

NCTE Books Program

A slumping economy and slower-than-expected sales combined for a program deficit for the year of about \$230,000.

We continue to serve the many constituencies of NCTE, publishing books that meet the needs of NCTE's members and of the larger English language arts community. We also continue to strive to develop books that match strategic governance topics identified by the Executive Committee (including books on writing, adolescent literacy, multimodal literacy, teacher quality, research and teaching, and 21st century literacies).

In October 2008, the [Books Program](#) began using an online manuscript submission, review, and tracking system called Editorial Manager. From October 2008 through June 2009 we received 64 submissions (59 proposals, 5 full manuscripts). Two full MSS have been approved through the review process and sent on to production, 1 project was withdrawn, 38 proposals were declined, and 23 projects are in process (meaning they are currently with an editor for initial review, with field reviewers, or with the author for revision).

Promotional Efforts

The Books Program staff work closely with staff in the Professional Development Division to attract and nurture authors and to expand the promotional opportunities for NCTE's titles. Marketing efforts this year included targeted email promotions, Annual Convention follow-up contacts, title-specific postcards, the annual catalog, spring themed fliers, and visibility through the NCTE Online Store. We continue to partner with Amazon.com to ensure that NCTE titles are available through the online retailer.

NCTE book authors continue to be deeply involved in other Council activities and services. Our authors

- create lessons for the very popular ReadWriteThink website (www.readwritethink.org), many of which are tied to their book publications
- frequently publish in journals produced by NCTE and others
- regularly provide professional development experiences through the NCTE Professional Development Consulting Network
- are active in both building and participating in NCTE's Pathways program, a year-long professional development experience organized around key questions relating to adolescent literacy, English language learners, and 21st century literacies
- have presented several Web seminars (available through the NCTE Online Store in On Demand archived form after the live event)

Editorial Board

New members welcomed in November 2008 were Barry Gilmore (Secondary) and Sue Hum (College). They joined the seven other members of the Board: Sonia Nieto and Shari Frost (Elementary); Dana Fox (Middle); Susanne Rubenstein (Secondary); Derek Owens (College), Cathy Fleischer (Teacher Education), and R. Joseph Rodríguez (Research). The terms of members Sonia Nieto, Derek Owens, Cathy Fleischer, and R. Joseph Rodríguez will end in November 2008. We are indebted to the members of the Board for their dedication. They generously give of their time and of their scholarship, serving the Council by articulating a strategic vision for the Books Program in fiscally and educationally challenging times.

New Titles, 2008–2009

A list of titles published between July 1, 2008, and June 30, 2009, follows.

NCTE Titles

- Dakin, Mary Ellen, *Reading Shakespeare with Young Adults*
- Elliott, Janet L., *Using the Writer's Notebook in Grades 3–8: A Teacher's Guide*
- Finkle, Sheryl L., and Tamara J. Lilly, *Middle Ground: Exploring Selected Literature from and about the Middle East*
- Gibbons, Louel C., *To Kill a Mockingbird in the Classroom: Walking in Someone Else's Shoes* (NCTE High School Literature Series)
- Hermsen, Terry, *Poetry of Place: Helping Students Write Their Worlds*
- Johannessen, Larry R., Elizabeth A. Kahn, and Carolyn Calhoun Walter, *Writing about Literature*, 2nd ed., Revised and Updated (Theory and Research into Practice [TRIP] series)
- Kucer, Stephen B., ed., *What Research Really Says about Teaching and Learning to Read*
- Shea, Renée H., and Deborah L. Wilchek, *Zora Neale Hurston in the Classroom: "With a harp and a sword in my hands"* (NCTE High School Literature Series)
- Sipe, Rebecca Bowers, *Adolescent Literacy at Risk? The Impact of Standards* (Principles in Practice imprint)
- Warnock, Scott, *Teaching Writing Online: How and Why*

Copublication with Routledge

Scott, Jerrie Cobb, Dolores Y. Straker, and Laurie Katz, eds., *Affirming Students' Right to Their Own Language: Bridging Language Policies and Pedagogical Practices*

