

2001

Back Matter

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Recommended Citation

(2001) "Back Matter," *Language Arts Journal of Michigan*: Vol. 17: Iss. 2, Article 16.

Available at: <https://doi.org/10.9707/2168-149X.1328>

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Language Arts Journal of Michigan
CALL FOR MANUSCRIPTS

Diversity
Spring 2002

This issue is devoted to the theme of diversity in all of its connotations. How can English/Language Arts teachers use the rich materials and literacy skills that we have as our tools to help students celebrate and be comfortable with diversity? What teaching methods and materials recognize and accommodate diversity? What favorite classic, contemporary, and young adult novels provide students with insight about differences? What special projects or programs in English/Language Arts classrooms and extracurricular activities promote awareness of differences and/or educate about differences? What do diversity and multiculturalism mean to our students? How does the diversity of our classrooms affect how we introduce issues of diversity and multiculturalism? How has our message about diversity been determined by the politics of diversity? If our differences are to be unifying, we must be purposeful about how we address differences in every aspect of education. We welcome manuscripts from educators at all levels.

Deadline: February 15, 2002

Using Words to Heal
Fall 2002

Across America in the days and weeks following the tragic attack on the World Trade Center and the Pentagon, people came together and shared their grief through written and spoken words. Eloquent speeches and eulogies, heartfelt poetry and song lyrics, and signs with simple messages of longing and hope communicated loss, grief, confusion, despair, and admiration for heroes. We have always known that literature and passionate rhetoric are healing. From the earliest known compositions, literature shows this characteristic. For this issue we would like to hear the stories of how reading, writing, speaking, and listening provide lessons about life, provide mediums for expression of emotions, and allow students to understand their connection to people across space and time who also have suffered and celebrated. Are there special pieces of literature that work best during tragic times, are there lessons that help students see the universal nature of tragedy, are there activities that provide an opportunity to heal? We would like to hear from teachers K-college about how the unique aspects of the English Language Arts classroom allows them to help their students learn to cope with the tragedy and comedy of life.

Deadline: June 15, 2002

Length: four to twelve pages in MLA format (please include two copies)
Submit to: *Language Arts Journal of Michigan*, Susan Steffel, 215 Anspach Hall, Department of English, Central Michigan University, Mt. Pleasant, MI 48859

**CALL FOR PROPOSALS TO PRESENT
at the
SPRING CONFERENCE ON THE ENGLISH LANGUAGE ARTS**

www.msu.edu/~mcte/conf.html

Saturday, APRIL 13, 2002

8:30 AM - 4:30 PM

MSU UNION BUILDING, EAST LANSING, MI

CONFERENCE THEME:

RECONCEPTUALIZING LITERACY

Keynote Speaker

Jeff Wilhelm, University of Maine

"Reading Don't Fix No Chevies: Challenges to our Conceptualizations of Literacy in the Lives of Young Men"

Wilhelm is the author of *You Gotta BE the Book: Teaching Engaged and Reflective Reading with Adolescents*, Teachers College Press, 1997; and co-author of *Imagining to Learn: Inquiry, Ethics, and Integration Through Drama*, Heinemann, 1998.

Views of literacy have expanded dramatically in recent years. Our understanding of literacy has broadened to include not only visual and technological literacy but also critical literacy and its relationship to teaching and assessment. We invite classroom teachers K-14 to share their expertise regarding the changing conceptualizations of literacy, its development and instruction. We will accept proposals on a range of topics related to the conference theme, including:

Expanding Conceptualizations of Literacy: successful approaches to visual, technological, or critical literacies.

Early and Emergent Literacy: learning from young readers and writers.

Adult Literacy: adult learners and their developing literacies.

Issues of Equity in Literacy Programs: meeting the challenges posed by gender, ethnic, or social class inequities in literacy programs.

Assessment and Literacy: meaningful assessment programs; the challenges of the MEAP.

New Genres in Literacy: creative non-fiction, multi-genre writing.

The Politics of Literacy: curricular and classroom strategies.

Help for Pre-service and Beginning Teachers.

Other topics of general interest.

Sessions will be 50 minutes and may involve various modes: discussion, demonstration, or workshop. Proposals may be for a 50-minute session, a 25-minute session (paired with one on a related topic), or a 50-minute panel (3-5 panelists). A poster session will also be available (see details on other side).

IF YOU NEED ANY TECHNOLOGY ITEMS, please complete the technology form on the back of this sheet.

Please return by January 18, 2002 to Marilyn Wilson, Department of English, 201 Morrill Hall, Michigan State University, East Lansing, MI 48824. If you have questions, Dr. Wilson can be reached at (517)355-1899 or by e-mail at <wilsonm@msu.edu>.

PROPOSAL TO PRESENT AT THE SPRING ENGLISH LANGUAGE ARTS CONFERENCE

MICHIGAN STATE UNIVERSITY, APRIL 13, 2002

Name _____ School _____

Street _____

City _____ State _____ Zip _____ Phone _____ Email _____

Please circle the type of proposal:

- 1) Full 50-minute single presentation 2) 25-minute presentation
(to be paired with one on related topic)
- 3) 50-minute panel (for 3-5) 4) poster session (see details below)

The Bright Ideas Sampler is a poster session, which is somewhat akin to a science fair in which projects are presented via poster display. Presenters **will** bring information to share in poster form and handouts to highlight and display something they have accomplished in class, some research they have done, or any practical *Bright Idea*. Posters will be set up in a room during one of the regular time slots and conference attendees can drop by during this time slot to browse and talk to the presenters about their work. To present in this session, you should:

- 1) have a topic or project that can be presented via posters and handouts;
- 2) generate a 1-2 page handout that shows highlights of your work;
- 3) be willing to stay with your display during one time slot and talk to conference attendees about your work.

If this is a joint proposal, please include names and addresses of all participants here.

Circle type of format:

Discussion Demonstration Workshop Poster Session

Grade level(s) for which this presentation is appropriate (Circle):

Elementary Middle School High School Post-Secondary

Technology Items (limited availability; no computer labs are available)

Overhead projector and screen _____

Data projector, computer, and screen

- _____ will bring own data projector and computer; just need a suitable room with a screen;
or _____ bringing own computer; need to have projector and screen provided by the conference
(the conference will have only one projector available);
or _____ need to have projector, Windows PC, and screen provided by the conference.

Internet connection, video data projector, computer, and screen (note: internet connection must be made on MSU computer, not on your own.)

- _____ will bring own data projector, and use Internet connection on Windows PC and screen provided by the conference;
or _____ need to use data projector, screen, and Internet connection on Windows PC provided by the conference (the conference will have only one projector available).

Please attach a brief summary of your proposal to this form.