

3-2023

Front Matter

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

Recommended Citation

(2023) "Front Matter," *Language Arts Journal of Michigan*: Vol. 38: Iss. 1, Article 1.
Available at: <https://doi.org/10.9707/2168-149X.2376>

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 38, ISSUE 1, FALL/WINTER 2022

MICHIGAN COUNCIL OF TEACHERS OF ENGLISH



Open Call

Semaj Brown Celebrates Teachers as the Real Superheroes

Okemos High School English Teachers Share Their Journey Toward Equity and Antiracism

Anne Dency Lippert Queers the Canon in High School English

Joanne Veatch Coggins and Laura Clark Briggs On Accelerating Reading for Alternative High School Students

Wayne State University Coalition Study Diverse Language and Literacy Practices

Restorative Justice Book Club
Mary M. McConnaha

"Love Me" - Darrius "Play" Staples

Student Spotlight on Detroit
Alix B. Dorsey

Margaret Saelens and Brian Larsen Review Resilience in Young-Adult Literature

Spotlight on Community Leader
Angela Hood

**Spring/Summer 2023: "Teaching to Transgress:" Amplifying Voices, Lesson Plans, and (Classroom) Communities as Spaces for Healing and Justice
Deadline: May 15, 2023**

The classroom, with all its limitations, remains a location of possibility. In that field of possibility, we have the opportunity to labor for freedom, to demand of ourselves and our comrades, an openness of mind and heart that allows us to face reality even as we collectively imagine ways to move beyond boundaries, to transgress. This is education as the practice of freedom.

- bell hooks, *Teaching to Transgress*

In the spirit of the late bell hooks' activism, brilliance, and legacy, we believe in the power of teaching to transgress. We believe in liberation and freedom. We believe in creating and sustaining classrooms and varying educative spaces for the advancement of a more socially just and humanizing world. The rate in which racial disparities, mass school shootings, and teachers leaving the education profession is occurring is widening and alarming. Children and teachers deserve safe spaces to learn and collaborate, take academic risks, engage with diverse cultures, celebrate each other, and heal through literacy frameworks and project-based learning. Similarly, they deserve to hug and hi-five one another in literature circles, math centers, hallways, and at graduation ceremonies. Collectively, we all must (re)imagine supporting classrooms and other community spaces as locations of possibility and healing. Undoubtedly, the COVID-19 pandemic continues to exacerbate teaching and learning. However, we must speak up and against harmful and antiracist practices that silence and debilitate marginalized people and communities, including their language identities. We must fight for the linguistic justice of Black and Brown youth (Baker-Bell, 2000). The act of 'teaching to transgress' must become our shared mantra for liberation and moving toward freedom at all grade levels. In all neighborhoods.

As women of color, teacher-activists and storytellers, our commitments to English language arts (ELA), literacy, and affirming others are rooted in our own individual and collective experiences inside and outside of school spaces. Likewise, we deem it our responsibility as educators to seek to provide opportunities for ourselves and others to address and learn from educational inequities within ELA and education. In this call for proposals, we invite manuscripts that seek to dismantle oppressive literacy instruction and practices and highlight humanizing and social justice teaching and learning. We are seeking works that center antiracist pedagogies. Authors (teachers, instructors, college educators, administrators, superintendents, community activists, etc.) might consider one of the following questions:

- How do educators represent and amplify diverse voices across disciplines and differences, including those from marginalized communities, and systems of inequality,

inclusive of ethnicity, race, language, class, gender, sexuality status, and other categories of difference?

- Describe how educators can partner with local stakeholders (i.e., organizations, community colleges, post-secondary institutions, etc.) to advance community-wide literacy and ELA collaborations. How can these collaborations deepen literacy instruction, learning, and partnering with joy?
- How are students, parents, and teachers engaging with mental health and wellness resources? How might traumatic events (i.e., COVID-19 loss, mass school shootings, family displacement, etc.) impact teaching and learning? Why is this important to unpack?
- What considerations and resources should administrators, superintendents, and other educators seek to support teachers from experiencing burn-out and leaving the profession? What tensions exist that highlight this decision-making?
- In what ways are teachers and other educators using literacy to center racial equity and social justice frameworks in their classrooms? Schools? Professional development trainings?

