

NCTE Books Program

Though direct expenses were about \$201,000 under budget, fewer book releases and subsequent slower sales caused the program to end the fiscal year with a deficit of \$228,137—still about \$1,200 better than the budgeted deficit of \$229,339.

Most of this fiscal year's titles were in several established series (e.g., *Principles in Practice*, *CCCC Studies in Writing & Rhetoric*).

Promotional Efforts

Marketing efforts this year included targeted email promotions, the annual catalog, themed fliers, highlighting of titles in the weekly INBOX newsletter, social media outreach (Twitter, Facebook), 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
- provide professional learning opportunities through Web seminars (available through the NCTE Online Store in On Demand archived form after the live event)

Editorial Board

New members welcomed to the Board this year were Heidi Mills (Elementary), Scott Warnock (College), Korina Jocson (Research), and Kristen Turner (Teacher Education). They joined the five other members of the Board: Jann Pataray-Ching (Elementary); Shelbie Witte (Middle); Mary Ellen Dakin and Diane Waff (Secondary); and John Pruitt (College).

The terms of members Jann Pataray-Ching, Shelbie Witte, and Diane Waff will end after the 2013 Annual Convention. As always, 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 (published July 2012–June 2013)

- Dakin, Mary Ellen, *Reading Shakespeare Film First*
- Lysaker, Judith T., editor, *Teacher Inquiry in Literacy Workshops: Forging Relationships through Reggio-Inspired Practice*
- Palmisano, Michael J. *Taking Inquiry to Scale: An Alternative to Traditional Approaches to Education Reform* (a copublication of NCTE and the National Center for Literacy Education)

Principles in Practice imprint [Editor: Cathy Fleischer]

- Filkins, Scott, *Beyond Standardized Truth: Improving Teaching and Learning through Inquiry-Based Reading Assessment*
- Gallagher, Chris W., and Eric D. Turley, *Our Better Judgment: Teacher Leadership for Writing Assessment*
- Stephens, Diane, editor, *Reading Assessment: Artful Teachers, Successful Students*

CCCC Studies in Writing & Rhetoric (SWR) series [Series editor: Victor Villanueva]

- Jordan, Jay, *Redesigning Composition for Multilingual Realities*
- Vieregge, Quentin D., Kyle D. Stedman, Taylor Joy Mitchell, and Joseph M. Moxley, *Agency in the Age of Peer Production*

NCTE-Routledge Research Series [Series editors: Valerie Kinloch and Susi Long]

- Rickford, John R., Julie Sweetland, Angela E. Rickford, and Thomas Grano, *African American, Creole, and Other Vernacular Englishes in Education: A Bibliographic Resource* (NCTE-Routledge Research Series)

Kurt Austin, NCTE Senior Developer, Publications

College Composition and Communication (CCC)

College Composition and Communication (<http://www.ncte.org/cccc/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.

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 periodic webinars linked to journal content;
3. provide a list of, and thanks to, the reviewers for CCC, whose numbers grew from 125 to over 150, many of whom are 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) took as a focus *research methodologies in rhetoric and composition*; the fourth of five (September 2013), just released, focuses on *the profession* and includes vignettes of lived experience as well as research articles.

Over a year ago, we issued a CFP for the last special issue of my editorship focused on *locations of writing*: in response, we received over 200 proposals, including 43 complete vignettes, all of which were reviewed. In addition to accepting several vignettes, we encouraged manuscripts from over 20 authors. Full manuscripts arrived on September 3, and as of today, September 7, all are out to readers from the CCC Editorial Board and the field. Our plan is to offer *locations of writing* as a double special issue concluding my editorship.

In 2013, we also published two special features. In the February issue, we published three concurrent reviews of two volumes addressing higher education, Andrew Delbanco's *College: What it Was, Is, and Should Be* and Richard Keeling's and Richard Hersh's *We're Losing Our Minds: Rethinking American Higher Education*. In June, we also published our third symposium, this one featuring the accounts of two colleagues who had completed courses in MOOCs; in addition to sharing with us their experiences, they reflected on the significance of MOOCs generally and of their salience for the teaching of writing specifically.

In 2014, we will again publish a round-robin review, in this case of four volumes—two in higher education generally, and two in composition specifically—addressing issues of class: *Inside the College Gates: How Class and Culture Matter in Higher Education* by Jenny M. Stuber; *Paying for the Party: How College Maintains Inequality* by Elizabeth A. Armstrong and Laura T. Hamilton; *Going North Thinking West: The Intersections of Social Class, Critical Thinking, and Politicized Writing Instruction* by Irvin Peckham; and *Back to School: Why Everyone Deserves a Second Chance at Education* by Mike Rose. Given the rising national economic and social inequities and the historic role of education in mitigating such inequities, this seemed an auspicious time to think about them, and the reviewers have done a splendid job of doing so.

