

NCTE Books Program

Despite major cost savings (including direct costs that came in nearly \$290,000 under budget, plus the elimination of a staff book editor position), the program ended the fiscal year with a deficit of \$194,610 (just \$4,830 more than the projected deficit of \$189,780). Slower book sales played a major role (total sales were about \$339,000 less than projected).

We continued 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 continued to strive to develop books that match strategic governance topics identified by the Executive Committee (including books on writing, adolescent literacy, assessment, research and teaching, and contemporary literacies).

The program uses the Editorial Manager online manuscript submission, review, and tracking system. From July 2010 through June 2011 we received 38 submissions (30 proposals, 8 full manuscripts). Eight full manuscripts were approved through the review process and sent on to production, 27 proposals were declined, and 3 proposals are in process (meaning they are currently with an editor for initial review, with field reviewers, or with the author for revision). By direction of the NCTE Executive Committee, the Books Program stopped accepting unsolicited proposals in November 2010.

Promotional Efforts

Marketing efforts this year included targeted email promotions, the annual catalog, 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 and contemporary literacies
- present Web seminars (available through the NCTE Online Store in On Demand archived form after the live event)

Editorial Board

New members welcomed in November 2010 were Franki Sibberson (Elementary), Shelbie Witte (Middle), and Diane Waff (Secondary). They joined the six other members of the Board: Mariana Souto-Manning (Elementary); Barry Gilmore (Secondary); Sue Hum and Claude Mark Hurlbert (College), Jonathan Bush (Teacher Education), and Melanie Sperling (Research). Franki Sibberson was subsequently elected to the NCTE Executive Committee in spring 2011, so she resigned her position on the Editorial Board. We are grateful to Jann Pataray-Ching for taking her place.

The terms of members Barry Gilmore and Sue Hum will end in November 2011. 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, 2010–2011

A list of titles published between July 1, 2010, and June 30, 2011, follows.

NCTE Titles

- Bedford, April Whatley, and Lettie K. Albright, editors, *A Master Class in Children's Literature: Trends and Issues in an Evolving Field*
- Christel, Mary T., and Scott Sullivan, editors, *Lesson Plans for Developing Digital Literacies*
- Dean, Deborah, *What Works in Writing Instruction: Research and Practices*
- Dolgin, Joanna, Kim Kelly, and Sarvenaz Zelkha, *Authentic Assessments for the English Classroom*
- Fecho, Bob, *Writing in the Dialogical Classroom: Students and Teachers Responding to the Texts of Their Lives* (Principles in Practice book)
- Fleischer, Cathy, *Reading and Writing and Teens: A Parent's Guide to Adolescent Literacy*
- Groenke, Susan L., and Lisa Scherff, *Teaching YA Lit through Differentiated Instruction*
- Hornsby, David, and Lorraine Wilson, *Teaching Phonics in Context*
- Lattimer, Heather, *Reading for Learning: Using Discipline-Based Texts to Build Content Knowledge*
- Sullivan, Patrick, Howard Tinberg, and Sheridan Blau, editors, *What Is "College-Level" Writing? Volume 2: Assignments, Readings, and Student Writing Samples*
- Van Sluys, Katie, *Becoming Writers in the Elementary Classroom: Visions and Decisions* (Principles in Practice book)
- Villanueva, Victor, and Kristin L. Arola, editors, *Cross-Talk in Comp Theory: A Reader*, 3rd edition
- Young, Vershawn Ashanti, and Aja Y. Martinez, editors, *Code-Meshing as World English: Pedagogy, Policy, Performance*

Copublications

- Whitin, David J., and Phyllis E. Whitin, *Learning to Read the Numbers: Integrating Critical Literacy and Critical Numeracy in K–8 Classrooms* (Routledge and NCTE)

Studies in Writing and Rhetoric (SWR)—copublications between NCTE/CCCC and Southern Illinois University Press

- Banks, Adam J., *Digital Griots: African American Rhetoric in a Multimedia Age*
- Soliday, Mary, *Everyday Genres: Writing Assignments Across the Disciplines*

The Executive Committee of CCCC voted in spring 2011 to end the copublication agreement with SIUP. Accordingly, beginning in July 2012 this series will be published and produced solely by NCTE/CCCC. Victor Villanueva was chosen as the next editor for the series; his term will begin in July 2012. We are grateful to Joe Harris for his excellent work as editor over the past four years.

