Language Arts Journal of Michigan

Volume 10

Issue 2 *Focus: Tearing Down the Walls.*
Connecting Students with the World Beyond the
Classroom

Article 13

1994

Back Matter

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Recommended Citation

(1994) "Back Matter," *Language Arts Journal of Michigan*: Vol. 10: Iss. 2, Article 13.
Available at: <https://doi.org/10.9707/2168-149X.1573>

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Laura Schiller, an Oakland Writing Project participant, teaches at Birney Middle School in Southfield, Michigan.

Diana Smith, a Flint Writing Project participant, teaches at the middle school in Chesaning.

Susan Sobota, an Eastern Michigan Writing Project participant, teaches English at Clague Middle School in Ann Arbor, Michigan.

Janet Swenson is an assistant professor in The Writing Center at Michigan State University where she co-directs the Red Cedar Writing Project and serves as Project Coordinator of Write for Your Life. She is also Associate Editor of the NCTE journal, *English Education*.

Amy Voigt, an Eastern Michigan Writing Project participant, teaches English at Mary Thompson Middle School in Southfield, Michigan.

Jan Youga teaches composition at Keene State University in New Hampshire.

**Proposal to Present at the
Spring Conference on the
English Language Arts**

**Saturday, April 1, 1995
9:00AM - 4:00PM**

**MSU Union Building,
East Lansing, MI**

Conference Theme:

**Staging Environments:
P L A Y - ing Around in the
Language Arts**

Name_____School_____

Mailing Address_____

_____Zip_____

Telephone_____

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

Presentations will be 50 minutes and may involve various modes: lecture/discussion, demonstration, or workshop participation. If audio-visual equipment is required for the presentation, obtaining the equipment is the responsibility of the presenter.

Grade level(s) for which this presentation is appropriate_____.

Primary focus of presentation:_____writing:_____reading/literature:

_____drama:_____media:_____listening/speaking:_____language:

_____ESL:_____interdisciplinary.

Brief summary of presentation (Please complete summary on back):

Please return by **December 10, 1994**, to Diane Brunner, Department of English, 201 Morrill Hall, Michigan State University, East Lansing, MI 48824.

CALL FOR MANUSCRIPTS

Poetry: Tough to Teach or a Treat for Students?

Poetry can perk up a classroom or be a deadly experience for students. Do you have any sure-fire methods of teaching or using poetry that turns students on to poetry? What do you do with poetry that works successfully? How much terminology is necessary for understanding poetry and how do you teach it? What do you want students to come away with from the study or use of poetry?

What about poetry writing? What strategies or activities do you use that triggers good poetry writing? Do you have success with certain poetic forms? How do you deal with rhyme in students' poetry when it distorts meaning? How do you encourage students to use strong images in their poetry? Are poetry exercises and formula poems successful?

How do you use poetry with literature? With non-fiction? What integrated approaches work for you? How do you involve students in classical poetry? Who or what inspires you to teach poetry?

What collections or single poems work with your students? Any good new poetry or poetry anthologies to recommend especially from different cultures?

The Editors will also accept poems written by teachers.

(Deadline: January 15, 1995)

Getting it Write

Whether you are a true believer in the testing process, or you think writing is an art that can't be assessed by conventional measures, the future of composition in Michigan promises to give us all plenty to talk (and write) about. The Michigan Educational Assessment Program (MEAP) and the Michigan Proficiency Exam will usher in a new kind of writing assessment this fall by actually attempting to assess students on their writing proficiency instead of on objective knowledge. Because of this, teachers are eager to hear about successful writing practices and assessment methods.

How do you involve your students in writing? What kinds of strategies or assignments work for you? How have you used portfolios in your classes? What ways do you encourage students to reflect on their own writing?

How do you link writing and literature? How do you blend writing with speaking and performing? Do writing workshops work for you? How do you involve students in informational writing? Is peer group response an effective strategy in your class? How do you grade student writing? What kind of writing do you feel you **MUST** teach?

What have you learned about teaching writing by doing it? What have you learned about writing by writing yourself? What area of writing instruction do you feel you need the most help in? What would you like to tell other teachers about your successes/failures in dealing with writing? Has involvement in Writing Projects changed or informed your teaching practices?

(Deadline: June 15, 1995)

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

131 Brody Hall

Michigan State University

East Lansing, MI 48824

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 \$15.00, student \$10.00

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

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