Language Arts Journal of Michigan

Volume 34 | Issue 2

Article 1

4-2019

Front Matter

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

Recommended Citation

(2019) "Front Matter," *Language Arts Journal of Michigan*: Vol. 34: Iss. 2, Article 1.
Available at: <https://doi.org/10.9707/2168-149X.2225>

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 2, SPRING 2019

MICHIGAN COUNCIL OF TEACHERS OF ENGLISH

**The College, Career,
Community Writers
Program of the NWP**

Rachel Bear and Tom Fox
discuss **Knotworking the
C3WP**

Kristin E. Smith describes
how **C3WP Helps Students
Write Nuanced Arguments**

John Lennon on **Learning
the Language of Academic
Writing**

Tyler Judd considers
**Coming to Terms with
College Writing**

Delia King explores **C3WP in
K-12 Classrooms**

Kathy J. Kurtze reports on
**Data-Driven Reports of
Literacy Growth**

Dave Stuart Jr. on **Building
an Earnest and Amicable
Argument Culture**

Kelly Sassi and Hannah
Stevens examine **Preparing
Students to Participate in
the Pop-Up Parlor**

Amy Carpenter Ford and
Maria Kioussis advocate for
**Culturally Relevant and
Sustaining Pedagogy**

Jessica Moman and Steffany
Comfort Maher on **Teaching
Teachers to Utilize C3WP
Units**

Starry Night and the Astronauts, Alma Thomas

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

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 (other areas of interest within the field are welcome):

- What do readers of *LAJM* need to notice and think about?
- How are you rising up against new mandates and legislation to 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 within 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 15th, 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 the understanding of what counts as evidence of student learning in literacy and ELA, in addition to the ways in which students claim agency to demonstrate their development as readers, writers and critical thinkers.

Authors may consider the following questions:

- What does it mean to demonstrate curiosity, creativity, and criticality in literacy and ELA classrooms?
- How are students and teachers 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 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/assessmentframingst/>.

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, Spring 2019 Issue**

Rachel Anderson, Grand Valley State University; Kate Baker, Southern Regional High School; Ann Burke, Michigan State University; Tracy Collins, Central Michigan University; Valerie Combie, University of the Virgin Islands; Rebecca Conklin, Central Michigan University; Lucia Elden, Mid-Michigan Community College; Dawn Evans, Grand Valley State University; Amy Carpenter Ford, Central Michigan University; Richard Forest, Central Michigan University; Jessica Gallo, University of Montana-Missoula; Janis Germain, Mount Pleasant High School; Jennifer Gray, College of Coastal Georgia; Jason Griffith, Carlisle High School; Bailey Hermann, University of Wisconsin Osh Kosh; Troy Hicks, Central Michigan University; Daniel Lawson, Central Michigan University; M. Kilian McCurrie, Columbia College Chicago; Emily Meixner, The College of New Jersey; Taylor Norman, Purdue University; David Premont, Purdue University; Katie Sluiter, Wyoming Junior High; Marcy Taylor, Central Michigan University; Shantel VanderGalien, Wyoming Junior High; Deborah Van Duinen, Hope College.

MCTE Executive Board

Crystal Nelson (President), Evart Middle School; Jonathan Bush (President-Elect), Western Michigan University; Geryl Lobert (Vice President), Chippewa Hills High School; Mitch Nobis (Past President), Seaholm High School; Kathryn 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; Amanda Moeggenborg (Middle Section Chair), Shepherd Middle School; Amanda Thorpe (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; Janet Neyer (Media Manager), Cadillac High School; Mary Cox (MDE Liaison), Retired, Detroit Public Schools; Abbey Lilly-Lacca (MYAF Liaison), WSC Academy; Nathan Mora (Student Representative), Central Michigan University; Taylor Hall (Student Representative), Michigan State University.

MCTE Representatives-at-Large

April Baker-Bell, Michigan State University; Toby Kahn-Loftus, North Central Michigan College; Kristine Brickey, Mason Public Schools; Ben Briere, Seaholm High School; Adrienne Jankens, Wayne State University; Nainaphit Limlamai, University of Michigan; Christina Ponzio, Michigan State University; Kathy Tighe, Caseville High School; Deb Van Duinen, Hope College; Ben Woodcock, Webberville High School; Michael Ziegler, Novi High School.

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 2, SPRING 2019

About the Cover:

This abstract piece, *Starry Night and the Astronauts*, by artist Alma Thomas depicts a mosaic of blues meant to represent the complexity of colors found in a night sky. The white space between each dab of color is as important as the color itself, suggesting the importance of the blank slate, the untouched canvas, the time before a draft is conceived. This issue of *LJMJ* is dedicated to the teachers and learners of writing; to the time spent rethinking each draft of a piece; to the spaces of time wherein we consider our writing without, perhaps, yet touching the blank slate; and to the finished product itself. This image speaks to the importance of all stages of creating.

- 6 **Knotworking the College, Career, and Community Writers Program: A Retrospective**
Rachel Bear and Tom Fox
- 12 **Beyond Proving It: How C3WP Helps Students Write Nuanced Arguments and Purposeful Commentary**
Kristin E. Smith
- 19 **Learning the Language of Academic Writing: Using the C3WP as a Scaffold in the Secondary English Classroom**
John Lennon
- 26 **Coming to Terms with College Writing**
Tyler Judd
- 30 **A Dog, a Cat, and Professional Development: How Two Bobbies Introduced Elementary Teachers to C3WP and Michigan's Literacy Essentials K-3**
Delia King
- 36 **College, Career, and Community Writers Program (C3WP) Data-Driven Reports of Literacy Growth**
Kathy J. Kurtze
- 42 **Building an Earnest and Amicable Argument Culture in the Secondary Classroom**
Dave Stuart Jr.
- 45 **Writing on Demand in College, Career, and Community Writing: Preparing Students to Participate in the Pop-Up Parlor**
Kelly Sassi and Hannah Stevens
- 54 **Intersections at a Multiethnic High School: C3WP Meets Culturally Relevant and Sustaining Pedagogy**
Amy Carpenter Ford and Maria Kioussis
- 62 **Argument Writing Advanced Institute: Teaching Teachers to Utilize C3WP Units**
Jessica Moman and Steffany Comfort Maher