In addition, in the June issue we will publish our fourth symposium, this one focused on internationalization and its role in composition studies, with one article authored by a colleague who has assiduously supported the globalization of the teaching of writing and a second written by co-authors who have worked with international students in multiple situations.

We continue to be grateful for the assistance provided by NCTE and the support of Florida State University, and we are delighted to report that, as of last year, our circulation has increased for the first time in many years.

Kathleen Blake Yancey, Editor

College English (CE)

College English (<http://www.ncte.org/journals/ce>) 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.

Since July 2012, there have been two major changes to *College English*. First, I have assumed the editorship of the journal from John Schilb, who very gracefully and supportively helped me to move into this position and teach me all that I needed to know. I am grateful for his guidance both then and now. Second, since transitioning in as editor-to-be in October 2011, I have changed institutions myself, and so the journal now has yet another new institutional home, the University of Illinois at Urbana-Champaign, effective August 2013. I anticipate that being in the same city as NCTE headquarters will not only facilitate even more streamlined communications between myself and the publications staff, but will also allow me to give my new assistant editors (who are graduate students, appointed annually) more in-depth professional training on journal policies, procedures, and general editorial practices.

College English continues to be a highly selective journal to which a variety of exciting scholars are drawn and which subsequently is able to publish some of the best work in English studies today—particularly work that directly impacts the postsecondary classroom setting and/or the professional preparation and ongoing development of college faculty in English, Writing, and related areas. Since July 1st, 2012, my assistant editors and I have received 159 manuscripts for consideration through the Editorial Manager system, which continues to generate very positive feedback from reviewers and authors in now its second year of use. We continue our internal policy of responding with a decision to manuscripts within eight weeks' time. We continue also to ask authors who receive a Revise and Resubmit decision to resubmit their manuscript within a prescribed time period (usually eight to twelve weeks, depending upon the depth and number of revisions required).

These requests have been met almost without exception; additionally, only one author whom I invited to revise and resubmit has declined that offer since I began reading manuscripts in October 2011. Statistics from the EM system show that the average time between our receipt of a manuscript and an assignment of it to reviewers (if the piece is not rejected outright) has been 2.4 days. Reviewers are given four weeks to review, and of the 113 reviewers who agreed to read manuscripts for us this past year (an additional 26 declined), the average time from assignment to submission of review was 26.3 days. So, I would hypothesize that the EM system is not only more efficient for my own purposes, but provides a greater degree of accountability for and communication between reviewers of manuscripts.

Of the 159 manuscripts received through EM between July 1, 2012 and June 30, 2013, 98 were rejected without being sent out for review. Of these rejections, 54 were withdrawn by the editor without a narrative decision letter sent to the author beyond a standard rejection email generated by the EM system, and customized by me (because these works were inappropriate for the journal in either scope, content, or general presentation—e.g., research reports, which we continue to receive from overseas scholars unfamiliar with the journal). Of the remaining 105 manuscripts, a further 44 were rejected by the editor prior to being sent out for review, but with an accompanying narrative/rationale for the decision sent to the author.

The **submission statistics for this fiscal year 2012-2013** are:

- **38%** of all manuscripts (61 of 159) received were sent out for review
- **28%** of these manuscripts (17 of 61) received a decision of revise and resubmit
- **8%** of these manuscripts (14 of 17) were accepted for publication. Two additional manuscripts were given an "Accept" decision without going through revise and resubmit.

Of these manuscripts that we have accepted for publication, we have been able to arrange an exciting line-up of issues for our current volume (76) that we hope will again speak to a variety of constituencies within the CE

readership. At this point, we have tentatively filled all of our issues through March 2014, including a special guest-edited issue (on digital historiographies) for November 2013 (statistics for these articles is not included in my report, because the guest editors arranged for these pieces on their own, outside the EM system).

Here is a rough outline of the contents of Volume 76:

September 2013: This issue includes a special reflective essay on women, literature, and the academy by Susan Gubar, with a response by her long-time collaborator, Sandra Gilbert. It also features an article on authorship issues by Krista Kennedy, an article on Yiddish poetry by Cristina Stanciu, and a review essay of two recent books on composition research methodologies by Amy Dayton and Jennie Vaughn.

November 2013: This will be a special issue on Digital Historiographies, co-edited by Jessica Enoch (University of Maryland) and David Gold (University of Michigan).

January 2014: January will include articles by Jamie White-Farnham on “Rhetorical Heirlooms,” Rebecca Lorimer Leonard on Rhetorical Attunement, Jeremiah Dyehouse on new archival findings regarding Fred Newton Scott and John Dewey and their work at the University of Michigan, and a brief reflective piece on the journal itself by former CE editor Richard Ohmann.

