Language Arts Journal of Michigan

Volume 34 | Issue 1

Article 1

8-2018

Front Matter

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

Recommended Citation

(2018) "Front Matter," *Language Arts Journal of Michigan*: Vol. 34: Iss. 1, Article 1.
Available at: <https://doi.org/10.9707/2168-149X.2202>

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 34, NUMBER 1, FALL 2018

MICHIGAN COUNCIL OF TEACHERS OF ENGLISH

Ethics in English Language Arts

If We Are to Believe in America
Mitchell Nobis

**SpeakUP: The Power of Writing
and Turning Toward Trouble
with Young People**
James E. Fredricksen, Amanda
Micheletty, and Nicholas
Darlington

Briana Asmus and Emma Antel
**Reframe U.S.-Mexico Border
Crossing Narratives**

**Daily Oral Language, the Bell
Tolls For Thee**
Karen Pezzetti

Aaron M. Johnson explores
**Schools' Impact on African
American Academic
Achievement**

And More...

Pixel 2013 (Cobblestones) for Pixabay 2018

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

Spring 2019: Impacts of NWP
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. 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 not based upon formulas (e.g. five-paragraph theme)
- Implementation of C3WP mini-units
- The UST: Using Sources Tool 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.

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

Fall 2019: Open Issue
Deadline: August 15, 2019

In this open issue, we will feature scholarly articles that are relevant and meaningful to our audience of elementary, middle and high school English language arts instructors, as well as university English educators. Authors might consider one of the following questions (submissions tackling another area of interest within the field, though, are welcome):

- What do readers of *LAJM* need to notice and think about?
- Describe your process of learning about (or teaching) literature, literacy, culture, social justice, and language. How are you rising up against new mandates and legislation to best meet the needs of students?
- What new literacy practices do you see in communities and schools? What supports these practices? What hinders them?
- What tensions do you see in English language arts or literacy education today?
- What inquiry work have you done that can stretch the field of literacy, language arts, and English?

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 2018 Issue**

Allison Wynhoff Olson, Montana State University Bozeman; Tara Campbell, Sheila Benson, University of Northern Iowa; Jason Griffith, Carlisle High School; Joelynn Selling, University of Michigan; Crag Hill, University of Oklahoma Norman; Jonathan Bush, Western Michigan University

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; Geryl Lobert (Secondary Chair), Chippewa Hills High School; Amanda Moeggenborg (Middle Section Chair), Shepherd Middle School; Jennifer Greer (Elementary Co-Chair), Petoskey Schools; Suzanne Nayback (Elementary Co-Chair), Petoskey Schools; Amanda Thorpe (Urban/Diversity Chair), Portage Northern High School; 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; Janey Neyer (Media Manager), Cadillac High School; 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; Toby Kahn-Loftus, North Central Michigan College; Kristine Brickey, Mason Public Schools; Ben Briere, Seaholm High School; Naitnaphit Limlamai, University of Michigan; Deb Van Duinen, Hope College; Elizabeth Wagenschutz, University Liggett School; Ben Woodcock, Webberville High School; Michael Ziegler, Novi High School; Christina Ponzio, Michigan State University; Adrienne Jenkins, Wayne State University.

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>.

SCHOLARWORKS.GVSU.EDU/LAJM

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

LANGUAGE ARTS JOURNAL OF MICHIGAN

VOLUME 34, NUMBER 1, FALL 2018

About the Cover

This untitled image by Pixabay user Pixel 2013 shows an empty, uneven cobblestone path, suggestive of an impending journey. Like this path, the road to ethical practice in English language arts is inherently bumpy. Teachers will experience uncertainty as they face ethical challenges in their work with students. But much like a path must be traversed to reach the desired destination, so too must those challenges be confronted to achieve the goal of providing a meaningful education to all our students.

Corrections:

In the Spring 2018 issue of *LAJM* a reference was accidentally omitted from the article "Advocating for the Affective", so the reference is included here to clarify the Miller (2015) citation on p.24 in the article.

Miller, S. (2015). A queer literacy framework promoting (a)gender and (a)sexuality self-determination and justice. *English Journal*, 104(5), 37-44.

- 4 **From the Editor's Desk: 2018 MCTE Conference Reflections**
Amanda Stearns-Pfeiffer

- 6 **If We Are to Believe in America**
Mitchell Nobis

- 10 **SpeakUP: The Power of Teaching and Turning Toward
Trouble with Young People**
Jim Fredricksen, Amanda Michellety, & Nicholas Darlinton

- 17 **Imagination and Empathy: Reframing U.S.-Mexico Border
Crossing Narratives**
Briana Asmus & Emma Antel

- 23 **Daily Oral Language, the Bell Tolls for Thee**
Karen Pezzetti

- 31 **Scholastic Liberation: Schools' Impact on African American
Academic Achievement**
Aaron Johnson

- 38 **Call for Manuscripts**