



# THE ACADEMIC *Author*

FOR CREATORS OF ACADEMIC INTELLECTUAL PROPERTY

SPRING 2017

Textbook &amp; Academic Authors Association • 2017:2



## How to evaluate an index for quality

By Steve Ingle

The book you have spent so long writing and editing is almost ready to be published. It is in its final layout, and has been proofread multiple times. The one hurdle remaining is the index. Finally, you receive the index manuscript for review. While it may be tempting to give the index just a cursory glance before blessing it with your imprimatur, it is worth investing a modest amount of time to ensure that the index does your book justice. A complete and well-constructed index adds real value to your book by making its content more accessible to readers. How can you be confident that the index you receive is good enough for your book?

Here are nine tips to help you evaluate an index for quality:

**1) Leaf through the pages and locate some important concepts and confirm that they are reflected in the index.** The major ideas and concepts discussed in your book should be easy to find in the index. Be aware, however, that an index is not

a concordance, and will not necessarily include a concept every single time it appears in the text.

**2) Glance at main headings that are broken down into subheadings.** In a physics text, such a heading may be “mass.” Do the subheadings break down the heading topic into manageable “chunks” (e.g.: “conservation of,” “definition of,” “and energy”)? Red flags include multiple subheadings all from the same one or two pages, long page spans for main headings with no breakdown, and headings followed by long strings of page numbers with no breakdown.

**3) Look for the major headings (those with lots of subheadings).** Will they be easy for the user to find, either by being listed under a keyword or via effective cross-referencing (“See” and “See also”)? If there are multiple acceptable terms for the same concept, cross-references should direct the user to the correct heading.

**4) Ensure that key details are reflected in the index.** In particular, glossary terms and emphasized (italicized) terms should *continued on page 2*

## Tips of the trade: Pro on the Go

**Q: As a “pro on the go” what do you do to ensure you can stay productive?**

**A: Eric J. Schmieder, author, presenter, and computer technology instructor:**

As a corporate trainer and adjunct instructor, I am always on the road and find myself relying more on my mobile device to stay connected, stay productive, and better prepare me to get things done when I do find a place to land with my laptop. I find it important to arm myself with the best tools to keep moving on my long-term projects.

**1) What are some basic ways that you keep up with multiple responsibilities using your mobile device?**



It almost goes without saying that my calendar is what keeps me focused and my email is what keeps me communicating. I have my calendar synced with my wife’s phone as well and she can easily see when I am available and when I’m not so I can balance family appointments with the rest of my schedule. My email accounts from several schools push to my phone and I can handle student needs as they arise without having to plan hours every night to read and respond.

**2) What do you use to stay current with technology as a source of your writing and teaching?** *continued on page 5*

Early Registration  
Extended to April 10

TAA's 30th  
Annual  
Conference

Providence, Rhode Island  
June 9-10, 2017

[TAAonline.net/TAA-Conference](http://TAAonline.net/TAA-Conference)

### • IN THIS ISSUE •

- 3 How to master your textbook schedule and manage your manuscript length
- 4 The not-always-obvious "infrastructure" of journal articles: Abstracts and textual linkages
- 6 Congratulations to TAA's Textbook Award Winners

To Do: 

1. Register for TAA Conference
2. Make Travel Reservations
3. Prepare to be Inspired!



## EXECUTIVE DIRECTOR'S MESSAGE

With the new administration in Washington, I anticipate that the scholarly community will face challenges unlike any it has seen before. The community's skill at communicating scholarly findings and values, and marshalling public support for them, will be tested.

To cast a light on the immediate and long-term disruptions we are facing, I will focus on just one current policy controversy. As I am writing this message, only a few scant weeks into this administration, universities around the country have joined amicus briefs, issued cautionary advice to their communities, and taken other public stands against the President's Executive Order banning most travel from 7 predominantly Muslim countries. And things are moving unnervingly fast. The ban has been temporarily halted by courts, but the ever-present threat that it will eventually prevail in court, or be reissued in revised form, creates a dampening effect on scholarly exchanges, while instilling fear and uncertainty among visiting scholars.