Kurt Austin, Division Director, NCTE Publications

College Composition and Communication (CCC)

The official journal of the Conference on College Composition and Communication. [CCC](#) publishes research and scholarship in rhetoric and composition studies that supports college teachers in reflecting on and improving their practices in teaching writing and that reflects the most current scholarship and theory in the field. The field of composition studies draws on research and theories from a broad range of humanistic disciplines—English studies, rhetoric, cultural studies, gay studies, gender studies, critical theory, education, technology studies, race studies, communication, philosophy of language, anthropology, sociology, and others—and from within composition and rhetoric studies, where a number of subfields have also developed, such as technical communication, computers and composition, writing across the curriculum, research practices, and the history of these fields. Published September, December, February, and June.

As my five-year term as editor comes to a close, I am proud of the work I have done with colleagues throughout the profession in broadening the range of scholarly topics appearing in the journal. Moreover, I am particularly proud of the innovative “hybrid” form of publication that I have developed with our hardworking colleagues at NCTE to provide additional space for thoroughly reviewed and accepted articles to appear and to inform our wide-ranging readership of highly diverse, current thinking in rhetoric and composition studies. Further, I have deliberately sought scholarly work that would bring (or bring back) to CCC topics and foci that had been absent—for instance, rhetoric and rhetorical history.

During my five years, I also initiated a number of features, including the following: “Symposia,” featuring scholarly pieces treating a particular theme or presenting written scholarship from panels at the annual CCCC meetings; the “Re-Visions” feature, offering scholars a forum to revisit and rethink scholarship that has appeared in CCC in past issues; and “Imprints,” one-page or shorter “sound bites” from past issues of CCC that illustrate both how far we have come and how far we have yet to go. Further, our acceptance rate is approximately 6%, putting CCC in a highly selective category.

In addition to hearty and well-deserved thanks to Kurt Austin and Rona Smith of NCTE, I also want to thank our several copyeditors (in particular, Jane Curran) our many, many consulting/reviewing readers, and our editorial board. The job couldn’t work at all without my outstanding editorial assistant, Danielle Aquiline. During my editorship, CCC has moved twice, along with me—once from Governors State University to Northern Illinois University, and again to Columbia College Chicago. Accordingly, I want to thank Provost Steven Kapelke for providing the support necessary to give CCC a comfortable home at this institution (also known as CCC).

Deborah Holdstein, Editor

College English (CE)

College English is the professional journal for the college scholar-teacher. CE publishes articles about literature, rhetoric-composition, critical theory, creative writing theory and pedagogy, linguistics, literacy, reading theory, pedagogy, and professional issues related to the teaching of English. Each issue also includes opinion pieces, review essays, and letters from readers. Contributions may work across traditional field boundaries; authors represent the full range of institutional types. Published September, November, January, March, May, and July.

In calendar year 2008, *College English* received nearly two hundred submissions, and it will likely receive roughly this figure by the end of 2009. The journal continues to publish roughly 10% of the submissions it gets. The editor especially welcomes possible contributions to the semi-regular features "Texts of Our Institutional Lives" and "Reconsiderations." In 2009 we published guest-edited issues on (1) creative writing in the twentieth-first century and (2) writing, rhetoric, and Latinidad. Scheduled to be published in 2010 are two other such issues, on Chinese rhetorics and on Jewish rhetorics. As one can see from these subjects, the journal is actively seeking essays with a multicultural and, indeed, global range. We also continue to feature occasional symposia; our November 2009 issue will include one on Lincoln and English Studies, with contributions by several leading scholars. For the forthcoming centennial of NCTE, plans are set for a guest-edited issue on contingent faculty in college English departments, a subject of burning interest to the profession.

John Schilb, Editor

English Education (EE)

English Education is published by CEE, the Conference on English Education, and serves as a forum for discussion of issues related to (1) the nature of our discipline, especially as it spans all levels of instruction, and (2) the education and development of teachers of English at all levels. Published October, January, April, and July.