Distribution Title

- Cullinan, Bernice E., and Deborah Wooten, editors, *Another Jar of Tiny Stars: Poems by More NCTE Award-Winning Poets* (Boyd's Mills Press)

Kurt Austin, NCTE Senior Developer, Publications

College Composition and Communication (CCC)

[College Composition and Communication](#) 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.

My editorship began with the February 2010 issue; this year, like last year, we have continued to publish a mix of articles and review essays in addition to the routine annual offerings (e.g., the CCCC Chair's Address). Our acceptance rate continues to be under 10%.

We also have some special features: we

1. publish a poster page in each issue: it explains a concept critical to composition suitable for the public;
2. host an annual webinar linked to journal content;
3. provide a list of, and thanks to, the reviewers for CCC, whose numbers grew from 125 to 148, many of whom were first-time reviewers (a feature new to the journal); and
4. publish one special issue a year. The first issue (September 2010) focused on the *future of rhetoric and composition*; the second (September 2011) focused on *ethnic and indigenous rhetorics*; the third of five (September 2012) will focus on *research methodologies in rhetoric and composition*; and the fourth of five (September 2013) will focus on *the profession*.

In 2011, we also published a two-issue symposia commemorating NCTE's relationship to CCCC. In the February 2011 issue, Erika Lindemann's document-based history of the two organizations was published along with Keith Gilyard's lived account of the two organizations based in part on his Chairship of CCCC and his Vice Presidency of NCTE. In May, the Symposium included three articles and a book review (addressing J. N. Hook's account of NCTE, *A Long Way Together*, and Erika Lindemann's edited *Reading the Past, Writing the Future: A Century of American Literacy Education and the National Council of Teachers of English*).

We will feature two other special features in 2012. In the February issue, we are publishing four concurrent reviews of the much-touted *Academically Adrift*. In June, we will publish another symposium, this one addressing issues of peer review, with one article considering how the peer review at the center of scholarly publication in both print and electronic venues is changing and what that means for scholarship and the profession more broadly, and with the second article considering the mechanisms of peer review associated with tenure, promotion, distinguished professorships, and the like.

Kathleen Blake Yancey, 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.

In calendar year 2010, *College English* received nearly two hundred submissions, and it will likely receive roughly this figure by the end of 2011. Our March 2011 issue, guest-edited by Mike Palmquist and Sue Doe, was connected to the NCTE centennial; specifically, the subject was contingent faculty in college English departments. Our November 2011 issue will also celebrate the centennial, in three main ways: (1) a symposium by leading scholars on "How I Have Changed My Mind;" (2) an article on Joseph Denney's founding of the Ohio State University rhetoric program; (3) a gallery of excerpts from the College Edition of the *English Journal*, which was essentially *College English's* predecessor. The journal is increasingly publishing articles that reflect a multicultural and even global range. Among the topics are world Englishes; the role that world literature has historically played in English curricula; and the rhetoric of Japanese-Americans who were interned during World War II (the subject of two articles). Incoming editor Kelly Ritter will take over review of submissions on October 1, 2012, at which time the journal will also be shifting to a web-based service called Editorial Manager for the handling of submissions and referees' reports. The present editor, John Schilb, will remain officially responsible for issues until the one for July 2012, when he will conclude his six years of service.

John Schilb, Editor

English Education (EE)

English Education is published by the [Conference on English Education](#) (CEE), and serves as a forum for discussion of issues related to the nature of our discipline and the education and development of English teachers at all levels, primarily middle and high school. (Published October, January, April, and July.)

Summary of Journal Activity

For the 100th anniversary of NCTE, we invited past editors to revisit questions they had posed during their tenure and respond to them in jointly authored editorials in all four of 2011's issues. Editors who contributed included Allen Berger, Gordon Pradl, Michael Moore, Ben Nelms, Cathy Fleischer, Patti Stock, Ruth Vinz, and Dave Schaafsma. This set of editorials, we believe, provided an interesting look back at the history of our organization and of the field of English education, as well as some important ideas about what should come next.

From January of 2010 through August of 2011, *English Education* received 100 manuscript submissions and published, or is publishing eight research articles and five Extending the Conversation articles. Traditional research articles have come from both experienced scholars (Peter Smagorinsky, George Newell, etc.) and doctoral students (Denise Davila). The Extending articles have nearly all come from literacy educators who have written some interesting pieces that examine topics such as their teaching practices and social justice.