While it was in place, the ban had brief, but damaging effects on some scholars and students who happened to be traveling or about to travel when it was instituted. Students were barred from re-entering the country to resume their studies; conference speakers were not allowed to travel to their speaking engagements; and other scholars and students had to reconsider their plans to travel outside the US for fear that they would be barred reentry. Universities are also worried about longer term impacts on future admissions from outside the US or on their ability to attract world-class scholars to their faculty.

This is just one example of many recently enacted policies, promulgated hastily, apparently without much thought to unintended consequences on innocent individuals or vulnerable sectors of society. Not only are the policies themselves damaging, but the administration's entire approach to governing—featuring the repetition of multiple falsehoods as the rationale for heedless policies, and ad hominem attacks on anyone who disagrees produces dystopian effects that, I believe, directly impede scholarly work and values. At this time, more than ever in our recent past, the academic community needs to come together to assert the value of scholarly principles, and act to protect them. Principles such as:

- Freedom of inquiry
- Commitment to expanding human knowledge through fact-based discourse
- Recognition that knowledge is iterative, and that multiple perspectives enhance and accelerate problem-solving
- Devotion to precision of language as the best aid in communication, education, and discovery
- Curiosity about other viewpoints with the goal of broadening discourse and knowledge

As a community, when we see threats to these principles, we must raise our voices in protest, communicate the negative impacts of proposed or enacted policies, and call on our representatives and political leaders to stand strong in support of education, science, and the pursuit of knowledge. ■

—Michael Spinella



# ANKURA CONSULTING

**ANKURA** has an extensive practice relating to royalty compliance audits of underlying publishing agreements. Our professionals have helped authors recover millions of dollars in underpaid royalties. Ankura is focused on the shift in the publishing industry to electronic content delivery methods in education, and the resulting effect on content owners. We also assist clients in royalty related disputes by serving as advisors and expert witnesses.



**JULI SAITZ**  
Senior Managing Director

917.535.9920  
juli.saitz@ankuraconsulting.com

**ANKURA CONSULTING** is a business advisory and expert services firm. As an independent firm built on five key principles – **INTEGRITY, QUALITY, DIVERSITY, COLLABORATION AND LONGEVITY** – Ankura's relationships extend beyond one engagement or issue.

ANKURACONSULTING.COM

## HOW TO EVALUATE AN INDEX *continued from page 1*

be included in a consistent manner. Significant personal names and organizational names should be included. If there are severe length restrictions on the index due to production requirements, it is more important for major concepts to be included rather than every last detail.

**5) Verify the index is balanced (i.e., not “top-heavy” where most of the index references come from the first half of the book).** Make sure the indexer didn't “run out of steam” halfway through the book. There may be special cases where most of the indexable material comes from the first half of the book, so keep this in mind.

**6) Spot check accuracy of a few dozen page numbers (locators) in the index.** Usually this will be enough to reveal any serious problems. If numerous page locators appear to be incorrect, inform your editor immediately.

**7) Verify that compound terms are listed under multiple access points.** For example, “cash basis of accounting” and “basis of accounting, cash.” Both “cash” and “basis” are key terms in accounting.

**8) Check for a head note, where appropriate.** The head note explains guidelines for using the index, for example, that photos are indicated with italic page locators (*323*), or that figures are indicated with italic *f* (*323f*).

**9) The number one criterion in evaluating the quality of an index: does it do its job?** The index exists to help the user find relevant material quickly and easily. If it performs this function well, the index is right for your book. ■

*Steve Ingle is the owner of WordCo Indexing Services, located in Norwich, Connecticut. He will be talking about “Getting the Best Index for Your Book” at TAA's 30th Annual Conference in Providence, Rhode Island, June 9-10.*



# How to master your textbook schedule and manage your manuscript length

By Mary Ellen Lepionka

In the recently released *Writing and Developing Your College Textbook: A Comprehensive Guide, 3e*, coauthors Mary Ellen Lepionka, Sean Wakely, and Stephen Gillen guide you through the nuts and bolts of the development process and provide essential background information on the changing higher education publishing industry.

In the following excerpts from the book, Lepionka shares tips and advice on how to address your textbook schedule and manage your manuscript length. For more information on the book and the authors visit <http://bit.ly/2lpYnL3>

## Master your schedule from the start

Drafting and production schedules are more important than one may think in the world of textbook publishing. At the same time, deadlines can be burdensome for authors. Missing them is a principal cause of marketplace failure. An untimely textbook, finding no uncommitted customers by the time it reaches them, is doomed. Furthermore, postponement—pushing back a product another whole adoption cycle—is usually not a good option. The best way to deal with schedules is to master them at the very beginning through realistic planning, starting with a drafting calendar.

