Language Arts Journal of Michigan

Volume 11
Issue 2 *Focus: Teaching Writing*

Article 27

1995

Back Matter

Follow this and additional works at: <https://scholarworks.gvsu.edu/lajm>

Recommended Citation

(1995) "Back Matter," *Language Arts Journal of Michigan*: Vol. 11: Iss. 2, Article 27.
Available at: <https://doi.org/10.9707/2168-149X.1542>

This Article is brought to you for free and open access by ScholarWorks@GVSU. It has been accepted for inclusion in Language Arts Journal of Michigan by an authorized editor of ScholarWorks@GVSU. For more information, please contact scholarworks@gvsu.edu.

Contributors

Ellen Brinkley teaches English at Western Michigan University, directs the Third Coast Writing Project, and is a past president of MCTE.

Peter Butts, Chair, Recommended Books for the Reluctant Young Adult Reader Committee of the American Library Association, is Media Specialist at East Middle School in Holland.

Lynn Chrenka, Director of the Northern Michigan Regional Center for Ferris State University at Traverse City, teaches a writing course at Northwestern Michigan College. Within the last 20 years she has taught on the junior high, high school, and college levels.

Janell A. Cleland teaches English at Mundelein High School in Mundelein, IL, and has co-authored a book entitled *The Portfolio as a Learning Strategy*.

Celeste Crouch, a Red Cedar Writing Project fellow and frequent conference presenter, is the reading consultant at East Lansing High School.

Mary Dekker, a Red Cedar Writing Project fellow and frequent conference presenter, teaches second grade at Morrice Elementary School.

Margy Dewey teaches fourth grade at Morrice Elementary School.

Dena M. Downey teaches sixth grade at Davison Middle School.

Cathy O'Berry Edington, a Flint Area Writing Project participant, teaches Young-5 and kindergarten at Morrice Elementary School.

Audrey Gebber, a Red Cedar Writing Project fellow, teaches at Lely High School in Naples, Florida.

Rhonda Hawthorne-Larkin, a master's degree candidate at Oakland University in reading, is currently employed at the Lloyd A. Stage Outdoor Education Center as a Junior Naturalist Club instructor.

David James, facilitator for the Peninsula Writers and Ionia County Writing Projects, and former high school English teacher, now teaches composition, literature, and study strategies, and directs the writing center at Hope College, Holland, Michigan.

Susan Katz is a Ph.D. candidate in Communication and Rhetoric at Rensselaer Polytechnic Institute, where she has taught several undergraduate writing courses.

Judy Kelly, an Eastern Michigan Writing Project participant and 1995 Whole Language Umbrella Conference Co-chair, is an elementary language arts consultant for Monroe Public Schools in Monroe, Michigan.

Faye Kuzma, an Associate Professor of English at Ferris State University, is involved in teaching and assessing developmental writing. She also has taught a teacher education workshop called Portfolios for Learning and Assessment.

Pamela Nagy, a Red Cedar Writing Project fellow, teaches at Holmes Middle School in Flint.

Jeanette Nassif, a Red Cedar Writing Project participant and frequent workshop presenter, teaches English at Flint Central High School.

Jennifer Ochoa, a Red Cedar Writing Project fellow, teaches ninth grade English at Sexton High School in Lansing.

Celeste Resh teaches composition at Mott Community College in Flint.

Leslie Ellen Richardson has a master's degree from the Writing Seminars of The Johns Hopkins University, and is finishing up her Ph.D. in creative writing at the University of Houston.

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.

Patricia Short, a Third Coast Writing Project fellow and presenter, teaches eighth grade at Western Middle School in Parma, Michigan.

Sue Steffel is a frequent conference presenter and former high school English teacher. Currently, she is Assistant Professor of English at Central Michigan University where she teaches young adult literature and English methods courses.

Susan Sturock, a Red Cedar Writing Project fellow, teaches fifth /sixth grade at Washington Elementary School in Owosso.

Sharon Thomas, Acting Director of the Writing Center at Michigan State University, teaches composition in the Department of American Thought and Language.

Brenda Vasicek, Assistant Professor of English at Ferris State University, is involved in research on writing assessment for the classroom and for writing programs and is currently a member of the Michigan Classroom Assessment Design Team.

Diana Wakeford, a Southeast Michigan Writing Project participant and co-facilitator, teaches eleventh and twelfth grade literature and writing at Tecumseh High School.

Michelle Walker, publications chair of MCTE's Assembly of Rural Teachers of English and conference presenter, teaches seventh through twelfth grade English at Ithaca High School.