Plans

We have been queried by some about themed issues in the future, but at the present we have no plans to do those types of issues. We are going to be discussing the possibility of an annual reviewer award with members of the CEE Executive Committee when we meet in Chicago in November.

Leslie S. Rush and Lisa Scherff, Co-Editors

English Journal (EJ)

English Journal is a journal of ideas for English language arts teachers in junior and senior high schools and middle schools. *EJ* presents information on the teaching of writing and reading, literature, and language. Each issue examines the relationship of theory and research to classroom practice in the teaching of English. 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, senior editorial associate (Fairbanks, AK), two editorial associates at Stony Brook University: Lauren Esposito and Nicole Sears, and two *EJ* interns, David Vibert and Jenna Young at Stony Brook University. NCTE production editor Rona Smith provides expert guidance and 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 100 (Sept 2010-July 2011), the editorial office received 238 article manuscripts: of the authors of those manuscripts (some of which were co-authored) 157 were middle or high school teachers, 118 were college or university teachers, and 23 were “others” (retired teachers, language arts supervisors, administrators, librarians, consultants, etc.). The six issues of volume 100 consisted of 64 articles, 5 “*EJ* in Focus” features, 20 poems, 5 “Speaking My Mind” features, 1 “Teacher to Teacher” features, 4 “From the Secondary Section” pieces, 2 “*EJ* Extra” features, 1 “Student Voices” features, and 31 columns.

Columns and Columnists

We continued several columns begun in the last volume year:

- **Challenging Texts**, edited by P. L. Thomas (appears every other issue)
- **Innovative Writing Instruction**, edited by Valerie Kinloch (appears every other issue)
- **Mentoring Matters**, edited by Thomas M. McCann (appears every issue)
- **Off the Shelves**, edited by Mark Letcher (appears every issue)
- **Research for the Classroom**, edited by Julie Gorlewski (appears every issue)
- **Success with ELLs**, edited by Margo DelliCarpini (appears every issue)

We also added to columns, both of which have been excellent additions, both in terms of the important subject matter and in overall quality:

- **Professional Writing in the English Classroom**, edited by Jonathan Bush and Leah Zuidema (appears every other issue)
- **Teaching Young Adult Literature**, edited by Mike Roberts (appears every other issue)

Poetry

The poetry for each issue is blind reviewed by Poetry editor, Anne McCrary Sullivan. Poems are generally on theme and an impressive mix of teachers and well-known poets has published in the journal. In volume 100, 20 poems were published.

Blind-Reviewing Process

EJ is fully refereed by over 200 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 2009–10, we received submissions for topics in chronological order: 65 for “Motivating Students” (September); 34 for “Re-Seeing (Dis)Ability (Guest Edited by Patricia A. Dunn)?” (November); 18 for “Green English” (January); 40 for “Beyond Grammar: The Richness of English Language” (March); 17 for “Ethics in the English Classroom” (July). In addition, we received 64 manuscripts for General Interest; some general interest

submissions appeared in issues throughout the year, 12 appeared in the May 2011 issue, which was a collection of General Interest submissions, themed “Advances in Teaching English.”

Awards

The Paul and Kate Farmer *English Journal* Writing Award is given to the articles written by high school or middle school teachers deemed the best of those published in a volume year. This winner for Volume 100 appear below. They will receive plaques and monetary awards at the NCTE Annual Convention in November 2011.

- Nancy Guillot Pearson: “Classrooms That Discourage Plagiarism and Welcome Technology.” July 2011.
- Kyle Vaughn: “Reading the Literature of War: A Global Perspective on Ethics.” July 2011.

There was also an Honorable Mention for the Farmer Award:

- John Day: “Of Mice and Media.” September 2010.

Guest Editor

The Current editor has continued his policy of inviting one person per volume year to guest edit an issue of *English Journal*. The November 2010 issue was guest edited by Patricia A. Dunn of Stony Brook University on the theme: “Re-Seeing (Dis)Ability.” The issue paid historic attention to the needs of students with disabilities and impressed upon the readership the guest editor’s widely-published point that all students—not just students with disabilities—benefit from multi-modal, accessible instruction. The issue will no doubt go down as one of the most important of this editors’ term, and his thanks to the guest editor are ongoing.