March 2014: March will include articles by Amber Engelson on religion and multilingual graduate student writers outside the U.S., and is our *Emerging Voices* feature, Matthew Heard on teacher training and the idea of an “Inventive Curriculum,” Catherine Olive Fox on Queer Theory and labor identification patterns in academia, and Sheryl Fontaine and Stephen Mexal on assessing the English major.

May 2014: This issue is not completely full/finished, but at this moment I have contracted an article by Alicia Brazeau on early 20th century farmer literacies, which will be our *Emerging Voices* feature, and an article by Linda Adler-Kassner on reframing general education. I hope to contract an additional article on theories of collaboration—that one is in the final stages of review—and will also be featuring a review essay by Deborah Holdstein on three books related to rhetoric and writing.

July 2014: July is the most uncertain in terms of content, though I plan (if all goes well with revisions) to feature one co-authored article on affect and labor and NTT faculty, and another small symposium (three authors) on specific NTT practices and theories of labor in one large state institution. I have also contracted a review by Dana Ferris of three books on second-language writing, and I am seeking one more article to round out this lineup.

I welcome any comments, feedback, or questions from the committee regarding the work completed this year, or any of our editorial initiatives thus far. I can be reached at either of the email addresses below.

Kelly Ritter, Editor

English Education (EE)

English Education (<http://www.ncte.org/journals/ee>) 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

See below for manuscript submission and review statistics regarding the 2012 year.

Plans

We have been queried by some authors about themed issues in the future, but at the present we have no plans to do those types of issues.

Journal Accountability Report
Summary of activity for the journal office between
January 1, 2012 – December 31, 2012
This report was run September 2, 2013

Submission Statistics

New Manuscripts Received (by First Receipt Date) Bona Fide manuscripts submitted by Authors during the specified time period. This number may include submissions that have been removed by the journal office and manuscripts that have been submitted, but have not yet been assigned to an Editor.	87
New Manuscripts Received (by current Initial Date Submitted) Manuscripts submitted by Authors during the specified time period. This number may change if a submission is returned to the Author and resubmitted by the Author at a later date. In this case, the resubmission date is stored as the Initial Date Submitted, overwriting the original Initial Date Submitted. This number may include submissions that have been removed by the journal office and manuscripts that have been submitted, but have not yet been assigned to an Editor.	87
Submissions Removed by the Journal Office Editorial staff may remove submissions from the system before an Editor is assigned. Manuscripts included in this category are also included in New Manuscripts Received above.	0
Submissions Transferred Manuscripts that were transferred to another publication before an Editor was invited or assigned. Manuscripts included in this category are also included in New Manuscripts Received above.	0
Manuscripts Submitted but not yet Assigned to an Editor Once a manuscript is submitted, the Editor can edit the submission and send it back to the Author for approval. This category includes any submissions being worked on, before any Editors have been assigned. Manuscripts included in this category are also included in New Manuscripts Received above.	2
Manuscripts Returned to the Author and Removed by the Author Once a manuscript is submitted, the Editor can edit the submission and send it back to the Author. The Author can edit the submission, or approve the submission, or remove the submission. This category includes any submissions that the Author has removed (deleted), which means they cannot be resubmitted. Manuscripts included in this category are also included in New Manuscripts Received above.	0

Revisions Requested Journal rendered a Revise decision during the specified time period.	37
Revised Manuscripts Received Author submitted a revision during the specified time period. This figure is independent of the date the original manuscript was submitted, or when the revision was requested.	36

Total Revisions Received

This section includes revisions that were received by the journal office during the specified time period. This is not a subset of Revisions Requested in the Submission Statistics. The revision may have been requested at any time, but the counts below reflect revised submissions by the Author during the time period.

	Rev1	Rev2	Rev3
Revisions Submitted by Author	23	9	4
Revisions Declined by Author	1	0	0
Average Turnaround Time for Author (days)	1262	402	105

Journal Turnaround Time

This section includes submissions received by the journal office during the specified time period. The statistics are an indication of how long key activities are taking in the process.

Submission to Editor Assignment Average number of days between the date the manuscript was received and the first Editor was assigned.	14
Submission to Reviewer Invitation Average number of days between the date the manuscript was received and the first Reviewer was invited.	103
Submission to First Decision Average number of days between the date the manuscript was received and the first decision.	44.7

Reviewer Invitation Statistics

This section provides the breakdown of Total Reviewers Invited to Review during the time period, and the status of each invitation as of the report date.

