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TABLE OF CONTENTS

	Page
READING AND WRITING LITERATURE AS A WAY OF KNOWING	1
Robert Small	
EXPERIMENTING WITH RESPONSE TO LITERATURE	14
Celeste Resh	
CURRICULUM CHANGE IS A SLOW PROCESS	22
Lois Matz Rosen and Marian Wright	
BECOMING A WRITING TEACHER: FROM CONFUSION TO CONFIDENCE	37
Julie A. Devers	
MR. POTATO HEAD MEETS THE CREEPERS: A YOUNG READERS ENCOUNTER WITH MANIPULATED TEXT	45
Bruce Maylath	
ENGLISH TEACHING IN AUSTRALIA AND THE UNITED STATES: SIMILARITIES AND DIFFERENCES	55
Ken Watson	
PROGRESS DOWN UNDER	60
Susan Tchudi	
LAJM RESOURCES: ENGLISH AND LANGUAGE ARTS-- A GUIDED TOUR THROUGH THE STATE OF THE ART	66
Charles Suhor	

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NCTE DOUBLESPEAK AWARD

This year's Doublespeak Award was shared by officials of the National Aeronautics and Space Administration (NASA), Morton Thiokol, and Rockwell International for their glaring misuse of language in discussing the Challenger tragedy and the subsequent investigations of that accident. The award is given annually by the NCTE Committee on Public Doublespeak to spokespersons for public and private organizations in the U.S. for language that is "grossly deceptive, evasive, euphemistic, confusing, or self-contradictory and has potentially pernicious social or political consequences." The second place award went to Attorney General Edwin Meese for language he used in criticizing the U.S. Supreme Court's *Miranda* ruling. Third place was awarded to the Department of Defense. Throughout this issue of LAJM you will find the statements that earned these organizations their award, and some additional statements that were contenders. The statements cited come from news media reports.

ABOUT THIS ISSUE

The spring issue of **LAJM** centers on the theme of "connections." Each article touches on the many interrelationships present in our field. In the lead article, Robert Small explores the study of literature as a method of artistic inquiry, and examines the reading of literature as a creative, meaning-making process. In the same vein, Celeste Resh reports on her research on "response to literature," and describes a productive method by which students can deepen their understanding of a work. The next two articles focus on writing. In their article about the long-running Flint Writing Inservice Project, Rosen and Wright describe the kinds of growth that are possible when middle school teachers, a language arts consultant, and a professor of English education work together to improve a district's writing program. Julie Devers' article which follows examines the same process of change from the perspective of a literature-teacher-turned-writing-teacher. In the next article, Bruce Maylath explores the connections between language and social prestige, as they appear in a children's story. The two final articles concern our profession's "overseas" connections. Australian educator Ken Watson, who spent fall term at Michigan State, shares his perceptions of English teaching in the U.S. As a follow-up, Susan Tchudi, who teaches at Central Michigan and who spent fall term in Australia, gives her account of teaching English in the "land down under." The issue's finale, the **LAJM Resources** section, contains a comprehensive survey of recent developments and trends in English education. It includes an extensive bibliography that the **LAJM** editors hope you will find useful.

Candida Gillis
Editor