### 1) Find out from your editor the “manuscript complete” due date.

Count the number of weeks from now until then and divide by your number of chapters. This tells you how many weeks or days you have for each chapter. Aim for a minimum of a chapter a week.

### 2) Subtract the weeks or days you will not be drafting for professional and personal reasons, and adjust your estimates accordingly.

Enter all your professional and personal commitments on a planning calendar. Don't forget to earmark time for family, rest, and recreation.

### 3) Enter your due dates chapter-by-chapter on the planning calendar until “manuscript complete”, allowing time for transmittals.

Allow more time for longer, less developed, or more difficult chapters. Also allow time for consulting with coauthors and revising in response to review.

4) **Stop and reflect.** Can you really do it? Plan now to get someone to help you. What can you do for backup? Identify authoring tasks you can outsource. Confirm whatever help the publisher will provide, such as permissions research.

5) **Send a copy of your drafting and revising calendar to your editor.** Make sure both you and your editor are completely clear and in agreement on due dates and turnaround times.

6) **Set up methods for focusing on and accomplishing authoring tasks.** Establish a support network of family, friends, colleagues, department heads, etc. Prepare them for the commitment you are making and what it will take. Create a good working environment.

7) **Consult your drafting outline or table of contents, and estimate how much length and therefore how much time you will need to write each main section of a chapter.** Enter these decisions on your drafting calendar.

8) **Develop a writing habit.** For example, aim to write for 30 minutes

every day, or to complete one main heading of text per drafting session. Find out what works for you, and stick to it.

### 9) Adjust and fine-tune your calendar as needed, but if you find there is slippage in meeting your schedule, don't wait to address it.

Notify your editor immediately of any delay. There may be some extra time and resources to help you out.

### 10) After submitting final manuscript, create another calendar for meeting the production and marketing schedules for your textbook.

(A textbook author's work is never done!)

## Managing your manuscript length

What happens if your copy editor might inform you that your textbook manuscript is too long? Say, for example, your copy editor has returned five of your chapters marked as seriously over length. Instructions say to reduce length by the equivalent of three manuscript pages per chapter. Reading over the manuscript, barring a word here or there, you believe there is simply no way you can cut without destroying the brilliance and integrity of your exposition. You ask if the book can just be made sixteen pages longer. The answer, categorically, is no, because of the cost. What should you do?

1) **Scour for wordiness and tighten your prose.** Especially look for strings of unnecessary prepositional phrases, unnecessary qualifying remarks, disclaimers, and elaborations. Change every sentence to active voice.

2) **Search for paragraphs you can drop.** Especially drop a paragraph whose source citation is more than ten years old, unless this source is an essential classic. Also ruthlessly drop paragraphs that are in any way tangential or digressory. Then consider dropping extra examples and applications, shortening them, or substituting more economical ones.

3) **Check that you have the prescribed number of pedagogical features and chapter elements.** Choose the best ones and then combine, condense, move, or drop any extras, however good they are. Consider repurposing the best of them for use in your ancillaries or supplements.

4) **Where possible, condense and convert portions of narrative into a figure or table.** A figure or table may be able to replace twice as many lines or more of narrative text.

5) **Where possible, drop long figures or tables and preserve the content in condensed or summarized narrative form.** For example, “Research clearly shows that sleep deprivation has a negative effect on productivity in the workplace (Smith, 2014)” may easily replace a graph occupying one-third of a book page.

Ask your editor for suggestions or assistance in reducing length. Especially identify and discuss any dropping of whole topics or headings and sections. Your TOC is already out in the marketplace, and the editor may have reason to believe that a proposed cut will undermine your product in its market. Elements that are essential to the publisher's book plan must be retained, because this is the plan for marketing, advertising, promoting, and selling your work, already underway.

*continued on page 8*



# The not-always-obvious “infrastructure” of journal articles: *Abstract and textual linkages*

By Dannelle D. Stevens

**Not all who wander are lost.** In fact, some who wander are not lost but just exploring the terrain. Yet, when I read a journal article, I do not want to wander and wonder where the work is headed. Partly because of my busy schedule and largely because I am seeking ideas, information and even inspiration, I want to know right away what the scholarly work is about. Scholars can guide readers along a smooth reading road by paying attention to the not-so-obvious infrastructure of typical journal articles and writing their submissions with this structure in mind.