Total Reviewers Invited Total number of Reviewers invited during the specified time period. Includes Reviewers who may have been subsequently terminated or un-invited.	241
Agreed to Review Number of Reviewers invited during the time period who agreed to review and are still working on their reviews.	0
Reviewers who Completed Reviews Number of Reviewers invited during the time period who agreed to review and have completed their review.	153
Declined to Review Number of Reviewers invited during the time period who declined to review.	28

Have not Responded to Review Invitation Number of Reviewers invited during the time period who have neither agreed nor declined to review.	0
Uninvited Reviewers Number of Reviewers invited during the time period who were subsequently un-invited by the Editor.	56
Terminated Reviewers Number of Reviewers invited during the time period whose roles were subsequently terminated by an Editor who chose to make a decision without waiting for the review to be completed.	4

Reviewer Performance Averages

This section includes some key statistics about the peer review process. Unless otherwise specified, all calculations are based on reviews completed during the time period.

Days to Respond to Invitation Average number of days between date Reviewer was invited and date Reviewer agreed or declined to review. Note the Reviewer may have been invited at any time; this calculation includes reviews that were agreed to or declined during the specified time period.	14
Days to Complete Review (from Date Invited) Average days between date Reviewer was invited to review and the date the review was completed.	313
Days to Complete Review (from Date Agreed to Review) Average days between date Reviewer agreed to the review invitation and the date the review was completed.	30
Number of Reviews per Reviewer Average number of reviews completed by each Reviewer during the time period.	12
Number of Late Reviews Total number of reviews completed after the due date.	54
Average Days Late For all the Late Reviews specified above, the average number of days those reviews were submitted after the due date.	98
Number of Early Reviews Total number of reviews completed on or before the due date.	99
Average Days Early For all the Early Reviews specified above, the average number of days those reviews were submitted on or before the due date.	139

Reviewer Recommendation Summary

This section shows the total number of Recommendation Terms submitted during the specified time period. The column of percentages is simply an indicator of the frequency with which each Term is used.

Reviewer Recommendations Term	Reviews Completed	Frequency of Recommendation
Accept	17	11.1%
Accept Conditionally	34	22.2%
Reject	21	13.7%
Reject with Encouragement to Revise	34	22.2%

Revise and Resubmit	47	30.7%
Total Reviews Completed	153	100%

Decision Summary

A separate table is displayed for each Revision Number. Total Decisions is the number of decisions made by the Editor with final decision-making authority for each submission during the specified time period. The Average Time to Decision is the number of days between the date the manuscript was received by the journal office, and the date the final decision was made. For a Revision, the Average Time to Decision is the average number of days between the date the Revision was submitted to the journal office and the date the final decision was made.

Accepted on Submission	Total Submissions
During Submission by Editor	0
After Submission to Publication	0

Original Submission

Editor Decision Term	Total Decisions	Frequency of Decision	Average Time to Decision
Accept Conditionally	6	10%	58.5
Reject	36	60%	53.1
Reject with Encouragement to Revise	3	5%	82.3
Revise and Resubmit	15	25%	69.3
Total Editor Decisions	60	100%	59.2

Revision 1

Editor Decision Term	Total Decisions	Frequency of Decision	Average Time to Decision
Accept	5	29.4%	16.8
Accept Conditionally Reject	7	41.2%	61.9
Reject	4	17.6%	76.7
Revise and Resubmit	3	11.8%	58
Total Editor Decisions	17	100%	50.8

Revision 2

Editor Decision Term	Total Decisions	Frequency of Decision	Average Time to Decision
Accept	7	63.6%	23.6
Accept Conditionally	4	36.4%	14
Total Editor Decisions	11	100%	20.1

Revision 3

Editor Decision Term	Total Decisions	Frequency of Decision	Average Time to Decision
Accept	4	100%	13
Total Editor Decisions	4	100%	13

Summary of Correspondence History

Summarizes all letters sent during the specified period.

Letter Purpose	Letters Sent
Author Notice – MS Outside of Publication Scope	24
Author Notice of Manuscript Number	85
Author Requests Deadline Extension on Submission	1
Author Submits New Manuscript Confirmation	87