We close with a thank you to Rona Smith and Kurt Austin of NCTE for their enduring patience with and support of us. We are fortunate to have such professional, responsive, and friendly colleagues at NCTE Headquarters.

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 2010 focused on the following topics: Race and Literacy (February 2010); Poetry (April 2010); Revisiting *the First Day of School* (August 2010); and Responsibility and English Leadership (October 2010). Upcoming themes for 2011-2012 are: Common Core English/Language Arts Standards (October 2011); Changing the Canon (February 2012); Reading for Fun (April 2012) and Career- and College-Readiness (August 2012).

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/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 editor, Dr. Susan Groenke at sgroenke@utk.edu.

Susan L. Groenke, Editor

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)

In 2005 when we began our tenure as editors, we were overwhelmed by the prospect of publishing 30 issues of *Language Arts*. However, anxious questions were soon replaced by the reality of hundreds of manuscripts that had to be sent to editorial review board members and guest reviewers. Then we had to decide what, among the wonderful submissions, would clearly speak to current concerns and innovations in theory and practice. Language arts education is at the center of a stark divide between the promise of new media and access to new literacy practices and the pressures to conform to restricted visions of language and learning. Given its prominence in the literacy field, *Language Arts* is in a position to mediate the divide by presenting new theoretical arguments for and vivid descriptions of students' capacity to interpret language for their purposes as social, creative people and as citizens who can contribute their voices and views to problems of exclusion and inequity.

Our theme of transformations, both a metaphor and a reality for teachers and researchers, guided our support of research, policy perspectives, profiles, and literature and book reviews across the five years. As a metaphor, transformation suggests an emerging, sometimes imperceptible change from one form to another. As a reality, our review of manuscripts has reflected several gradual shifts in how language arts curricula are viewed and enacted as teachers respond with classroom-based research to document and critique district assessments and programs that limit the scope of children's literacy experiences and linguistic resources. We have also seen teachers and teacher educators develop new partnerships within and beyond their school settings to enable deeper understanding of children's and adults' literacy in action.

By gradually opening doors and vision to multiple perspectives, teacher educators are documenting the promise and challenges of viewing language arts education as relational, political, culturally responsive, and increasingly international in scope. Researchers and policy analysts, working with teachers and children, have highlighted the problems of assigning one standard of literacy achievement or one idea of a "good student"—in content, delivery, and assessment—and propose, instead, that we pay attention to the many ways students and teachers bring diverse linguistic, literacy, and cultural resources to their reading, composing, and interpretations of multiple modes of expression.

We owe many thanks to those who helped us review, invite, and edit manuscripts. First, we are indebted to our authors for sharing such profound images and demonstrations of groundbreaking approaches to language arts within such a challenging educational environment. Second, we thank our reviewers for their keen insights that helped authors frame their stories so that the voices of children and adults were clearly heard as well as the current Professional Book Review department editors, Jesse Gainer, Mary Ester Huerta, and Jennifer Battle, who have provided readers with informative reviews of recent works that help us mediate the new literacies available to us. Third, we owe much gratitude to our editorial staff, including editorial assistants, Caitlin L. Ryan and Denise L. Davila, who have kept the editors on task and the authors on schedule. And we offer a huge thank you to Carol E. Schanche—our production editor—who puts it all together, executing the copyediting and layout into an eye-catching, readable journal for our subscribers. We are also grateful for the ongoing support of Kurt Austin, NCTE's publication director, and members of the Elementary Section Committee who expressed their enthusiasm for each new issue. The five of us have appreciated the opportunity to work together, each bringing to the journal our own strengths and interests; together, we have endeavored to represent a wide range of topics on language arts learning and teaching, as well as expertise in the experiences of children ranging from preschool through middle school age. We welcome the new *Language Arts* editors at Georgia State University and look forward to the impact of their perspectives on this work, as well.