In particular, the journal encourages articles that address pertinent theory and research into the preservice and inservice development of teachers of English from the multiple and varied perspectives of college and university teacher-educators; inservice leaders and consultants; supervisors at local, district, regional and state levels; mentor teachers; teacher consultants; curriculum coordinators; and classroom teachers who work with student teachers.

What is English Education? The recent English Education Summit worked to identify who we are. The field of English education encompasses three dimensions: (1) the teaching and learning of English, broadly and inclusively defined; (2) the preparation and continuing professional support of teachers of English at all levels of education; and (3) systematic inquiry into the teaching and learning of English.

Central to the task of English educators is the preparation and support of teachers who, in turn, prepare learners to be creative, literate individuals; contributors to the cultural, social, and economic health of their communities; and fully participating and critically aware citizens of our democracy in a complex, diverse, and increasingly globalized world. English Education is the venue to reach the professionals who are teaching the next generation of teachers of English language arts. Our audience is voracious in their reading and reflective in their practice.

The journal is continuing its practice of publishing three or four articles and one column per issue. Diane Zigo and Gina Derrico continue as editors of Book Walk: Books That Move our Teaching Forward.

The journal is also planning to continue publishing one themed issue a year. The second themed issue was published in October of 2008, the third was in July of 2009 and the fourth is scheduled for April of 2010. All themed issues undergo a comprehensive review process through the editorial board.

Two years ago CEE voted to expand the journal by sixteen pages and also approved monies for a professional copyreader and style editor. These have been in place since the July 2008 issue. A retrospective of the first half of Michael's editorship can be found in the July 2008 issue in the "Editorial We."

Michael Moore began his editorship with the October 2005 issue. He has three issues remaining and will end his run in July of 2010. Although new editors have been names, at the time of this writing, no transition has been established.

The acceptance rate for articles to the journal fluctuates between nine and twelve percent.

Michael Moore, Editor

English Journal (EJ)

[English Journal](#) is NCTE's award-winning journal of ideas for English language arts teachers in junior and senior high schools and middle schools. It presents information on the teaching of writing and reading, literature, and language, and includes information on how teachers are putting the latest technologies to work in their classrooms. Published bimonthly, September, November, January, March, May, and July.

The editorial team for the journal consists of Ken Lindblom, editor (Stony Brook University), Theresa Kay, editorial associate (LaPorte, CO), and two editorial assistants at Stony Brook University: Lauren Esposito and Nicole Sears (September 2008-Present); Leslie Broder and John Christie (January 2008-September 2008). NCTE production editor Rona Smith provides expert assistance on preparation of the journal. Members of the Secondary Section Steering Committee suggest themes for issues, author the "From the Secondary Section" column, and provide the editor with advice and comments.

Writers

Secondary school teachers (current and retired) and university faculty participate in roughly equal numbers in shaping the content of the journal. For Volume 98 (Sept 2008-July 2009), the editorial office received 254 article manuscripts: of the authors of those manuscripts (some of which were co-authored) 124 were middle or high school teachers, 135 were college or university teachers, and 25 were "others" (retired teachers, language arts supervisors, administrators, consultants, etc.). The six issues of volume 98 consisted of 67 articles, 6 "EJ in Focus" features, 24 poems, 4 "Speaking My Mind" features, 3 "Teacher to Teacher" features, 6 "From the Secondary Section" pieces, 4 "EJ Extra" features, 2 "Letters to EJ," 2 "Student Voices" features, 1 "In Memoriam," and 29 columns. Of those pieces, 65 authors were high school and middle school teachers, 6 were high school students, 121 were college teachers, and 15 were others.

Blind-Reviewing Process

EJ is fully refereed by approximately 295 active reviewers from all parts of the United States and Canada, which includes a mix of middle, high school and college teachers and several ELA consultants and librarians. Reviewers' names are published each year in the July issue.

