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Back Matter

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

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

Saturday, APRIL 1, 2000

8:30 AM - 4:30 PM

MSU UNION BUILDING, EAST LANSING, MI

CONFERENCE THEME:
LITERACY, TECHNOLOGY, EQUITY:
CHALLENGES FOR THE ENGLISH LANGUAGE ARTS

Keynote Speaker:

Cynthia L. Selfe,

Michigan Technological University

Past President of the Conference on College Composition and Communication (CCCC); author of numerous books and articles on literacy and technology; including *Creating a Computer-Supported Writing Classroom* and *Technology and Literacy in the Twenty-First Century: The Importance of Paying Attention*; editor of the journal *Computers and Composition*; also editor of several books including *Literacy, Technology and Society: Confronting the Issues*, and *Literacy and Computers: The Complications of Teaching and Learning With Technology*.

Literacy, technology, equity and the connections among them present K-13 English language arts teachers with many challenges. We invite proposals that suggest ways to approach these challenges. We will work with these strands:

Literacy: Early and emergent literacy; literacy and literature approaches in middle school, high school, college.

Technology: Approaches to technology use in the English language arts classroom from K-13; from one-computer classrooms to full labs, from e-mail to World Wide Web; from low tech to high tech and all combinations in between.

Equity: Addressing problems of inequity in access to technology

Writing Centers: The role of writing centers in literacy, technology, and equity.

Help for pre-service and beginning teachers.

Other general interest presentations.

Presentations will be 45 minutes and may involve various modes: lecture/discussion, demonstration, or workshop participation. If you would like to propose a conference session, please fill out and return the proposal form on the reverse side of this page, including a brief summary of your presentation.

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

Please return by January 6, 2000 to Dr. Nancy Tucker, Department of English, 201 Morrill Hall, Michigan State University, East Lansing, MI 48824. If you have questions, Dr. Tucker can be reached at (517)353-9823 or by e-mail at <tuckerna@msu.edu>.

PROPOSAL TO PRESENT AT THE SPRING ENGLISH LANGUAGE ARTS CONFERENCE
MICHIGAN STATE UNIVERSITY, APRIL 1, 2000

Name _____ School _____

Street _____

City _____ State _____ Zip _____

Telephone _____ Email _____

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

Circle one: lecture/discussion demonstration workshop participation

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

Elementary	Middle School	High School	Post-Secondary	Other

Please write a brief summary of your proposal in the space below. (Or you may attach a separate sheet)

Do you need any technology items for your presentation? We have a limited number of items that we can provide. Please indicate your needs and we will do our best to accomodate you. (Alas, we have no computer labs available.)

Overhead projector and screen

Video 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 (the conference will have only one projector available).

Internet connection, video data projector, computer, and screen

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).

Note to people using the Internet in their presentations: You may want to bring a disk copy (Windows-compatible floppy or CD ROM) of web sites you're using so that if a server you want to access during your presentation is busy or down you could use the disk. There are a number of software packages that you can use to archive web sites easily: Adobe Acrobat 4.0, Web Whacker, and Web Buddy, for example.

Language Arts Journal of Michigan
CALL FOR MANUSCRIPTS

Stranger than Fiction

Are your students reading cartoon and comic books, books about rock stars, ghosts, and magic, or stories about famous people and events? These popular kinds of nonfiction writing are being read by our students but often never find their way into our classrooms or our lessons. As our students read popular forms of nonfiction in their leisure time or seek information for their inquiries and research? As we are called to extend writing across the disciplines, to teach what is real and current, to integrate the disciplines, and to prepare students to read and write for tests such as MEAP, SAT, and AP, we are met with the challenge of extending the literature in our classrooms beyond the pages of fiction trade books and novels, short stories, and poetry. Whether we use gripping nonfiction stories, informational texts that tie us to our past, or instructional texts that lead us to the future, teachers have an obligation to guide students in the enjoyment and use of nonfiction.

Are you using the popular current books such as *The Perfect Storm* and *Into Thin Air* or enduring books like *Kon-Tiki*, *Night*, or *I Know Why the Caged Bird Sings*? What other titles have you found? How are you using these texts?

What have you found to be the best methods to introduce your students to reading nonfiction?

What nonfiction texts have found meaningful places in your curriculum? How do you counter the negative impressions your students may have about nonfiction writing?

What do students need to know about reading nonfiction to encourage the most effective uses? How can we encourage frequent and positive use of nonfiction texts both as resources for information and rare gems of reading pleasure?

For this issue we are interested in manuscripts that may take a variety of forms from teachers in a variety of contexts.

Deadline: January 30, 2000

The Use of Place in Writing and Literature

From birth to death we live in, travel to, and imagine places that shape and impact our experiences. In this issue we invite explorations of the place of "place" in reading and writing.

Are there pieces of literature that you love because of the setting: Wonderland, Never-Neverland, Oz., Kansas, Shangri-La, Spoon River, home? How do you use these pieces of literature in your classroom? How do you inspire your students' thinking about place as they read and write?

As you consider the use of place in literature, what aspects have inspired you, intrigued you, frustrated you, or befuddled you? Have you visited places that because of their connections to authors, to historical figures, to certain events, or to you have inspired thought, action, or creativity? Have you written articles, stories, or poems inspired by place?

We would like to receive manuscripts relating experiences, thoughts, and reflections about "place" from any viewpoint and in a variety of forms.

Deadline: June 15, 2000

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

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