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LANGUAGE ARTS JOURNAL OF MICHIGAN

VOLUME 32, NUMBER 1, FALL 2016

MICHIGAN COUNCIL OF TEACHERS OF ENGLISH

Times of Change

**An introduction to the new
LJM editors, and a reflection
on the 2016 MCTE conference**

Poetry by Casey Rocheteau

Elizabeth Brockman
**On English Teacher Prepara-
tion, Budget Cuts, and Kuhn's
Paradigm Shift Theory**

Adrienne Redding, Jeanne
LaHaie, and Jonathan Bush
**Partner Faculty and Students
for Success in First-Year
Writing**

Bernadette Gongora considers
**Students' False Consciousness
and Developmental Writing**

Amina Mohamed
**Gives Voice to the Stories of
Marginalized Students**

Grace Kang
**Questions the Use of Scripted
Curriculum**

Metaphors for the Classroom
in an essay by Roy Black

And Much More . . .

Autom Variations IV, Emilio Hector Rodriguez (2008)

Write for *LAJM*!

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>)

Fall 2017: Student-Centered Teaching

Deadline: July 15, 2017

In the summer of 1966, scholars from Europe and North America met at Dartmouth College to discuss the future of language arts instruction. Five decades later, the conference - and the scholarship that it spawned - stand as seminal moments in the process writing, student-centered movement. In the decades after the conference, Peter Elbow would author *Writing without Teachers*, Donald Murray would write *A Writer Teaches Writing*, and Mina Shaughnessy would contribute *Errors and Expectations*.

In this issue, we ask writers to respond to the conference's call for a more student-centered, transactional approach to reading and writing and how we have succeeded or failed in achieving those goals. What challenges do we face in our classrooms in meeting these expectations, and have we realized the basic tenets of what they sought? We seek essays that explore the effort to engage students based on the goals of this historic conference and how it has been or can be realized in classrooms. Please submit manuscripts through Scholarworks (<http://scholarworks.gvsu.edu/lajm>)

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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Greg Shafer, Mott Community College

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