

PROPOSAL GUIDELINES

The following guidelines provide direction for writing and submitting your proposal for reviewing and publishing purposes. The ideal proposal presents a convincing rationale for your text. It clearly delineates the text's objectives and, more importantly, explains the benefits and advantages it provides to students (learning from it) and to your colleagues (teaching with it) vis-à-vis what is currently available.

A well-developed prospectus should be brief (approximately 5-7 pages) and cover the points listed below, preferably in the order presented. To further evaluate the viability of publishing your work, we also request that you submit details on how you envision the physical book (for example, page length, artwork, etc.), a tentative table of contents, sample chapters (if available), and biographical information. Please label each section of your proposal using the headings below.

Please prepare the material carefully. Because your prospectus is the first effort on your part to convince the publisher and the academic community of your abilities as an author, please carefully check the spelling, grammar, and punctuation in all items you submit. If the prospectus contains typographical or grammatical errors, reviewers' attention will be diverted from the more important consideration of content.

The Prospectus

I. PROJECT OVERVIEW

Provide 1-2 introductory paragraphs describing the proposed book, the fields/subfields it covers, its approach, and your purpose and goals in writing such a text. Please state whether the work will serve as a core text or as a supplemental one and whether it is a single (or co-) authored text, an edited volume, a reader/anthology, or a case-studies book. Highlight aspects of your book that will distinguish it from others currently available that deal with the same or similar topics—that is, what makes your book unique?

II. MARKET & COURSE BACKGROUND

A. Primary Course

- For what primary course and level is the work intended (if the primary course could go by a number of different names, please list all applicable ones)? Please describe the primary target course in as much specificity as possible and being as realistic as possible in considering the very best fit for your book. (Do not provide a laundry list of all possible courses. The more focused, specific, and realistic you can be about your primary audience, the better. For secondary courses, see **II.C**, below.)
- What are the major instructor problems in teaching the content of this specific course? What are the major student obstacles/misperceptions in learning this course's content?
- In terms of content coverage, orientation, and teaching practice, how has this course changed in the recent past? What additional changes do you expect in the next two to five years? Specifically, how will your work address these future developments?

B. Primary Market

- What is the average class size for the course, and how often is this course taught?
- How large do you think the market is and what, if any, research are you drawing from in making your estimation (for example, how many schools offer such a course, how often, average enrollment)?
- What associations or specific divisions of professional organizations or professional journals could provide highly targeted mailing lists for promoting your book?

C. Secondary Markets/Courses

- In what other disciplines/courses could the book be considered for adoption? How and why would it be appropriate?

III. THE BOOK

The following questions help to ascertain the market need for your book and how it will differ from others currently available:

A. Approach/Style of Presentation

- Rationale: What is the book's purpose? What are your goals for the book?
- Is the treatment succinct or expansive; conceptual or practical? Is it at the cutting edge or a better restatement of existing knowledge?
- What distinctive approaches to topic coverage will your work have? Are there topics that other people in the field might expect to find that you do not plan to include? If so, why
- Do you plan to use a specific teaching strategy or pedagogical approach/framework?

- *For readers, anthologies, case studies only:*
 - What is the general selection criterion for the readings/cases chosen (that is, what's included/excluded, and why)?
 - Are the readings and/or cases original to, or commissioned for, this work or have they been previously published?
 - How will your book function in conjunction with other texts assigned for the course?

B. Features & Benefits

- How does your proposed text answer the major teaching and learning challenges discussed in II.A, above?
- Discuss ideas for conceptual and organizational approaches, additional topic coverage, special teaching devices, new perspectives, etc. What are the competitive advantages of each?
- Describe any components of the book you plan to include to augment the textual discussion (for examples: case studies, examples, questions, boxes, annotated bibliography, glossary, etc.). What is the function of each component and the benefit to the instructor or student?

- *For readers, anthologies, case studies only:*
 - Discuss introductory and/or framing material (for example, headnotes preceding readings/cases) planned for the work. How will this material help in content comprehension?

