Author Guidelines

Research on Children and Social Interaction (RCSI) is an interdisciplinary international peer-reviewed journal that publishes high-quality research on the interactions of children and young people. The aim of RCSI is to advance the study of children's social interaction as a topic in its own right, and to promote the use of interactional approaches to address a range of issues in the study of children and childhood. RCSI invites papers that explore children's social practices, actions, and understandings in everyday social interaction. Publications typically involve analysis of children's naturally-occurring interactions, with special attention given to research from approaches such as ethnomethodology, conversation analysis, discursive psychology, linguistic anthropology, sociolinguistics, and pragmatics. Debate and discussions of theory and methodologies are also welcomed where these engage with the central themes of the journal, such as the study of social interaction in face-to-face and in digital environments; children's talk as social action; children's everyday social worlds; interactional structures and practices; the development of interactional competencies and learning, and children's rights, participation and agency.

Contributions address a range of topics and themes, including language and interactional development; sequence organization; play; peer relations; family and parenting; socialisation; schooling and education; health and well-being; institutional interactions; children and digital technologies, social cognition; identities and cultures; multilingualism and immigration. RCSI aims to facilitate and encourage debate and discussion across traditional disciplinary boundaries and will address issues relevant to childhood studies, psychology, linguistics, education, social work, sociology and anthropology.

The editors welcome suggestions for special issues that showcase work and/or present debates on a specific theme or topic within the area of children and social interaction that falls within the aims and scope of the journal. Further details for proposing a special issue may be found in the Guidelines for Authors section.

RCSI is published twice a year (first issue in 2017), in print and online. Early view of articles will be available through the Advance Access facility.

Sections: research articles, review articles, research notes, commentary**,** book reviews

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ISSN 2057-5807 (print)
ISSN 2057-5815 (online)

http://www.equinoxpub.com/RCSI

Types of submission
The journal publishes the following types of contribution: (1) research articles; (2) review articles; (3) research notes; (4) commentary; (5) book reviews.

1. *Research articles*

    Research articles should be no longer than 8000 words.

2. *Review articles*

    In-depth and comprehensive reviews of literature on topics aligned with the aims and scopes of the journal, between 4000 and 6000 words.

3. *Research notes*

    Research notes are for timely and brief dissemination of a research project or analysis. These contributions should be no more than 2000 words.

4. *Commentary*

    Commentaries take the form of 'letters to the editor' that discuss research or other commentaries published within the journal, reflections on recent conferences, or brief notes on a topic relevant to the journal. They should be between 200 and 1000 words.

5. *Book reviews*

    Book reviews will typically be commissioned, but if you would like to nominate a review please contact the book review editor with details of the proposed book and your areas of expertise. Reviews should be no longer than 2000 words and should be submitted in the same way as research articles. Reviews are expected within three months of receipt of the book, and should appear no later than four years after publication of the book.

Submission guidelines

1. Research articles, review articles and research notes should include the following:
    a. Article title.
    b. Author name(s), affiliation address(es), email address(es).
    c. An abstract of no more than 120 words.
    d. Up to five keywords.
    e. Biographical notes on each author (around 80–100 words).
2. Commentaries should include author name, affiliation address and email address.
3. Book reviews should include author name, affiliation address and email address, as well as referencing information for the book, price, format (hardback/softback/e-book) and ISBN number.
4. All submissions should be prepared according to the latest edition of the *Publication Manual of the American Psychological Association* (APA style). Articles should preferably be in UK English for spelling and punctuation, although we will edit to US style if it seems more appropriate to the content of the article.
5. All references should be prepared using APA style (see notes below).
6. All supplementary material (such as stills or video) should be supplied with the initial submission.
7. Acknowledgements should appear at the end of the article, before the reference list.
8. Transcripts should normally be prepared using the system developed by Gail Jefferson (Jefferson, 2004). A summary of these transcription conventions is available online and will appear in the back of every issue of the journal. Any non-conventional symbols should be explained. Authors who use alternative transcription systems should justify their selection and provide an appendix outlining the notation used.

Jefferson, Gail (2004) [Glossary of transcript symbols with an Introduction](). In G. H. Lerner (Ed.) *Conversation Analysis: Studies from the first generation* (pp. 13–23). Philadelphia: John Benjamins.

Transcribed data should be set in a Courier typeface. The length of each line, including line number and any speaker names, should not exceed 65 characters. Where elements need to be aligned with others on lines above or below use multiple spaces (not tabs) to produce alignment (**transcript data MUST be set in Courier** for this to work). Transcript data will not be subject to copyediting and will be reproduced exactly as submitted insofar as the need for consistent page layout allows.

