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Back Matter

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New Perspectives, New Issues

The LAJM seeks manuscripts for upcoming issues

Fall 2016: Open Issue

Deadline: July 15, 2016

In this open issue, we will feature scholarly articles that are relevant and meaningful to our audience of elementary literacy teachers, middle and high school English language arts instructors, and university English educators. Authors might consider one of the following questions:

- What inquiry work have you done that can stretch the field of literacy, language arts, and English?
- How are you rising up against new mandates and legislation to best meet the needs of students?
- What tensions do you see in literacy education today?
- What do readers of LAJM need to notice and think about?
- Describe your process of learning about literature, literacy, culture, social justice, and language.
- What new literacy practices do you see in communities and schools? What supports these practices? What hinders them?
- What connections are adults and children making as they engage in the art of language?

Please submit manuscripts through Scholarworks (<http://scholarworks.gvsu.edu/lajm>).

Editorial note: The current issue of LAJM (Spring 2016) marks the last under the editorship of Robert Rozema and Lisa Schade Eckert. Beginning with the Fall 2016 issue, the LAJM will welcome its new Editors-in-Chief: Amanda Stearns-Pfeiffer (Oakland University), Sierra Holmes (Ludington High School), and Greg Shafer (Mott Community College).

Spring 2017: Race and ELA

Deadline: March 15, 2017

As English language arts teachers, we are inundated with news of racism and racial strife. From Black Lives Matter to the Flint water crisis, we cannot help but recognize race as an invidious thread that binds much of these troubling issues together. And, of course, there are the concerns about linguistic fairness and students' right to their own language. This issue asks writers to consider the issue of race, difference, linguistic diversity, and equality as topics for teaching and writing:

- What can we learn from our students of various cultural and racial backgrounds?
- What pieces of literature offer the most hope and challenges?
- What assignments have generated the most authentic responses to the real controversies that swirl around us?
- Language instruction cannot be empowering unless it is inclusive, so how do we accomplish this and avoid political tumult?

This issue invites contributions that provide insight on the intersection between race, difference, change, and language arts pedagogy.

Please submit manuscripts through Scholarworks (<http://scholarworks.gvsu.edu/lajm>).