Contents of Issues

Of the issues published in 2008–09, we received submissions for topics in chronological order: 19 for "Once More Unto the Breach" (September); 10 for "Does Homework Help?" (November); 18 for "Living Authors" (January); 39 for "Sexual Identity and Gender Variance" (March); 34 for "Authentic Learning and Teaching: Developing Real World Skills" (May); and, 21 for "For the Fun of It!" (July). In addition, we received 108 manuscripts for General Interest, of which we accepted 9.

Awards

The Paul and Kate Farmer *English Journal Writing Award* is given to the articles deemed the best of those published in a volume year. This year the winners are:

Lara Beth Feffer. "Devising Ensemble Plays: At-Risk Students Become Living, Performing Authors." January 2009.

Jennifer Wells. "'It Sounds Like Me': Using Creative Nonfiction to Teach College Admissions Essays." September 2008.

English Journal won a 2009 EXCEL Award from the Society of National Association Publications (SNAP), a nonprofit, professional society serving the needs of association

publishers and communications professionals. SNAP recognized *English Journal* with a Bronze Award in the category of "Scholarly Journals—General Excellence." We thank Kurt Austin, Division Director of Publications at NCTE, for nominating *EJ* for the award.

New Features

With the advent of a new editor's term, *EJ* inaugurated several new features:

"Student Voices": Like the familiar "Teacher to Teacher" feature, this section publishes middle and high school students' responses to a question related to the issue theme. 5 students' responses were published in Volume 98.

"EJ in Focus": Commissioned by the editor, this feature publishes an essay on the state of the art of a significant aspect of the issue theme written by an established scholar. Volume 98 included essays written by: Nancy Mack, Ben Nelms, Alleen Pace Nilsen & James Blasingame Jr., Paula Ressler & Becca Chase, Grant Wiggins, and Tom Romano.

Guest Editors: The March issue, "Sexual Identity and Gender Variance" was guest edited by Paula Ressler & Becca Chase of Illinois State University. Approximately one issue per year will be guest edited during the present editorial term.

New Columns and Column Editors: *EJ* published 7 columns, which appear in either every issue or every other issue of Volume 98. All column editors have extensive experience as secondary English teachers or very extensive connections to secondary schools: "Adolescents and Texts," edited by Alfred W. Tatum; "Challenging Texts," edited by P. L. Thomas; "Innovative Writing Instruction," edited by Valerie Kinloch; "Mentoring Matters," edited by Thomas M. McCann and Larry Johannessen (sadly, Larry passed away earlier this year, but his name will remain on the column throughout the 99 volume year at the request of his co-author); "Off the Shelves," edited by Mark Letcher; "Research for the Classroom," edited by Julie Gorlewski; and "Success with ELLs," edited by Margo DelliCarpini. Poetry, which appears throughout the journal in each issue is edited by Anne McCrary Sullivan.

Page Proof Approval: *EJ* now asks all authors to review page proofs of their contributions before they appear in print. This ensures authors find editorial changes acceptable and reduces the chance of surface errors.

In closing, I thank the entire *EJ* staff for their support, especially Rona Smith, and I would like to thank previous *EJ* editors, Louann Reid, Ben Nelms, Alleen Pace Nilsen, and Leila Christenbury for their guidance, friendship, and encouragement.

Ken Lindblom, Editor

English Leadership Quarterly (ELQ)

[English Leadership Quarterly](#) is a publication of CEL, the Conference on English Leadership, and helps department chairs, K-12 supervisors, and other leaders in their role of improving the quality of English instruction. *ELQ* offers short articles on a variety of issues important to decision makers in the English language arts. Published August, October, February, and April.

English Leadership Quarterly publishes manuscripts of 500-5,000 words on a variety of issues important to decision makers and classroom English teachers in leadership positions. Call for manuscripts on specific themes are announced in each issue. *ELQ* is a publication of Conference on English Leadership (CEL). Membership in CEL is a prerequisite for individual subscriptions. With a circulation of around 2000, *ELQ* is read by department chairs, K-12 supervisors, and other teachers and leaders interested in literacy education and improving the quality of instruction in the English Language Arts.