Peer review process
Research articles, review articles and research notes are double-blind peer-reviewed by two reviewers. Commentaries are published at the discretion of the editors. Book reviews are accepted at the discretion of the book review editor. We aim to complete the review process within 12–15 weeks.

Copyright notice
The editors will not consider manuscripts which are under consideration by other publishers. It is assumed that once you have submitted an article to this journal, it will not be sent to other publishers until a decision about inclusion has been made. Only by special arrangement will the editors consider previously published material.

Special issues
Special issues should showcase work on a specific theme or topic within the area of children and social interaction. This can include empirical research or methodological and theoretical debates. The proposed issue must fall within the aims and scopes of the journal and should include:

1. An introduction by the guest editor(s) that sets the context for the special issue and introduces the contributions (4000–5000 words)
2. Between five and eight contributions of no more than 8000 words each.

A special issue will be managed by a guest editor who is responsible for identifying and recruiting contributors and manuscript reviewers. The guest editor will work with the contributors to ensure the timely submission of manuscripts that conform with the journal style guide and requirements for submission. Papers should be submitted in the usual way, with the cover note clearly identifying the paper's intended inclusion in the special issue, and sent out to the nominated reviewers. The guest editors will receive and manage the review process, which will be overseen by the journal editor. Additional reviewers may be used if deemed necessary by the journal editor. Any individual paper that does not meet the standards required by the journal will be rejected from inclusion in the special issue to ensure that only the highest quality papers are published.

To submit a proposal for a special issue, please contact the journal editors with the following information:

1. Title of the special issue.
2. Background of guest editors (150–250 words per editor).
3. Summary of proposed special issue including its importance, relevance, alignment with the aims and scopes of the journal and projected readership (400 words).
4. Title, author and brief abstract (150 words) for each contribution.
5. A list of likely referees.

Referencing guide
RoCSI follows American Psychological Association (APA) style for referencing.

In-text citations
Cekaite (2010)
Forrester (2008, p. 101)
(Sterponi & Fasulo, 2010)
Evaldsson and Corsaro (1998, pp. 379–380)
If three or more authors, list all authors the first time, then (Author et al., year) in subsequent citations:
(Fatigante, Liberati & Pontecorvo, 2010)
(Fatigante et al., 2010)

References
The reference list should contain all works cited in the text and only those. List them in alphabetical order by author/editor name. Do not use a long dash to indicate the same authorship as a previous entry. Repeat the author and date for each entry.

Journal article
Author, A. & Author, B. C. (date). Title of article with initial capital and capitals for Proper Nouns only. *Journal Title in Italics with Main Words Taking Initial Caps*, *volume*(issue), pg–pg. https://doi.org/XX.XXXX/XXXXXXXXX

Björk-Willén, P. & Cromdal, J. (2009). When education seeps into 'free play': How preschool children accomplish multilingual education. *Journal of Pragmatics, 41*(8), 1493–1518. https://doi.org/10.1016/j.pragma.2007.06.006

Wootton, A. J. (2007). A puzzle about *please*: Repair, increments, and related matters in the speech of a young child. *Research on Language and Social Interaction, 40*(2–3), 171–198. https://doi.org/10.1080/08351810701354623

Book
Author, A. & Author, B. C. (date). *Title of book: Capital letter for subtitle.* Location: Publisher.

Gardner, H. & Forrester, M. (eds). (2010). *Analysing interactions in childhood: Insights from conversation analysis.* Oxford: Wiley-Blackwell.

Goodwin, M. H. (1990). *He-said-she-said: Talk as social organization among black children.* Bloomington, IN: Indiana University Press.

Article in edited collection
Author, A. & Author, B. C. (date). Title of chapter with capitals for Proper Nouns. In A. Editor & B. Editor (eds), *Title of book in italics: Capital letter for subtitle* (pp. x–x). Location: Publisher.

Danby, S. & Baker, C. D. (1998). What's the problem? Restoring social order in the preschool classroom. In I. Hutchby & J. Moran-Ellis (eds), *Children and social competence: Arenas of action* (pp. 157–186). London: Falmer Press.

Kidwell, M. (2011). Epistemics and embodiment in the interactions of very young children. In T. Stivers, L. Mondada & J. Steensig (eds), *The morality of knowledge in conversation* (pp. 257–284). Cambridge: Cambridge University Press.