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## Memo from the Journal's New Editors

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# Memo from the *Journal's* New Editors

We are pleased to accept the invitation to serve as editors of *Michigan Reading Journal*. As we come in to lead the publication, we wish to thank, on behalf of all, the work and dedication of *MRJ's* previous editorial leaders: Lorraine Berak and Karen Edwards. Under their guidance, *MRJ* reached a large number of readers and made valuable contributions to the ways we think about and talk about literacy instruction in Michigan schools. Though editorship has shifted, we value their continued input as consultants, reviewers, and authors in the journal. It is our ambition to continue their fine work, offering the readers of *MRJ* a publication that is research-based, practically situated, and enjoyable to read. We hope that as you share our goals for the journal you find yourself investing in it as both a reader and potential author. Though we have theme issues on the horizon, we welcome general submissions on topics of interest for teachers, administrators, and researchers in literacy education. As editors we can only provide so much. It is up to our readers to become our writers and make this a journal in which each of us invests.

One of the journal's attractive features from our perspective has been the range of issues, methodologies, and authors that are featured. In keeping with that position of broad-based perspectives, we want to tell you, in this issue, about our own range of interests and experiences.

We come from the worlds of lower elementary, from middle grades, and from adult literacy teaching. Among the three of us, we have taught in the west, southwest, east, and in many midwestern states. Each of us has a specialized literacy interest: one in children's literature, one in reading, one in writing. This journal will represent us both as editors with common goals

and as editors with diverse perspectives and interests. We briefly introduce ourselves below:

After teaching in a variety of public and private schools in Wisconsin, Illinois, and Texas, **Linda M. Pavonetti** moved to Oakland University, where her special research and teaching interests include children's and young adult literature. For the past three years, she has written the professional books column for the *Journal of Children's Literature* and has been a frequent contributor to that and other professional journals. She is a member of the 2002 Notable Children's Books in the Language Arts committee. She will chair that committee in 2003 as well as chair the 2002-2003 Michigan Author Award committee for the Michigan Library Association.

**Jennifer Berne** teaches courses in the teaching of writing, forms of literature-based instruction, and children's literature at Oakland University in Rochester Michigan. Prior to her work at OU, she taught developmental reading and writing to adult learners in Oakland County. She has a special research interest in teachers' work with the writing process and dialogic-based learning in the language arts.

**Kathleen Clark** is an assistant professor in the Department of Reading and Language Arts at Oakland University. She teaches literacy courses to undergraduate and graduate students. Previously, she taught intermediate grade and middle school students as both a regular education and special education teacher in the states of California, Pennsylvania, and Alaska. Her primary research interests are in the areas of comprehension processes and comprehension instruction.

## *Our vision for the future.*

In addition to the articles and features for which the journal is known, we would like to introduce a few additional regular features and create dedicated, themed issues.



### *New features.*

Many teachers today actively engage in substantial classroom-based research. We envision *Research into Action* as a regular feature in which teachers who have been engaged in such projects can share their work. Our readership is interested in new ideas and techniques that have been explored and refined by Michigan teachers and students in the daily context of classroom life.

Similarly, our readership appreciates brief teaching ideas and strategies that others have found particularly powerful in the classroom. As Brian Cambourne (2001) reminds us, we are “inveterate collectors...continually on the lookout for a new idea or ‘way of doing things’” that will improve our students’ learning (p. 124). We envision *Voices from the Classroom* as a place for our readership to share these terrific instructional “collectibles.”

Our readership is large, varied, and geographically diverse. To help us keep abreast of Michigan literacy news, we will highlight the activities, events, and accomplishments of our colleagues in ISDs and school districts across Michigan in our new feature *Around the State*.

*Professional Books.* We know that many of Michigan’s excellent reading teachers read and share professional books on the literacy process. Have you read a good professional book lately? If you have, we invite you to review it. Our readership would welcome your thoughts on the book’s contribution to classroom practice and professional development.

Finally, Vera Milz will continue to share her very informative children’s literature column. To supplement this wonderful resource, we will include reviews of young adult literature so that we can better serve our readership at the middle school and secondary levels.



