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## Front Matter

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# The Language Arts Journal of Michigan

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## *Literacy Policy*



# The Language Arts Journal of Michigan

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# Call for Manuscripts

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**Fall 2011**  
Deadline: July 15, 2011

## **Past, Present, Future: Where Have We Been and Where are We Going?**

One hundred years ago a group of educators concerned about the narrowing of the literary canon organized the National Council of Teachers of English and launched a tradition of support and advocacy that continues into a new century. Today NCTE and affiliates like the Michigan Council of Teachers of English continue in this tradition. As NCTE celebrates its 100th anniversary, we invite you to join us in thinking about where we have been, where we are currently, and where we'd like to be in the future. We encourage you to think about literacy practices from the past, new directions in literary criticism, instruction, and changing definitions of what it means to be literate.

Authors might consider one or more of the following questions:

- How can we serve under-represented populations? What does a growing definition of diversity mean for English language arts instruction?
- In what ways are new technologies driving new literacies and what impact will those new literacies have on English language arts instruction?
- What can we learn from the past when technologies like the printing press changed the landscape of text and literacy?
- How have past educational movements shaped the classroom and what have we learned as a result?
- How do the teaching methods of yesterday compare to the methods of today? How do you see our teaching methods shifting in the future?

**Spring 2012**  
Deadline: February 15, 2012

## **Grammar Matters**

Tensions surrounding grammar instruction are not new. Twenty-five years ago NCTE passed a resolution in favor of contextualized grammar instruction. That resolution affirmed that "the teaching of grammar in isolation does not lead to improvement in students' speaking and writing, and that in fact, it hinders development of students' oral and written language" (NCTE, 1985). Indeed, a significant amount of research concludes again and again that isolated grammar instruction produces little return on the investment in time and money that schools spend on that instruction.

Teachers sometimes feel trapped in the tensions. Should they teach grammar? Should they ignore the issue? But the question isn't whether or not teachers should teach grammar. The question is how? And when? And to what degree?

We invite articles that explore the complex and fascinating issues surrounding grammar instruction. Those interested in submitting a manuscript may want to consider the follow:

- The ways in which technology, including text messaging, is impacting language use
- The role that mentor texts can play in grammar instruction
- Strategies for integrating grammar instruction into meaningful reading and writing curricula
- Explorations of the role standardized testing plays in grammar instruction
- The issues surrounding speakers of less privileged dialects of English
- Analyses of the issues surrounding grammar instruction that can help teachers clarify their classroom instruction
- Grammatical myths and the ways in which some classroom instruction perpetuates those myths
- Creating a safe space for teachers who want to break out of the traditional grammar instructional box
- Classroom stories that relate to grammar instruction

Authors may submit manuscripts by going to <http://scholarworks.gvsu.edu/lajm> and clicking on "Submit an article." All manuscripts must be submitted as Word documents in APA style. Author queries should be sent to [lajm@gvsu.edu](mailto:lajm@gvsu.edu)