

Research on Children and Social Interaction

Research on Children and Social Interaction (RoCSI) is an interdisciplinary international peer-reviewed journal publishing high-quality research on the interactions of children and young people. The aim of RoCSI 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. RoCSI invites papers that explore children's social practices, actions, and understandings in everyday social interaction.

Publications will typically involve analysis of children's naturally-occurring interactions, with special attention given to research from approaches such as ethnomethodology, conversation analysis, discursive psychology, and linguistic anthropology. 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 natural social interaction; children's talk as social action; interactional structures and practices; the development of interactional competencies; children's everyday social worlds; and children's rights, participation and agency.

It is anticipated that contributions will address a wide range of topics and themes, including language and interactional development; sequence organization; play; peer relations; family and parenting; socialization; schooling and education; health and well-being; institutional interactions; social cognition; and identities and cultures. RoCSI 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.

RoCSI is published twice a year.

Sections: Research Articles, Review Articles, Research Notes, Commentary, Book Reviews

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Types of Submissions

The journal publishes the following types of contribution: 1) Research articles 2) Review articles 3) Research notes 4) Commentary 5) Book Reviews.

1. *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 4-6000 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 200-1000 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 a title page with the following information:
 - a. Article Title
 - b. Author(s) name, affiliation address, email address
 - c. Biographical notes on each author, up to 80 words.
 - d. A clear indication of the corresponding author
2. Book Reviews should include a title page with referencing information for the book, as well as the number of pages, price, hardback or softback, and ISBN number.
3. An abstract of no more than 120 words, and up to five keywords, should be provided for Research Articles, Review Articles and Research Notes.
4. All submissions should be written using British English and prepared according to the latest edition of the *Publication Manual of the American Psychological Association* (APA style)
5. All references should be prepared using APA style
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 editor. 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 (4-5000 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 editor 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)

(Sterponi & Fasulo, 2010)

Forrester (2008, p. 101)

(Evaldsson & 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.

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.

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.

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: 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.