



Roosevelt Network at LUC

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Submission Guide for the Roosevelt Network at LUC

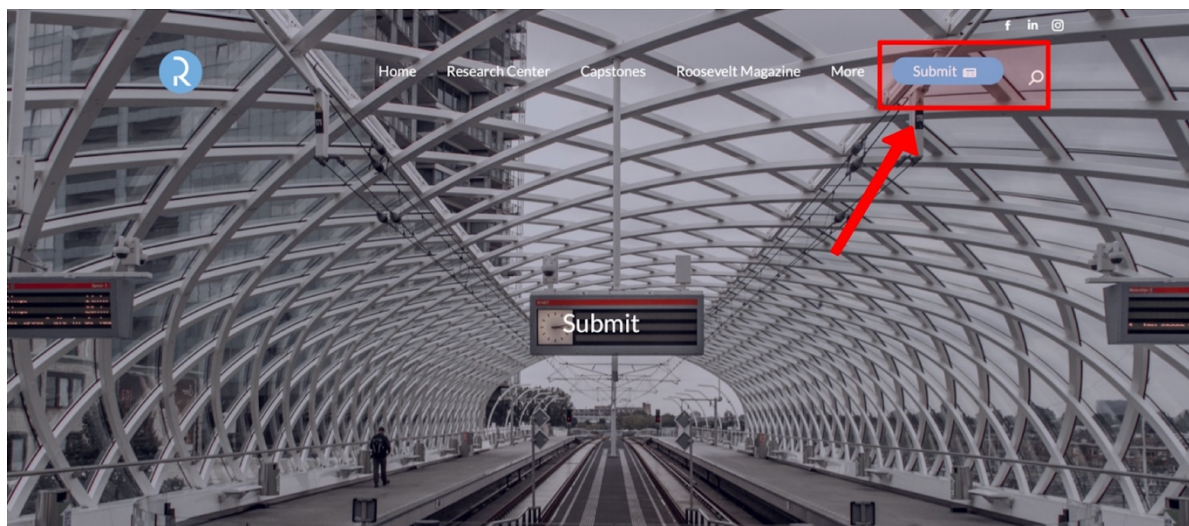
Structure:

- Submitting a publication that is not a capstone ([pages 1-10](#))
 - Navigating the website submission page for publications ([pages 1-2](#))
 - Different types of publications and their submission requirements ([pages 2-10](#))

Note: We cannot accept pieces that were written as a part of a university class.

Navigating the website submission page for publications

1. Navigate to the "submit" page on the right side of the website's main menu



Want to submit a piece for publication?

Please fill out the submission form. Contact us if you have any questions.

2. Fill in the “Want to submit a piece for publication?” form in the following manner:

- a)** Indicate that you are submitting a *Publication*.
- b)** Type up the full title of your piece
- c)** Insert your full name [last name, first name(s)]
- d)** Add your primary and secondary email addresses
- e)** Add the year you graduated or are set out to graduate from LUC.
- f)** Select “finished article” as your submission type if you are submitting a piece that you have already finished writing and select “proposal” if you have yet to write the piece and are waiting for the Roosevelt Network’s feedback before you begin. Please include the following
 - i)** A title.
 - ii)** A research question.
 - iii)** An abstract of 200 words.
 - iv)** What research center it would fall into.
 - v)** What type of piece it is.
 - vi)** The tags that you would include.
- g)** Download the Publication Contract and fill it in.
- h)** Upload your piece as a *Microsoft Word* document.
- i)** If you wish to share anything with our team reviewing your piece, including which research center you think your piece fits into, feel free to type it up in the “message” box.

Message



- i)** Hit “submit”.

3. The Roosevelt Network at LUC will reach out to you once it has decided whether or not to publish your piece.

Different types of publications and their submission requirements

Types of Pieces We Accept:

Aside from capstones, the Roosevelt Network at LUC accepts seven main types of submissions. These are:

- Op-eds/articles
- Policy papers
- Book reviews
- Analytical essays
- Fact Sheet
- Literature reviews (narrative or traditional)
- Persuasive essays.

General Requirements:

- We ask all authors aside from those of the International Justice (IJ) Major to base their references on the *Chicago Manual of Style*. Pieces falling within the IJ Major to use the *OSCOLA* reference style.
- You are required to adhere to rules of academic honesty and *refrain from plagiarism*.
- The argument you are advancing should be original and not a mere regurgitation of arguments that have previously been advanced by other authors
- Check for any spelling and grammar mistakes. Although the Editorial Team will check for these, make sure that your writing is clear and understandable.
- Don't reproduce the chronology of the sources your piece is based on.

