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Back Matter

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of district decision-making regarding assessments because doing so will allow them greater opportunity to argue for learner-centered practices.

Throughout *Tend Your Garden*, Kruch highlights maxims that reinforce key points. In her final chapter, she takes advantage of the maxims that have been presented in chapters 1-7 and discusses each through the lens of master teacher and theorist, further demonstrating how each can be realized in any classroom. Her final chapter—like the book as a whole—provides an optimistic and passionate message about the importance of the individual child and the individual teacher.

Veteran teachers will identify with the narrative that shares the journey of a lifelong learner who entered the teaching profession with passion and kept that passion growing throughout a career. Novice teachers will hear encouragement and specific strategies that are carefully developed against a backdrop woven of theories and research from various disciplinary experts. For all of us in the profession, this book offers a moment to stop, reflect, and plan as we continue to strive to place the child in the center of the curriculum.

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Two Issues That Matter

And Two Chances To Write for the LAJM

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.(www.scholarworks.gvsu.edu/lajm)

Spring 2015: LGBT in Michigan

Deadline: March 15, 2015

It has been nearly two decades since Gerry Crane was forced to resign from a West Michigan school for being gay. In the years since his dismissal, there has been a cultural shift toward acceptance of LGBT individuals and a corresponding push for full legal equality. Despite this progress, however, many challenges remain for LGBT teachers, pre-service teachers, students, parents, and administrators. This issue seeks to explore how English language arts teachers in Michigan can address these challenges. Authors may wish to answer one or more of the following questions:

- What works of young adult or adult literature have you used to address issues of sexual orientation and gender identity?
- What writing assignments have you used to foster understanding and respect between lesbian, gay, bisexual, transgender, and straight students?
- What pedagogies or policies have you enacted to ensure that LGBT students are respected and heard?
- If you are an LGBT teacher, how does your school community support or fail to support you?
- How can elementary students be introduced to differences in sexual orientation and gender identity?
- Please submit manuscripts through Scholarworks.(www.scholarworks.gvsu.edu/lajm)