What is infrastructure? The definitions of infrastructure are “1.) the underlying base or foundation for an organization or system; 2.) the basic facilities, services and installations needed for the functioning of a community or society” (www.thefreedictionary.com). When applied to typical journal articles, the infrastructure would be all the textual signposts that are consistently used throughout a single article and across the genre of academic writing that support the smooth delivery of content and the functions of the article to persuade and inform. Examples include the structure of the abstract, and the repetition of language across the title, gap and purpose of the work.

## Structure of the Abstract

The abstract, which follows the title and list of authors, is a short, clear and condensed version of the journal article that follows it. After reading the title, readers turn to the abstract to get the summation of the article. When the abstract gives enough information, readers can

decide if this article is something they want to delve into further. Even though the required abstract length is between 100 to 250 words (variance depends on the journal), what constitutes an engaging abstract is not necessarily obvious. Therefore, knowing the basic abstract infrastructure makes it easier to write.

Some journals today, especially science journals, give writers headers for the different parts of the abstract. *Nurse Education Today* provides the following abstract headers for writers and readers: Background, Aim of the study, Research method used, Results, Conclusions. The “background” includes the rationale for the study and the “gap” in the literature that this work is designed to address. The “aim” (also called the purpose) of the study tells the reader what the authors have done in this study to address the gap. The “research method used” includes the type of research, the number of participants, the data collection methods and data analysis methods. The “results” briefly summarizes the key findings from conducting the study. Finally the “conclusions” deal with the significance of the work for others interested in this topic. The challenge for the writer is to limit the word length to under 250 words.

## Repetition of Key Constructs Across Title, Gap and Purpose Statement

A not-so-obvious infrastructure element can be found in tracing the key words found in the title, gap and purpose statement of some journal articles. Below are two examples drawn from the literature.

As you can see in the table, the last column on the right lists the

Title	Example of gap (key words in bold)	Purpose	Key words across title, gap and purpose
<p>1. Blending Health Literacy With an <u>English as a Second Language Curriculum</u>: A Systematic Literature Review</p> <p>Chen, X., Goodson, P., &amp; Acosta, S. (2015). <i>Blending Health Literacy With an English as a Second Language Curriculum: A Systematic Literature Review</i>. <i>Journal of Health Communication</i>, 20(2), 101–111.</p>	<p><b>No systematic examination</b> of these curricula has yet been conducted to facilitate reflecting on where we are and how we are doing regarding the goal of improving <u>health literacy</u> for LEP populations through <u>ESL classes</u>. (p. 101)</p>	<p>The <b>purpose of this systematic review</b> is to assess the characteristics and effectiveness of <u>English as a second language health literacy curricula</u> that are currently available in English-dominant countries. (p. 101)</p>	<p>Systematic review or examination</p> <p>ESL</p> <p>Curricula (um)</p> <p>Health literacy</p>
<p>2. An investigation of research self-efficacy beliefs and research productivity among faculty members at an emerging research university in the USA.</p> <p>Pasupathy &amp; Siwatu, 2014, <i>Higher Education Research and Development</i> 33(4), 728-741.</p>	<p>However, there is a <b>dearth of information</b> on <u>research self-efficacy</u> and the sources of <u>research self-efficacy</u> within educational environments. (p. 728)</p>	<p>Thus, the <b>primary purpose of this study</b> is to investigate <u>research self-efficacy</u> beliefs among faculty members, their influence on research productivity, and the relationship between <u>research self-efficacy beliefs and research productivity</u>. (p. 729)</p>	<p>Research self-efficacy (beliefs)</p> <p>Research productivity</p>

Adapted from “Table 2.4, Content links between the title, the gap and purpose statement in journal articles.” Stevens, D. D. (2017). Write more, publish more, stress less! Five key principles for creative and productive academic writing. Sterling, VA: Stylus Publishing (Fall 2017).

key words repeated across the title, gap and purpose. I have underlined the key words to highlight the patterns and consistency of using the same words in these three text features. By using the same words, the content is more clearly linked throughout the text. The “gap” is the rhetorical move that establishes the need for the study. In article #1, there has been “no systematic review” of ESL health literacy curricula in the past; hence, there is a need for a systematic review of ESL health literacy curricula and the purpose statement identifies how the authors will fill this gap. In article #2, the authors point out that there is a shortage of information on research self-efficacy; hence, there is a need to investigate research self-efficacy in more depth to add to the current literature. By using the same words across all three key text features, the authors are making the journey smoother and more coherent for the reader.