Please review the below requirements for the type of piece you wish for us to publish before submitting it.

Op-eds/articles

- General Requirements:
 - Every successful op-ed piece or column must have a clearly defined topic and theme.
 - Topic: the person, place, issue, incident, or thing that is the primary focus of the column. The topic is usually stated in the first paragraph.
 - Theme: another level of meaning to the topic. What's the big, overarching idea of the column? What is the point? Why is the point important? The theme may appear early in the piece or it

may appear later when it may also serve as a turning point into a deeper level of argument.

- We ask you to adhere to the following structure when drafting an op-ed or article:
 - **LEDE**
 - A lede is what sets the scene and grabs your reader's attention - it is the introduction. A news hook is a good tool for this.
 - The LEDE also briefly lays the foundation for the argument.
 - **THESIS**
 - Statement of argument - either explicit or implied
 - **ARGUMENT**
 - Based on evidence (such as stats, news, reports from credible organizations, expert quotes, scholarship, history, first-hand experience)
 - **1ST POINT**
 - **2ND POINT**
 - **3RD POINT**
 - Note: In a simple, declarative op-ed ("policy X is bad; here's why"), this may be straightforward. In a more complex commentary, the 3rd point may expand on the bigger picture—historical context, global/geographic picture, mythological underpinnings, etc.—or may offer an explanation for a mystery that underpins the argument- eg., why a bad policy continues, in spite of its failures.
 - **COUNTERARGUMENT**
 - In which you pre-empt your potential critics by acknowledging any flaws in your argument, and address any obvious counter-arguments.
 - **CONCLUSION**
 - Summarizing
 - Referring back to LEDE
 - Every good column or op-ed piece needs a strong ending which has some basic requirements. It:
 - Echoes or answers introduction
 - Has been foreshadowed by preceding thematic statements
 - Is the last and often most memorable detail
 - Contains a final epiphany or calls the reader to actionThere are two basic types of endings. An "open ending" suggests rather than states a conclusion, while a "closed ending" states rather than suggests a conclusion. The

closed ending in which the point of the piece is resolved is by far the most commonly used.

Policy papers

- What a policy paper is:
 - *“Policy papers are critical analyses of an important social issue or problem that involves the research and development of a defensible plan (policy proposal) for solving the problem and formulate workable strategies for implementing the plan.”*
- We ask you to adhere to the following structure when drafting a policy paper:
 - **Introduction and background of issue**
 - Should contain the thesis statement and identify the issue
 - “Who / What / Why / How”
 - **Methodology**
 - **Literature Review**
 - **Policy Options or Policy Context**
 - Depending on the orientation of the research, the author may need to explore the pros and cons of possible policy options. One should always describe the status quo of current policy, including current intervention efforts
 - **Analysis of Findings or Evidence**
 - The analysis should seem well fleshed out. The argument should flow logically and fluidly.
 - **Case Studies and Best Practices**
 - If the findings are grounded in original case studies, the names of those case studies have to be named individually with “Lessons Learned” at the end of each individual case study. Be aware that “Best Practices” demand rigorous analysis and do not flow intuitively from Lessons Learned. If the analysis of the case studies proves lengthy, it might be relegated to Annexes and then summarized each with “Lessons Learned” (and, if relevant, “Best Practices”) in the text of the report
 - **Policy Options and Recommendations**
 - Some policy papers may merge the findings and recommendations, with the recommendations flowing immediately from specific findings. Most, however, present all findings together in a single section, followed by policy options and recommendations. Just to be clear, it’s okay if the analysis stops short of full recommendations so long as you clearly lay out the relevance for your analysis of the evidence

- **Implementation and Next Steps.**
 - Some policy papers fold implementation into the recommendations or into next steps. Others break out this section discretely to detail the specific steps of how and when to implement the recommendations. If there are significant risks, costs, or obstacles associated with implementation, one should discuss them in the earlier section that describes the pros and cons of the policy recommendation/s. This section should be dedicated to the mechanics of implementation. Again, the paper may stop short of developing implementation, but you might acknowledge implementation as a part of "Next Steps."
- **Conclusion**
 - Here, one might return to the big picture or the motive of the analysis: What is the goal of the analysis or of your policy recommendation/s? What will happen if the decision-maker does not act on your research or move forward with the recommendation? What will happen if she does? While you do not want to succumb to rhetoric, this is your opportunity to remind the reader of the importance of the analysis
- **Appendices**
 - These typically include the survey data and questions, charts and graphs, and details of case studies that gird your analysis.
- **Bibliography**
 - While professional white papers may not reference their sources, any academic papers must provide a full bibliography in addition to fully cited, footnoted references. Footnotes and endnotes, however, are not standard for most white papers.