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

**Fall/Winter 2023: To Be Determined
Deadline: September 15, 2023**

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 Co-Editors

Raven L. Jones, Michigan State University
Tanya Upthegrove Gregory, Michigan State University
Alexandra M. Sánchez, East Lansing Public Schools

LAJM Reviewers, Fall/Winter 2022 Issue

Rachel Anderson, Grand Valley State University; Jennie Baumann, Michigan State University; Stefani Boutelier, Aquinas College; Elizabeth Marie Brockman, Central Michigan University; Valerie A. Combie, University of the Virgin Islands; Rebecca Conklin, Michigan State University; Bailey Herrmann, University of Wisconsin Oshkosh; Ayah Issa, Michigan State University; Mary L. Neville, New Mexico State University; Taylor Norman, Georgia Southern University; Kia Jane Richmond, Northern Michigan University

MCTE Executive Committee

Andrea Zellner (President), Oakland Schools; Carrie Mattern (President-Elect) Carman-Ainsworth High School; Jessyca Mathews (Vice President), Carman-Ainsworth High School; Kia Jane Richmond (Past President), Northern Michigan University; Andrew Schoenborn (Past President), Clare Public Schools; Ben Woodcock (Secretary), Okemos High School; Jim Kroll (Executive Director), LAnse Creuse Public Schools; Ben Briere (Diversity, Inclusion, Justice, Equity (DIJE) Co-Chair), Seaholm High School; Raven L. Jones (Diversity, Inclusion, Justice, Equity (DIJE) Co-Chair), Michigan State University; Rae Oviatt (Diversity, Inclusion, Justice, Equity (DIJE) Co-Chair), Eastern Michigan University; Rosalyn Shahid (Diversity, Inclusion, Justice, Equity (DIJE) Co-Chair), Wayne RESA; Kathleen Plond (Elementary School Chair), Cornerstone Education Group; Amanda Moeggenborg (Middle School Chair), Shepherd Middle School; Lynne Kelso Lesky (Secondary Co-Chair), Petoskey High School; Rick Kreinbring (Secondary Co-Chair), Avondale School District; Emily Sommer (College Co-Chair), Oakland University; Beth Spinner (College Co-Chair), Alma College; Janet Neyer (Media Manager)

MCTE Representatives-at-Large

Ben Briere (Seaholm High School); Jeremy Hylar (Collaborative Classroom); Rachel Kenney (Grand Blanc Community Schools); Toby Kahn-Loftus (North Central Michigan College); Jeff Ragland (Grand Blanc High School); Deb Van Duinen (Hope College); Michael Ziegler (Novi High School)

Additional Personnel

Mary E. Cox (Michigan Department of Education Liaison); Abbey Lilly-Lacca (Youth Programs Coordinator/Michigan Youth Arts Festival Liaison); Megan Oldham (Student Affiliate Representative-WMU); Owen Farney (Student Representative-CMU); Maria Maniolas (Student Representative-MSU)

LANGUAGE ARTS JOURNAL OF MICHIGAN

VOLUME 38, ISSUE 1, FALL/WINTER 2022



"Love Me" - Darrius "Play" Staples

- 6 **Letter from the Co-Editors**
Raven L. Jones, Tanya Upthegrove Gregory,
Alexandra M. Sánchez
- 8 **Letter from MCTE's President**
Andrea Zellner
- 9 **Letter from MCTE's President-Elect**
Carrie Mattern
- 10 **Reveal of the Real Superheroes**
Semaj Brown
- 12 **Doing the Work – Collectively Pursuing Anti-Racist and Equitable Teaching: One High School English Department's Journey**
Sharon Murchie, Anthony Andrus, Pat Brennan, Gina Farnelli, Shelby Fletcher, Dawn Reed, Emily Solomon, Benjamin K. Woodcock
- 22 **Reading on the Ropes: A Pilot Study of an Accelerated Remediation Program with Alternative High School Students**
Joanne Veatch Coggins, PhD; Laura Clark Briggs, PhD
- 32 **Teaching Twelfth Night and Queering the Canon in Michigan English Language Arts Classrooms**
Anne Dency Lippert
- 39 **Building Sustainable Antiracist Coalition: Developing a Research Team for Studying Diverse Language and Literacy Practices at the University**
Nicole Guinot Varty, Adrienne Jankens, Linda Jimenez, Anna Lindner, Mariel Krupsansky
- 47 **A Restorative Justice Book Club for Secondary Classrooms**
Mary M. McConnaha
- 54 **Student Spotlight**
Alix B. Dorsey
- 55 **Book Reviews in Young Adult Literature**
Margaret Saelens and Brian Larsen
- 59 **Community Spotlight**
Angela Hood