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## Back Matter

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# Attend the MCTE 2018 Fall Conference

MCTE invites you to join our learning community on **October 19, 2018** for our annual fall conference, *Better Together: Building the Future through English Language Arts*. Teaching and learning are inherently collaborative. The ways we work, both in our classrooms and in professional communities with our colleagues, are always better when we work with each other to create knowledge and share it with others. As teachers, we set the tone for learning in our schools and in our communities. Educators from across Michigan will engage in conversations and enjoy enriching presentations on topics that range through the world of English language arts. **Registration opens at 7:00 A.M.**, with sessions that run from 8:00 A.M. to 3:30 P.M.

**Kelly Gallagher**, a prolific writer (*Write Like This*, *Deeper Reading*, *Readicide*, *In the Best Interest of Students*, and *180 Days*) and nationally-prominent teacher and scholar on teaching English Language Arts will be our keynote speaker. Since 1985, Kelly has devoted himself to the teaching of reading, writing, listening and speaking—first and foremost, as a high school ELA teacher in Anaheim, California, and also as an author/consultant who works with educators around the world. Today, he is considered one of the leading voices in literacy education. He shares his resources at <http://www.kellygallagher.org>.

## Better Together

Building the Future Through  
English Language Arts

### MCTE's Fall Conference

Featuring Kelly Gallagher

Friday, October 19, 2018

Kellogg Conference Center, MSU



# Seeking Editor-in-Chief

The *Language Arts Journal of Michigan*, an award-winning NCTE affiliate journal, seeks editor(s) for three-year appointment (Fall 2019 - Spring 2022).

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. The *LAJM* is published via Scholarworks, with current institutional support from the College of Liberal Arts and Sciences at Grand Valley State University. The journal is seeking editor(s)-in-chief for a three-year term, beginning with fall 2019 and continuing until spring 2022. Editorial responsibilities include:

- Developing calls for manuscripts for theme issues
- Soliciting scholarly articles that address key issues in the fields of English Language arts/ English education (and fit into research, methods, practice, narrative, and other strands)
- Reading and critiquing submissions
- Maintaining a robust and fair editorial review process
- Designing the layout of the journal via Adobe In-Design or comparable software
- Copyediting
- Printing and journal via HP Magcloud or comparable service
- Updating the mailing list as needed

The journal continues to address a range of issues that are central to the teaching and learning of English, the language arts, and literacy. If you are interested in applying for the position, please email your application essay (no more than five pages) to Amanda Stearns-Pfeiffer (stearnspeiffer@oakland.edu). Your application essay should include:

- A statement describing your vision for the *Language Arts Journal of Michigan*
- A brief description of the editorial structure you propose (listing co-editors and potential reviewers you could recruit) and the publication process you intend to use (layout, printing, mailing).
- A brief description of the institutional support you will receive.
- Application deadline: January 18, 2019.

## LANGUAGE ARTS JOURNAL OF MICHIGAN

VOLUME 32, NUMBER 2, SPRING 2017 MICHIGAN COUNCIL OF TEACHERS OF ENGLISH

Race, Language, & Privilege

Geneva Smitherman on Racial Linguistics, "Mis-Education," and Teaching in the 21st Century

Carol Kelly demonstrates Visible Thinking Routines to Teach About Colonialism

Sarah Thomson addresses Representations of Race and Power in Language

Alice Lee on "Correcting" African American Language and why it's Counterproductive

Kristin Sotis and Sarah Fincoff outline a Social Justice Framework for the ELA Classroom

Gregory Shafer considers perspective in the Literacy Classroom

Randal Kaplan on Storming the Constructivist Citadel

Shenika Hankerson makes the case: Black Voices Matter

Michelle L. Sprouse addresses The Validity of the M-STEP and Third Grade Retention

Of Lizards and Language: an essay by Bernadette Gogora

And Much More ...



Gordon Johnson (GDJ) for Pitabay (2016)

# We Want to Hear From You

The *LAJM* seeks manuscripts for upcoming issues

**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 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?

**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 15, 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. The program is based upon cycles of writing that take place four times a year and include the following unique features: routine argument writing; skills-based mini-units emphasizing the use of current nonfiction sources; the recursive writing of thesis statements that emerge and evolve as students read over time multiple perspectives beyond pro/con; embedded, teacher-driven formative assessment; and teacher professional development.

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 C3WP topics:

- routine argument writing
- implementation of C3WP skills-based mini-units
- process of creating text sets that introduce multiple perspectives beyond pro/con
- The Using Sources Tool (UST) and teacher-driven formative assessment of student writing that informs “next steps” for instruction
- nuanced thesis statements and recursive claims that emerge/evolve through the reading/writing process
- teaching/implementation of Graff & Birkenstein’s *They Say, I Say* templates
- teaching/implementation of the Harris Moves
- data driven reports of literacy growth for individual students, ELA classes, or entire schools
- professional development initiatives promoting C3WP

To learn more about the College, Career, and Community Writing Program, see Friedrich, Bear, and Fox’s “For the Sake of Argument: An Approach to Teaching Evidence-Based Writing” at [https://www.aft.org/ae/spring2018/friedrich\\_bear\\_fox](https://www.aft.org/ae/spring2018/friedrich_bear_fox) or visit the C3WP homepage at <https://sites.google.com/site/nwpcollegereadywritersprogram/>.

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

**Please submit manuscripts through Scholarworks**

(<http://scholarworks.gvsu.edu/lajm>)