British Shakespeare Association *Teaching Shakespeare*

Author guidelines

Aims and scope

Teaching Shakespeare publishes short articles in English from, and for, educators internationally, across different sectors, concerning Shakespeare in a wide variety of formal and informal educational settings. This commonly includes education policy, practices, and resources for Shakespeare. Although a publication of the British Shakespeare Association, as an international organisation and publication, we wish to stress that we welcome submissions from anywhere in the world. We are freely available online and have a small print run that we distribute freely to raise awareness of the publication.

We are open to articles in a range of formats, such as vox pops, lesson plans, annotated bibliographies, reviews of theatre and print or digital resources are a few examples besides more traditional articles. The writing should be authoritative, lively and accessible beyond academia as well as to non-specialists. We encourage potential authors to browse previous issues, freely available online, to get a sense of the publication's content and style.

We sometimes publish themed issues by guest editors. Examples include where a guest editor has organised an event related to teaching Shakespeare with multiple contributors giving papers, which they wish to disseminate. If you are interested in guest editing an issue, please contact the editor to discuss your proposed issue. You are encouraged to consult previous such issues first: 13, 16, 17 and 19 are examples.

Originality

Making a submission implies that the work is yours, original, and not previously published elsewhere. We may occasionally consider re-publication of an existing item, where copyright enables you to re-publish your work, but please contact the editor to discuss this.

The author/s are ultimately responsible for the accuracy and integrity of the article.

Length

Articles should ordinarily not exceed 2200 words. They may be as short as 750 words. If you are planning to write more or less than this, please contact the editor concerning feasibility.
Submission

Please prepare and email your article to the editor, sarah.olive@york.ac.uk as a word processed file (e.g. docx or doc not PDF). Also, attach any image files separately (see below for details). The article should contain your name/s (please use the order of your name that you most prefer i.e. Kim Joon-ho or Joon-ho Kim), a concise title, and a brief pen portrait of the author/s (biographical note). It must comply with the referencing notes below.

By submitting to *Teaching Shakespeare*, your name, email address, and other contact details the publication might require, will be used for its regular operations, including, when necessary, sharing with partners for production and publication (e.g. designer, web manager, printer, peer reviewers) through password-protected email and cloud storage accounts.

Formatting and style

- Use a Calibri 12-point for text. If Calibri is unavailable, use another sans serif font of the same size.
- Single space characters i.e. use one space only after punctuation.
- To create a dash, type two hyphens with one space before the preceding word and one space after the following word.
- To type an ellipsis, type a space after the preceding word, 3 full stops, and a space before the following word.
- Use any recognised English spelling style, applied consistently throughout your article.
- Use authoritative translations (or your own), if your text includes quotations in a language other than English. Follow the original language with an English translation in parentheses. Identify the translators in the citation.
- Follow the titles of books and articles in languages other than English immediately by their English translations in parentheses.
- Do not number pages or use headers or footers.
- If you use sub-headings, they should be emboldened but not numbered.
- Use italics for emphasis, not bold font or underline.
- Defined abbreviations at first mention and used consistently thereafter.
- Italicise titles of books and plays e.g. *King Lear.*
- Set the titles of poems, short stories, essays and articles within single quotation marks: e.g. 'Sonnet 73'.
- Set quoted matter inside a sentence within single quotation marks.

- Set extensive quoted matter clear of the body of the article and indent on the left only. Quotation marks are unnecessary
- Place closing punctuation marks outside of closing quotation marks. The same applies to brackets.

Referencing

We do not allow footnotes either for referencing or to add comments on the main body of the text.

Citations must be in-text + works cited style, but within that any consistently applied style is acceptable e.g. Harvard, APA. You can find guidance on how to apply these styles freely online.

This publication is meant for a wide readership of educators across different sectors. We prefer not to have articles swimming with citations e.g. do not cite two or more sources, where one would make your point.

Images

- We can usually include one or two images or similar to accompany your article. There is no charge for their inclusion in the print or online versions.
- Images must be those for which you have copyright, permission, or which are freely-available for re-use e.g. Unsplash or Morguefile.
- Please see below for further details about obtaining permission from people pictured in your images, other than yourself or freely-available stock images.
- We can only accept high-resolution images for publication. They should be submitted as separate files, not pasted or embedded into the article.
- Include the name of the person to whom the image should be credited in the file name.
- Indicate where you wish the image to appear in the article by giving its file name and a descriptive caption (blind users could then use a text-to-speech software or a text-to-Braille hardware) e.g. 'Image of a child reading an edition of *King Lear'*.
- Submission of images with your article indicates your compliance with the above.

Ethics

Where your article is based on empirical research, particularly with human participants, submission will be taken as indicating your familiarity and compliance

with the [principles and practices of ethical research](#) outlined by the British Educational Research Association (BERA).

You should read and endeavour to comply with the full BERA guidelines above, but to pull out a few common issues for our authors:

- You should make sure you have the informed consent of any human research participant to publish data collected from them. Although teaching is distinct from research, if you are a teacher, and publishing about students or colleagues, it is good practice to ensure that they (or, if they are minors, a parent or guardian) know and approve your publication. Showing them your final draft and allowing them to remove any of their data that they do not wish to be included is a good way to proceed.
- If you wish to include identifying photographs of people besides yourself (i.e. where faces or other distinguishing features are clearly discernible), you must have their express permission to do so (or, if they are minors, the permission of a parent or guardian). Sending us such material for inclusion will be taken as indicating you have obtained this.
- You should consider anonymising your research participants and any students, colleagues, or institutions, unless they have expressly consented to being identifiable.

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