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## Front Matter

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# LANGUAGE ARTS JOURNAL OF MICHIGAN

VOLUME 33, NUMBER 2, SPRING 2018

MICHIGAN COUNCIL OF TEACHERS OF ENGLISH

## Literacy Advocacy

P.L. Thomas asks **What Literacy, and for Whom, Why?**

Cathy A. Fleischer, Alaina Feliks, Melissa Brooks-Yip, and Sarah Andrew-Vaughan examine **Everyday Advocacy as Part of Everyday Professionalism**

Sara Hoeve on increasing **Empathy Through Instagram & Atticus Finch**

Nicole Sieben considers **Advocating for the Affective: Writing Hope into School Spaces**

Derek Miller, Troy Hicks, and Susan Wilson-Golab discuss **Teaching Peer Feedback as Ethical Practice**

Erinn Bentley and Madison Workman ask **What Will You March For?**

Brian White and Lindsay Matteoni on **Putting the At-Risk at Greater Risk by Teaching to the CCSS**

Debbi Meister advocates for **Peer Response in a Crowded Curriculum**

**Poetry** by Joyce Benvenuto

**And Much More . . .**



WildOne(Vintage Bus) for Pixabay (2017)

**Write for LAJM!** (For the full descriptions of these Calls for Papers, please see the final page of this issue.)

#### **Fall 2018: Ethics in ELA**

##### **Deadline: September 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 is 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?
- 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?

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

#### **Spring 2019: The College, Career, and Community Writing Program of the National Writing Project**

##### **Deadline: March 15th, 2019**

The College, Career, and Community Writing Program (C3WP) is National Writing Project's new and innovative argument writing program that answers the urgent and contemporary call for respectful civic engagement and discourse. This *LAJM* issue will begin with an invited article written by NWP leaders Tom Fox and Rachel Bear that provides an overview of the C3WP. Additional articles could explore the following (full list on final page of this issue):

- Routine argument writing not based upon formulas (e.g. five-paragraph theme)
- Implementation of C3WP mini-units
- The Using Sources Tool (UST) and teacher-driven formative assessment of student writing
- Teaching/implementation of Graff & Birkenstein's *They Say, I Say* templates
- Professional development initiatives promoting C3WP

For questions regarding manuscript submissions, please contact guest editor Elizabeth Brockman at [brock1em@cmich.edu](mailto:brock1em@cmich.edu).

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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#### **Recruiting Statement**

Opportunities are open for career and professional development. Get to know your fellow educators while dedicating time to this organization. For more information go to <http://mcte.info>.

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