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Front Matter

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LANGUAGE ARTS JOURNAL OF MICHIGAN

VOLUME 32, NUMBER 2, SPRING 2017

MICHIGAN COUNCIL OF TEACHERS OF ENGLISH

Race, Language, & Privilege

Geneva Smitherman
on **Raciolinguistics,**
“**Mis-Education,**” and **Teach-**
ing in the 21st Century

Carol Kelly demonstrates
Visible Thinking Routines
to Teach About Colonialism

Sarah Thomson addresses
Representations of Race
and Power in Language

Alice Lee on “**Correcting**”
African American Language
and why it’s
Counterproductive

Kristin Sovis and Sarah
Pancost outline a **Social**
Justice Framework for the
ELA Classroom

Gregory Shafer considers
perspective in the Literacy
Classroom

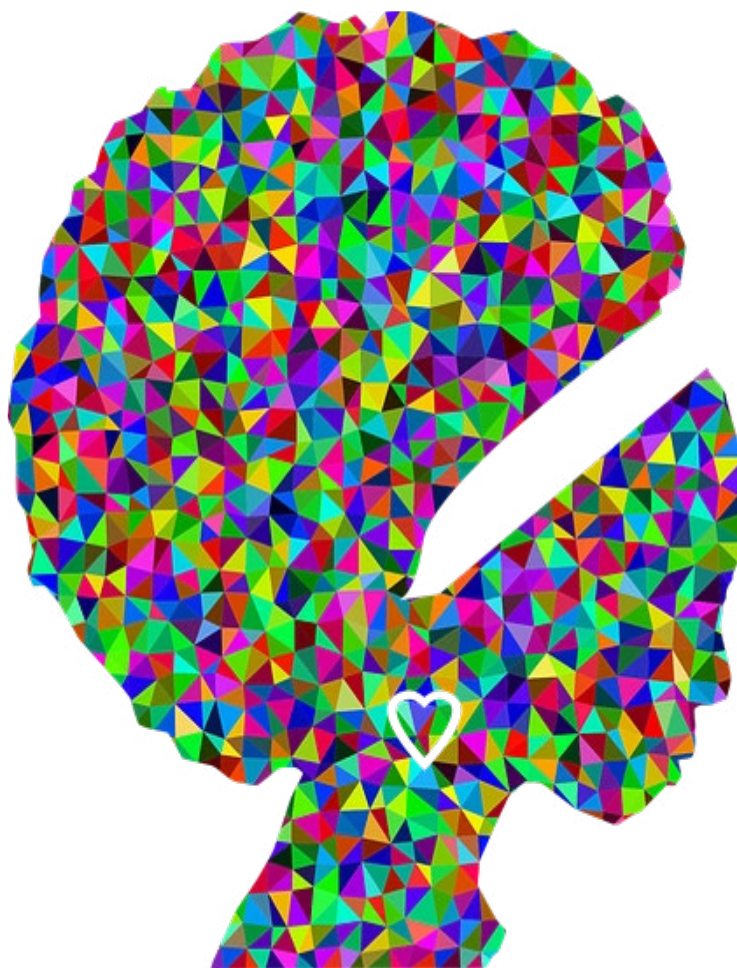
Randal Kaplan on **Storming**
the Constructivist Citadel

Shenika Hankerson makes the
case: **Black Voices Matter**

Michelle L. Sprouse addresses
The Validity of the M-STEP
and Third Grade Retention

Of Lizards and Language: an
essay by Bernadette Gongora

And Much More . . .



Gordon Johnson (GDJ) for Pixabay (2016)

Write for *LAJM*!

Fall 2017: Student-Centered Teaching
Deadline: August 15, 2017

In the summer of 1966, scholars from Europe and North America met at Dartmouth College to discuss the future of language arts instruction. Five decades later, the conference — and the scholarship that it spawned — stand as seminal moments in the process writing, student-centered movement. In the decades after the conference, Peter Elbow would author *Writing without Teachers*, Donald Murray would write *A Writer Teaches Writing*, and Mina Shaughnessy would contribute *Errors and Expectations*.

In this issue, we ask writers to respond to the conference's call for a more student-centered, transactional approach to reading and writing and how we have succeeded or failed in achieving those goals. What challenges do we face in our classrooms in meeting these expectations, and have we realized the basic tenets of what they sought? We seek essays that explore the effort to engage students based on the goals of this historic conference and how it has been or can be realized in classrooms.

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

Spring 2018: Literacy Advocacy
Deadline: March 15th, 2018

With an ever-increasing need to help our students become thoughtful, critically-thinking citizens, there is also increasing pressure on educators to become advocates for the literacy practices that we have long embraced: critical reading and nuanced writing are just two of those practices. We want to hear from you: what are the ways in which you are engaging in literacy advocacy? How are you encouraging your students to become empowered by their literacy practices, both inside and outside the classroom? One example might be in the types of writing you have students engage in.

For example: the five-paragraph essay. Teachers love it, hate it, lampoon it, and, in the end, often resort to using it. What pressures do you face in asking students to resort to such formulaic pieces? What are the best ways to combat the mentality that produces these predictable academic papers and how can we instead engender critical thought?

For a full description of the Spring 2018 Call for Papers, please see the final page of this issue. **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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