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Back Matter

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NEW PERSPECTIVES, NEW ISSUES

The LAJM seeks manuscripts for upcoming issues...

Fall 2021: (Re)imagining Literacy-Rich Places and Spaces
Deadline: August 15, 2021

The past year may be among the most challenging for K-16 educators, teacher educators, and researchers, who have had to (re)imagine spaces and places for literacy and language arts. These challenges have fractured our expectations of when, where and how teaching and learning happens, blurring and highlighting the limitations of what we may have taken for granted in literacy and language arts education. Through these fractures, though, teachers and learners alike have (re)imagined new possibilities for how to engage in literacy and language arts education—possibilities that we wish to highlight in this issue:

- How have teachers transformed their literacy and language arts curriculum and instruction to respond and make connections to the realities of the past year?
- How have teachers adapted to literacy instruction in different contexts and modalities (i.e., hybrid and digital classrooms), and how can those adaptations be leveraged moving forward?
- How have teachers faced and overcome obstacles and challenges in providing equitable and accessible literacy-rich spaces for students across evolving contexts?
- How can teachers reimagine the relationships between home and school and between teacher and caregiver as traditional boundaries have shifted over the last year?

Spring 2022: Civic Implications of Disciplinary Literacy
Deadline: March 15, 2022

From the enactment of the Third Grade Reading Law to the federal appeals ruling on the Detroit Right to Literacy Case in 2020, literacy across K-12 contexts has been at the forefront of Michigan's educational debates. Following these highly consequential decisions—the retention of children based on their literacy outcomes and the ruling that literacy is a constitutional right—Michigan educators across all grade bands and disciplines have a duty to respond. In this issue, we invite you to consider questions such as:

- What is disciplinary literacy and how is it distinct from the discipline of English language arts?
- What does literacy look like across disciplines and contexts? What can literacy and ELA educators learn from educators in other disciplines about how to facilitate literacy learning—and vice versa?
- Whose literacies count and whose do not? In considering these questions, what are the implications for valid and equitable assessment and evaluation of students' literacy practices?
- What does it mean to enact literacy as a civil right? In what ways is literacy education an act of advocacy?

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

SEEKING EDITOR-IN-CHIEF

The Language Arts Journal of Michigan, an award-winning NCTE affiliate journal, seeks editor(s) for three-year appointment (Fall 2022 - Spring 2025).

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. The LAJM is published via Scholarworks, with current institutional support from the College of Liberal Arts and Sciences at Grand Valley State University. The journal is seeking editor(s)-in-chief for a three-year term; onboarding will be provided between May-June 2022 with the official term beginning with fall 2022 and continuing until spring 2025. Editorial responsibilities include:

- Developing calls for manuscripts for theme issues
- Soliciting scholarly articles that address key issues in the fields of literacy and English language arts education and fit within the journal's strands (i.e., research, methods, practice, narrative, etc.)
- Reading and critiquing submissions
- Maintaining a robust and fair editorial review process
- Designing the layout of the journal via Adobe InDesign or comparable software
- Copyediting
- Printing and journal via HP Magcloud or comparable service
- Maintaining and updating the Review Board

The journal continues to address a range of issues that are central to the teaching and learning of English, language arts, and literacy. If you are interested in applying for the position, please email your application essay (no more than five pages) to Dr. Christina M. Ponzio (christina.m.ponzio@gmail.com). Your application essay should include:

- A statement describing your vision for the Language Arts Journal of Michigan
- A brief description of the editorial structure you propose (listing co-editors and potential reviewers you could recruit) and the publication process you intend to use (layout, printing, mailing).
- A brief description of the institutional support you will receive.
- Application deadline: January 18, 2022.



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