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Back Matter

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**Future Autumn Assemblies of
Michigan Council of Teachers of English**

2010 MCTE Autumn Assembly

October 29, 2010
Lexington Lansing Hotel

Theme

“Focusing the Kaleidoscope:
Reimagining English Language Arts in Michigan”

The 2010 Michigan Council of Teachers of English Autumn Assembly will focus on a kaleidoscope of perspectives in teaching English Language Arts in Michigan at all levels—early childhood, primary grades, middle school, high school, two-year college, four-year college/university, and graduate school.

Participants at the 2010 Autumn Assembly will

- Examine what it means to be an English Language Arts Teacher in Michigan
- Explore cultural heritage in children’s and young adult literature
- Discuss the myriad ways we approach teaching literature, writing, grammar, film, etc.
 - Re-imagine possible patterns of thought
- Recreate ways to teach English Language Arts in Michigan

Featured speakers tentatively scheduled include children’s and young adult author **Pam Munoz Ryan**, Professor of American Indian Studies **Debbie Reese**, and Master Teaching Artist **Carol Glynn**.

“Our days are a kaleidoscope. Every instant a change takes place in the contents. New harmonies, new contrasts, new combinations of every sort. Nothing ever happens twice alike. The most familiar people stand each moment in some new relation to each other, to their work, to surrounding objects.” Henry Ward Beecher (1813-1887)

Please contact Assembly Chair, Kia Jane Richmond (krichmon@nmu.edu)

2011 MCTE Autumn Assembly

We are preparing for Autumn Assembly 2011.

Assembly Chair, Jennifer Swisher welcomes
comments and suggestions.

Please contact her: jennifer.j.swisher@wmich.edu.

Submit a Proposal for
Bright Ideas Spring Conference
Saturday, April 10, 2010
at Michigan State University

Keynote Speaker:
Gary Schmidt

Young Adult author,
including *Lizzie Bright and the Buckminster Boy,*
2005 Newbery Honor Book

Conference Theme: Writing Across Divides

How can we use our own writing experiences, the teaching of writing, and the opportunities for student writing to cross the divides that separate us? Help us think about how we as writers and as writing teachers cross those divides by:

- *Writing through ideas to new understandings*
- *Visualizing the ecologies of writing*
- *Writing across a range of genres*
- *Engaging student writing across cultures and contexts*
- *Helping students write like readers and read like writers*
- *Making standards and mandates work for good writing practices*

Proposals due January 15, 2010

For more information contact:

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DISCOVER THE NATIONAL WRITING PROJECT

(<http://www.nwp.org/>)

The National Writing Project (NWP) is a professional development network that serves teachers of writing at all grade levels, primary through university, and in all subjects. The mission of the NWP is to improve student achievement by improving the teaching of writing and improving learning in the nation's schools. The more than 200 local sites that make up the NWP network are hosted by universities and colleges. Co-directed by faculty from the local university and from K–12 schools, local sites serve all 50 states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. Sites work in partnership with area school districts to offer high-quality professional development programs for educators. *There are 11 sites in Michigan!*

Sites in Michigan

Chippewa River Writing Project

Central Michigan University
Mount Pleasant, Michigan
troy.hicks@cmich.edu

Crossroads Writing Project

Ferris State University
Big Rapids, Michigan
<http://www.ferris.edu/cwp>

Eastern Michigan Writing Project

Eastern Michigan University
Ypsilanti, Michigan
<http://www.emichwp.org>

Lake Michigan Writing Project

Grand Valley State University
Allendale, Michigan
<http://lmwritingproject.org/>

Meadow Brook Writing Project

Oakland University
Rochester, Michigan
<http://www.oakland.edu/mbwp>

Oakland (MI) Writing Project

University of Michigan
Ann Arbor, Michigan
<http://oaklandwritingproject.ning.com/>

Red Cedar Writing Project

Michigan State University
East Lansing, Michigan
<http://rcwp.wikispaces.com/>

Saginaw Bay Writing Project

Saginaw Valley State University
University Center, Michigan
<http://www.svsu.edu/writingprogram/saginaw-bay-writing-project.html>

Third Coast Writing Project

Western Michigan University
Kalamazoo, Michigan
<http://www.wmich.edu/thirdcoastwp/>

Upper Peninsula Writing Project

Northern Michigan University
Marquette, Michigan
<http://www.upwp.net/>

Wayne State Writing Project

Wayne State University
Detroit, Michigan
<http://ted.coe.wayne.edu/writingproject>

Principles in Practice

The Principles in Practice imprint offers teachers concrete illustrations of effective classroom practices based in NCTE research briefs and policy statements. Each book discusses the research on a specific topic, links the research to an NCTE brief or policy statement, and then demonstrates how those principles come alive in practice: by showcasing actual classroom practices that demonstrate the policies in action; by talking about research in practical, teacher-friendly language; and by offering teachers possibilities for rethinking their own practices in light of the ideas presented in the books. Books within the imprint are grouped in strands, each strand focused on a significant topic of interest.

