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We Want to Hear From You

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We Want to Hear From You

The *LAJM* seeks manuscripts for upcoming issues

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 15, 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? This is just one way you may be engaging in literacy advocacy; other examples may include (but are not limited to):

- Ways you use your voice and influence as an educator to influence policy (both local and national)? Are you marching, making phone calls, blogging, or doing other politically motivated actions on behalf of students?
- Stories from the classroom of students who have realized the power of their voice in writing and/or speaking, perhaps stemming from assignments, activities, projects that you've assigned in your ELA classroom.
- Specific texts that you have found useful in encouraging critical thought; how have these texts helped students see the world through different perspectives, and how have you guided students through the reading in meaningful ways?
- How have you collaborated with community members, other teachers, or students from other schools in an effort to make students' voices heard, or spread a message?
- How are you preparing preservice teachers to engage their students in literacy advocacy?

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