**2010-2011 *Language Arts*
Manuscript Submission Data**

Issue Theme	Date	Submitted Manuscripts	Published Manuscripts	Percent Published
Inquiries and Insights	July 2010	36	4	11.1%
Language Arts in a 2.0 World	September 2010	10	3	30.0%
From the Beginning...	November 2010	18	4	22.2%
Rights of the Reader	January 2011	13	3	23.0%
Movement of Languages and Literacies in the 21 st Century	March 2011	10	3	30.0%
Stories of Achievement	May 2011	11	3	27.2%
In Closing...	All issues	20	7	35.0%
(including In Closing...) TOTALS		118	27	22.8%
(<i>not</i> including In Closing...) TOTALS		98	20	20.4%

Pat Enciso, Barbara Kiefer, Laurie Katz, Melissa Wilson, and Detra Price-Dennis, Co-Editors

Research in the Teaching of English (RTE)

Research in the Teaching of English (RTE) 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.

Accomplishments

To coincide with this year's Annual Convention of the National Council of Teachers of English one-hundredth anniversary and the theme, "Reading the Past, Writing the Future," we invited researchers in their early to early midcareers to survey studies published in the journals relevant to each grade level. Elizabeth Dutro and Kathleen Collins agreed to write the survey of early childhood/elementary-level research; Jory Brass and Les Burns agreed to co-author a survey of secondary English education research (we had invited David Kirkland to join them but he was unable to join them); and Kevin Roozen and Karen Lunsford agreed to co-author the survey of college-level research. The charge was to "to provide an impressionistic report of that research and its continuities and discontinuities over the past century in 25 pages." We then invited three senior researchers—Kathryn Au, George Hillocks, and Deborah Brandt—to write commentaries in response to each of the three reviews. There is a panel session at this year's Annual Convention with these authors scheduled for Saturday, November 19, from 2:45 to 4:00 pm in the Lake Ontario Room of the Chicago Hilton (Session J.49).

We continued our annual review process of rotating out members of the Editorial Board who have not contributed reviews over the previous year, and rotating in reviewers who have been faithful, timely, and thoughtful in getting reviews back to us. We have continued (somewhat sporadically) our Ning-based social networking site for the Editorial Board to continue communication about issues related to *RTE*.

Rick Beach and his team at the University of Minnesota did another excellent job of annotating a wide range of literacy research publications this year. We published the full bibliography as a pdf on the journal's NCTE web page and published a one-page announcement of the bibliography in the November issue of the journal. The categories for the bibliography have also been revised to reflect changing topics and emphases in literacy research. We have received positive feedback about the utility of the pdf version.

Special thanks also to our very stable, reliable, and expert team of editorial assistants, Jessica Bannon, who handles copy editing and production details, and Ritu Radhakrishna, who manages the intake and review process.

We have been successful in reducing our backlog of manuscripts by enforcing the 40-page manuscript limit more stringently so that we might publish four articles per issue and becoming more critical and decisive in our review letters to authors. We are essentially "caught up" and are now in the process of reinstating our Standpoints feature with Charles Bazerman contributing, "The Disciplined Interdisciplinarity of Writing Studies" to the August 2011 issue.

We have made progress on the issue of reviewers who made critical comments but then suggested revise/resubmit. Our discussion with Board Members has resulted in review comments that tend to be more aligned with the decision.

Plans for the Future

We have a call for a Special Issue on Writing Practices Outside the US. This call came out of discussions at the Writing Across the Border Conference in Fairfax, VA and other venues where colleagues suggested that much interesting theoretical and empirical work was being conducted in writing outside the US. We are seeking manuscripts that investigate the literate lives and writing practices of children, youth, and adults in diverse contexts and that have clear educational relevance. Such contexts might include, but are not exclusive to: schools, after-school and community educational programs, family and community settings, workplaces, online environments, national or cross-national social organizations, and, of course, multi-context settings that mix two or more of the these. We are not considering work that is primarily focused on reviewing the literature, presenting theoretical reflections, or describing (or advocating) particular pedagogical practices. We have asked for 3-4 page

abstracts of studies that have been conducted. We received 33 abstracts by our due date of September 19, 2011; our plan is to review all 33 abstracts, select 6-8 abstracts to ask for full manuscripts, and send those out for review. We plan to publish 4 of these manuscripts in this final issue of *RTE* under our editorship.

Manuscript Rates

As of this date, we have received 105 manuscripts for review in 2011, which puts us on course to receive approximately 140 manuscripts this year, not including the 33 for the Special Issue. Because of the journal's name and ease of electronic submission, we continue to receive a large number of manuscripts from international authors on the teaching of English as a foreign language within local contexts. Most of these are irrelevant to our mission. Our policy is not to send these manuscripts out for review (except in rare cases where there may be some relevance for an international or a first-language English audience) and to quickly notify authors of our decision. Our acceptance rate varies from 7-10% a year; it was about 8% for 2011.

