

5-2020

Front Matter

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

Recommended Citation

(2020) "Front Matter," *Language Arts Journal of Michigan*: Vol. 35: Iss. 2, Article 1.
Available at: <https://doi.org/10.9707/2168-149X.2279>

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 35, NUMBER 2, SPRING 2020

MICHIGAN COUNCIL OF TEACHERS OF ENGLISH

Curiosity, Creativity, and Criticality: Expanding Perspectives of Student Learning

Steven T. Bickmore, Gretchen
Rumohr, Shelly Shaffer,
and Katie Sluiter share **A
COVID-19 MCTE Conference
Cancellation Story**

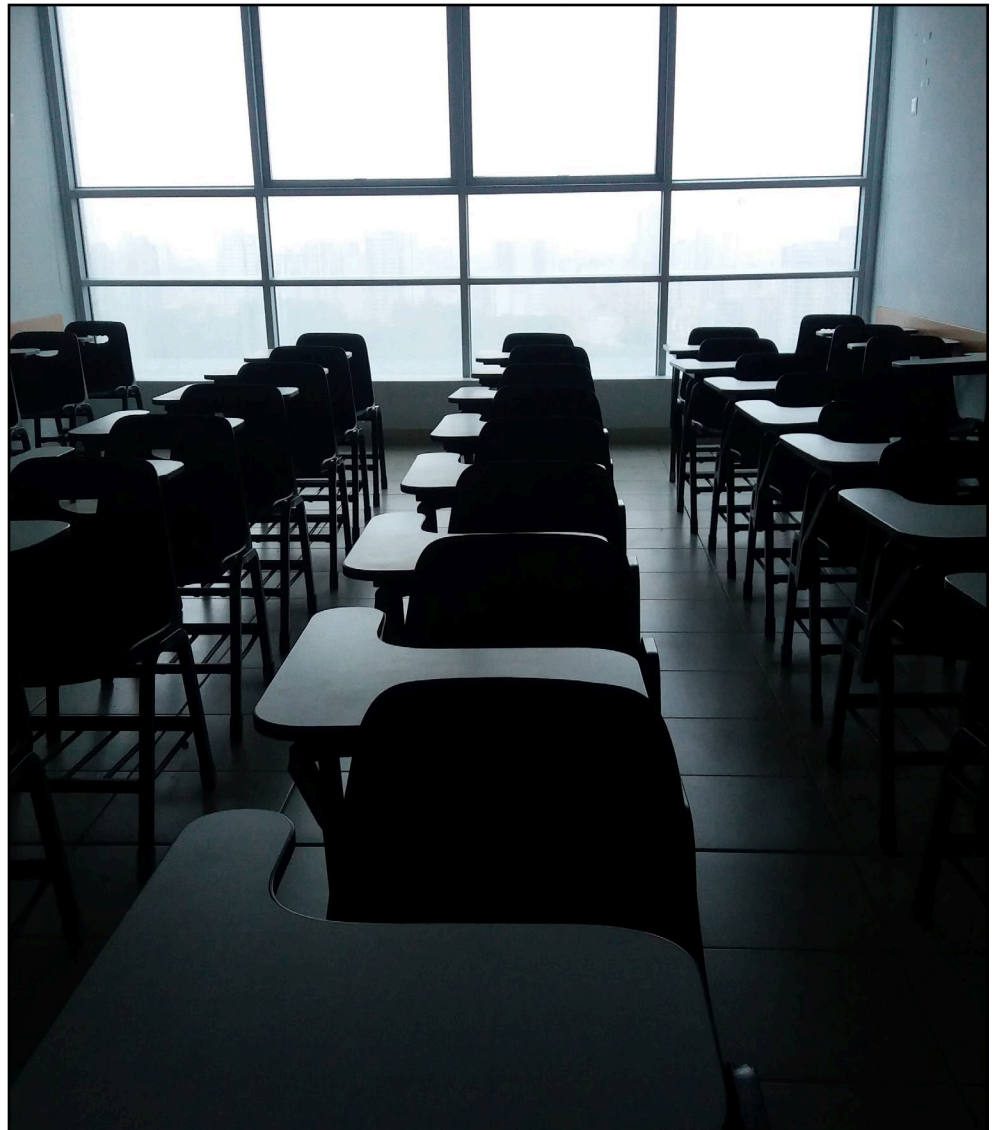
Beth A. Walsh-Moorman,
Katie Ours, Maura McGinty
and Aubrey Deaton consider
**Grading for Growth:
Introducing New Assessment
Approaches in Traditional
Grading Models**

Margaret Grossnickle explores
**The Transformative Effects
of Authentic Argumentative
Writing**

Nicole Rausch illustrates the
potential of **Process Drama: A
Creative Way To Assess ELA
Understanding**

Elizabeth Brockman argues for
the **Staying Power** of a 1991
article about student revision

Kia Jane Richmond reviews **The
Book of Joshua** by Jennifer
Anne Moses



Credit Rubén Rodríguez (see p. 5 to learn more about this image)

Fall 2020 (Deadline: September 15, 2020)

Literacy and Representation: Centering our Students through Culturally and Linguistically Diverse Pedagogies

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?

