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Front Matter

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LANGUAGE ARTS JOURNAL OF MICHIGAN

VOLUME 28, NUMBER 2, SPRING 2013

MICHIGAN COUNCIL OF TEACHERS OF ENGLISH

Exploration and Stories

Constance Weaver
Still Loves Miscue Analysis

Bailey Herrmann and Jessica Gallo
Tackle Teacher Stress

Stop! Think! and then Grade!
Terri A. Fredrick

**The Problem with Literature in
Composition Classes**
Gregory Shafer

**What Would Louise Say? Seeing the
CCSS through Rosenblatt's Eyes**
Amanda Stearns-Pfeiffer

Irene Lietz
Writes About Race and Racism

Casie J. Fedukovich
**Wants to Radicalize the Teacher
Preparation Seminar**

Allen Webb and Jason Vanfosson
#Occupy Literature

House of Books
Memoir by Sufen Lai

And Much More . . .

Photograph by Eric Arnoys

Fall 2013: Going Graphic

Deadline: July 15, 2013

In its relatively short lifespan, the graphic novel has earned both critical and popular acclaim, addressed a range of serious subjects, found expression in a variety of genres and subgenres, and developed its own visual grammar and narrative conventions. This issue will focus on how and why English language arts educators at all levels are integrating graphic novels and other comics into their curricula. Authors may wish to consider the following questions:

- What literacy practices do graphic novels and other comics encourage?
- How can graphic novels complement existing reading, writing, and literature curricula?
- What are the most meaningful graphic novels for use in elementary, secondary, and college-level instruction?
- What concepts from literature and literary theory are helpful in reading and interpreting the graphic novel?
- How can students produce their own graphic creations, and what are the benefits of doing so?

Authors are encouraged to include panels in from discussed works within manuscripts.

Please submit manuscripts through Scholarworks.

Spring 2014: Location, Location, Location

Deadline: March 15, 2014

A simple premise underlies much of national educational reform and policy: learning is the same in all places. This assumption, codified by the Common Core Standards and largely accepted by state education departments, suggests that effective teaching can be transplanted from location to location, with little regard for conditions on the ground. What works in Flint, the argument goes, should also work in Marquette. This issue seeks to challenge this assumption by providing rich descriptions of localized teaching, adapted to suit actual learners in real places. Authors may consider the following questions:

- How does the location in which you teach shape your literature, literacy, or writing instruction?
- How do you adapt the Common Core Standards to meet your local context?
- What are the chief needs of your particular teaching environment, and how has educational reform policy met or failed to meet these needs?
- Are descriptors such as rural, suburban, and urban adequate for categorizing our schools?
- What challenges do teachers face in particular locations?

Authors are encouraged to focus on Michigan, but articles discussing the diverse teaching contexts in other states are also welcome. Please submit manuscripts through Scholarworks.

The *Language Arts Journal of Michigan* is a peer-reviewed journal published by the Michigan Council of Teachers of English as a service to educators interested in literacy and the English Language Arts at all instructional levels. *LAJM* is published biannually. Its contents do not necessarily reflect the views of MCTE or its members.

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