

2005

## Back Matter

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## National Council of Teachers of English

*The Professional Home of the English Language Arts Community*

# Research-based resources from the experts . . .

The Council has been the **professional home** for English language arts for almost a century, and NCTE members know what good teaching looks like. **We believe that teachers know what works best in their classrooms, for their students, and for English language arts instruction in departments or districts.** That's why NCTE is on the front lines every day, working for teachers in the legislatures, state houses, and local districts nationwide to ensure that every knowledgeable teacher has the room needed to teach effectively. As a member, you'll be part of a national network of teachers who are actively engaged in working together to advance the English language arts profession.

## Supporting you in your classroom, career, and community

**TEACHING** Each year brings increased challenges that weren't always part of your preservice training. **Simply tell us what issues you're facing in your class,** and we'll gather customized resources to **deepen your understanding of successful instruction, assessment, and evaluation practices** in reading, writing, literacy, and English Studies.

**SCHOLARSHIP** Present at conferences, contribute to our many peer-reviewed journals, or serve in a leadership position.

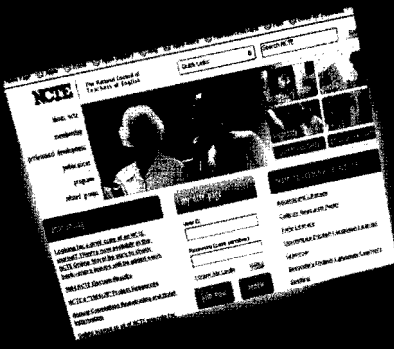
**SERVICE** You'll be welcomed into a professional learning community of educators whose **scholarship, knowledge, determination, and uniqueness come together** in a way that will renew and connect you in new ways to your department and students.

*When you join the Council, you'll be able to take advantage of a knowledge base of resources culled directly from the latest research—developed by leaders in the field and teacher-tested in classrooms like yours.*

### You'll find materials that will help you:

- Find alternatives to book reports (*How Does My Garden Grow? Writing in Science Field Journals*).
- Meet your students on their own reading "nurf" by using advice columns to teach Shakespeare (*An Advice Column as an Introduction to Shakespeare*).
- Support your English language learners while effectively managing your classroom (*How Do I Organize Instruction When My Students Don't All Speak English?*).
- Integrate your lessons with Social Studies/History curriculum (*Argument, Persuasion, or Propaganda? Analyzing WWII Posters*).
- Introduce your students to the elements of satire using popular movies and television (*Exploring Satire with Shrek and The Simpsons*).

**TO JOIN, visit [www.ncte.org](http://www.ncte.org) or call 877-369-6283.**



**Finally!**  
Everything you're looking for in English is now in sight.

- Find resources to help you
- Get the latest information on how to use our legislative action center to speak for your rights
- Explore NCTE's many online communities where you can discuss issues and exchange resources (including easy-to-use and downloadable class work and lesson plans)
- Create your personal NCTE page with customized updates of professional resources, opportunities, and news
- Take advantage of the many expanded opportunities to become a leader in the profession on a local and a national level. And more! Become eligible for discounted insurance through the NCTE-sponsored insurance plan and take advantage of the savings and convenience offered through a US Bank credit card program designed to serve the needs of NCTE members.

# Michigan Council of Teachers of English

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[mbaker@tcs.maisd.com](mailto:mbaker@tcs.maisd.com)

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**Membership Chair**

Bridgett Gardner  
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**LAJM Co-Editor**

Jonathan Bush  
Western Michigan University  
[jbush@wmich.edu](mailto:jbush@wmich.edu)

**LAJM Co-Editor**

Allen Webb  
Western Michigan University  
[allen.webb@wmich.edu](mailto:allen.webb@wmich.edu)

**MET Co-Editor**

Mary Hall  
Star International Public Charter  
[ShamarPub02@aol.com](mailto:ShamarPub02@aol.com)

**MET Co-Editor**

Troy Hicks  
Michigan State University  
[hickstro@msu.edu](mailto:hickstro@msu.edu)

**Public Relations/SLATE**

Fred Barton  
Michigan State University  
[bartonf@msu.edu](mailto:bartonf@msu.edu)

**Michigan Department of Education Liaison**

Lynnette VanDyke  
English Language Arts Consultant  
[VanDykeL@michigan.gov](mailto:VanDykeL@michigan.gov)

**Regional Coordinators****Region I**

Janice Schmidt  
Fordson High School  
[schdtjn@aol.com](mailto:schdtjn@aol.com)

**Region II**

Ann Ransford  
Caro High School  
[aransford@centurytel.net](mailto:aransford@centurytel.net)

**Region III**

Sue Kohlfeldt  
Milan High School  
[kohlfeldt@milan.k12.mi.us](mailto:kohlfeldt@milan.k12.mi.us)

**Region IV**

Nancy Joseph  
Oakland University  
[joseph@oakland.edu](mailto:joseph@oakland.edu)

**Region V****Region VI**

Rita Maddox  
Gratiot-Isabella RESD  
[wjmaddox1@comcast.net](mailto:wjmaddox1@comcast.net)

**Region VII**

Toby Kahn-Loftus  
Central Michigan University  
[tobyteach@aol.com](mailto:tobyteach@aol.com)

**Region VIII**

Nancy Patterson  
Grand Valley State University  
[patterna@gvsu.edu](mailto:patterna@gvsu.edu)

**Region IX**

Rob Patin  
Tri County High School  
[rpatin@tricityschools.com](mailto:rpatin@tricityschools.com)

**Region X**

Toby Kahn-Loftus  
Central Michigan University  
[tobyteach@aol.com](mailto:tobyteach@aol.com)