Spring 2021 (Deadline: March 15, 2021)

Open Issue

Given the current ruptures in our nation and world, we recognize that ongoing events related to the global pandemic and national response to social injustices may make preparing a manuscript for publication an arduous task. However, as educators and education researchers, we remain committed to sustaining the physical, mental, emotional, and spiritual wellbeing of children, adolescents, and teachers in literacy and English language arts (ELA) education. In this open issue, we welcome relevant and meaningful scholarly articles that reflect what is currently on the hearts and minds of our audience: elementary literacy teachers, middle and high school English language arts instructors, and university English educators. While this is an open call, we are particularly interested in manuscripts that disrupt and challenge classroom and institutional inequities and forward humanizing and anti-racist approaches to literacy and ELA education. Authors might consider one of the following questions:

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

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

Shireen Al-Adeimi, Michigan State University
Kaitlin Glause, Millikin University
Christina Ponzio, Michigan State University

LAJM Reviewers, Spring 2020 Issue

Rachel S. Anderson, Grand Valley State University; Sheila Benson, University of Northern Iowa; Ann Burke, Michigan State University; Amy Croel-Perrien, Michigan State University; Kevin Cordi, Ohio University Lancaster; Wendy Farkas, Northern Michigan University; Bailey Herrmann, University of Wisconsin Oshkosh; Troy Hicks, Central Michigan University; Daniel Lawson, Central Michigan University; Naitnaphit Limlamai, University of Michigan; Emily S. Meixner, The College of New Jersey; Katie Sluiter, Wyoming Public Schools; Deborah Van Duinen, Hope College; Andrea Zellner, Oakland Schools Intermediate School District

MCTE Executive Committee

Geryl Weis-Lobert (President), Chippewa Hills High School; April Baker-Bell (President-Elect), Michigan State University; Andrea Zellner (Vice President), Oakland Schools Intermediate School District; Jonathan Bush (Past President), Western Michigan University; Jim Kroll (Executive Director), L'Anse Creuse High School North

Section Chairs

Carlin Borsheim-Black (College Chair), Central Michigan University; Danielle Marsh (Secondary Chair), Shepherd High School; Amanda Moeggenborg (Middle Section Chair), Shepherd Middle School; Shelley Esman (Elementary School Chair), Western Michigan University; Naitnaphit Limlamai (Diversity, Inclusion, Justice, Equity Chair), University of Michigan; Janet Neyer (Media Manager), Cadillac High School

MCTE Representatives-at-Large

Kristine Brickey, Author/RCWP Writing Events Coordinator; Benjamin Briere, Seaholm High School; Lamar Johnson, Michigan State University; Toby Kahn-Loftus, North Central Michigan College; Rosalyn Shahid, Wayne Regional Education Service Agency (RESA); Jessica Sherburn, Rochester High School; Kathy Tighe, retired from Caseville Public Schools; Deborah Van Duinen, Hope College; Michael Ziegler, Novi High School

Additional Personnel

Mary Cox (MDE Liaison), retired from Detroit Public Schools; Abbey Lilly-Lacca (Youth Outreach Coordinator), WSC Academy; Holly English (Student Representative), Central Michigan University; Maria Manolias (Student Representative), Michigan State University; Megan Oldham (Student Representative), Western Michigan University

Currently Vacant

Representative-at-Large



Department of Teacher Education
MICHIGAN STATE UNIVERSITY



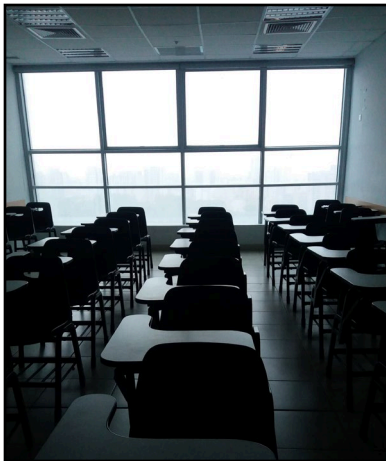
**WHO WILL
RETHINK LITERACY LEARNING
FOR TODAY'S STUDENTS?
SPARTANS WILL.**

Grow in your profession by earning the M.A. in Teaching and Curriculum from Michigan State University. The fully online program—ranked #5 in the nation—includes an option to specialize in literacy and language instruction.

>> education.msu.edu/te/matc

LANGUAGE ARTS JOURNAL OF MICHIGAN

VOLUME 35, NUMBER 2, SPRING 2020



**Curiosity, Creativity, and Criticality:
Expanding Perspectives of Student
Learning**

About the Cover

Amid the COVID-19 pandemic, our empty classrooms remind us that our students are central to our endeavors as English language arts educators. Yet their voices are often de-prioritized in favor of federal and state accountability measures, high-stakes assessments, and curriculum guides—often developed without students' voices as a part of the conversation. With this issue, we challenge ourselves and our readers to consider how we might use the current ruptures in our nation and world as an opportunity to expand perspectives of teaching and learning to place students' voices at the fore. We hope the authors of this issue help you imagine how you can make space for students' curiosity, creativity and criticality.

- 6 **MCTE Statement on Anti-Racism**
- 8 **Empowering English Teachers to Contend with Gun Violence:
A COVID-19 MCTE Conference Cancellation Story**
Steven T. Bickmore, Gretchen Rumohr, Shelly Shaffer
and Katie Sluiter
- 21 **Grading for Growth: Introducing New Assessment Approaches in
Traditional Grading Models**
Beth A. Walsh-Moorman, Katie Ours, Maura McGinty
and Aubrey Deaton
- 27 **The Transformative Effects of Authentic Argumentative Writing**
Margaret Grossnickle
- 34 **Process Drama: A Creative Way to Assess ELA Understanding**
Nicole Rausch
- 41 **Staying Power**
Elizabeth Brockman
- 49 **Book Review: *The Book of Joshua* by Jennifer Anne Moses**
Kia Jane Richmond