Themed issues for 2008 focused on the following topics: ELL and the English Language Arts (February 2008); English Language Arts and Special Education (April 2008); English Leadership (August 2008); and The Power of Words (October 2008). 2009 themes are: Reading Instruction and Special Populations (February 2009); Young Adult Literature in Today's Secondary English Classroom (April 2009); Writing Instruction (August 2009); and Leadership (October 2009). Upcoming 2010 themes are: Race and Literacy (February 2010) and Poetry in the Classroom (April 2010).

The *Quarterly* welcomes articles on successful teaching and learning, research summaries, annotated bibliographies, and reviews on current publications of interest to those in leadership positions where English is taught. A decision to publish is usually reached within 2 months. The *Quarterly* publishes many articles and reviews by first-time authors. Approximately 16 articles and 6 book reviews are published in the *Quarterly* each year with an acceptance rate of about 35%.

NCTE manages the *ELQ* Web site at <http://www.ncte.org/pubs/journals> with links for readers and writers, making inquiries and submissions very fast. Information for authors and journal archives are now available at this URL. Questions and manuscripts are welcome at any time, although generally issues are closed three months before publication. Inquiries and submissions can be mailed electronically to the editors, Drs. Susan Groenke at sgroenke@utk.edu or Lisa Scherff at lscherff@bamaed.ua.edu.

Susan L. Groenke and Lisa Scherff, Co-Editors

Language Arts (LA)

Language Arts is a professional journal for elementary and middle school teachers and teacher educators. It provides a forum for discussions on all aspects of language arts learning and teaching, primarily as they relate to children in pre-kindergarten through the eighth grade. Issues discuss both theory and classroom practice, highlight current research, and review children's and young adolescent literature, as well as classroom and professional materials of interest to language arts educators. Published September, November, January, March, May, and July.

During the 2008-2009 fiscal year (July 1, 2008 through June 30, 2009), *Language Arts* published its final issue in Volume 85 and its first five of six issues in Volume 86. The themes for these issues included: Inquiries and Insights (the annual unthemed issue); Explaining Change: Theories in Action; Literacy as Movement, Voice, and Image; Children's Literature: Integration and Innovation; Communities of Inquiry; and Refocusing on Assessment. These issues described work happening in the field while also raising questions about assumptions and pedagogies. They included articles that:

- explored the history of language arts education
- examined the policies and practices of standards-based education, including NCLB
- connected language arts education to the arts and multiliteracies
- described the experiences of students learning English
- investigated ways to integrate language arts with content area knowledge

We are also glad to have been able to highlight NCTE award winners, include original poetry, and collaborate with the Early Childhood assembly to produce a future issue together.

The editorial team consists of Patricia Enciso, Laurie Katz, Barbara Z. Kiefer, Detra Price-Dennis, and Melissa Wilson. Caitlin L. Ryan is the editorial assistant and Carol E. Schanche is the invaluable NCTE production editor. Jessica C. Zacher served as the editor for the Professional Book Reviews department, and Barbara Z. Kiefer continued to coordinate the Children's Literature Reviews department.

We appreciate the opportunity to draw attention to the work of teachers, teacher educators, librarians, children's book authors, and others doing innovative and applicable research in the field of PreK-8th language, literacy, and language arts education. We continue to publish three or four manuscripts in each issue along with the regular department features of Focus on Policy, Research Directions, Profiles and Perspectives, Professional Book Reviews, Children's Literature Reviews, and the In Closing... final page. We continue to invite contributions from those whose voices are new to the pages of *Language Arts* as well from senior scholars.

According to the staff at NCTE, the circulation for the journal has fallen slightly, as with most of the publications during this economic time, but circulation remains around 8,000. As you can see from the chart below, submissions remain strong and publication has become even more competitive. The publication rate for this fiscal year has dropped slightly to just under 14%.