Book reviews

- We ask you to adhere to the following structure when drafting a book review:
 - **Title**
 - Title including complete bibliographic citation for the work (i.e., title in full, author, place, publisher, date of publication, edition statement, pages, special features [maps, color plates, etc.], price, and ISBN.
 - **Introduction**
 - The name of the author and the book title and the main theme.
 - Relevant details about who the author is and where he/she stands in the genre or field of inquiry. Possibly linking the title to the subject to show how the title explains the subject matter.

- The context of the book and/or the review. Placing the review in a framework that makes sense to the audience alerts readers to “take” on the book. Perhaps one wants to situate a book about the Cuban revolution in the context of Cold War rivalries between the United States and the Soviet Union. Another reviewer might want to consider the book in the framework of Latin American social movements.
- Do they state the author’s purpose in writing the book? Sometimes authors state their purpose in the preface or the first chapter. Possible questions one may answer:
 - Why did the author write on this subject rather than on some other subject?
 - From what point of view is the work written?
 - Was the author trying to give information or to explain something technical or to convince the reader of a belief’s validity by dramatizing it in action?
 - Scan the Table of Contents. This can help the reader to understand how the book is organized and will aid in determining the author's main ideas and how they are developed - chronologically, topically, etc. Also focus on how chapters harmonize with each other.
 - How did the book affect you, the reviewer? Were any previous ideas you had on the subject changed, abandoned, or reinforced due to this book? How is the book related to your own course or personal agenda? What personal experiences have you had related to the subject?
 - How well has the book achieved its goal?
- **Thesis**
 - Do they have their own thesis?
 - Does it have a specific value? Is there a special angle it took?
- **Body or Summary**
 - This should be brief (Prioritize Analysis)
 - Backup with examples
 - One paragraph on the book’s strengths.
 - One paragraph on the book’s weaknesses.
- **Analysis**
 - This part provides critical commentary and defines how well the author has reached the objectives he or she had. Ask question like:

- How would one describe the author's style? Was it effective, hard to perceive, engaging, and/or powerful?
- Did the author achieve set goals and did they argue their thesis?
- How did one perceive the book?
- Are the author's arguments convincing?
- Would you recommend this book?
- **Conclusion**
 - Is the thesis summed up or restated, or is a final judgment made regarding the book. One should not introduce new evidence. One can, however, introduce new ideas that go beyond the book if they extend the logic of your own thesis. The evaluation of the book should be synthesized here; hence, one should pull conclusions from the comparison of strengths and weaknesses.

Analytical essays

- What an analytical essay is:
 - Analytical writing includes descriptive writing, but also requires you to re-organise the facts and information you describe into categories, groups, parts, types or relationships. Rather than telling the reader the facts of the situation, the analytic essay demands that you examine information and evaluate it. Put another way, the analytic essay does not simply ask what, where and when; it asks why and how. Examples of this include questions which ask you to discuss, analyse, investigate, explore or review.
- General requirements:
 - Develop a clear, focused thesis statement and keep this focus in each paragraph.
 - Each paragraph should contribute to the development of your argument. Avoid tangents!
 - Present your ideas in a natural order. Although there is no one way to present information, the ideas should be clear, coherent and flow in a logical order.
 - Use evidence or examples from the text in each paragraph.
 - Ensure that your analysis is thorough. Did you consider all opposing arguments? Are you making assumptions that are questionable?
 - Use topic sentences at the beginning of each paragraph, to show the reader what the main idea is, and to link back to the introduction and/or headings and sub-headings.

