Language Arts Journal of Michigan

Volume 33 | Issue 1

Article 1

11-2017

Front Matter

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

Recommended Citation

(2018) "Front Matter," *Language Arts Journal of Michigan*: Vol. 33: Iss. 1, Article 1.
Available at: <https://doi.org/10.9707/2168-149X.2183>

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.

LANGUAGE ARTS JOURNAL OF MICHIGAN

VOLUME 33, NUMBER 1, FALL 2017

MICHIGAN COUNCIL OF TEACHERS OF ENGLISH

Student-Centered Teaching

Reconsidering Dartmouth from a Social, Institutional Perspective

Peter Smagorinsky

Chris Bronke

Engages Students in Peer Editing

The Student-Centered Approach Storied: What Students Have to Teach Us

Taylor Norman

Lindsay Jeffers

Explores Student-Centered Grammar Instruction

Greg Shafer

Reflects on the Past Five Decades in Composition

Mitigating the Tension of Teacher Evaluation Through Pragmatism

Scott Sheedlo

And More...

Stained Glass Abstract by Willy Fick (2012)

Spring 2018: Literacy Advocacy
Deadline: March 15, 2018

With an ever-increasing need to help our students become thoughtful, critically-thinking citizens, there is also increasing pressure on educators to become advocates for the literacy practices that we have long embraced: critical reading and nuanced writing are just two of those practices. We want to hear from you: what are the ways in which you are engaging in literacy advocacy? How are you encouraging your students to become empowered by their literacy practices, both inside and outside the classroom?

For example: the five-paragraph essay. Teachers love it, hate it, lampoon it, and, in the end, often resort to using it. What pressures do you face in asking students to resort to such formulaic pieces? What are the best ways to combat the mentality that produces these predictable academic papers and how can we instead engender critical thought?

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

Fall 2018: Ethics in ELA
Deadline: August 15, 2018

In his 2011 book *Save the World on Your Own Time*, Stanley Fish argues that the charge of a language arts teacher is simple and straightforward: to teach academics without any political agendas or explorations into moral or ethical issues. "No issue, question, or topic is off limits to classroom discussion so long as it the object of academic rather than political or ideological attention," (15) argues Fish.

In this issue, we ask language arts teachers and administrators to consider both the feasibility and ethics of such an approach. How should teachers handle questions of morals and ethics in the teaching of English? Can we, for example, avoid the issue of racism and the Black Lives Matter movement while discussing the works of Frederick Douglass or classics like *The Adventures of Huckleberry Finn*? Should we?

What about topics of misogyny in teaching *Sister Carrie* or an Edith Wharton novel? How have you handled ethical questions when it comes to certain pieces of literature?

And what about writing? Is it our job to cultivate a writing that offers liberation rather than Freire's banking system? Tell us your stories about politics, ethics, morality and their place in the language arts class.

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.

LAJM Editors

Sierra Holmes, Ludington High School
Greg Shafer, Mott Community College
Amanda Stearns-Pfeiffer, Oakland University

LAJM Reviewers, Fall 2017 Issue

Erinn Bentley, Columbus State University; Lisa Eckert, Northern Michigan University; Karen Selby, University of Detroit Mercy; Shantel VanderGalien, Wyoming Public Schools

MCTE Executive Board

Mitch Nobis (President), Seaholm High School; Crystal Nelson (President-Elect), Johnson High School; Jonathan Bush (Vice President), Western Michigan University; Andrew Schoenborn (Past President), Mt. Pleasant High School; Kathy Morcom (Secretary), Lake Fenton Middle School; Jim Kroll (Executive Director), L'Anse Creuse High School; Kristin Sovis (College Co-Chair), Central Michigan University; Amanda Stearns-Pfeiffer (LAJM Editor and College Co-Chair), Oakland University; Amanda Moeggenborg (Middle Section Chair), Shepherd Middle School; Jenny Greer (Elementary Co-Chair), Petoskey Schools; Suzanne Nayback (Elementary Co-Chair), Petoskey Schools; Amanda Thorpe (Urban/Diversity Chair), Toby Kahn-Loftus (Met Editor), North Central Michigan College; Sierra Holmes (LAJM Editor), Ludington High School; Greg Shafer (LAJM Editor), Mott Community College; Mary Cox (MDE Liaison), Retired, Detroit Public Schools; Abbey Lilly-Lacca (MYAF Liaison), WSC Academy; Jacob Crow (Student Representative), Western Michigan University; Gabby Buttazzoni (Student Representative), Central Michigan University; Rachel Tuller (Student Representative, Michigan State University).

MCTE Representatives-at-Large

Kathy Tighe, Caseville High School; Sandy Safford, Cheboygan Area High School; Geryl Lobert, Chipewewa Hills High School; Christina Ponzio, Michigan State University; Adrienne Jenkins, Wayne State University.

SCHOLARWORKS.GVSU.EDU/LAJM

- ✦ **SUBMIT MANUSCRIPTS**
- ✦ **DOWNLOAD ARTICLES**
- ✦ **BROWSE PAST ISSUES**