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Back Matter

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Language Arts Journal of Michigan **CALL FOR MANUSCRIPTS**

What's Cool In Your School

Too often society focuses on what is wrong in schools. While admitting there are areas that would benefit from improvement, the teachers in our schools continue to be successful in helping to educate the next generation. As English/Language Arts teachers, we continue to do more with less while maintaining our enthusiasm and dedication to the profession, promoting reading, writing, listening, and speaking.

We continue to make our schools and classrooms centers of learning, and we need to hear the good stories. Let's celebrate our successes. Let's share in our collective efforts. What is your school doing that you believe is novel, supportive, or just good, solid practice? How do you keep focused on the positive? Do you have colleagues who have teaching approaches or activities that merit notice? What exciting extra-curricular activities are extensions of your English/Language Arts instruction? What has been especially successful for you in your classroom? How do you keep your own motivation? What feeds your enthusiasm?

We invite you to share with us your stories and opinions. Suggested topics might include parent involvement, administrative cooperation and support, collegial collaboration, long-term projects, annual events, something new you just tried, extra-curricular activities, or professional growth. Send clear, black and white photographs, and we will try to include them. We welcome a variety of perspectives and genres. Help make this issue a true celebration of our individual and combined efforts.

Deadline: February 15, 2001

Listening and Speaking

On the new MEAP test due to be used in 2003, listening skills are measured via several multiple-choice items. This is a result of the recognition that listening is a skill that is significant to literacy. It has long been recognized when we list what English/Language Arts teachers teach (reading, writing, speaking, listening), but its inclusion in curricula for our classrooms has been spotty if it is there at all. Its counterpart, speaking, has been given more attention (not just lip service), but, again, there needs to be more teaching of speaking skills as well. In an effort to showcase effective methods and strategies for the teaching of speaking and listening, we are devoting the Fall 2001 issue of LAJM to these areas. What have you done to teach listening and speaking in your classroom? What methods have you devised to effectively assess student performance in these crucial skills? How have you integrated speaking and listening with reading and writing? We are looking for manuscripts at all levels K-college highlighting theory and practices in the areas of speaking and listening.

Deadline: June 15, 2001

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. Manuscripts may also be submitted via e-mail to both editors as MS Word attachments. <susan.steffel@cmich.edu>
<vanantwj@gvsu.edu>

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