordingly (they will usually give you a due date.) Submit it again.

Accept with revisions: Congratulations! This response means that you hopefully have a slot in the issue you are submitting your manuscript. Thoughtfully and carefully consider the feedback, respond accordingly, and resubmit by the due date.

Accept with few to no revisions: Wow! This is almost unheard-of. But, if you get this response, congratulations again. Review the feedback thoughtfully and carefully and resubmit accordingly by the due date if needed.

A few things to keep in mind as you read feedback:

» The feedback is meant to help you.

» The feedback could appear harsh. Every reviewer has their own style. Also remember not to place a tone of voice with the feedback as tone can be very misleading in written form.

» Remember not to take feedback personally. This is a double-blind peer review. The reviewers do not know you. They don't hate you. They also don't love you. They don't know who you are. Their job is to assess a manuscript and answer the question on whether to accept or reject.

» Remember that this is your piece. You do NOT have to use ALL the feedback provided to you. You can choose to take as much or as little as you like depending on what you will do with your manuscript next.

SOME FINAL THOUGHTS

Remember that organization is crucial in academic writing. Every part of a research paper has a role to play.

Read widely on your topic. It is important to write a solid literature review that cites the most important research on your topic and provide a clear research gap regarding what your study will address in relation to already published research.

Your methods section needs to be constructed in such a way that anyone reading your paper will be able to duplicate what you did to conduct a similar study. Remember to reference and cite the specific framework.

Don't explain/argue in the results section. Don't just offer results in the discussion section. These two parts are most often either confused or combined. The results section is only for the answers to your research questions. The discussion section is where you relate those results to past research and make your case for how your study fits into the existing research.

Feedback is part of the process, and it's a good thing. Do not get discouraged if there are multiple rounds of feedback. Feedback means there is interest. Be patient and take the feedback process slowly, carefully, and calmly.

FREQUENTLY ASKED QUESTIONS

1. What are the most important things I should do to start the process?

    A. First, it is important to read the aims and focus of the journal that you wish to submit your article to. Then, read a few pieces from that journal so you get a better understanding of the organization of the pieces, topic ideas, and general expectations of what the article should encompass.

2. I am worried about my level of English. Is it ok to get assistance in the editing process before it goes to the journal?

    A. Yes. That is more than acceptable to do as well as advisable no matter if you are fluent in English, or not. Everyone can use an extra set of eyes on their piece before submitting to a journal.

3. I have an idea for an article, but I am overwhelmed by the process of writing it. How can I break this down into more manageable steps?

    A. It is helpful to outline your ideas first. Use the manual to help you breakdown the different parts you need for the article. Start with the literature review. Find studies that are relevant to your idea. More importantly, find studies that can help you better justify the current gap in the research. Once you have your research gap, you can begin thinking about how you would like to conduct your study. If this is your first study, finding a co-author to share the work is a great option.

4. How long does the whole reviewing process take?

    A. This differs depending on the journal and available reviewers. But, the review process from submission to response can take anywhere from 2-6 months. Prepare accordingly. But typically, if you have not heard anything from the journal after 4 months, a follow-up email to inquire as to the status of your piece is acceptable.

AMERICAN JOURNAL OF ISLAM AND SOCIETY

Established in 1984, the *American Journal of Islam and Society (AJIS)* is an open-access, bi-annual, double-blind peer-reviewed interdisciplinary journal, published by the International Institute of Islamic Thought (IIIT), and distributed worldwide.

In 2020, the journal got its new name, *American Journal of Islam and Society (AJIS)*, replacing the older title, *American Journal of Islamic Social Sciences (AJISS)*. Now in its thirty-seventh year, the journal has evolved along with the scholarly landscape and our global community of readers. The new name reflects an expansion of the journal's scope, which has in fact already reflected in the articles it has featured for years. This change signals that social sciences and humanities are interrelated and that an Islamic engagement with one requires examining the other. We, therefore, wish to underscore that we welcome all scholarship that pertains to the myriad ways that Islam and human societies interact.

To submit to the journal, please scan QR code.

JOURNAL OF EDUCATION IN MUSLIM SOCIETIES

The Journal of Education in Muslim Societies (JEMS) is a bi-annual, double-blind peer-reviewed journal published in partnership with the International Institute of Islamic Thought and Indiana University Press. *JEMS* encourages work on a wide range of topics pertinent to the education sector, including but not limited to pedagogies, teacher practices, leadership, and policy as it relates to the conditions and status of education in Muslim societies and communities. The guiding premise of the Journal is that education serves not just the acquisition of knowledge and skills but also the enhancement of the holistic aspects of individuals and societies. *JEMS* seeks manuscripts in subject areas such as comparative education, youth and youth development, curriculum reform, early childhood education, higher education, and others. The journal has no disciplinary or methodological bias.

To submit to the journal, please scan QR code.

