

1990

Front Matter

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

Recommended Citation

(1990) "Front Matter," *Language Arts Journal of Michigan*: Vol. 5: Iss. 3, Article 1.
Available at: <https://doi.org/10.9707/2168-149X.1664>

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.



*The Michigan Council
of Teachers of English*

L A J M

Language Arts Journal of Michigan

Spring 1990

Volume 5

Number 3

EDITORS

John Dinan, Department of English, Central Michigan University
Robert Root, Department of English, Central Michigan University

ASSISTANT EDITOR

Jill Van Antwerp, Lowell High School

EDITORIAL REVIEW BOARD

Jean Brown, Saginaw Valley State College
Janet Culver, Cornell Elementary School, Okemos
Linda Dinan, Vowles Elementary School, Mt. Pleasant
Martha Walsh Dolan, East Kentwood High School
Kathy Drzick, Western Michigan University
Stephen Dunning, University of Michigan
Sheila Fitzgerald, Michigan State University
Bruce Kutney, Holt High School
Sharon Plavnick, Otto Middle School
Aaron Stander, Oakland Schools
Nancy Tucker, Baker Community College

EDITORIAL POLICY AND SUBMISSION GUIDELINES

LAJM publishes articles which discuss issues, theory, theory-based practice, and research in the teaching and learning of the language arts at all levels, kindergarten through college. It publishes articles, interviews, annotated bibliographies, review-essays, research, and classroom practices. Manuscripts should be 6-15 pages in length, double-spaced, and use the current MLA style for parenthetical documentation and the NCTE Guidelines for Non-Sexist Use of Language. Send one original and two copies to either Robert Root or John Dinan, **LAJM** Editors, Department of English, Central Michigan University, Mt. Pleasant, MI 48859. If you wish your original returned, include a self-addressed envelope with first-class postage. The deadline for the Fall, 1990 special focus issue is September 1, 1990. The deadline for the Spring, 1991 issue is February 1, 1991.

Subscriptions and Publishing Information

©1990. **LAJM** is published twice annually in the spring and fall by the **Michigan Council of Teachers of English**. Annual membership in **MCTE** costs \$15 and includes subscriptions to **LAJM** and **The Michigan English Teacher**, the Council newsletter. All correspondence concerning membership and subscriptions should be addressed to: MCTE, P. O. Box 1152, Rochester, MI 48063. **LAJM** is supported in part by the Department of English, Central Michigan University, and published by Central Michigan University Press. [ISSN 1044-6702]

MCTE is an affiliate member of the National Council of Teachers of English.
LAJM is a member of the NCTE Information Exchange Agreement.

TABLE OF CONTENTS

Title/Author	Page
THE WRITING TEACHER IN CONTEMPORARY CHILDREN'S FICTION.....1 Joel Chaston	
WRITING CAN BE DONE BY YOUNG CHILDREN: THE USE OF INVENTED SPELLING8 Gail Parshall	
WRITING IN RESPONSE TO READING: CORRESPONDENCES ABOUT BOOKS20 Mary Dekker	
BECOMING A COMMUNITY OF WRITERS: LIFE BOOK WRITING28 Mary Branding	
"THE SPARK THAT INITIATES LEARNING": ORAL LANGUAGE IN THE CLASSROOM.....34 Lucia Doherty	
CURRICULUM CHANGE: ONE CONSULTANT'S PERSPECTIVE43 Ruth Nathan	
MRS. FRISBY AND THE RATS GO TO HOLLYWOOD.....51 Richard Seiter	
<i>LJMJ</i> INDEX: <i>THE LANGUAGE ARTS</i> <i>JOURNAL OF MICHIGAN</i> VOLUMES 1-5.....57	

ABOUT THIS ISSUE

Although the Spring, 1990 issue of *LJM* is not a "special focus" issue, its articles do put special emphasis on breaking away from traditional approaches to teaching, especially through the sharing of reading and writing both inside and outside the classroom. The willingness to encourage honest and full sharing by our students often requires us to exit the traditional teaching stage, leaving behind many of the scripts and props upon which we tend to rely. In the opening article in this issue, Joel Chaston helps us find new ground by providing some instructive images of the writing teacher found in the literature our students read. Gail Parshall then urges elementary teachers (and other teachers as well, we think) to look past the disconcerting appearance of our students' writing—in this case, invented spelling—to the actual writing that is going on. In a message that can be applied to other concerns as well, Parshall argues that spelling will improve in time only if the writing is allowed to proceed relatively unimpeded. Mary Dekker, in turn, provides us with a set of strategies for making the students themselves more at the center of the classroom by having them write to each other in a variety of ways about their reading. Next, Mary Branding suggests that we occasionally allow our students to take a vacation from the standard modes of writing by doing and sharing a kind of autobiographical writing called "Life Book Writing." Continuing with the theme of the importance of students sharing their ideas with each other as well as with the teacher, Lucia Doherty argues for increasing the oral language component in all of our classrooms. Ruth Nathan then explains in very practical ways how this strategy of encouraging open communication and multiple perspectives is essential to the curricular review process that inevitably affects our teaching lives. Finally, Richard Selter presents a discussion of print and film versions of a popular story as a way of urging us to make a multi-media approach part of our breaking away from traditional, instructor-dominated teaching.

We hope that over the years *LJM* has offered the "breaking away" argument in a variety of ways that assist as well as persuade. To provide our readership with some help in finding those ways, we have included in this issue a bibliography of all contributions made to *LJM* since its inception in 1985. We hope you will not only benefit from the Spring, 1990 issue of the journal that follows, but be encouraged by this bibliography to explore *LJM's* past offerings as well.

The Editors