Author Submits Revision Confirmation	36
Editor Assignment	122
Editor Decision – Accept	16
Editor Decision – Accept Conditionally	17
Editor Decision – Reject	41
Editor Decision – Reject, Encourage to Revise	3
Editor Decision – Revise and Resubmit	17
Editor Notice Reviewer Agrees to Review	228
Editor Notice Reviewer Declines to Review	40
Incomplete Submission Deleted – Notification	9
Incomplete Submission Deleted – Warning	13
Journal Office Notice All Reviews Complete	79
Journal Office Notice Author Declines to Revise	2
Journal Office Notice Completed Review	212
Journal Office Notice Editor Decision Notification	92
Journal Office Notice New Submission	174
Journal Office Notice Revised Submission	72
PDF Built and Requires Approval	160
PDF Built by Editor	4
Publisher Notification of Accepted Manuscript	17
Reviewer – First Late Reminder	51
Reviewer – Second Late Reminder	9
Reviewer Instructions and Due Date	160
Reviewer Invitation	165
Reviewer Invitation Declined	28
Reviewer Invitation on Revision	36
Reviewer Invitation – Extending the Conversation	53
Reviewer Notification of Editor Decision	289
Reviewer Reminder – Before Agree or Decline	20
Reviewer Reminder – Before Due Date	8
Reviewer Requests Deadline Extension on Review	16
Reviewer Thank You	153
Reviewer Uninvited Notice	67
Terminate Assignment	3

Leslie S. Rush and Lisa Scherff, Co-Editors

English Journal (EJ)

English Journal (<http://www.ncte.org/journals/ej>) 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), and two editorial associates at Stony Brook University: Lauren Esposito and Nicole Galante. 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” columns, and provide the editor with advice and comments.

Writers and Published Manuscripts

Secondary school teachers (current and retired) and university faculty participate in shaping the content of the journal. For Volume 102, the editorial office received 160 article manuscripts: of the authors of those manuscripts (some of which were co-authored) 74 were middle or high school teachers, 92 were college or university teachers, and 14 were “others” (retired teachers, language arts supervisors, administrators, librarians, consultants, etc.). The six issues of volume 102 included 64 articles, 4 “*EJ* in Focus” features, 13 poems, 5 “Speaking My Mind” features, 1 “Teacher to Teacher” feature, 6 “From the Secondary Section” pieces, 2 “*EJ* Extra” features, 26 columns, and 1 “In Memoriam” (to Ken Donelson).

Columns and Columnists

There were no changes to the column line up or staff this year.

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 102, 13 poems were published.

Blind-Reviewing Process

EJ is refereed by peer reviewers from all parts of the United States and Canada, and reviewers include middle, high school, and college teachers, and several ELA consultants and librarians. Reviewers’ names are published each year in the July issue. 226 reviewers reviewed manuscripts for volume 102; 41% of those reviewers were secondary or middle school teachers, and 57% were college or university teachers.

Issue Contents

Of the issues published in 2012–13, we received submissions for topics in chronological order: 33 for “Characters and Character” (September); 30 for “Mentoring and Teacher Development” (January); 22 for “Teaching English in the Age of Incarceration” (March); 22 for “The Audacity and Capacity of English” (July). In addition, we received 60+ manuscripts for General Interest. Some general interest submissions appeared in issues throughout the year; however, 15 appeared in the November 2012 issue and 9 appeared in May 2013. The November and May issues were collections of General Interest submissions, themed “Energizing English” and “Steady Hands on the Rudder,” respectively.

English Journal Writing Awards

The Paul and Kate Farmer Award committee was chaired by Alan Brown, and the following NCTE members served on the committee: Lawrence Butti, Stephen Heller, Amy Magnifichi-Lucas, Janis Mottern-High, and Kimberly Parker. There was no Edwin M. Hopkins Award committee convened this year (the award is given every other year).

Paul and Kate Farmer Writing Award Winners

- Michael Thier for “Cultural Awareness Logs: A Method for Increasing International-Mindedness among High School and Middle School Students” (102.6, July 2013)
- Chris Gilbert for “Changing the Lens: The Necessity of Visual Literacy in the ELA Classroom” (102.4, March 2013)

Farmer Honorable Mentions

- Steffany Comfort Maher for “Using *To Kill a Mockingbird* as a Conduit for Teaching about the School-to-Prison Pipeline” (102.4, March 2013—guest edited by Marc Lamont Hill)
- Jim Burke for “Generating Minds” (102.6, July 2013)

Guest Editors

The editor has continued his policy of inviting guest editors for *English Journal*. Volume 102 included two guest editors. The January 2013 issue, “Mentoring and Teacher Development,” was guest edited by Thomas M. McCann. The March 2013 issue, “Teaching English in the Age of Incarceration,” was guest edited by Marc Lamont Hill. Both issues were excellent, and each was on a topic so important that a guest editor’s ability to pay especially close attention to the topic for that issue was very appropriate. In the January 2012 *EJ*, editor Ken Lindblom describes why he finds working with guest editors to be such a value part of his work as editor.