الفكر الإسلامي المعاصر

مجلة علمية عالمية محكمة يصدرها المعهد العالي للفكر الإسلامي

كلمة التحرير
- المثقف المسلم وأزمة التحليل والنقد — هيئة التحرير

بحوث ودراسات
- الاستقامة والقصدي في الخطاب القرآني — جيلة بلمودة / إبراهيم محمد زين
- مادة (وَقَر) في القرآن الكريم: دراسة دلالية — جيلة مصطفى المعلي / جهاد محمد الصبيرات
- الدليل النقلي من السُّنة: دراسة كلامية أصولية في تاريخية التشكل وإشكالية المعيارية — حسن الخطاف
- أثر مقاصد الشريعة في بيان نصوصها — أحمد محمد سعيد السعدي
- مفهوم العمران في الفكر الإنساني — عبد العظم سليمان الدقور

قراءات ومراجعات
- الفكر المقاصدي في تفسير المنار، تأليف: عبد الله أكزرم — علي محمد أسعد
- الدين والصحة النفسية، تأليف: آزاد علي إسماعيل — رمزي فوزي أبو غزالة

السنة الثامنة والعشرون — العدد 103 — ربيع 1443هـ/2022م

AL-FIKR AL-ISLĀMĪ AL-MUʻĀṢIR

(Contemporary Islamic Thought - CIT)

AL-FIKR AL-ISLĀMĪ AL-MUʻĀṢIR *(Contemporary Islamic Thought – CIT)* is a scientific, international, double-blind peer-reviewed journal that aims to facilitate methodological reform in Islamic thought, promote awareness, research, and education in Muslim societies and formulate critical academic methodologies, tools, and policies that respond to the ongoing breakthroughs in human knowledge as a whole and which support and drive the revision and investment of Islamic knowledge.

CIT is published twice a year (Fall and Spring) the International Institute of Islamic Thought (IIIT). The journal accepts original and full-length articles that have not been published or are under consideration elsewhere. *CIT* accepts scientific reports, papers of scientific conferences, forums, and book reviews.
Submissions can be in Arabic or English.

To submit to the journal, please scan QR code.

IIIT PUBLICATIONS

The IIIT Department of Publication and Translation (DPT) is the Institute's flagship portal to address core intellectual, topical, and epistemological issues whose methodology and significance is relevant to time and space. The aim is to give both value and appropriate response to the latter by stimulating wider discourse through production of key works in the form of books and research papers.

Since 1981 IIIT has published over 600 titles in English and Arabic and translated and published more than 400 titles in over 35 languages. The subject matter has been broad ranging from Islamic studies, intellectual development in Islamic thought, humanities, social sciences, maqasid al-Shariah, apostasy, parenting, and the advancement of education in Muslim societies. In addition, the underlying ethical, faith-based prescriptions that mark out IIIT publications embody a universal moral code that aims at the general welfare and betterment of humanity. Taking these factors into account, IIIT seeks and welcomes new ideas and encourages critical thinking in generating knowledge as well as documenting it.

To submit your manuscript in Arabic or English, please scan the QR code.

ADVANCING EDUCATION IN MUSLIM SOCIETIES BOOK SERIES

In partnership with the International Institute of Islamic Thought and Indiana University Press, the Advancing Education in Muslim Societies (AEMS) Book Series, aims to encourage publications on a wide range of topics pertinent to education including but not limited to pedagogy, curriculum, leadership, and policy as they relate to the conditions and status of education in Muslim societies and communities. Publications framed within the human development in Muslim societies are encouraged. Single authored, co-authored, or edited volumes are accepted. The books go through rigorous blind peer reviews ahead of publication. First, at time of submitting a proposal including a sample chapter and after completion of manuscript. For more information and questions as well as to submit a proposal email the book series editor at *aemsresearch@iiit.org*.

First publication in this series is available:
Nasser, I. (2022). *Education Transformation in Muslim Societies: A Discourse of Hope.* An Edited Volume.

ABOUT THE AUTHOR

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ABOUT IIIT

The International Institute of Islamic Thought (IIIT) is the premier international organization focusing on providing a platform for the unique perspective of Muslim thinkers, scholars, and practitioners in the humanities and social sciences. For 40 years, IIIT has been a voice for moderation, diversity, and modernity in Islamic thought, with an emphasis on concepts such as co-existence and building the capacity of communities to address their common global and local challenges. Today, IIIT is the voice of the Muslim intellectual tradition in the west, and a champion for scholarship, knowledge, and learning in Muslim societies across the world.

IIIT was established in 1981 as a U.S. non-profit 501(c)(3) non-denominational organization. Its headquarters are in Herndon, Virginia, in the suburbs of Washington, D.C.

DEMYSTIFYING THE PUBLICATION PROCESS

A GUIDE TO PUBLISHING A PAPER IN AN ACADEMIC JOURNAL

Demystifying the Publication Process is a guide to help aspiring scholars become effective writers. Written in an informative and encouraging style it seeks to improve the quality and efficiency of academic writing and outline a good and practical understanding of the writing process itself. In order to present ideas with coherence and academic professionalism, it is essential that authors possess requisite writing skills that allow concepts or theories to be conveyed swiftly and accurately. Towards this end, the guide distills key elements of grammar, technical expression and tone, to set the foundations of a well-structured piece of writing.

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