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## Back Matter

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# We Want to Hear From You

The *LAJM* seeks manuscripts for upcoming issues

## 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>)

## Spring 2020: Curiosity, Creativity, and Criticality: Expanding Perspectives of Student Learning

**Deadline: March 15, 2020**

In an era focused on assessment-driven instruction, acceptable forms of students' literacy learning may be narrowly defined. In response, NCTE adopted the position that literacy assessment is a context-specific social process that should be meaningful, purposeful, and reflective of students' diverse ways of knowing and representing their learning. In this issue, we would like to hear how practitioners and researchers are broadening their understanding of what counts as evidence of student learning in literacy and ELA contexts in addition to the ways in which students claim agency to demonstrate their development as readers, writers and critical thinkers.

Authors may wish to consider the following questions:

- What does it mean to demonstrate curiosity, creativity, and criticality in literacy and ELA classrooms?
- How are students and teachers alike finding spaces for authentic inquiry, emphasizing the process-oriented and reflective nature of assessment?
- What are new ways that students can showcase their learning to reflect their "diversity in languages, in learning styles, and in rates and routes of learning"?
- How can we, as practitioners, find agentic ways to build passion and ingenuity into our curricular, instructional, and assessment practices?

Authors can review NCTE's revised statement on assessment, which can be found here: <https://www2.ncte.org/statement/assessmentframings/>.

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