### **Advantages of Paying Attention to Infrastructure of Journal Articles**

The infrastructure includes the signposts and signals we expect when we read journal articles. By paying attention to the not-so-obvious

infrastructure of academic writing, writers are helping the reader focus more on the content and less on the structure; the familiar structure fades into the background. When we don't make familiar infrastructure moves in our writing, the reader may be confused about which direction the work is heading. If the abstract does not include the results, readers will have to ferret out the results from reading the article, or the reader may give up and not read farther. Generally readers are busy people and will not want to wander and wonder where you are headed. Best to make it as easy as possible on the reader so that their journey into your work is pleasant, smooth and quickly understood. ■

*Dannelle D. Stevens, Professor, Portland State University, has coauthored three books framed around different ways to assist faculty in their complex roles as scholars and teachers. Her newest book, Write more, publish more, stress less! Five key principles for creative and productive academic writing will be published by Sterling, VA: Stylus Publishing in fall 2017. [stevensd@pdx.edu](mailto:stevensd@pdx.edu)*

## **Tips of the Trade: Pro on the Go** *continued from page 1*

Believe it or not, LinkedIn and Facebook. I took the time to seek out groups that provide quality information in my field on both networks. Although it's easy to get lost reading posts, I generally check each three times a day—in the morning, at lunch, and before bed. It's just enough to keep me informed and connected.

### **3) When inspiration strikes, do you have a tool for gathering your thoughts?**

Mind mapping is my “go to”. I use several apps for getting ideas out and organizing them into something useful. Right now, I am using MindNode and Trello to keep up with the ideas. They're easy enough to get the ideas down, but not designed to make you think in complete sentences.

### **4) How do you get your ideas organized to be ready to work when you do get to a computer?**

I use OneNote religiously. I have notebooks for every area of my life and work. Each notebook is divided into sections and filled with pages of resources, links, and more. The biggest benefit of OneNote is that I can start on any device and pick up where I left off on any other device so there's no need to recreate something when I get to my computer—I just open it in OneNote.

### **5) Do you have any tips for optimizing time on the road or in-between classes?**

Talk to your phone—not on it—to it. It started with my desire to not text and drive and became my way of taking notes, sending messages to myself, and more. The built-in microphone lets me dictate content into any app that I could use the on-screen keyboard with, and I talk faster than I type on the screen.



### **6) What are the best built-in apps on your mobile phone for staying productive?**

Notes and Reminders. I've found myself keeping less formal ideas in the built-in notes app and when they flourish, copying them into my OneNote notebooks. The reminders work the same way for my “to do” list items. Between the two, I always have something to keep me busy.

### **7) If you could suggest a productivity tip for using your mobile device that would surprise people, what would it be?**

Make time to waste time. Play games. Surf social media. Watch videos. Take a break at least a few times a day. Just because you're always connected doesn't mean you should always be working. I have three games that I play pretty much every day—SongPop 2, Fantastic Beasts: Cases from the Wizarding World, and Blackjack. You know what they say about all work and no play. These keep my brain active, but give me a chance to breathe and act thoughtless. ■



*For over 15 years through the North Carolina Community College System and North Carolina State University, Eric Schmieder has taught thousands of students to be more efficient using computer technologies. For more tech tips, be sure to join Eric during his session “Time-saving Tech Tips: Optimizing Your Production” at TAA's 30th Annual Conference in Providence, June 9-10.*

# Congratulations to TAA's 2017 textbook award winners

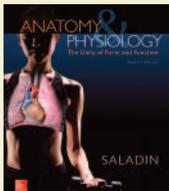
TAA is proud to announce its 2017 textbook award winners. In total, 23 textbooks received awards: six received William Holmes McGuffey Longevity Awards, 10 received Textbook Excellence Awards, and seven received Most Promising New Textbook Awards.