Mark Dressman, Sarah McCarthey, 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.)

The 2010-2011 publication cycle of *School Talk* focused on the theme of *New Visions for Literacy Education* under the editorial collaboration of Andrea García and Sandra Wilde. Issues for volume 16 focused on inviting teachers and educators to consider a fresh start for their literacy pedagogy by refocusing on what it means to be a reader and writer in today's world. Themes included taking into consideration the diversity of learning needs and languages and dialects represented in our classrooms, as well as providing students with access to high quality literature that is inclusive and culturally relevant. We published articles written by classroom teachers, researchers, national experts and teachers working with special needs students.

Issue focus and authors for 2010–2011 included:

October 2010

Theme: New Visions for Literacy Education: We All Need a Fresh Start

Lead Author: Joanne Yatvin, Portland State University, Oregon

Teacher Authors: Jaimie Kanter, South Woods Middle School, New York; Tracy Ferrar, Polk Street School, Franklin Square, New York

January 2011

Theme: New Visions for Literacy Education: We All Have Abilities

Lead Author: David J. Connor, Hunter College, New York

Teacher Authors: Leah Bacharach, New York City Public Schools; Christine La Plume, Lighthouse International, New York

April 2011

Theme: New Visions for Literacy Education: We All Have a Language

Lead Author: Laurie Katz, The Ohio State University, Columbus

Teacher Author: Summer McLin, University of Maryland, College Park
Sally Brown, Georgia Southern University

July 2011

Theme: New Visions for Literacy Education: We All Read Books

Lead Author: Jane Bean-Folkes, Teachers College, Columbia University

Publisher Author: Hannah Ehrlich, Lee & Low Publishers, New York

Teacher Author: Donna R. Shrier, Hillsboro School District (retired) and Portland State University

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

Based on data provided by NCTE, as of August 2011, the print run for the July issue of ST was 1,300, but the circulation (number of subscribers) is listed at 771 for July.

Over the last year, from August of 2010 to August of 2011, there were 11,344 unique page views for all the pages that include the words "School Talk." That would be the main ST page, all the individual issues, the page from which you select an individual issue to read, and even the subscribe page. The main ST page had 3,607 unique views during that same time. The most popular issue over the last year was the January 2011 issue on We All Have Abilities (416 unique page views); the next most popular was the July 2010 issue (319 unique page views) on 21st century literacies and integrating them in our schools. *Data provided by Rona Smith, August 9, 2011.*

After a year of exploring options to make *School Talk* a web-based publication, NCTE's Executive Committee officially made the decision to end publication of *School Talk* after the July 2011 issue in order to focus efforts on developing a new free e-journal for all NCTE members with support from funding from the Ball Family Foundation. While we are sad that this unique resource for teachers will no longer be available in print, archived issues will continue to be available to members online. We look forward to supporting the new NCTE e-journal initiative in the future.

Andrea García and Sandra Wilde, 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.)

With the October 2010 issue Carol Gilles and I began our term as coeditors of *Talking Points*. We are dedicated to publishing peer-reviewed articles written by classroom teachers, parents, administrators, researchers, students and other involved in the holistic education of all learners.

The October 2010 issue was themed *Transitions* as we published pieces that had been submitted and accepted by the previous editors but had not yet been published. As new editors we were in a transition and we found that each of the articles also focused on issues of transition. This became our first theme. The May 2011 issue, *Power of Observation*, surprised us as to the number of quality submissions. We had over 23 submissions and worked closely with Rona to be able to include 4 articles in this issue. (See chart below.)

Our editorial team consisted of WLU members. Each article received a double-blind review from a mixture of practitioners and scholars. We have recruited reviewers and potential authors at NCTE conferences. We initiated a mentoring program and currently have Diane Stephens working with a young teacher toward publication. Kathryn Mitchell Pierce's TAWL group served as our columnists for the book review section. We have also collaborated with a high school art teacher, Tiffany Haulton, in Indiana who provided us student work to use as cover art for all three of our issues.

According to the staff at NCTE, the circulation for the journal has fallen slightly, as with most of the publications during this economic time. 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 is at 19%.

