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Front Matter

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The Language Arts Journal of Michigan

Past, Present, Future: Where Have We Been and Where Are We Going?

The Language Arts Journal of Michigan

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Call for Manuscripts

Spring 2012
Deadline: February 15, 2012

Grammar Matters

Tensions surrounding grammar instruction are not new. Twenty-five years ago NCTE passed a resolution in favor of contextualized grammar instruction. That resolution affirmed that "the teaching of grammar in isolation does not lead to improvement in students' speaking and writing, and that in fact, it hinders development of students' oral and written language" (NCTE, 1985). Indeed, a significant amount of research concludes again and again that isolated grammar instruction produces little return on the investment in time and money that schools spend on that instruction.

Teachers sometimes feel trapped in the tensions. Should they teach grammar? Should they ignore the issue? But the question isn't whether or not teachers should teach grammar. The question is how? And when? And to what degree?

We invite articles that explore the complex and fascinating issues surrounding grammar instruction. Those interested in submitting a manuscript may want to consider the follow:

- The ways in which technology, including text messaging, is impacting language use
- The role that mentor texts can play in grammar instruction
- Strategies for integrating grammar instruction into meaningful reading and writing curricula
- Explorations of the role standardized testing plays in grammar instruction
- The issues surrounding speakers of less privileged dialects of English
- Analyses of the issues surrounding grammar instruction that can help teachers clarify their classroom instruction
- Grammatical myths and the ways in which some classroom instruction perpetuates those myths
- Creating a safe space for teachers who want to break out of the traditional grammar instructional box
- Classroom stories that relate to grammar instruction

Fall 2012
Deadline: July 15, 2012

Literacy, Literature, and the Arts

Music, art, drama, language and mathematics are all communication systems. In semiotics, these are called sign systems, ways that human beings construct and express meaning. Berghoff, Egawa, Harste, and Hoonan (2000) point out that when we engage in other sign systems such as art, drama, and music, we engage in multiple ways of knowing. And, they argue that the use of and movement with these various sign systems begins at a very early age and continues to develop in ever sophisticated ways. This issue will focus on the ways that teachers and students use the arts in all their varied forms to help mediate the world.

Articles for this issue might focus on one or more of the following questions:

- In what ways can the arts inspire meaning ful literacy experiences?
- How can the arts help students expand their ideas or focus their thinking about a particular issue, theme, or text?
- How can a focus on one art form support development in another?
- Are there creative habits of mind that transfer from one art form to another?
- In a time when standards and standardized testing seem to squeeze out the arts, how can English language arts educators argue for making room for the arts?
- How can the arts challenge students to inquire deeply into a topic?

Authors may submit manuscripts by going to http://scholarworks.gvsu.edu/lajm and clicking on "Submit an article." All manuscripts must be sumbitted as Word documents in APA style. Author queries should be sent to lajm@gvsu.edu