Imprint Editor: Cathy Fleischer

AVAILABLE NOW FROM NCTE!

Adolescent Literacy at Risk?

The Impact of Standards

Rebecca Bowers Sipe

As teachers, we live in a world of standards. From local administration to national education policy, standards permeate every aspect of our teaching lives.

Rebecca Sipe offers an in-depth look at the world of standards by examining questions that are significant to teachers and administrators who are concerned about the direction the standards movement has taken:

- What do we mean by standards?
- Why are there so many standards for literacy and where do they come from?
- How have standards come to be seen as a formula for curricula
- rather than a platform for collaboration and planning?

128 pp. 2009. Grades 9–12. ISBN 978-0-8141-2296-9. No. 22969

\$24.95 member/ \$33.95 nonmember

Upcoming topics in the Adolescent Literacy strand include:

- Deborah Appleman on reading and adolescent literacy
- Glynda A. Hull on building out-of-school literacies
- Sara B. Kajder on technologies and adolescent literacy

FOR IMMEDIATE RELEASE

August 7, 2009

Contact: Millie Davis

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mdavis@ncte.org

National Council of Teachers of English Announces 2009 Affiliate Website Award

The National Council of Teachers of English (NCTE) has awarded the 2009 Affiliate Website Award to the Michigan Council of Teachers of English, <http://mienglishteacher.ning.com>, edited by **Robert Rozema** of Grand Rapids, MI.

Established in 2000, this award recognizes those websites which are outstanding for their high-quality content, easy navigation, size, speed, privacy, links, and interactive abilities (message boards, live chats, forums, blogs, mailing lists, etc.).

At the 2009 NCTE Annual Convention in Philadelphia, PA, the award winner will be publicly announced as a recipient of the NCTE Affiliate Website Award during the Affiliate Roundtable Breakfast on Saturday, November 21, 2009.

The Virginia Association of Teachers of English website, <http://vate.org>, edited by Linda MacCleave of Midlothian, VA won this year's honorable mention awards.

For more information about the NCTE Affiliate Website Award, see <http://www.ncte.org/affiliates/awards/website>.

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The National Council of Teachers of English, with 50,000 individual and institutional members worldwide, is dedicated to improving the teaching and learning of English and the language arts at all levels of education.

For more information, please visit <http://www.ncte.org>.

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**Congratulations
Rob!**

LANGUAGE ARTS JOURNAL OF MICHIGAN

The Scholarly Journal of the Michigan Council of Teachers of English

CALL FOR MANUSCRIPTS

Spring/Summer 2010

Theme – *Difference*

The editors of *LAJM* invite teachers and educators across grade levels to submit articles for the Spring/Summer 2010 issue. The theme for the issue is “difference,” as in “what difference does a difference make?” *LAJM* seeks manuscripts that provide readers opportunities to explore or envision classroom practices, research, or policy discussions that influence and inform English language arts pedagogy. The editors seek manuscripts that reflect diversity of perspectives, theories, and practices on a range of topics, particularly ones that address the theme.

SUBMISSION DATE – MARCH 2, 2010

Dear Colleagues,

In a 1996 special issue of *Educational Psychologist* (v. 31.3/4, 227-234), literacy scholar Judith Green and her colleagues raised a question: “What difference does a difference make?” For their purposes, they examined articles from scholars who represented various research traditions linked to forms of constructivist theories and centered on classroom research. By examining the differences, Green et al. sought to make visible what each approach contributes to the field. During the past spring many educators around the state of Michigan engaged in an online discussion about the value and efficacy of teacher education programs; implicitly, these educators raised a question similar to Green’s.

For the Spring/Summer 2010 issue of *LAJM*, we invite you to consider Green et al.’s question in terms of pedagogy, classroom practices, student learning, policy discussions, etc. As teachers, researchers, or administrators, we often believe that what we’re doing with and for students makes a difference, e.g., that our approach provides access to particular strategies, processes, and content. However, how can we describe that difference and provide evidence for our claims?

Example Topics

- Writers’ or readers’ workshop approaches, or programs that claim to improve literacy
- Interdisciplinary approaches to twenty-first literacies
- Role of supervisors in student teaching; or experiences of student teachers within the systems of teacher education programs
- Selection and use of particular language, interactions or assessments in classrooms
- *Classroom Ideas, Strategies and Practices*. What classroom activity, strategies or practices have guided your students to develop their writing, reading, interpreting and viewing (or listening) strategies and skills? The manuscripts in this section can be brief (2-4 pages) but should include a rationale for the lesson, theoretical support, and guidelines for your approach, which other teachers could employ in their classrooms.

SUBMIT MANUSCRIPTS TO EDITORS

W. Douglas Baker
douglas.baker@emich.edu

OR

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LAJM is a peer-reviewed journal. For more information on submission guidelines, see the Fall 2009 issue.

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(Rev. September 2009)

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