

Author Guidelines for Tutorials

About Tutorials

Popular with our readers, tutorials synthesize research and theory on a topic, then present practical applications of that material as “lessons” that readers can apply in their work.

Examples of tutorials recently published in the *Transactions* include translating surveys, using search engine optimization, contrasting the difference between training and professional and technical communication, and integrating rich media into training modules.

Note that we do not accept tutorials on teaching; those should be presented as teaching cases.

Guidelines for Tutorials

Formatting References Follow the IEEE style for formatting references, which differs from the APA and MLA styles that are more widely used among professional communicators. For instructions on formatting references, see [TPC Citation Style](#).

Formatting Text Note specific guidelines regarding:

- File formats
- Formatting of text (margins, spacing, type face)
- Formatting of tables, charts, figures, and illustrations

See [Guidelines for Formatting Manuscripts](#) for details.

Please use the titles below as your major section headings, and address the issues below in the corresponding section.

Abstract Structure the abstract (between 200 and 250 words) by subheadings that address all sections required of tutorials below, as well as implications for practice, research, and/or education.

Introduction Explain what the tutorial is about and why it is relevant to readers.
State the research questions underlying the tutorial and provide a preview of the main sections of the article, using terminology that closely matches the headings.

Key Concepts Present the key concepts that provide the context for the tutorial.
Include both peer-reviewed and popular literature in your discussion of the concepts. Note that many readers will be more familiar with the popular sources—and in some areas, the advice in those sources differs from that in the peer-reviewed literature (and, in some cases, the two sources contradict one another).

Make sure that you include sources from the professional communication literature to situate the tutorial within the larger conversation in the primary field of study for this journal.

Begin with a short paragraph that provides a preview of the section.

Next, describe the framework or perspective that guided your approach to this topic, such as a genre ecologies framework, a user-centered design perspective, or a theory of active learning. This provides readers with some insights into the thinking underlying the tutorial.

Next, briefly explain how you selected literature to include and state explicitly which topics were chosen.

Theme by theme, name and define relevant issues, practices, theories, and/or research that underlie the lessons in this tutorial. Make sure to define terms and concepts.

Key Lessons

Present the advice of the tutorial in this section. Note: This is the “meat” of the tutorial and should be the longest section.

Begin with a short paragraph that previews the section.

Present 3 to 7 lessons or tips to readers. Each lesson presents an evidence-based heuristic (such as “Write in the active voice” or “Limit the number of steps in a procedure to 10.”)

Explain the lesson, defining all technical terms and concepts.

- Provide guidance in application—with specifics and tips.
- Provide an example.

Note: Ideally, use the sample example throughout this section to show how different lessons are applied across a single case.

Implications for Practice

This section closes the article by describing the broader implications of the tutorial to the practice of professional communication.

Describe the implications to practice for applying the lessons of the tutorial. Possible implications (include one or more):

- Challenges to anticipate when implementing these concepts
- Quantitative results of real-world efforts to apply these lessons
- Qualitative results of real-world efforts to apply these lessons
- Reactions of professionals when their organizations have applied these concepts

Do not place an additional set of Conclusions at the end of the article.

Samples of Tutorials Published in the *Transactions*

C. Baehr, “Incorporating user appropriation, media richness, and collaborative knowledge sharing into blended e-learning training tutorial,” *IEEE Trans. Prof. Commun.*, vol. 55, no. 2, 175-184, 2012.

C. Lam, “Correspondence analysis: A statistical technique ripe for technical and professional communication researchers,” *IEEE Trans. Prof. Commun.*, vol. 59, no. 3, 299-310, 2016.

[Note that a subscription is required to view the articles. If you do not already have a subscription, your library might. Authors may also request sample tutorials from the editor.]

Reviewers’ Expectations

To learn about the criteria that reviewers consider when providing feedback on a tutorial, [consult the rubric for reviewers of tutorials](#).