The McGuffey Longevity Award recognizes textbooks and learning materials whose excellence has been demonstrated over time. The

Textbook Excellence Award recognizes excellence in current textbooks and learning materials. The Most Promising New Textbook Award recognizes excellence in 1st edition textbooks and learning materials.

The awards will be presented during an awards reception at TAA's 30th Annual Textbook & Academic Authoring Conference in Providence, RI, June 9, 2017.

## 2017 McGuffey Longevity Award Winners (College)

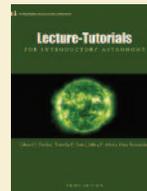
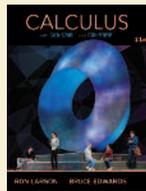


### **Anatomy & Physiology: The Unity of Form and Function, 7<sup>th</sup> ed.**

By Kenneth S. Saladin  
Published by McGraw-Hill Education  
College/University: Life Sciences

### **Calculus, 11<sup>th</sup> ed.**

By Ron Larson and Bruce Edwards  
Published by Cengage Learning  
College/University: Mathematics and Statistics

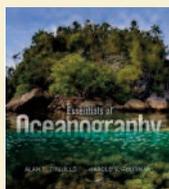
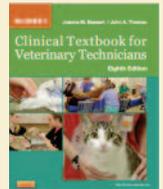


### **Lecture-Tutorials for Introductory Astronomy, 3<sup>rd</sup> ed.**

By Edward E. Prather, Timothy F. Slater, Jeffrey P. Adams, and Gina Brissenden  
Published by Pearson/Prentice Hall  
College/University: Physical Sciences

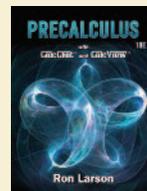
### **McCurnin's Clinical Textbook for Veterinary Technicians, 8<sup>th</sup> ed.**

By Joanna M. Bassert and John A. Thomas  
Published by Elsevier  
College/University: Life Sciences



### **Essentials of Oceanography, 12<sup>th</sup> ed.**

By Alan Trujillo  
Published by Pearson Education  
College/University: Life Sciences

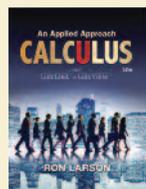


### **Precalculus Series, 10<sup>th</sup> ed.**

(Precalculus with Limits, Algebra & Trig, College Algebra, Trigonometry)

By Ron Larson  
Published by Cengage Learning  
College/University: Mathematics and Statistics

## 2017 Textbook Excellence Award Winners (College)

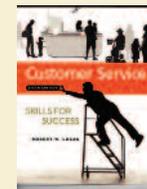
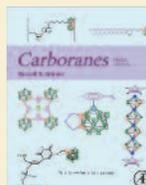


### **Calculus: An Applied Approach, 10<sup>th</sup> ed.**

By Ron Larson  
Published by Cengage Learning  
College/University: Mathematics and Statistics

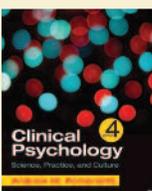
### **Carboranes, 3<sup>rd</sup> ed.**

By Russell N. Grimes  
Published by Elsevier/Academic Press  
College/University: Physical Science



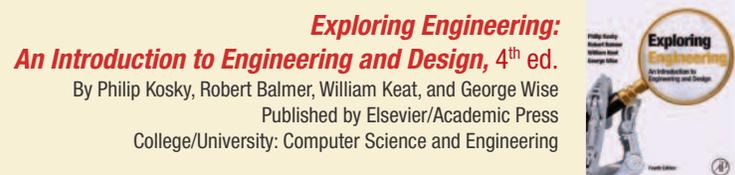
### **Customer Service Skills for Success, 6<sup>th</sup> ed.**

By Robert W. Lucas  
Published by McGraw-Hill Education  
College/University: Accounting, Business and Economics



### **Clinical Psychology: Science, Practice and Culture, 4<sup>th</sup> ed.**

By Andrew M. Pomerantz  
Published by SAGE Publishing  
College/University: Humanities, Education, and Social Sciences

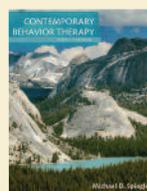


### **Exploring Engineering: An Introduction to Engineering and Design, 4<sup>th</sup> ed.**

By Philip Kosky, Robert Balmer, William Keat, and George Wise  
Published by Elsevier/Academic Press  
College/University: Computer Science and Engineering

