Language Arts Journal of Michigan

Volume 35 | Issue 1

Article 1

11-2019

Front Matter

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Recommended Citation

(2019) "Front Matter," *Language Arts Journal of Michigan*: Vol. 35: Iss. 1, Article 1.
Available at: <https://doi.org/10.9707/2168-149X.2249>

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LANGUAGE ARTS JOURNAL OF MICHIGAN

VOLUME 35, NUMBER 1, FALL 2019

MICHIGAN COUNCIL OF TEACHERS OF ENGLISH

Chad Waldron investigates
**Reading, Reforms, and
Resources: How Elementary
Teachers Teach Literacy in
Contexts of Complex Policies
and Required Curriculum**

Stefani Boutelier considers
**Exploring Privilege with
Young Adult Literature**

Kathleen Deakin and Gloria
Eastman ask **Where's My
Happy Ending? Fostering
Empathy through
Conversations about Anxiety
and Depression in Young
Adult Literature**

Jacqueline B. Koonce, Melissa
Brooks-Yip, and Kathleen
Gibson explore **Using Inquiry
in Teacher Professional
Learning to Build Efficacy for
Writing Instruction**

Elisabeth Spinner discusses
the **Power in (Re)Writing a
Teaching Philosophy**

Sharon Murchie questions the
intersection of being a **Political
Activist + Public Servant**

Gregory Shafer shares his
reflections on **Yellow Pads and
the Return of the Writer**

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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:

- 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?

Literacy and Representation: Centering our Students through Culturally and Linguistically Diverse Pedagogies
Deadline: September 15, 2020

At the fall Michigan Council for Teachers of English 2019 conference, keynote speaker and InsideOut Literary Arts Schools Coordinator, Shawntai Brown, asked educators to reflect upon how they center students' voices in their classrooms. She shared that in her own experience, she begins by asking students in Detroit-area schools, "What do you want to know? What do you want to say? Who do you want to say it to?" In this call, we invite researchers and practitioners to consider how they, too, take up Shawntai's call to center students through culturally and linguistically-diverse pedagogical practices.

Authors may wish to consider the following questions:

- What does it mean to enact culturally and linguistically sustaining pedagogies within the classroom?
- How do educators center the culturally and linguistically diverse identities, perspectives and practices of students (i.e. ways of being, ways of knowing, ways of communicating)?
- How do educators engage in reflection to decenter their own identities, positionalities, and experiences in classroom spaces?
- How do educators center students' voices and perspectives in their understandings of student outcomes, curriculum, language practices, texts, and instruction to build inclusive learning communities?

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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About the Cover

With this image, we, as the new co-editors, offer this snapshot of the Red Cedar River at Michigan State University, their academic home, and an accompanying poem by co-editor, Kaitlin Glause:

After twilight, the sounds slow down,
and each jogger's thump and puff is clear
over the crystalline quack of a fly away duck.
There's the murmur-patter of the last
conversation
held by sleepy thinkers.
The terrible growl of the twice beat motor
becomes the exceedingly rare.

The patient rush of the nearby river
becomes a dusky roar under the rising
moon.

I reach for the rustle brush
as water wraps around the distant flotsam,
drifting idly in a steady current
of impending grey.
Leaves whisper their goodnight
in the oncoming midnight breeze,
while roots dig low
to the fountain of youth.

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