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Back Matter

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Eileen Landis-Groom teaches at Embry-Riddle Aeronautical University. At conferences and through publications, she enjoys sharing what she and her students "attempt" in their courses.

Kevin La Plante has taught at Dewey Center in Detroit for four years, is a Red Cedar Writing Project fellow, and frequent conference presenter.

Suzanne S. Monroe is Associate Professor at Eastern New Mexico University where she teaches courses in multicultural children's literature.

Diana Mitchell co-directs the Red Cedar Writing Project, writes a monthly teaching ideas column for the *English Journal*, and is vice-president of the MCTE.

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Carol Booth Olson is Director of the UCI/National Writing Project and editor of *Reading, Thinking and Writing about Multicultural Literature* (1996). In 1994 her award-winning research was on the impact of teaching multicultural literature in culturally diverse settings.

Elaine F. Parker teaches basic writing, business writing, and composition with literature at York College in the City University system in New York.

Rose Reissman is President of the New York City Association of Teachers of English, frequent presenter, and the District One Teacher Resource Specialist.

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Joan Brodsky Schur teaches at the Village Community School in New York City. She is co-author of *In A New Land: An Anthology of Immigrant Literature* published in 1994.

Mark Shaheen, a Red Cedar Writing Project fellow and a frequent conference presenter, is a teacher of English and Theater at East Lansing High School.

Karen Selby, after teaching in East Harlem, is now on the faculty at Saginaw Valley State University specializing in the connection between language arts and social studies.

Linnea A. Stenson is a Visiting Assistant Professor at Macalester College where she teaches American literature, college writing, and Lesbian and Gay Studies.

Ronald A. Sudol is a professor of rhetoric and former director of writing at Oakland University. He is co-editor of the forthcoming book *Understanding Literacy*.

Lee A. Wright, author of *Identity, Family, and Folklore in African American Literature* (New York: Garland Press, 1995) is an instructor at the University of Toledo.

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LANGUAGE ARTS JOURNAL OF MICHIGAN 1996
CALL FOR MANUSCRIPTS

In Celebration of Teaching and Learning: Teachers Tell Their Stories

In the constant barrage of education news we are brought face-to-face with what's wrong with schools. Rarely do we hear positive stories about teaching and learning. In this issue of *LAJM* we invite teachers to tell their stories. We invite you to think about this in its broadest sense, and in all the areas that touch the teacher's life: that is, stories from the classroom, stories of parental or community involvement, stories of professionalism, stories of how teachers learn, stories about the teacher as writer or researcher, or the teacher as a political player.

How do you further your own learning? What stories can you share about meaningful graduate classes or conferences? What do you learn from your colleagues? What do they learn from you? What have you learned from a writing project? How do you continue this learning? What do you learn from professional books or journals?

What stories can you tell us from your classroom? What are the successful or the not-so-successful moments? What are some of your best practices that work year after year?

What stories can you tell about parent or community involvement in your classroom?

In what ways has your teaching practice been influenced? Have there been one or more key factors that affect how you teach? Have you changed in your teaching—can you point to events that caused that change?

We invite you to think about your manuscript in a variety of forms including, but not limited to, articles, personal narratives, and poems.

Deadline: May 15, 1996.

Reaching the Hard to Reach

Every teacher knows those tell-tale signs—bored looks, loud sighs, “show-me attitudes.” These are the students who challenge us to reach them. They may be Advanced Placement seniors or at-risk middle school students or tuned-out elementary students.

What do you do to involve them? What assumptions do you operate on? How do you work to involve all the kinds of students you are assigned each year? What kind of teaching works best with disinterested students? What's your take on getting students into their work? How do you create a classroom environment that supports the most hard to reach? What kinds of materials have been successful with these students? Have you found collaborative learning, student-centered curriculum or inquiry-based projects to be effective? What teacher attitudes and behaviors seem most conducive to involving the uninvolved?

We invite manuscripts that explore any aspect of this complex issue. Narratives and poems are also welcome on how you learned to teach the hard to reach.

Deadline: November 15, 1996.

Length: Four to twelve pages in MLA format (please include two copies)

Submit to:

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300 Bessey Hall, Michigan State University
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