C. Artwork/Design

- Explain any planned use of figures, tables, graphics, cartoons, photographs, etc.
- What is the estimated number of line drawings, of tables, and of photographs in total (or per chapter)?

D. Format

- What will be the book's length in printed pages (including figures, bibliography, and index)?
[Double-spaced, typewritten pages normally reduce by approximately 1/3 when set in type. For example, 450 typed manuscript pages equal approximately 300 printed pages. Also, look at the page lengths of competing titles for comparison.]

E. Ancillaries (include only if applicable)

- How important are ancillary materials (such as instructor's manual, student study guide, test items, Web site) in this course?
- What ancillaries do instructors teaching this course value?
- Please describe your plans for any ancillary materials. How will your proposed ancillaries specifically help students and professors?

IV. COMPETITION

Pick three (3) of the top competitors for your proposed book's primary course. Be frank: This information is written for reviewers to provide them with a comparative framework for your work. Focus on comparing topical coverage, organization, level, writing style, pedagogy, and any other relevant similarities and differences between your project and the competing books. If there are no existing books that you consider to be direct competitors, please list books of a similar nature and note how your book would fit within the spectrum of complementary books currently on the market.

Please discuss each competing book in its own paragraph. For each book, please provide:

- Author, title/edition, publisher, copyright year, and page length (Amazon.com and the respective publishers' Web sites have this information).
- List two major strengths and two major weakness of each competing title.
- For each title listed, why and how does your book offer a better alternative?

Table of Contents

The preparation of an annotated table of contents will help you to refine your plans for the overall structure and the special features of the book. In addition, it will enable reviewers and the publisher to evaluate the organizational logic and pedagogic strategy. Please provide a detailed table of contents, in outline form, incorporating headings and subheadings and including a brief description of each chapter. (*For readers, anthologies, and case studies:* For each previously published reading and/or case, please list the rationale for including the piece because some reviewers may not be familiar with its content.)

Chapter 1 Chapter Title

Following the chapter title include a paragraph, similar in format to this, describing the chapter, its structure, and its purpose. You might indicate how the chapter fits in with the rest of the text and what student readers should have learned upon finishing the chapter.

- A. *First Heading*
 - 1. *First subheading*
 - 2. *Second subheading*
- B. *Second Heading, etc., until the chapter is described as fully as possible.*

Sample Chapters (if available)

Although the prospectus and tentative table of contents are often ample for preliminary discussions about publishing the work, providing sample chapters allows reviewers and the publisher to better evaluate the work since this material shows how well you have accomplished the goals of the prospectus for the intended reader. Sample chapters should illustrate the strongest and most distinctive aspects of your work.

It is best to submit three (3) chapters (two chapters or fewer leave reviewers in doubt and the entire manuscript tends to overwhelm reviewers). Selected chapters should include what best represents your work's basic idea, its quality, and its distinctive features. (Do not include the introductory chapter. The submitted chapters need not be in sequence.)

If your manuscript features problems or exercises, please include some samples, as well as suggested places for line art, tables, and/or photographs.

Biographical & Other Information

The following information is for SAGE's internal consideration only and will not be sent out for review.

I. BIOGRAPHICAL INFORMATION

- What experience, background, or other qualifications do you bring to the project? How are you qualified to undertake it?
- What other texts have you written or contributed to?
- Do you have any other writing plans after this work is completed? If yes, on what topic?
- Please attach a copy of your vita.

II. SCHEDULE

- When do you expect to have the first draft completed and ready for outside reviewing?
- When do you expect to deliver the complete and final manuscript? (Please be very realistic in planning your schedule.)

- Will you prepare your manuscript using a word processing program? If so, what hardware and software will you use?

III. PUBLISHER

- Why are you specifically considering SAGE as a publisher of your work?
- What factors are most important to you in a publishing house and in an editor?

IV. REVIEWERS

- Please recommend names (with school affiliations) of potential reviewers qualified to critique the work.
- Alternatively, please list names of people who would **not** be appropriate as reviewers given that their approach, methodology, and/or philosophical perspective differs greatly from yours.