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LANGUAGE ARTS JOURNAL OF MICHIGAN

VOLUME 29, NUMBER 1, FALL 2013

MICHIGAN COUNCIL OF TEACHERS OF ENGLISH

Going Graphic

Robert Rozema
Interviews Gene Luen Yang

The Best Graphic *Macbeth*
Joseph Haughey

The Man of Steel Gets Political
Gregory Shafer

Joellen Maples Asks
Who Needs Words, Anyway?

**Sketchy Evidence: Using Comics to
Build Better Arguments**
Mitch Nobis

Mary Hancock
Finds a Feminist Superhero

Lisa Schade Eckert
**Defends the Textual Complexity of
Graphic Novels**

James Bucky Carter on **Gene Luen
Yang's New Graphic Novel, *Boxers
and Saints***

Poetry by Brian White

And Much More . . .

Will Eisner, *Spirit*, 1940

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.

Fall 2014: Mental Illness
Deadline: July 15, 2014

The National Institute of Health defines mental illness as “a health condition that changes a person’s thinking, feelings, or behavior (or all three) and that causes the person distress and difficulty in functioning” and estimates that at least one in four people is affected by mental illness either directly or indirectly. This issue seeks to address mental illness/disorders in ELA teaching. We welcome articles on the following:

- **Pedagogy and methods** that address the needs of students diagnosed with mental illness or living with mentally ill family members. How can ELA/ literacy pedagogies and curricula promote the acceptance of the mentally ill within the classroom and the community?
- Original or ongoing **research** in ELA teaching and mental illness.
- Examinations of the **representation of mental illness** in the literary works that we teach or should be teaching.
- **Related issues** concerning mental illness, including school support systems, definitions of mental illness, and methods to combat the stigma of mental illness.

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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Robert Rozema, Grand Valley State University
Lisa Schade Eckert, Northern Michigan University

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