Issue Theme	Date	Submitted Manuscripts	Published Manuscripts	Percent Published
Transitions	October 2010	14	3	21%
Power of Observations	May 2011	23	4	17%

In each issue, we include updates on the WLU annual conferences and news from the WLU president. In future issues we plan to also include information about TAWL groups from David Schultz.

Our upcoming theme in 2011 is *Looking Beyond Labels: Engagement, Purpose, and Productivity* (October) and the upcoming calls for 2012 are *Supporting Teachers, Students, and Families* (October 1, 2011) and *Re-seeing Response: Refining New Literacies* (March 1, 2012)

Carol Gilles and Jennifer L. Wilson, Co-Editors

Teaching English in the Two-Year College (TETYC)

Teaching English in the Two-Year College, the journal of the [Two-Year College English Association \(TYCA\)](#), 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 10, December 10, March 11, May 11), one issue is in press (September 11), and one issue is being copy edited (December 11). I have received 103 submissions since my September 2010 report. The flow of excellent book reviews continued in the capable hands of Jeffrey Klausman, Whatcom Community College, the journal's new review editor.

I convened a norming session at CCCC11 and 20+ reviewers and I had a lively discussion, analyzing the mix of articles in the March 2011 issue. I am planning a similar norming session for CCCC12.

Reviewing continues to be efficient as all of it has been conducted electronically. Consulting readers have proven to be thorough and quite reliable in meeting deadlines; through an editorial call for new reviewers, I have added approximately a dozen new reviewers to my list of readers. At this point, 100% of manuscripts are submitted electronically as well. The acceptance rate is roughly 25%.

September 2010 issue (38.1)

Articles: 5
Instructional Notes: 1
Poems: 4
What Works for Me: 4
Reviews: 5
Editorial: 1
New Voices (first-time authors): 7

May 2011 issue (38.4)

Articles: 5
Instructional Notes: 2
Poem: 1
What Works for Me: 4
Reviews: 5
Editorial: 1
New voices (First-time authors): 5

December 2010 issue (38.2)

Articles: 5
Responses: 2
What Didn't Work for Me: 5
Poems: 3
What Works for Me: 2
Reviews: 4
Editorial: 1
New Voices (first-time authors): 6

September 2011 issue (39.1) forthcoming

Articles: 2
TYCA Report: 1
Instructional Notes: 1
Poems: 1
What Works for Me: 3
Reviews: 4
Editorial: 1
New voices (First-time authors): 6

March 2011 issue (38.3)

Articles: 5
Instructional Notes: 3
Poems: 1
What Works for Me: 3
Reviews: 2
Editorial: 1
New voices (First-time authors): 12

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)

We have completed our tenure as editors for *Voices from the Middle*. For the 2010-2011 academic year, we published Volume 18 Issues 1-4 of *Voices from the Middle*. For the covers we continued to use original artwork submitted by students, teachers, and other people who were interested in literacy education. The final cover included a photo that captured our journey. We continued to receive positive feedback about the themes and articles in the journal. Furthermore, we have received acknowledgement that the direction the journal has taken in the past five years has led to the dissemination of information to not only practitioners but also to researchers in the field of middle level literacy education.

Roxanne Henkin represented *Voices* on the Middle Level Section Steering Committee. In our last year, we included articles and book reviews that addressed all facets of language arts learning, teaching, and research focusing on young adolescents. In addition, as editors, we continued to engage 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).

During the transition between editorships, we understand that, as part of our legacy to *Voices*, the editorial processes we developed are being utilized. These processes include the schedule for submissions, the editorial board, publication checklist containing specific information for each call, submission, status, levels of editing, and cover art. Our editorial board is also continuing under the new editors. We want to acknowledge the efforts of our editorial assistant, Rummana Kilgore, currently a fourth grade teacher, who was an invaluable asset to *Voices* as well as acknowledge the efforts of UTSA editorial assistant Gakyung Jeong. We also want to acknowledge the editorial excellence provided by our associate editor, Honor Moorman. In addition, we want to thank Carol Schanche, our NCTE editor, for her experience, guidance, and editing talents that she graciously shared with us over the past five years. Carol, you have our love and admiration.

As NCTE celebrates its 100th anniversary, we are proud to have taken part in that journey. We wish the new co-editors of *Voices from the Middle* continued success with the journal.

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