



## Notes for Peer Reviewers of Compass Articles

Thank you for agreeing to peer review an article for *Literature Compass* – the unique online survey and reviews journal from Wiley-Blackwell. Please take a moment to read over these notes.

### What is Literature Compass?

*Literature Compass* ([www.literature-compass.com](http://www.literature-compass.com)) offers the quality of a scholarly journal combined with the speed and functionality of the Web.

*Literature Compass* publishes peer-reviewed state-of-the-field articles on a continuous basis, with new articles appearing as soon as they are ready. The ideal *Compass* article is an intervention in the field or sub-field, showing its present state and direction in the future. While our authors are leading researchers, we do not publish detailed primary research but rather an author's position on the field or sub-field. As a *Compass* article must be accessible to international and interdisciplinary scholars, teachers, and interested users, we call it research with a public face. All *Literature Compass* articles are indexed in the MLA Bibliography. *Compass* operates the same quality control procedures as for any Wiley-Blackwell journal, both in terms of editorial and production standards.

*Literature Compass* articles allow scholars and advanced students to:

- keep up with new developments and trends in research
- teach in a new or unfamiliar area outside of their speciality
- ensure that students are exposed only to quality-controlled online content (as opposed to unvalidated content from search engines)

In addition, the journal also offers select [Teaching & Learning Guides](#), a companion [Literature Compass Blog](#), and special initiatives such as the *Compass* Global Circulation Project and the [Compass Interdisciplinary Virtual Conference](#).

The [My Compass](#) feature further enables every user to build, email and save reading lists.

### Compass Articles

*Compass* articles should always refer to the current scholarship and be accessible to the non-specialist - but authors are encouraged to include their own perspective, in addition to providing this overview of current thinking on the topic. Where possible, articles should highlight why the chosen topic is of particular relevance now, and provide suggestions for future directions in research. *Literature Compass* does not publish detailed individual research projects, but interventions in the field

Any article submitted to *Compass* should be an original piece which either:

**1) Offers a perspective on an area of research whilst framing this within an overview of the wider field and scholarship**

This may tackle the following questions: How is this topic driving your field? What new research has been published? Has the author put that new research in context with your own insights?

Examples:

Mary Floyd-Wilson – [Moors, Race, and the Study of English Renaissance Literature: A Brief Retrospective](#)

Chris Jones – [Jane Austen and the Public Sphere](#)

**2) Focuses on the state of the field itself, considering new electronic resources, evaluating new methods of research and teaching, etc.**

This may tackle the following questions: Can you offer a fresh perspective on developments in your field? Perhaps there are arguments drawing attention away from the critical points? Are there new resources worthy of attention? Which critical approaches are dominating the field or gaining momentum?

Examples: Seth Lerer – [The Endurance of Formalism in Middle English Studies](#)

George Justice – [The ESTC and Eighteenth-Century Literary Studies](#)

**3) Offers a comparative look across sections or boundaries**

This may tackle the following questions: How are various fields interacting? Are there related things happening in different fields? Can one area provide an insight into another when used in teaching or research?

Example: Francis O’Gorman and Katherine Turner - [Clasping Hands Across the Gulf: The Victorians and the Eighteenth Century](#)

The *Compass* audience consists of research and teaching faculty, graduate students and advanced undergraduates – from potentially any area of the discipline. It is therefore crucial that *Compass* articles always remain accessible to non-specialists. The writing should be authoritative and lively.

**As a peer reviewer for *Literature Compass*, we ask you to consider the following questions when evaluating an article:**

Does this article fulfill the objectives of a *Compass* article as described? Does it make a contribution to the current understanding of the field? Is it accessible to non-specialists? Would this be useful to someone new entering the field?