End of Our Editorial Term

We close with deep gratitude to Rona Smith and Kurt Austin of NCTE for their patience and support throughout our five-year editorial term. This report concludes my service as editor of *English Journal*, a publication that has been a honor to lead and the highlight of my career. I issue many thank yous in my “From the Editor” and I reflect upon my service as editor in an “EJ in Focus” entitled “The Audacity of *English Journal* Authors, 2008-2013,” both of which appear in the July 2013 issue.

I leave *English Journal* in the capable hands of the new editors, Julie and David Gorlewski, and I know with the ongoing support of Production Editor, Rona Smith, and Senior Editorial Associate, Theresa Kay, *English Journal* will continue to serve the profession well.

Ken Lindblom, Editor

English Leadership Quarterly (ELQ)

English Leadership Quarterly (<http://www.ncte.org/journals/elq>) is a publication of the Conference on English Leadership (CEL), 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)

No report submitted.

Susan Groenke, Editor

Language Arts (LA)

Language Arts (<http://www.ncte.org/journals/la>) 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)

Issue Theme	Date	Manuscripts submitted	Manuscripts published	Percent published
Literacy Learning and Discourse	September 2013	26	3	12%
Innovations	November, 2013	28	2	7%
Insights and Inquiries	January, 2014	38	3	8%
Common Core or Rotten Core	March, 2014	17	3	18%
Brokering (guest editors)	May, 2014	22	3-4 (in progress)	18%?
Insights and Inquiries	July, 2014	27	2? (in progress)	7%
Totals		158	16	10%

New additions to Language Arts:

- Conversation Currents/Podcasts posted on website and on iTunes
- Active Facebook page (1200+ “Likes”)
- Introduction of “commentary”—short pieces that fit the theme of the issue
- Consideration of multimedia ethics
- Forthcoming digital issue

Upcoming Issues of *Language Arts*

Volume 91:

Issue 1 – Literacy Learning and Discourse - **September 2012**

Issue 2 – Innovations- **November 2012**

Issue 3 – Inquiries and Insights - **January 2013**

Issue 4 – Common Core or Rotten Core? - **March 2013**

Issue 5 – Guest Eds(Marjorie Orellana, Ramón Martinez, & Danny C. Martinez) Language and Literacy Brokering – **May 2013**

Issue 6 –Inquiries and Insights - **July 2013**

Volume 92:

Issue 1- Kids as Researchers- **September 2014**

Issue 2- The Arts in Language Arts- **November 2014**

Issue 3- Open- **January 2015**

Issue 4- Information is Power: Children's Literature **March 2015**

Issue 5- GUEST- Creativity-(Hansen)- May 2015

Issue 6- Open- **July 2015**

Volume 93:

Issue 1- Embodiment- **September 2015**

Issue 2- GUEST- Teacher Performance Assessment (Conley)- November 2015

Issue 3- Open- **January 2016**

Issue 4- Common Core, Rotten Core, part II- March 2015

Issue 5- GUEST- Biliteracy- (Gort)- May 2016

Issue 6- Open- July 2016

Calls for Manuscripts in Upcoming Issues

July 2015 (92.6), January 2016 (93.3), July 2016 (93.6)

Inquiries and Insights

In these unthemed issues, we feature your current questions and transformations as educators, community members, students, and researchers. Many directions are possible in this issue. What tensions do you see in literacy education today? What do readers of Language Arts need to notice and think about? What inquiry work have you done that can stretch the field of literacy and language arts? Describe your process of learning about literature, literacy, culture, social justice, and language. What new literacy practices do you see in communities, after-school programs, and classrooms? What supports these practices? What is getting in the way of change? What connections are adults and children making as they engage in the art of language? Join us in creating a collection of inquiries and insights.

(Submission deadlines: For July, 2015, deadline is March 2014; for January 2016, deadline is September 2014, and for July, 2016, deadline is March 2015)

March 2015: Information Is Power?

As Kofi Annan has said, "Knowledge is power. Information is liberating." This sentiment has gained particular strength in the midst of the current technological revolution—just witness, for example, that we're said to be living in the Information Age. Indeed, the Common Core State Standards increase emphasis on informational texts, with literary and informational texts generally balanced across content areas by the 4th grade. In this issue, we invite authors to consider the role of informational texts in the present-day educational context. Has a shift in standards changed how you think of or use children's literature? Is this shift to more informational texts creating opportunities for integrated instruction? Are you finding a relationship between informational texts and children's inquiry? In what ways does the appearance of neutrality in informational texts influence the ways teachers and children interact with the text and the questions they ask?

