Language Arts Journal of Michigan

Volume 33 | Issue 1

Article 11

11-2017

Back Matter

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Recommended Citation

(2018) "Back Matter," *Language Arts Journal of Michigan*: Vol. 33: Iss. 1, Article 11.
Available at: <https://doi.org/10.9707/2168-149X.2190>

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PRACTICAL ISSUES FOR ENGLISH TEACHERS

And Two Chances to Write About Them for *LAJM*

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. You might consider one of the following questions:

- 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?
- What barriers have you encountered to engaging in meaningful literacy practices in your classroom? How have you addressed those challenges?
- How have you engaged students in meaningful literacy practices in non-language arts courses?
- How can we best train teachers to advocate for their students' literacy needs, even in the face of mandates that make it challenging to do so?

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. You might examine the following:

- How should we, as 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?
- How have you grappled with censorship in teaching books that invite political debate?
- How might school location impact the way teachers make moral and ethical decisions in the classroom? How should it?
- How can we prepare pre-service teachers for the ethical dilemmas they will face in their classrooms?

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