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Back Matter

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NEW PERSPECTIVES, NEW ISSUES

The LAJM seeks manuscripts for upcoming issues...

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 Call

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