Issue Theme	Date	Submitted Manuscripts	Published Manuscripts	Percent Published
Inquiries and Insights	July 08	29	3	10.3%
Explaining Change: Theories in Action	September 08	22	4	18.1%
Literacy as Movement, Voice, and Image	November 08	30	3	10.0%
Children's Literature: Integration and Innovation	January 09	18	3	16.6%
Communities of Inquiry	March 09	27	3	11.1%
Refocusing on Assessment	May 09	10	3	30.0%
In Closing...	All issues	45	6	13.3%
(including In Closing...) TOTALS		181	25	13.8%
(not including In Closing...) TOTALS		136	19	13.9%

Volume 86 closes out our first Editorial Review Board cycle. We sincerely appreciate the work of the sixty-four board members and the forty-two guest reviewers who contributed to these issues. The reviewers' time, effort, and commitment to providing constructive feedback to all submissions not only strengthens the publications within the journal, but also fosters the skills of future contributors in the field. Another group of Editorial Review Board members have been invited to serve for Volumes 87-88, the final two years of this editorial team's tenure.

Currently, NCTE is accepting applications for the next editorial team. We look forward to being a part of the transition process in whatever ways are helpful. Before we wrap up our tenure, however, the current team is still accepting submissions for the following themes: Movement of Language and Literacies in the 21st Century, Stories of Achievement, and Inquiries and Insights.

*Patricia Enciso, Laurie Katz, Barbara Kiefer, Detra Price-Dennis, Melissa Wilson, Co-Editors
Caitlin L. Ryan, Editorial Assistant*

Research in the Teaching of English (RTE)

Research in the Teaching of English is a multidisciplinary journal composed of original research and scholarly essays on the relationships between language teaching and learning at all levels, preschool through adult. Articles reflect a variety of methodologies and address issues of pedagogical relevance related to the content, context, process, and evaluation of language learning. Published August, November, February, and May.

Narrative

We are pleased to report that we have completed publication of the first volume year of *RTE* since transitioning from the editorial team of Anne DiPardo and Melanie Sperling in the spring of 2007. We've had remarkably few problems technically in meeting production deadlines, thanks principally to very able assistance from Rona Smith at NCTE and from our very capable assistants, Jessica Bannon (editorial assistant) and Wayne Journell (managerial assistant). Wayne took a position at UNC Greensboro this summer and has been replaced by Ritu Radhakrishnan, who is also doing an excellent job.

We will also report that we estimate our average turn-around time for manuscripts submitted for review is currently less than three months. We've had some difficulty in finding reviewers for some manuscripts, but for the most part reviewers have been prompt and offered a source of external feedback critical to the review process.

Independently and in conjunction with NCTE leadership, we have been working to increase the visibility of early career scholars of color in the journal. A "Standpoints" essay by David Kirkland of New York University was featured in the August 2009 edition of the journal and there are several other manuscripts by early career scholars in the production stage. A special themed edition focusing on the work of early career scholars of color and on research involving racially ethnically, and linguistically diverse participants in varied contexts is being edited by Valerie Kinloch, Arnetha Ball, and Maria Franquiz and will be published next August.

Statistics

Because there were many manuscripts under review during the previous editors' tenure when we assumed responsibilities in 2007 and because some authors have been slow in revising and resubmitting work, it is difficult to provide precise annual figures regarding submissions, decisions, and the disposition of some manuscripts within a single year, or to determine a precise annual acceptance rate. However, as of August 25, these are our current figures for the past three years. Each year's numbers are totals for that year but reflect some continuation from the previous year:

Year Submitted	No. Mss.	Rejected	Accepted	In Review	Revise/Resub.
2007	77 (62 original; 15 revisions)	27	5	3	42
2008	119 (89 orig.; 30 revisions)	68	14	9	28
2009	74 (as of 8/25; 69 orig., 5 rev.)	44	1	21	28

Mark Dressman, Sarah McCarthy, Paul Prior, Co-Editors

School Talk (ST)

School Talk is a lively six-page newsletter designed specifically to help classroom teachers bridge the gap between the ideal and the real world of teaching. Presented in a friendly, informal voice, each issue focuses on one particular topic and deals in practical terms with questions that teachers everywhere are asking. Since teachers choose the topics explored in each issue of *School Talk*, the conversation in upcoming newsletters will continue to focus on what really matters to teachers and learners in today's elementary classrooms. Published October, January, April, and July.

