

# Perceptia Press

Go ahead... open the door!

## **Perceptia Press Manuscript Submission Guidelines**

Thank you for your interest in Perceptia Press. Here is some information we hope will be helpful when completing the proposal form or submitting a manuscript.

### **1. Structure & activities**

1.1 Choose a suitable and ideally catchy title. A Google search will show if it is already in use. (Note: Book titles are not copyrighted but it is wise to avoid a conflict with a currently popular title.)

1.2 Consider the length of your book. University courses are typically between 12 and 15 weeks, so having a 14-unit book is ideal, allowing for an initial week of icebreaking and midterm and final tests. For a yearlong course, 30 units would be fine or, say, 15 double-length units, but here, consider carefully where the break point might be.

1.3 Consider the target user at all times. It is helpful to define who you are aiming the book at and ensure all aspects relate. However, also bear in mind that most books must have flexibility of use, so consider too how your book could be adapted to work in different contexts.

1.3 Perceptia use “Unit” where the sections of a book are self-standing and “Chapter” if they contain a narrative that must be done in a very specific order. “Unit” is normally preferred.

1.4 Make sure all units of a book follow a generally standard format unless specific requirements determine otherwise. For example, it is better to use standardised names for sections across all units of a book. Activities of the same type should have the same number of questions. Ideally, each unit should be approximately the same length or take up the same amount of class time.

1.5 Ensure all rubric and instructions are clear, sufficient, and appropriate for the target level of the book. Simplify where possible and ensure they are standardised throughout the book. Make sure the explanations are not in a form of language more complex than the activity they relate to.

1.6 Make sure closed questions have a clear answer. In the case of multiple-choice questions, only one answer should be possible unless the question clearly states otherwise. Avoid ambiguity.

1.7 Ensure activities relate to the point they are intended to. For example, a vocabulary activity should focus on vocabulary not grammar or general knowledge.

1.8 Ensure a clear flow through the book. Within one unit or chapter, activities should build upon each other rather than being isolated. In general, aim to challenge students in deeper ways as they progress through the book.

1.9 Check the activities actually work! It is often necessary to pilot an activity to discover any flaws, which may otherwise not be apparent.

1.10 Ensure teachers have a way to check an activity has succeeded.

## **2. Vocabulary & Spelling**

2.1 Word lists are often helpful and can appear in the body of the text, as an appendix, or as a downloadable handout. However, see 2.3 below.

2.2 Identify parts of speech in vocabulary lists and exercises carefully using the following house style where possible:

- infinitives for verbs, e.g., to do
- article form for a countable noun, e.g., a dog, an apple
- (u) in brackets following an uncountable noun, e.g., water (u)
- (pl) in brackets following a plural noun, e.g., cattle (pl)
- (adj) and (adv) for adjectives and adverbs. e.g., happy (adj) / happily (adv)

2.3 Perceptia Press has a global marketing outreach, so aim to use only English unless your book has a very specific need otherwise. Translations can be added to a localising document made available as a separate item or downloadable handout.

2.4 Manuscripts can be in either UK or US English but should be consistent throughout.

2.5 Run the spelling checker at least once before sending in the final manuscript.

## **3. Grammar & Punctuation**

3.1 Avoid comma splices and run-on sentences.

3.2 Use a single space (not double) after all punctuation, including full stops.

3.3 Use serial commas for lists of more than two items (e.g., A, B, and C).

3.4 Use double quotation marks for direct speech.

3.5 Use the following format for examples: “e.g.,” (note the punctuation). A typical sentence could read: “Choose a developing country, e.g., Sri Lanka or India.”

## **5. Formatting manuscripts**

5.1 Do not format an m/s the way it should look on the page (all formatting needs to be removed for the file to be placed into layout software). Instead, send the text via Word or RTF, with no special formatting applied. (If you wish to show how you would like it to appear, you can send us a sample formatted unit or a version sketched out on paper.)

5.2 Do not embed graphics or tables in the m/s.

5.3 Ensure that the levels of different headers are clear. It is helpful to add a hierarchical numbering scheme for headers (e.g., 1.1, 3.4.1), which will be removed before going to press.

5.4 Use standard systems for laying out text, especially multiple-choice questions. For example, choose whether to use letters or numbers for answers and distractors.

5.5 Do not refer to specific page numbers in the m/s, as these may change in layout. Instead put “XX” and this will be fixed at the layout stage.

## **6 Graphics**

6.1 Mark approximate locations of any graphics either with descriptions in the body of the text (e.g., *Insert PIC20538.jpg here*) or in a separate note.

6.2 If you are able to source or create specific images for your book, it is very helpful. Otherwise, we can arrange these where needed.

6.3 Ensure any graphics you supply are royalty-free and that written permission has been obtained to use copyrighted material. We cannot normally publish images taken from the web.

6.4 Ensure the resolution of any graphics is suitable for professional publication. If using jpeg files, save in the highest possible quality setting. (Note that jpeg is a lossy compression even at its highest setting, and each subsequent save will degrade quality.) Where possible, send files as high resolution (300dpi) TIFF or native Photoshop formats.

6.5 Perceptia Press will make any conversions to greyscale that may be necessary and may also edit photos or graphics for size or content. Please supply photos in the original colour form.

6.6 Perceptia Press normally design the cover and interior of the book in a house style.

## **7. Teacher's Guide**

7.1 As a minimum, the author is expected to provide a full set of answers, but a more comprehensive *Teacher's Guide* will be very helpful. This can include an overview of the book, teaching plans, hints or potential problems, and any additional activities.

7.2. Perceptia currently supplies *Teacher's Guides* as free pdfs, available on request or via the website, and no royalties are payable.

## **8. Online Learning Support**

8.1 Perceptia is gradually introducing and developing our own LMS, the *Perceptia Online Learning Support* or *OLS*. This provides copious additional activities, especially for homework, and is sold separately. Authors are invited to create one for their books—software wizards make it extremely easy.

8.2 It is helpful if you consider how to integrate an OLS with your book; in some cases, it can mirror the activities or vocabulary in the book but can also complement it with additional topics or activities.

8.3 Royalties are paid separately on OLS sales.

## **9. Audio**

9.1 Perceptia Press books often contain audio for listening activities. This is sometimes recorded by authors who have access to professional quality equipment or a studio. Otherwise, Perceptia Press can arrange this.

For any questions, please contact us at [submissions@perceptiapress.com](mailto:submissions@perceptiapress.com).