Submission deadline: November 15, 2013

May 2015: Creativity: Writing as Creative Construction

Creative classrooms carry the potential to excite children to explore innovative ideas and to think in new ways about themselves, their content, their classmates, and/or their lives. Such learning spaces recognize that while creative acts aren't always planned, environments that promote new thinking can and should be fashioned with the goal of igniting children in creative construction. For this special themed issue, we invite articles that offer a fresh take on creativity and writing in the language arts classroom. These questions may be helpful: What do students do when their classroom environment invites them to challenge themselves as creative meaning makers across content areas? What conditions (time, structures, attitudes, etc.) support students as creative thinkers and authors? What dispositions (persistence, associative thinking, goal setting, etc.) are important for students to bring to their creative work? What do students do when they work in a writers' workshop that expects them to compose out of the box?

Submission deadline: January 15, 2014

Peggy Albers, Caitlin McMunn Dooley, Amy Seely Flint, Teri Holbrook, Laura May, Editors
Michelle Golden and Kamania Wynter-Hoyte: Editorial Assistants

Research in the Teaching of English (RTE)

Research in the Teaching of English (<http://www.ncte.org/journals/rte>) is the flagship research journal of the National Council of Teachers of English (NCTE) in the United States. It is a broad-based, multidisciplinary journal composed of original research articles and short scholarly essays on a wide range of topics significant to those concerned with the teaching and learning of languages and literacies around the world, both in and beyond schools and universities. Published August, November, February, and May.

Narrative

We are pleased to report that the transition to the new editors of the journal, Mary Juzwik and Ellen Cushman of Michigan State University, went very smoothly over the past year. We met with them last summer when they visited NCTE headquarters in Urbana for an orientation meeting and worked out an agreement whereby we continued to handle submissions until September, 2012 (when the new submission system becomes available) through our editorial and copyediting assistants. We filled our remaining issues with our manuscripts so that the issue due out August 1 consisted entirely of their manuscripts.

A special highlight of this last year was our final issue, a themed one focusing on writing research within contexts outside the United States. This issue was truly international; the call attracted 31 abstracts, and included articles from Spain, Indonesia, Germany, and Kenya. Sarah and Paul took the lead in editing this final issue.

Statistics

In the calendar year of 2012, 65 manuscripts were submitted for review to the journal between January and when we turned review over to the new editors in September.

In the last volume year of our editorship, we published 14 peer-reviewed manuscripts, including four manuscripts from the themed edition on writing outside the U.S. We estimate the acceptance rate for the journal to continue to be less than 10%.

Mark Dressman, Sarah McCarthey, Paul Prior, Editors

Talking Points (TP)

Talking Points (<http://www.ncte.org/journals/tp>) 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.)

Talking Points journal published two issues beginning July 1, 2012 and ending June 30, 2013. The October 2012 issue was "Re-seeing Response, Refining New Literacies" and the May 2013 issue was on "Talking, Learning and Critiquing." Katie Van Sluys resigned as co-editor citing her new position with Apple in August, 2012.

We received nine submissions for October 2012 issue and published four of them, which made an acceptance rate of 44%. Three out of five authors are professors, one is doctoral candidate, and one is classroom teacher. We received 10 submissions for May 2013 issue and published three of them, an acceptance rate of 30%. Four out of five authors are professors, one is a doctoral candidate and literacy coach. Also we published an invited piece from three experts on the theme of this issue. In total, we received 19 submissions from July 1, 2012 to May 1, 2013 and published 7 articles. Our average acceptance rate this year is 36.8%.

We are fortunate to have many professional people volunteering to serve. We had 13 reviewers for October 2012 issue, while 14 reviewers served for May 2013 issue. All together, 27 reviewers committed to our journal this year. They are professors, teachers, and graduate students. We asked both a professor and a graduate student/teacher to review each submission.

We supplied detailed feedback to the rejected submissions and also sent reviewers' comments and suggestions to the authors (without reviewers' identified information). We advised our submitters about other places for submission if they were rejected.

To help ease transition, we set a call for the October 2013 issue: Teacher Research in Collaborative Contexts and have contacted the two new editors about transitioning. Deb McPhee came to Columbia in spring, 2013 and we shared all of our protocols with her.

We have appreciated and enjoyed our term as editor and staff. Yang Wang has been invaluable to the editorship, keeping us organized and moving forward. We have appreciated the patience and knowledge of Rona Smith. Thank you for a wonderful opportunity.

Carol Gilles and Katie Van Sluys, Editors

Teaching English in the Two-Year College (TETYC)

Teaching English in the Two-Year College (<http://www.ncte.org/journals/tetyc>), 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 12, December 12, March 13, May 13), one issue is in press (September 13), and one issue is being copy edited (December 13). The September 2012 issue was a special issue focused on ESL. I have received 99 submissions since August 2012 report, a troubling drop in submissions of 20% over the past year. Fortunately, the dip in submissions has not affected the quality level of the manuscripts, and, at the same time, manuscripts have tended to be longer than in the past, thus fewer manuscripts have been necessary to fill the issues.

