

CALL FOR PAPERS

Manuscripts for the next issue will be due June 15, 2009. Articles will be accepted in any of the Content Areas supported by the journal.

Special issue on *Teaching Evolution in the Classroom*: We are planning a special issue of *The Journal of Effective Teaching* devoted to the teaching of evolution in a university setting. Articles will be accepted until May 1, 2009. Additional details are below and are posted at the journal website. ***Deadline Extension for Special Issue - We have decided to extend the deadline. Articles will be accepted until May 14, 2009. We will still plan to get the issue out according to the original schedule.***

The Journal of Effective Teaching is an electronic journal devoted to the exchange of ideas and information about undergraduate and graduate teaching. Articles are solicited for publication which address excellence in teaching at colleges and universities. We invite contributors to share their insights in pedagogy, innovations in teaching and learning, and classroom experiences in the form of a scholarly communication which will be reviewed by experts in teaching scholarship. Articles should appeal to a broad campus readership. Articles which draw upon specific-discipline based research or teaching practices should elaborate on how the teaching practice, research or findings relates across the disciplines. We are particularly interested in topics addressed in the particular Content Areas described at the journal site, including empirical research on pedagogy, innovations in teaching and learning, and classroom experiences.

The Journal of Effective Teaching will be published online twice a year at <http://www.uncw.edu/cte/ET/>. All manuscripts for publication should be submitted electronically to the Editor-in-Chief, Dr. Russell Herman, at JET@uncw.edu. Articles will be reviewed by three referees.

Manuscripts for publication should:

- Follow APA guidelines (5th Edition).
- Include an abstract and 3-5 keywords.
- Typeset in English using MS Word format and 12 pt Times New Roman
- Articles/essays on effective teaching should be 2000-5000.
- Research articles should be 3000-8000 words.
- Tables and figures should be placed appropriately in the text.

All articles published in **The Journal of Effective Teaching** will be copyrighted under the Creative Commons "Attribution-Non Commercial-No Derivs" license. **The Journal of Effective Teaching** will require that the author sign a copyright agreement prior to publication.

	Special Issue	Fall 2009	Spring 2010
Submissions Due	May 1, 2009	June 15, 2009	October 31, 2009
Notification of Acceptance	July 1, 2009	August 15, 2009	December 31, 2009
Final Manuscripts Due	August 1, 2009	September 15, 2009	January 31, 2010

Call for Papers

Special Issue on Teaching Evolution in the Classroom

This year is the bicentennial of Darwin's birth (February 12, 1809) and the 150th anniversary of the publication of *On the Origin of Species* (November 24, 1859). Many will be celebrating these events and there will most likely be a lot of discussion in classrooms about the impact of Darwin's work both in the sciences and beyond. Considering the recent controversies in public schools and in the media, this topic may lead to questions as to how to effectively teach a diverse student population and the public about the science, the philosophy, and the history of evolution and Darwinism in our society.

We are planning a special issue of *The Journal of Effective Teaching* devoted to the teaching of evolution in a university setting. Beginning Fall 2009 we will accept articles for this issue consistent with the mission of *The Journal of Effective Teaching*. This issue will be in addition to two regular issues in 2009 containing regular contributions on effective teaching. The articles will be subject to peer review and we welcome submissions from university instructors in a variety of disciplines. We do emphasize that we seek articles on effective teaching at the university level.

Topics may include: Darwinism in the history and philosophy of science, politics, and religion; Evolution and the nature of science; barriers in the understanding of evolution; strategies for teaching controversial issues related to evolution and/or Darwinism; educational research in the teaching of evolution; challenging preconceptions in the classroom; and, engaging students who have strong religious views in scientific investigations as part of a liberal arts degree.

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