With the October 2008 issue Nancy Johnson and Frank Chiki began our term as coeditors of *School Talk*. We publish articles written by classroom teachers, administrators, and researchers.

This year's issues included articles on not only new ideas for writing during language arts, but also how to include writing across curricular areas, such as math and science. Our July issue was a tribute to the Donald H. Graves Award for Excellence in the Teaching of Writing. Two former Graves Award winners contributed to the July Issue.

Issue themes and authors for 2008-2009 included:

October 2008

Theme: Looking Closely: Teaching Writing/Creating Writers

Lead Author: JoAnn Portalupi, author/consultant, Durham, NH

Teacher Authors: Ann Marie Corgill, Riverchase Elementary School, Hoover, AL
JoAnne Searle, Manhattan New School, New York, NY

January 2009

Theme: Nurturing Our Very Youngest Writers

Lead Author: Katie Wood Ray, author/consultant, Waynesville, NC

Teacher Authors: Penny Cecil, Cheryl Fuertges, and Matt Glover, Creekside Early Childhood School, Liberty Township, OH
Mary Alice Berry and Leslie Herald, Creekside Early Childhood School, Liberty Township, OH

April 2009

Theme: Writing in the Content Areas: Making It Real, Making It Theirs

Lead Author: Tracy Coskie, associate professor, Western Washington University, Bellingham, WA

Teacher Authors: Heidi Trudel, Seattle, WA, and Michelle Hornof, Bellingham, WA
Lynn French,, Ishperming, M

July 2009

Theme: Donald H. Graves Award for Excellence in the Teaching of Writing

Lead Author: Mary Ellen Giacobbe, author/consultant, Atkinson, NH

Teacher Authors: Ganna Maymind, Morganville, NJ
Lisa Cleaveland, Waynesville, NC

Manuscripts were submitted electronically and all communication with authors and reviewers was also done electronically.

NCTE is exploring printing of *School Talk* in color. No definitive decision has been made at this time. We are also exploring other ways to utilize the *School Talk* website and social media.

Circulation for *School Talk* has declined to 1,660 for the July 2009, issue, from 2,089 one year ago—a drop of 20.5% in a year. This is indicative of a trend for all NCTE journals this past year. However, the number of issues viewed on line has risen from 282 for the July

2008 issue to a high of 884 in January 2009. This is an area, as mentioned before, to explore more fully.

For the 2009–2010 publication cycle, we will be concentrating on 21st Literacies.

Nancy J. Johnson and Frank Chiki, Co-Editors

Talking Points (TP)

[Talking Points](#) is published by WLU, the [Whole Language Umbrella](#), a conference of NCTE. *Talking Points* helps promote literacy research and the use of whole language instruction in classrooms. It provides a forum for parents, classroom teachers, and researchers to reflect about literacy and learning. Published semiannually, October and May.

No report submitted

Eddie Lanphar and Phil Fitzsimmons, Co-Editors

Teaching English in the Two-Year College (TETYC)

Teaching English in the Two-Year College is for instructors of English in two-year colleges as well as for teachers of first- and second-year composition in four-year institutions. TETYC publishes theoretical and practical articles on composition, developmental studies, technical and business communication, literature, creative expression, language, and the profession. Published September, December, March, and May.

During the fiscal year ending June 30, I have shepherded four issues into print (September 08, December 08, March 09, May 09), one issue is in press (September 09), and one issue is being copy edited (December 09). I am pleased to report that the rate of submissions to the journal has increased. I have received 100 submissions during that twelve-month period. The flow of excellent book reviews has continued in the capable hands of Kip Strasma. A special issue on Teaching English in the Two-Year College in a Time of War appeared in May 09. I have begun occasional series of reflective commentaries by former TYCA National Executive Committee Chairs with contributions by Eric Bateman (March 09) and Sharon Mitchler (September 09).