Jennifer Berne

Linda M. Pavonetti

Kathleen Clark

### *Dedicated, themed issues.*

In addition to these new features, we are creating a regular cycle of dedicated issues with changing themes: fall issues will address varied topics relating to Literacy and Literature; winter issues, Literacy and Writing; spring issues, Literacy and Reading; and summer issues will be topic related (e.g., professional development, early literacy, technology in the literacy classroom). Our themes for the 2002-2003 year within these dedicated issues include “Literature in the Classroom: Pre-kindergarten to Grade 12” (fall), “Writing About Me: Personal Writing and Exploration of Self” (winter), “Informational Text in the Reading Program” (spring), and “Creating Professional Learning Communities” (summer). The summer issue will be in memory of the late Sharon Yuille, a Title I teacher, reading specialist, and curriculum consultant in Flint Community Schools. Ms. Yuille was responsible for the professional development grants that are given out by the Michigan Reading Association. We invite our readership to submit articles and ideas related to these themes as well as those that are more general or relate to other topics. Please see our more specific Calls for Manuscripts in this issue for details and submission deadlines.



# Call for Manuscripts

**T**he *Michigan Reading Journal*, the refereed journal of the Michigan Reading Association, is seeking manuscripts for publication in future issues. In addition to the themes listed, manuscripts on any topic related to literacy, i.e., reading, writing, listening, speaking, viewing, visually representing, technology, or children's/young adult literature will be considered. Manuscripts submitted after the specified deadlines will be reviewed for future issues.

## Fall 2002: Literacy and Literature

*(Manuscripts must be received by August 1, 2002. Electronic submissions are encouraged.)*

This will be a "wide-open" issue that we hope will address some of the research you are conducting using children's, young adult, or adult literature. How do you use books? What are the books that "fly off" your shelves? What is the role of read aloud, sustained silent reading, or even book discussion in your library or classroom? Do your students use the Internet to meet authors, learn about new books, or even post book reports? Who are your students' favorite authors? Tell the rest of Michigan about what works or doesn't work for you and your students.

Contributions are welcomed from children's book authors and illustrators as well as librarians, classroom educators, publishers, editors, translators, scholars and critics.

- Manuscripts should not exceed 2,500-3,000 words.
- Author's name, mailing address, telephone number, FAX number, e-mail address, and professional affiliation should be on a separate cover page. The author's name should not appear in the manuscript.
- Three members of the editorial review board will review all manuscripts.
- Manuscripts must be received by August 1, 2002. Decisions will be reached by Sept. 1, 2002, for this issue.
- If a manuscript is accepted for publication, its author must provide a computer disk copy of the manuscript, preferably in MS Word.
- Charts, graphs, drawings, and high quality photographs pertaining to article topics will be appreciated. Photographs from a digital camera can be submitted digitally.
- Send six copies of the manuscript and two self-addressed, stamped envelopes to:

Linda M. Pavonetti, *The Michigan Reading Journal*  
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Rochester, MI 48309-4494  
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# Call for Manuscripts

## Winter 2003: Writing about me: Personal writing and exploration of self.

(Manuscripts must be received by September 1, 2002. Electronic submissions are encouraged.)

**M**any teachers are using personal experience to help children learn skills in writing as they simultaneously gain insight into themselves.

- \* What experiences do you have with instruction in personal writing?
- \* How has it changed your students as writers and thinkers?
- \* Have you incorporated reading of personal writing with instruction in writing?
- \* What feedback do you get from students on their engagement in these kinds of writing tasks?
- Manuscripts should not exceed 2,500-3,000 words.
- Author's name, mailing address, telephone number, FAX number, e-mail address, and professional affiliation should be on a separate cover page. The author's name should not appear in the manuscript.
- Three members of the editorial review board will review all manuscripts.
- Manuscripts must be received by September 1, 2002. Decisions will be reached within four months for this issue.
- If a manuscript is accepted for publication, its author must provide a computer disk copy of the manuscript, preferably in MS Word.
- Charts, graphs, drawings, and high quality photographs pertaining to article topics will be appreciated. Photographs from a digital camera can be submitted digitally.
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