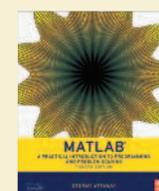
### **Contemporary Behavior Therapy, 6<sup>th</sup> ed.**

By Michael Spiegler  
Published by Cengage Learning  
College/University: Humanities, Education, and Social Sciences



### **Contracting for Services in State and Local Government Agencies, 2<sup>nd</sup> ed.**

By William Sims Curry  
Published by Routledge  
College/University: Humanities, Education, and Social Sciences



### **Matlab: A Practical Introduction to Programming and Problem Solving, 4<sup>th</sup> ed.**

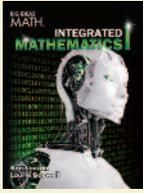
By Stormy C. Attaway  
Published by Elsevier/Butterworth-Heinemann  
College/University: Computer Science and Engineering

### **Social Media Marketing, 2<sup>nd</sup> ed.**

By Tracy L. Tuten and Michael R. Solomon  
Published by SAGE Publishing  
College/University: Accounting, Business and Economics

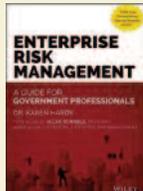


## 2017 Textbook Excellence Award Winner (K-12)



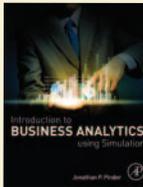
**Big Ideas Math: Integrated Mathematics I, II, and III, 1<sup>st</sup> ed.**  
 By Ron Larson and Laurie Boswell  
 Published by Larson Texts  
 K-12: Mathematics and Statistics

## 2017 Most Promising New Textbook Award Winners (College)



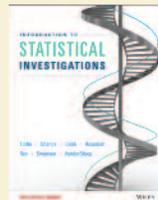
**Enterprise Risk Management: A Guide for Government Professionals, 1<sup>st</sup> ed.**  
 By Karen Hardy  
 Published by John Wiley & Sons  
 College/University: Accounting, Business and Economics

**Green Design and Manufacturing for Sustainability, 1<sup>st</sup> ed.**  
 By Nand K. Jha  
 Published by Taylor and Francis Group  
 College/University: Computer Science and Engineering



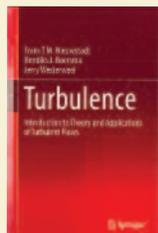
**Introduction to Business Analytics Using Simulation, 1<sup>st</sup> ed.**  
 By Jonathan Pinder  
 Published by Elsevier/Academic Press  
 College/University: Accounting, Business and Economics

**Introduction to Statistical Investigations, 1<sup>st</sup> ed.**  
 By Nathan Tittle, Beth Chance, George Cobb, Allan Rossman, Soma Roy, Todd Swanson, and Jill VanderStoep  
 Published by Wiley: College/University  
 Mathematics and Statistics

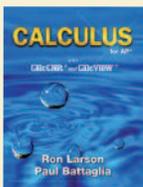


**Lifespan Development: Lives in Context, 1<sup>st</sup> ed.**  
 By Tara Kuther  
 Published by SAGE Publishing  
 College/University: Humanities, Education, and Social Sciences

**Turbulence, 1<sup>st</sup> ed.**  
 By Frans T.M. Nieuwstadt, Bendiks Jan Boersma, and Jerry Westerweel  
 Published by Springer  
 College/University: Computer Science and Engineering



## 2017 Most Promising New Textbook Award Winner (K-12)



**AP Calculus, 1<sup>st</sup> ed.**  
 By Ron Larson and Paul Battaglia  
 Published by Cengage Learning  
 K-12: Mathematics and Statistics

For more than 20 years, TAA has supported textbook and academic authors through these highly-recognized awards, given annually to emerging and veteran published authors in eight subject categories. To learn more about the awards and previous winners visit [taaonline.net/awards](http://taaonline.net/awards)

## TAA GOVERNING COUNCIL



### Executive Members

Steven Barkan, *President*  
 Mike Kennamer, *Vice President*  
 Mark Lerner, *Treasurer*  
 Claudia Sanchez, *Secretary*  
 Karen Morris, *Past President*  
 Michael Spinella, *Executive Director*

