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## *Teachers and Students Together: Living Literate Lives*

**National Council of Teachers of English  
November 18-21, 2010 • Orlando, Florida**

Join thousands of K-12 classroom teachers, college faculty, administrators, and other educational professionals, as they gather to hear award-winning speakers, attend idea-packed sessions, share best practices, and test the latest teaching materials at the NCTE Annual Convention in Orlando!

### **REGISTRATION INFORMATION**

Early Registration Rates (before 9/15/10)

- Member - \$210
- Nonmember - \$285
- Student member - \$90
- Student nonmember - \$100

### **ADDITIONAL INFORMATION**

For more convention information, visit [www.ncte.org/annual](http://www.ncte.org/annual) or contact NCTE Customer Service at 1-877-369-6283.



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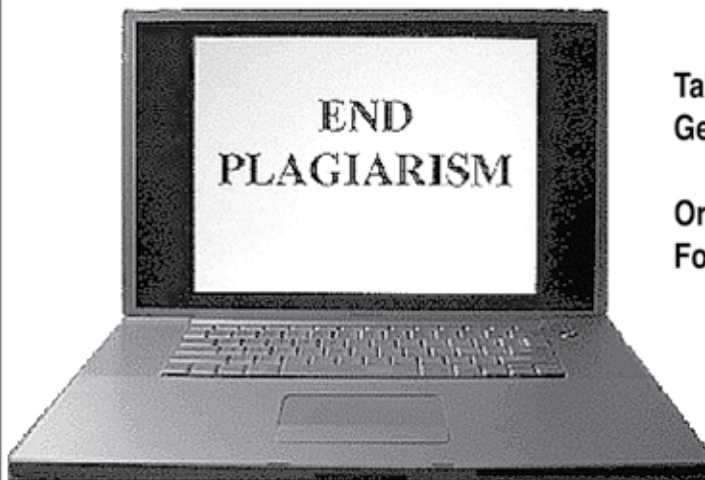
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## New Schedule

Starting with the 2010–11 academic year, the MLA convention will no longer be held in December. Instead, the convention will begin on the first Thursday following 2 January and will run from Thursday through Sunday.

**6–9 January 2011**

Los Angeles

**5–8 January 2012**

Seattle

**3–6 January 2013**

Boston

Scholarly sessions will be scheduled during the day:

- Thursday, 6 January, 12:00 noon to 8:15 p.m., with a number of sessions focusing on *The Academy in Hard Times*
- Friday, 7 January, 8:30 a.m. to 6:30 p.m., with the Presidential Address at 8:30 p.m.
- Saturday, 8 January, 8:30 a.m. to 6:30 p.m.
- Sunday, 9 January, 8:30 a.m. to 3:00 p.m.

On Friday and Saturday evenings, divisions, discussion groups, and MLA committees may request readings and special events.

## New Types of Meetings

In addition to traditional panels and roundtable discussions, sessions—including special sessions—will be arranged in a variety of new formats:

- Roundtables with stations (including electronic)
- Professional-development workshops
- Professional-interest workshops

## Presidential Theme

Sidonie Smith has announced that her Presidential theme for the 2011 convention will be *Narrating Lives*; sessions throughout the meeting will focus on this theme.



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For the latest information on the MLA Annual  
Convention, visit [www.mla.org/convention](http://www.mla.org/convention).

# Call for Manuscripts

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Send manuscripts to

Ken Lindblom, Editor

*English Journal*

Stony Brook University

English\_Journal@notes.cc.sunysb.edu

## Submission Guidelines

- Manuscripts should be sent by email as an attachment to English\_Journal@notes.cc.sunysb.edu. Manuscripts should be double-spaced throughout (including quotations, endnotes, and works cited), with standard margins. Word 2000 or later is preferred. Authors using Macintosh software should save their work as Word for Windows. **Paper submissions should be sent only when email is impossible.** Please save copies of anything you send us. We cannot return any materials to authors.
- In general, manuscripts for articles should be no more than 10 to 15 double-spaced, typed pages in length (approximately 2,500 to 3,750 words).
- Provide a statement guaranteeing that the manuscript has not been published or submitted elsewhere.
- Ensure that the manuscript conforms to the NCTE *Guidelines for Gender-Fair Use of Language*. (See address below.)
- Number all pages.
- Use in-text documentation, following the current edition of the *MLA Handbook*. Where applicable, a list of works cited and any other bibliographic information should also follow MLA style.
- List your name, address, school affiliation, telephone number, and email address on the title page only, not on the manuscript. Receipt of manuscripts will be acknowledged by email, when possible, or by mail.