- Show the connections between sentences. The beginning of each sentence should link back to the main idea of the paragraph or a previous sentence.
- Use conjunctions and linking words to show the structure of relationships between ideas.
- We ask you to adhere to the following structure when drafting an analytical essay:
 - **Introduction**
 - Should contain the thesis statement and identify the issue
 - Roughly, an introduction should be between 10 and 20 percent of the length of the whole essay
 - You should write your introduction after you know both your overall point of view (if it is a persuasive paper) and the whole structure of your paper. You should then revise the introduction when you have completed the main body.
 - Its purpose is to:
 - Introduce the topic, providing some vital background information and/or definitions
 - Include a clear thesis, aiming to describe the overall point of view of the topic
 - Provide a roadmap, an overview of the scope and your structure, the components to be discussed
 - **Body paragraphs**
 - Most academic writing is structured into paragraphs. It is helpful to think about each paragraph as a mini essay with a three-part structure:
 - 1. Topic sentence (also known as introductory sentence)
 - The topic sentence introduces a general overview of the topic and the purpose of the paragraph. Depending on the length of the paragraph, this may be more than one sentence. The topic sentence answers the question 'what's the paragraph about?'
 - 2. Body of the paragraph
 - The body of the paragraph develops this topic. It may elaborate directly on the topic sentence by giving definitions, classifications, explanations, contrasts, examples and evidence.
 - 3. Concluding sentence (necessary for long paragraphs but otherwise optional).
 - The final sentence in many, but not all, paragraphs is the concluding sentence. It does not present new information, but often either summarises or comments

on the paragraph content. It can also provide a link, by showing how the paragraph links to the topic sentence of the next paragraph. The concluding sentence often answers the question 'so what?', by explaining how this paragraph relates back to the main topic.

- **Conclusion**

- The conclusion usually begins by briefly summarising the main scope or structure of the paper
- It confirms the thesis statement that was given in the introduction.
- It usually ends with a more general statement about how this topic relates to its context. This may take the form of an evaluation of the importance of the topic, implications for future research or a recommendation about theory or practice.

Literature reviews (narrative or traditional)

- How to go about when writing a narrative or traditional literature review:
 - **While researching and reading on the chosen topic**
 - Summarize the main claims of each paper, this will help you see similar claims from one author to the other, but also highlight any differences in approaches or conclusions they may have. This will help for the next step.
 - Organize papers based on their common patterns, trends, ideas, theme, methodology, or influential theories. Organize around ideas rather than around authors.
 - **When organizing your paper and arguments**
 - Think about how you can connect the sources together : you can compare solutions, or mention things that some authors forget to emphasize, or comment on their use of theory, identify the common trend in the field, or even just a debate that arises often.
 - Use the previous organization as a structure for your literature review. One section should be focused around one theme/idea/patter/etc. each paragraph should link logically to make the paper fluid.
 - Make sure that you aren't just summarizing every view and opinion of the authors. Instead, you should compare and contrast, even if they mostly agree. Think about interesting differences that you found. This way you can justify the reason you might have grouped some authors together and not others.

Using words like “however” can be helpful to do this. Remember that the key is analysis, not description.

- Identifying a knowledge gap can be a plus!
- Tip: avoid using authors' names altogether, instead consider saying “it is often argued by scholars that [insert claim].”

- **While writing the paper**

- Your literature review should have a thesis statement.
- It should not argue for a position or opinion. Instead, it should highlight a perspective on the current state of things in the literature.
- E.g. “More and more cultural studies scholars are accepting popular media as a subject worthy of academic consideration”
- The structure of the review should be as follows : an introduction with thesis, the body with arguments on the existing literature, and a conclusion that summarizes aforementioned ideas and gives recommendations on the next step for research.

Persuasive essays

- What a persuasive essay is:
 - *“A piece of academic writing, in which the author uses logic and reason to demonstrate that their point of view is more legitimate than any other. The clear exposition and elaboration of arguments is supported by convincing facts and reasoning.”*
- Structure of a persuasive essay:
 - **Introductory Paragraph**
 - The beginning captures the reader’s attention
 - Provide enough background information covering the 6 W’s: Who? What? Where? When? Why? How?
 - Thesis statement
 - Is the thesis statement clear and comprehensive?
 - Does the thesis statement argue from one position?
 - Are the main ideas of the essay introduced?
 - **Argumentation (for each argument)**
 - Remember to state **&** argue each point
 - Do the statements become clear?
 - Include the topic sentence, which summarizes the main idea of the argument
 - Does the topic sentence summarize the main idea of the argument?

- Evidence needs to be derived from reliable sources (statistics, news, scholarly articles, primary sources/own research, etc.), which are cited correctly
- The argument should be relevant to the thesis statement/topic & this relevance should be elaborated on sufficiently
- **Counters**
 - Use markers to make clear that it is a counterargument.
 - It should be relevant for the flow of the essay.
 - It should be proportionate to the essay, i.e. it does not deduct from the argument you are advancing
- **Conclusion**
 - Does it restate the thesis statement?
 - It should summarize the key points of the essay
 - It demonstrate how the argumentation proved the thesis statement
 - It should draw to “the bigger picture” and explain its further relevance