**Region XI**

Tom Hyslop  
Northern Michigan University  
[thyslop@nmu.edu](mailto:thyslop@nmu.edu)

**Michigan Youth Arts Festival Liaison**

Susan Garza  
Atherton High School  
[sandigarza@hotmail.com](mailto:sandigarza@hotmail.com)

**NCTE Liaison**

Sarah Welch  
Ovid Elsie High School  
[welchs@edzone.net](mailto:welchs@edzone.net)

**Student Affiliate**

Jennifer Wolfen  
Michigan State University  
[wolfenje@msu.edu](mailto:wolfenje@msu.edu)

**Bright Ideas Conference!**  
**Spring Conference on the English Language Arts**

**Who Has the Power? Making Meaning, Creating Change**

**Keynote Speaker: Ernest Morrell, UCLA**

"Critical Literacy Education as a Pedagogy of Access and Dissent"

March 18, 2006  
Michigan State University

Ernest Morrell, formerly an MSU faculty member, now at UCLA, will speak on the topic of critical literacy education as a pedagogy of access and dissent, helping educators to think about ways to use popular culture to teach academic literacies of access, but also to help young people become empowered consumers and producers of critical texts.

32 SESSIONS	LUNCHEON
<p>In a time of decreasing support for schools and pressures from high stakes testing, English language arts teachers are looking for ways to enrich their students' lives through a wide range of authentic literacy experiences that will strengthen their ability to use the tools of language and literacy effectively and that will empower their personal, academic, and community lives.</p>	<p>In order provide a spotlight for the creative writing ability of teachers, our luncheon entertainment will feature readings of original work by teachers attending the conference.</p> <p>This occasion is open to teachers of all areas. Work must be original and can be in any genre of writing. We ask that readings be no longer than five minutes in length.</p>
<p>This conference provides opportunities for teachers to connect with other educators, to share classroom ideas, and to envision new possibilities for students.</p>	<p>For details about requesting a spot on the luncheon program, see our website for details.</p>

More information is available on the website: [www.msu.edu/~brightid](http://www.msu.edu/~brightid)

**Who Has the Power? Making Meaning, Creating Change**  
**Spring Conference on the English Language Arts**  
**Saturday, March 18, 2006, 8:45-3:45**  
**MSU Union**

Detach this form and **mail by March 10, 2006**, to: Spring Conference on the English Language Arts, Department of English, 201 Morrill Hall, Michigan State University, East Lansing, MI 48824. Please use a separate form for each person registering. Please make your check out to the **English Conference Fund**. Receipt of registration form and payment will be acknowledged by email.

Name \_\_\_\_\_ School or Affiliation -  
 \_\_\_\_\_

Address \_\_\_\_\_  
 \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip  
 \_\_\_\_\_

Phone \_\_\_\_\_ E-mail \_\_\_\_\_

Registration Fee (Please mark one)

_____ Regular registration	\$35.00	\$ _____
_____ New Teacher (1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> year)	\$25.00	\$ _____
_____ Presenter	\$25.00	
_____ Student	\$20.00	\$ _____

Luncheon:  
 \_\_\_\_\_ vegetarian      \_\_\_\_\_ regular      \$20.00      \$ \_\_\_\_\_

**Total amount enclosed**      \$ \_\_\_\_\_

**Note:** A limited number of additional seats to hear the luncheon speakers will be available for those who do not attend the luncheon.

At-the-door registration is \$40.00.

**Directions to the Conference**

Michigan State University is easily accessible from several major highways, including I-69, M-127, I-96. An area map is available at the MSU website <www.msu.edu>, under Campus Maps.

<www.mapquest.com> provides additional information. The Michigan State Union is located on the corner of Grand River Ave. and Abbott Road, on the north edge of campus. Free parking is available on campus in the parking ramp across from Bessey Hall, near the Administration Building. Several public (pay) lots are also available across Grand River Avenue and behind Barnes and Noble.

**CEU Credits:** please contact Marilyn Wilson at <wilsonm@msu.edu>

# Language Arts Journal of Michigan

The Scholarly Journal of the  
Michigan Council of Teachers of English

## Spring/Summer 2006: Teacher Research and Teacher Advocacy

Do you sometime recoil at the assertions those people in the media and government say about education? Or English language arts? Writing? Literacy?

More importantly, do you have something to say? Do you have any advice for teachers seeking to talk to non-teachers about teaching -- parents, community members, policy-makers, and others? We hope so.

For this issue, we seek articles that describe outreach projects in which teachers engage media, community members, and others in conversations about teaching. We are interested in articles that help teachers learn how to verbalize, describe, and advocate their practices within a non-teaching community.

We are particularly interested in articles that  
*Describe how to talk teaching with non-teachers*

*Focus on issues of advocacy for English language arts, both locally and in regional and national settings.*

We also believe that teachers are not only consumers of educational knowledge, but should be active contributors to discussions of teaching as well. Teacher research has become a powerful force in the professional development of teachers and the overall development of the field of education.

For this issue, we seek articles that:

*Describe recent teacher research projects, including results and implications for teaching and teachers*

*Describe collaborative projects that support teacher researchers and the concept of teacher research*

*Advance the idea of teacher research and develop concepts that can assist others in becoming active teacher researchers.*

**Guest Co-Editor:** W. Douglas Baker, Eastern Michigan University  
[douglas.baker@emich.edu](mailto:douglas.baker@emich.edu)

**Submission Date:** April 17, 2006

### Submit Manuscripts to:

Jonathan Bush  
*Language Arts Journal of Michigan*  
Department of English  
Western Michigan University  
Kalamazoo, MI 49008-5331  
[jbush@wmich.edu](mailto:jbush@wmich.edu)