Jodi Wirt, an English teacher at Mundelein High School in Illinois, frequently presents at conferences with Janell Cleland based on their experiences with an inquiry-based, untracked English curriculum.

Cheryl A.Yocum teaches sixth grade at Hollywood Elementary School in Monroe, Michigan.

Get Involved

JOIN MCTE

The Michigan Council of Teachers of English Membership Application

Date: _____ Are you an NCTE Member? Yes ___ No ___

Name: _____

Mailing Address: _____ Telephone: _____

County: _____

Name of School: _____ Telephone: _____

Elementary ___ Middle/Jr.H.S ___ Secondary ___ College/University ___ Other ___

Position: Teacher ___ Instructor/Professor ___ Student ___ Other ___

Membership Dues: yearly \$25.00, student \$15.00

Send form and check payable to MCTE to: Ray Lawson, Secretary-Treasurer, MCTE,
P.O. Box 1152, Rochester, Michigan 48307

LANGUAGE ARTS JOURNAL OF MICHIGAN 1996 CALL FOR MANUSCRIPTS

The Multicultural Classroom

America, melting pot? Mosaic? Salad? Or has the diversity of our culture gone beyond the ability of metaphors to describe it?

As the face of America changes and more and more groups seek a place at the table, how do we help our students learn about and appreciate the variety of cultures and backgrounds in this country? If we don't include literature by people from many ethnic backgrounds, what message do we give to our students? Do you teach literature written by people of diverse ethnic backgrounds if you teach in a homogeneous district or classroom? Is it important to do?

What multicultural books, poems, non-fiction, and short stories do you use? How do you approach this literature? Do you have lists of picture books, novels, non-fiction, poetry, or short stories with a multicultural focus?

Is it important to make students more aware of their own culture and/or the culture of others? What are the political ramifications and multicultural implications for the teaching of literature? What does multiculturalism mean in terms of the canon? in terms of dialect?

How do you attend to the speaking, listening, and writing aspects of the language arts in your classroom? Do you believe students have a right to write in their own language? What kinds of writing do you ask your students to do? Do you have projects you have developed to help students celebrate their own culture?

How do you use community resources to explore other cultures?

Deadline: December 15, 1995.

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.

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

Submit all three copies to:

Language Arts Journal of Michigan
The Editors, The Writing Center
300 Bessey Hall, Michigan State University
East Lansing, MI 48824

MCTE EXECUTIVE COMMITTEE 1995-1996

President

Marilyn J. Wilson
Department of English
Michigan State University
East Lansing, MI 48824

President-Elect

Mary Cox
M.L. King High School
3200 E. Lafayette
Detroit, MI 48207

Vice President

Diana Mitchell
Writing Center-300 Bessey Hall
Michigan State University
East Lansing, MI 48824

Past President

Barbara Rebbeck
Oakland Schools
23100 Pontiac Lake Rd.
Waterford, MI 48328

Secretary-Treasurer

Ray H. Lawson
Rochester High School
180 S. Livernois
Rochester, MI 48710

College Chair

Mary Harmon
Brown Hall
Saginaw Valley State University
University Center, MI 48710

Secondary Chair

to be filled

Middle School Coordinator

Amy Voigt
Mary Thompson Middle School
Southfield, MI

Elementary Chair

D. Yvonne Cofer
Carstens Elementary School
2592 Coplin
Detroit, MI 48215

MET Editor

Nancy Elliott
Ubly High School
Ubly, MI 48475

Youth Arts Coordinator

Louise Harrison
Heritage High School
Saginaw, MI 48603

Region I Coordinator

Josephine Belford
4390 Chatsworth
Detroit, MI 48224

Region II Coordinator

Ron Iwankovitch
Ubly High School
Ubly, MI 48475

Region III Coordinator

Rita E. Paye
Carlson High School
Gibraltar, MI 48173

Region IV Coordinator

Jim White
Farmington High School
Farmington, MI 48336

Region IV Co-Coordinator

Maureen Young
Big Beaver Bldg.
100 Urbancrest
Troy, MI 48063

Region V Coordinator

Patricia Short
Western Middle School and Baker College
Jackson, MI 49201

Region VI Coordinator

Sharon Hunter
Heritage High School
Saginaw, MI 48603

Region VII Coordinator

Mary Alice Stoneback
Ogamaw Heights High School
West Branch, MI 48661

Region VIII Coordinator

Evelyn Rensch
Gull Lake High School
Gull Lake, MI 49046

Region X Coordinator

to be filled

Region XI Coordinator

Tom A. Hyslop
Department of English
Northern Michigan University
Marquette, MI 49855

SLATE

Jean Brown
Saginaw Valley State University
University Center, MI 48710