The flow of excellent book reviews continued in the capable hands of Jeffrey Klausman, Whatcom Community College. Annie Del Principe, Kingsborough Community College, will be the review editor beginning with the January 14 issue. Holly Hassel, University of Wisconsin-Marathon County, has assumed the role of Associate Editor.

I convened a norming session at CCCC13 and 20+ reviewers and I had a lively discussion focused on the review process. I am planning a similar norming session for CCCC14.

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%. I am planning to shift the submission process to Editorial Manager this coming year.

Data

<p>September 2012 issue (40.1) (Guest Editors: Natasha Lvovich, Martha Clark Cummings) Articles: 6 Instructional Note: 1 Reviews: 3 Editorial: 1 New Voices (first-time authors): 4</p>	<p>May 2013 issue (40.4) Articles: 4 Poems: 2 Reviews: 3 Editorial: 1 New voices (First-time authors): 2</p>
<p>December 2012 issue (40.2) Articles: 5 Poems: 5 What Works for Me: 5 Reviews: 4 Editorial: 1 New Voices (first-time authors): 1</p>	<p>September 2013 issue (41.1) Articles: 4 Instructional Note: 1 What Works for Me: 3 Reviews: 4 Review article: 1 (3 books on Writing Centers) Guest Editorial: 1 (Jeffrey Klausman, Review Editor) New voices (First-time authors): 6</p>
<p>March 2013 issue (40.3) Articles: 4 Instructional Note: 1 Readers Write: 1 What Works for Me: 3 Reviews: 4 Editorial: 1 New voices (First-time authors): 8</p>	

Jeff Sommers, Editor

Voices from the Middle (VM)

Voices from the Middle (<http://www.ncte.org/journals/vm>) 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)

Voices from the Middle offers articles on research and best practices in middle level reading, writing, speaking, listening, and viewing in language arts. The journal is published four times each year (September, December, March, and May) and each issue is themed. Our mission is to serve as a cornerstone for the ongoing professional development of middle level language arts educators. We have completed our first year as co-editors for *Voices from the Middle*, publishing Volume 20 of the journal. The themes were Background Knowledge and Vocabulary, Grouping, Tolerance 2.0, and Teaching the Language of School and Academics. The electronic submission process through Editorial Manager has been smooth, and we are pleased with the ease for both the editors and manuscript authors.

In order to increase the space for teachers' voices, we have reduced the number of columns. Barbara Moss of San Diego State University writes a column titled *Young Adult Literature*, focusing on themed informational and narrative books for middle school students, and Jeffrey Wilhelm writes the *Coda* column that provides further food for thought about the issue's theme. We will discontinue the column of student book reviews titled *Student to Student* due to consistently low submissions despite aggressive recruitment. Several new features to create a consistent online presence and increase each issue's longevity and usefulness have been successful and we have received strong positive feedback about them. Each issue features an online professional development guide that teachers and administrators can use for readings and discussion. The study guide features links to the Common Core State Standards, discussion questions, and a place for online comments. In addition, each article is accompanied by a podcast interview with one a journal editor and the article's author. The study guide is written by Jennifer Miller of Hiram College. Her work on the study guide has been invaluable. The cover art for each edition is draw by a San Diego young artist, Alex Alejo.

Each of us actively promotes VM at conferences, and among our professional colleagues across the country. We attend the Meet the Editors session and Middle Level Luncheon at the annual conference, and regularly invite teachers and researchers at this and other conferences to submit manuscripts. We hope to continue to broaden the scope of the journal's influence in the coming year. We have seen submissions steadily rise and are hopeful that the themed issues resonate with potential writers. The themes for Volume 21 are:

Expanding the Canon: Virtue or Vice?

- Feed-Forward: Linking Instruction with Assessment
- Narration, Persuasion, Argumentation: Teaching Writing with Purpose
- Remixing the Role of Teacher and Learner

We are excited seeing the growth of the journal, and are grateful to the NCTE staff who have supported us, especially Carol Schanche and Kurt Austin.

In terms of number of manuscripts submitted and accepted, please see the following table. One of our goals is to increase the number of submissions we receive.

Issue Date	Issue Theme	Submitted Manuscripts	Published Manuscripts	Acceptance Rate
September 2012	<i>Background Knowledge and Vocabulary</i>	21	8 (1 invited)	33%
December 2012	<i>Grouping</i>	18	7	39%
March 2013	<i>Tolerance 2.0</i>	22	7	22%
May 2013	<i>Teaching the Language of School and Academics</i>	24	5	21%
TOTAL		85	27	30%

Douglas Fisher, Nancy Frey, and Diane Lapp, Editors