

Manuscript Preparation Guidelines

In general, Gallaudet University Press follows the *Chicago Manual of Style* (CMOS), 17th ed., for questions of style and formatting, and *Webster's 11th New Collegiate Dictionary* for spelling. The following guidelines will assist you in preparing the final manuscript for publication.

Submitting the Manuscript

1. Submit an electronic copy as an attachment or through Dropbox if the files are large.
2. Place each chapter/article in a separate file. For multi-author volumes, submit the entire manuscript with all files in the same software program. Do not send individual chapter files in multiple software programs.
3. Submit any necessary permissions with the final manuscript.
4. Provide photograph captions in a separate file.
5. Provide art as TIFF or EPS files. Digitally submitted photographs must have a minimum resolution of 300 dpi; submitted line art (such as sign illustrations) must have a minimum resolution of 1200 dpi. If requested, please also provide a printout of each individual piece of digital art.
6. Provide a list of email and home addresses for all authors and contributors.

Formatting

1. Type all elements of the manuscript double-spaced with one-inch margins on all sides, including footnotes or endnotes, references or bibliography, table and figure captions, and notes. Use 12 pt. Times New Roman or a similar font. Set the page size to 8.5 x 11.
2. Type the manuscript flush left/ragged right; in other words, do not use the right justification setting on the computer.
3. Number the pages consecutively, starting with the first page.
4. Indent paragraphs using the tab button.
5. Use the serial comma: The author discusses topic a, topic b, and topic c.

6. Indent extracts or block quotations on both sides. These should also be double-spaced.
7. Use the italic feature of your word processing program.
8. Begin the endnote and footnote numbers in each chapter with 1 and number consecutively throughout each chapter.
9. Use the same font for all elements of your manuscript. Do not vary font or style to indicate levels of heads, extracts, epigraphs, or other special text. Use numbers in angle brackets to indicate different head levels:

<1>Experimental Studies
<2> Studies of Information Transmission
<2>Laterality Studies
<3>Response Latency

10. Provide a list of diacritical marks or special characters that cannot be keyboarded through your word processing program. Bring them to our attention on the hard copy by noting them in the left margin near where they occur.
11. Type sign glosses in small capital letters. Use full capital letters for abbreviations, acronyms, and handshape designations. For example:

In ASL, the sign WATER is made with a W handshape.

Tables, Figures, and Illustrations

1. Place tables, figures, and illustrations/photographs in separate files. Do not embed them in the text.
2. Number tables and figures consecutively throughout the manuscript. In a multi-author volume, tables should be numbered consecutively within each chapter.
3. Number illustrations consecutively throughout the manuscript.
4. Include table, figure, and illustration callouts in the text and indicate approximate placement within angle brackets: <table 1 near here>

Citations and References

For books in the humanities, follow the CMOS notes and bibliography style in chapter 14. Use superscript numbers for endnote callouts in the text. Do not use more than one number at a time. The following examples show first the note style and then the bibliographic style.

1. William C. Stokoe, *Language in Hand: Why Sign Came before Speech* (Washington, DC: Gallaudet University Press, 2001), 45–49.

Stokoe, William C. *Language in Hand: Why Sign Came before Speech*. Washington, DC: Gallaudet University Press, 2001.

2. Ceil Lucas, ed., *Sociolinguistics in Deaf Communities* (Washington, DC: Gallaudet University Press, 1995).

Lucas, Ceil, ed. *Sociolinguistics in Deaf Communities*. Washington, DC: Gallaudet University Press, 1995.

3. John Burnet, “On the Early Domestic Education of Children Born Deaf,” in *A Mighty Change: An Anthology of Deaf American Writing, 1816–1864*, ed. Christopher Krentz (Washington, DC: Gallaudet University Press, 2000), 44–64.

Burnet, John. “On the Early Domestic Education of Children Born Deaf.” In *A Mighty Change: An Anthology of Deaf American Writing, 1816–1864*, ed. Christopher Krentz, 44–64. Washington, DC: Gallaudet University Press, 2000.

4. Margret Winzer and Kas Mazurek, eds. *Special Education in the 21st Century: Issues of Inclusion and Reform* (Washington, DC: Gallaudet University Press, 2000).

Winzer, Margret, and Kas Mazurek, eds. *Special Education in the 21st Century: Issues of Inclusion and Reform*. Washington, DC: Gallaudet University Press, 2000.

5. Susan Plann, “Patricio GarcPo,” *Sign Language Studies* 1 (winter 2001): 136, 138.

Plann, Susan. “Patricio GarcPo.” *Sign Language Studies* 1 (winter 2001): 125–46.

For books in the social sciences, the Press prefers the CMOS author-date system in chapter 15, but also uses APA style. The following examples show the differences between these styles.

Citations

CMOS: (Lucas 1995)
(Lucas 1995, 214)
(Winzer and Mazurek 2000)
(Abrams 1998; Brueggemann 1999)

APA: (Lucas, 1995)
(Lucas, 1995, p. 214)
(Winzer & Mazurek, 2000)
(Abrams, 1998; Brueggemann, 1999)

References

CMOS:

Gannon, Jack. 1981. *Deaf Heritage: A Narrative History of Deaf America*. Silver Spring, MD: National Association of the Deaf.

La Bue, Mary Ann. 1995. Language and Learning in a Deaf Education Classroom: Practice and Paradox. In *Sociolinguistics in Deaf Communities*, ed. Ceil Lucas, 164–220. Washington, DC: Gallaudet University Press.

Winzer, Margret, and Kas Mazurek, eds. 2000. *Special Education in the 21st Century: Issues of Inclusion and Reform*. Washington, DC: Gallaudet University Press.

Bailes, Cynthia. 2001. Integrative ASL—English Language Arts: Bridging Paths to Literacy. *Sign Language Studies* 1 (winter): 147–74.

Association for Counselor Education and Supervision. (1993, March). *Ethical Guidelines for Counseling Supervisors*. Retrieved on November 11, 2001, from <http://www.siu.edu/~epse1/aces/documents/ethicsnoframe.htm>

APA:

Gannon, J. (1981). *Deaf heritage: A narrative history of deaf America*. Silver Spring, MD: National Association of the Deaf.

La Bue, M A. (1995). Language and learning in a deaf education classroom: Practice and paradox. In C. Lucas (Ed.), *Sociolinguistics in Deaf communities* (pp. 164–220). Washington, DC: Gallaudet University Press.

Winzer, M., & Mazurek, K. (Eds.). 2000. *Special education in the 21st century: Issues of inclusion and reform*. Washington, DC: Gallaudet University Press.

Bailes, C. (2001). Integrative ASL—English language arts: Bridging paths to literacy. *Sign Language Studies*, 1, 147–174.