

Most college and university faculty will require you to use scholarly journal articles when writing a research paper. Scholarly journals are also often referred to as “academic journals,” “research articles,” or “refereed journals.”

### Scholarly journals articles:

- Often start with an abstract, or summary, of the article.
- Include footnotes or bibliographies.
- Generally are longer than articles in popular or news magazines.
- Are reviewed (refereed) by an editorial board and revised before being accepted for publication.
- Include the language, or jargon, of the subject discipline. It assumes some degree of subject knowledge by the reader.
- Report original research or experimentation results.
- Are authored by subject experts, researchers, or scholars in their fields. Author credentials are frequently listed.
- Are published by professional organizations, such as the American Medical Association (Journal of the American Medical Association), or the National Council on Family Relations (Journal of Marriage and the Family).

Not every scholarly journal article will exhibit all of these characteristics. Often it is much easier to identify these qualities when looking at the print version of the journal. The same characteristics apply, whether the scholarly article is in print or online.

An online record for a scholarly journal article might look like this:

**Title:** STRATEGIC LEADERSHIP AND ORGANIZATIONAL LEARNING.

**Authors:** [Vera Dusya](#)<sup>1</sup>  
[Crossan, Mary](#)<sup>2</sup>

**Source:** [Academy of Management Review](#); Apr2004, Vol. 29 Issue 2, p222, 19p

**Document Type:** Article

**Subject Terms:** \*CORPORATE culture  
\*LEARNING  
\*LEADERSHIP  
\*EXECUTIVE ability  
\*ORGANIZATIONAL learning

**Abstract:** Adopting the strategic *leadership* perspective, we develop a theoretical model of the impact of CEO and top manager *leadership* styles and practices on organizational learning. We take a fine-grained look at the processes and levels of organizational learning to describe how strategic leaders influence each element of the learning system. Researchers have implicitly assumed transformational *leadership* approaches to organizational learning. We challenge this conventional wisdom by highlighting the value of transactional *leadership* as well.  
[ABSTRACT FROM AUTHOR]

**Author Affiliations:** <sup>1</sup>University of Houston  
<sup>2</sup>University of Western Ontario

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**Questions?** Consult your professor or ask a librarian!