### Council Members

Shewanee Howard-Baptiste  
 Robert Christopherson  
 Laura Frost  
 Richard Hull  
 John Russo  
 Al Trujillo  
 Katie Van Heest

### Appointed Council Members

Stephen Gillen  
 Ron Pynn  
 Michael Sullivan

Contact information for TAA Council members is available at [TAAonline.net/Council](http://TAAonline.net/Council)

## TAA CONTACT INFORMATION

TAA  
 P.O. Box 367  
 Fountain City, WI 54629  
 (727) 563-0020  
[TAAonline.net](http://TAAonline.net)  
[Info@TAAonline.net](mailto:Info@TAAonline.net)

Please note that all materials presented in this newsletter are copyrighted by the Textbook & Academic Authors Association (TAA). Individual articles may be reprinted in non-commercial publications provided you include the byline (if applicable), the entire article without alterations, and this copyright notice: "© 2017, Textbook & Academic Authors Association (TAA). Originally published in *The Academic Author* on [Date, Issue, Number]." A copy of the issue in which the article is reprinted should be mailed to Maureen Foerster, P.O. Box 367, Fountain City, WI 54629. Questions should be directed to [Maureen.Foerster@taaonline.net](mailto:Maureen.Foerster@taaonline.net).

NEWSLETTER EDITOR: MAUREN FOERSTER

Address Correction Service Requested TAA P.O. Box 367, Fountain City, WI 54629

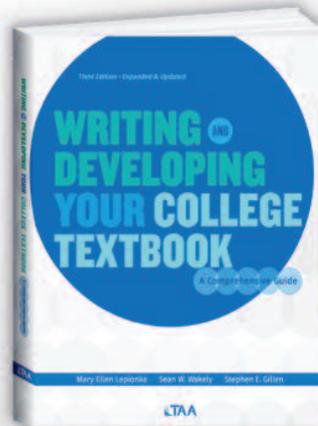
## How to master your textbook *continued from page 3*

When working with a copy editor, avoid delivering a surprise for final manuscript. If in taking matters into your own hands you have exercised poor judgment, editors may not have time to fix it. They are required to hand off your manuscript to the compositor or packager by a certain date regardless of its readiness. If your product is significantly not ready, it may be cancelled or postponed at great loss to all.

When a book goes into pages, the compositor first performs a cast-off, a detailed length estimate based on the number of words per line and lines per page in relation to the page design. If your book is found to be over length at the production phase of publishing, it is in trouble. You may have to drop chapters, cut appendixes, lose figures and tables, or make other painful radical changes. Dropping topics at this stage will require repaging your chapters and table of contents and making up new proofs, adding greatly to the cost of production. Changing the design to accommodate more words is not a solution for a number of reasons, even if changes to design specs were permitted at all, mainly because of the unbudgeted extra cost. Even then, there is only so much anyone can do with the absolute limit of a physical page. Working in harmony with editors to deliver a manuscript of the correct length is best by far. ■

*Mary Ellen Lepionka is a retired publisher, author, editor, textbook developer, and college instructor. In the 1990s she worked in higher education publishing as a developmental editor of college textbooks, principally for Houghton Mifflin and Pearson Education. Between 2002 and 2011 she established Atlantic Path Publishing and published two editions of Writing and Developing Your College Textbook as well as related titles.*

## New TAA Book Available for Textbook Authors



### See what readers are saying:

“This guide is an essential tool for anyone interested in writing textbooks, from beginner to seasoned veteran. It’s like having a group of trusted mentors sitting on the edge of my desk.”

—Kevin Patton, author of *Anatomy & Physiology*

**This updated and expanded third edition** will guide you through the nuts and bolts of the textbook development process. You’ll also learn how to choose a publisher, write a proposal, and negotiate a contract.

Look Inside! Download a 17 page sample online.

See details & order your copy today at  
[TAAonline.net/writing-and-developing-your-college-textbook](http://TAAonline.net/writing-and-developing-your-college-textbook)

Providence, Rhode Island  
**30th Annual Textbook & Academic AUTHORIZING CONFERENCE**  
 June 9-10, 2017  
 TAA

Get Connected • Gain Knowledge • Leave Inspired  
 Register Today! [TAAonline.net/TAA-Conference](http://TAAonline.net/TAA-Conference)