I convened a morning session at CCCC09 and 20+ reviewers and I had a lively discussion of two manuscripts that pushed the envelope for the journal in terms of genre. I am planning a similar morning session for CCCC10. I represented the journal and TYCA as a member of an invited panel at CCCC09 as well, thanks to Marilyn Valentino's invitation.

Reviewing continues to be efficient as most of it has been conducted electronically. Over 99% of the reviews are now submitted electronically. Consulting readers have proven to be thorough and quite reliable in meeting deadlines. At this point, I would estimate that close to 100% of manuscripts are submitted electronically as well. The acceptance rate is roughly 30%. Moving the journal's offices to my new location in Pennsylvania has gone smoothly.

Data

September 08 issue (36.1)

Articles: 2
Cross Talk: 1
Instructional Notes: 5
WW4Me: 4
Poems: 2
Reader Write: 2
Reviews: 4
Editorial: 1
New Voices (first-time authors): 3

December 08 issue (36.2)

Articles: 5
Instructional Notes: 2
Poems: 2
What Works for Me: 6
Reviews: 2
Reviews Cross Talk: A series of 5 commentaries by two reviewers and an author
Editorial: 1
New Voices (first-time authors): 5

March 09 issue (36.3)

Articles: 4
Instructional Notes: 4

Poems: 2
Reviews: 3
Editorial: 1
New voices (First-time authors): 8

May 09 issue (36.4)

Articles: 3
Instructional Notes: 5
Poem: 1
What Works for Me: 3
Reviews: 4
Editorial: 1
New voices (First-time authors): 10

September issue (in press) (37.1)

Articles: 5
Poems: 5
Reviews: 3
Editorial: 1
New voices (First-time authors): 5

December issue (in production) (37.2)

Articles: 6
Cross-Talk Commentaries: 5
Instructional Note: 1
Poem: 1
What Works for Me: 2
Reviews: 5
Editorial: 1
New voices (First-time authors): 8

Jeff Sommers, Editor

Voices from the Middle School (VM)

[Voices from the Middle](#) offers articles on research and best practices in middle level reading, writing, speaking, and listening in the visual and language arts. Our mission is to be the cornerstone for the ongoing professional development of language arts educators. Published September, December, March, and May.

For the 2008-2009 academic year, we published Volume 16 Issues 1-4 and Volume 17 Issue 1 for *Voices from the Middle*. We updated our editorial review board to include more teachers, researchers, theorists, and new voices to the field. For the covers we continue to use original artwork submitted by students, teachers, and other people who are interested in literacy education. Our new editorial assistant, Rummana Kilgore, has proved to be an invaluable asset to *Voices*. We also want to acknowledge the editorial excellence provided by our associate editor, Honor Moorman. In addition, Carol Schanche is indispensable in every aspect of journal production. The improvements we have made over the past year have greatly streamlined the editorial process. We have continued to receive positive feedback about the themes and articles in the journal. In particular, we have heard from several National Writing Project directors about the May 2009 issue on professional development. The directors used this issue in their 2009 summer institutes. During the 2009 NCTE Convention, we hosted a breakfast for the department editors and the members of the Middle Level Section Steering Committee. Furthermore, Roxanne Henkin has continued to represent *Voices* on the Middle Level Section Steering Committee. We also have continued to be mindful of including articles and book reviews that address all facets of language arts learning, teaching, and research focusing on young adolescents. In addition, as editors, we have engaged in public relations (e.g., interviews, newspaper publicity, face-to-face interactions) promoting the journal and in professional development (e.g., NCTE, National Middle School Association, and National Writing Project and San Antonio Writing Project Conferences). Currently, we have only three calls for manuscripts remaining in our tenure and look forward to helping with the transition to the next editorial team.

We have the following in progress:

- Issues #2, #3, and #4 for Volume 17 are in various stages of completion.
- Exploration of incorporating the 100th anniversary of NCTE in the journal

Roxanne Henkin, Janice Harmon, Elizabeth Pate, Co-Editors