2014

Back Matter

Follow this and additional works at: <https://scholarworks.gvsu.edu/lajm>

Recommended Citation

(2014) "Back Matter," *Language Arts Journal of Michigan*: Vol. 30: Iss. 1, Article 15.
Available at: <https://doi.org/10.9707/2168-149X.2047>

This Article is brought to you for free and open access by ScholarWorks@GVSU. It has been accepted for inclusion in Language Arts Journal of Michigan by an authorized editor of ScholarWorks@GVSU. For more information, please contact scholarworks@gvsu.edu.

Your Ideas Matter

Why not write for the *Language Arts Journal of Michigan*?

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)

Fall 2015: Assessment

Deadline: August 15, 2015

In this era of measurement mania, assessment has become a highly politicized and controversial topic. For many teachers, the term evokes high stakes standardized testing, common assessments, and teacher evaluation. Despite these pressures however, many ELA teachers and professors develop meaningful, authentic ways to measure what their students learn. The LAJM is soliciting articles related to assessment and welcomes research, discussion of methods, reflective narratives, and original creative works. Authors may consider one or more of the following questions:

- What methods have you used to assessing student writing, reading, or literature study?
- How has technology changed the way in which you assess student work?
- How do you prepare students to succeed on high stakes standardized tests?
- How should teacher education programs assess its candidates?
- How has your department or school resisted or reshaped standardized curricula and accompanying assessments?

Please submit all manuscripts through Scholarworks (www.scholarworks.gvsu.edu/lajm)

20% Discount! Order online using discount code **SRK69***

Reclaiming English Language Arts Methods Courses

Critical Issues and Challenges for Teacher Educators in Top-Down Times

Edited by **Jory Brass** and **Allen Webb**

Reclaiming English Language Arts Methods Courses showcases innovative work in teacher education that fosters teachers' capacities as reflective practitioners and public intellectuals; extends traditional boundaries of methods courses on teaching the English language arts, literacy, children's and young adult literature; and embodies democratic and critical politics that go beyond the reductive economic aims and traditional classroom practices sanctioned by educational policies and corporate educational reforms.

Featuring leading and emerging scholars in English language arts teacher education, each chapter provides rich and concrete examples of elementary and secondary methods courses rooted in contemporary research and theory, on-line resources, and honest appraisals of the possibilities, tensions, and limits of doing teacher education differently in a top-down time of standards-based education, high-stakes testing, teacher assessment, and neoliberal education reforms. This book offers important resources and support for teacher educators and graduate students to explore alternative visions for aligning university methods courses with current trends in English and cultural studies, critical sociocultural literacy, new literacies and web 2.0 tools, and teaching the English language arts in multiethnic, multilingual, and underserved urban communities.

ABOUT THE EDITORS:

Jory Brass is Assistant Professor, Arizona State University, USA.

Allen Webb is Professor of English Education and Postcolonial Studies, Western Michigan University, USA.

2014 | 226 pages

Pb: 978-0-415-72267-4 \$48.95 \$39.16

Hb: 978-0-415-72266-7 \$155.00 \$124.00

For more information, visit:

www.routledge.com/9780415722674/

TABLE OF CONTENTS:

Preface; 1. Reconstituting Teacher Education: Literacy, Critical Theories, and English, *Jory Brass*; 2. A Critical Sociocultural Approach to English Education, *Cynthia Lewis, Tracey Pyscher, Erin Stutelberg*; 3. Towards Critical Participatory Literacies through Digital Video Composition in an Elementary Literacy Capstone Course, *Jessica Zacher Pandya*; 4. Digital/Media Literacies in a Media Literacy and a Digital Writing Methods Course, *Richard Beach*; 5. Performance Pedagogies in Literacy Methods: Emergence, Embodiment, and Critical Practices, *Carmen Liliana Medina, Linda Skidmore Coggin, Gustave John Weltsek*; 6. Working toward Dialogically Organized Instruction through Video-Based Response and Revision, *Samantha Caughlan and Mary M. Juzwik*; 7. A Critical Resource Orientation to Literacy Assessment through a Stance of Solidarity, *Gerald Campano, Katrina Bartow Jacobs, Lan Ngo*; 8. Communities of Practice: Bridging the Gap between Methods Courses and Secondary Schools, *James Cercone*; 9. Synthesizing Formal and Experiential Concepts in a Service-Learning Course, *Peter Smagorinsky, Lindy L. Johnson, Christopher M. Clayton*; 10. Generative Critical Pedagogy in English Language Arts Methods for Urban Schools, *Tonya Perry*; 11. Learning to Teach Diverse Learners in a Writing Pedagogies Class, *Joyce Meier, Yunjeong Choi, Ellen Cushman*; 12. A Trauma Studies Lens on Writing Methods: Crafting a Critical, Affective, Practice-Based Pedagogy, *Elizabeth Dutro, Ashley Cartun*; 13. Critical Literary Theory in a Literature Methods Class, *Deborah Appleman*; 14. A Cultural Studies Approach to Literature Methods, *Allen Webb*; 15. Talking Policy in a Language Arts Curriculum Course for Reading Specialists, *Patrick Shannon*; Contributors; Index.

Visit our website for more information
and online ordering:

www.routledge.com

Routledge
Taylor & Francis Group

* This 20% discount is only available to individuals purchasing through our website, until 31st March 2015, and cannot be combined with any other offer or discount.