*English Journal* is refereed, and virtually all manuscripts are read by two or more outside reviewers. We will attempt to reach a decision on each article within five months. The decision on pieces submitted in response to a specific call for manuscripts will be made after the call deadline.

Prospective contributors should obtain a copy of the *Guidelines for Gender-Fair Use of Language* from the NCTE website at <http://www.ncte.org/positions/statements/genderfairuseoflang>.

## General Interest

Publication Date: May 2011

In May 2011, we will publish the many excellent articles we have received that are not related to a specific issue theme.

## Ethics in the English Classroom

Deadline: November 15, 2010

Publication Date: July 2011

Ethics is possibly the most challenging topic taken up in English courses. What is an English teacher's proper role in helping students to become good, ethical adults? What is an English teacher's responsibility for taking up important, but controversial, subjects? What literature and writing assignments have you found helpful in raising ethical dilemmas and instructing students in effective ways of resolving them? How have you helped students to value—and effectively engage in—intelligent discussion over close-minded arguments? What have you learned from character education that has benefitted your teaching? How has your teaching of ethics changed

over the years as laws, community mores, and technology have affected the world? How do we (or should we) keep our personal beliefs from affecting what and how we teach? What do you do when you disagree with your students, their parents, your administrators, or the community on ethical issues that you believe have an important bearing on your classroom? What ethical compromises have you felt forced to make as a teacher? What can we do to help students learn how and when to respect the different beliefs of others? How do you help students develop intelligent, ethical stances without telling them what to think? What classroom activities have you used to build students' abilities to work well with others? For this issue, we welcome a wide variety of articles addressing ethics in English class.

## The NCTE Centennial Celebration: Reading the Past, Writing the Future

Publication Date: September 2011

Guest Editor: Leila Christenbury, Virginia Commonwealth University

The National Council of Teachers of English turns 100! Chair of the Task Force for Council History and 2011 Leila Christenbury will commission essays to commemorate a century of literacy education. No unsolicited submissions will be considered for this special issue. The 100th anniversary of *English Journal* will be celebrated in the January 2012 issue, which will appear exactly 100 years after the first *EJ* was published.

## Ongoing Features

**Speaking My Mind:** We invite you to speak out on an issue that concerns you about English language arts teaching and learning. If your essay is published, it will appear with your photo in a future issue of *English Journal*. We welcome essays of 1,000 to 1,500 words, as well as inquiries regarding possible subjects.

**Student Voices:** This is a forum for students to share their experiences and recommendations in short pieces of 300 words. Teachers are encouraged to submit the best responses from their classes, not whole class sets, please. Individual students are welcome to submit as well. Topics are as follows:

- How (if at all) should an English class help you become an ethical person? (Deadline: November 15, 2010)

**Teacher to Teacher:** This is a forum for teachers to share ideas, materials, and activities in short pieces of 300 words. Topics are as follows:

- What important ethical dilemmas do English teachers currently face? (Deadline: November 15, 2010)

## Original Photography

Teacher photographs of classroom scenes and individual students are welcome. Photographs may be sent as 8" × 10" black-and-white glossies or as an electronic file in a standard image format at 300 dpi. Photos should be accompanied by complete identification: teacher/photographer's name, location of scene, and date photograph was taken. If faces are clearly visible, names of those photographed should be included, along with their statement of permission for the photograph to be reproduced in *EJ*.

### Original Cartoons

Cartoons should depict scenes or ideas potentially amusing to English language arts teachers. Line drawings in black ink should be submitted on 8½" × 11" unlined paper and be signed by the artist.

### Columns and Column Editors

#### Challenging Texts

Editor: P. L. Thomas

Franz Kafka proclaimed that a "book must be the ax for the frozen sea within us." The authors and texts we bring into our classrooms and the acts of literacy that students perform about and because of those texts are essential aspects of creating classrooms where students become critical readers and critical writers. This column will explore the authors and texts we choose that confront the world and the worldviews of students. We also explore various theoretical approaches to literature that challenge and energize students and teachers.

Contributors should explore and share their classroom practices that address questions such as, What authors and texts confront the world and students' assumptions? What texts expand students' perceptions of and assumptions about genre? What texts confront both big ideas and the art and craft of writing? How does critical pedagogy look in literature classrooms? What literary theories do you find most generative?

Submit an electronic Word file attached to your email to the column editor, P. L. Thomas, at paul.thomas@furman.edu. Contributors are encouraged to query the column editor and share drafts of column ideas as part of the submission process.

#### Innovative Writing Instruction

Editor: Valerie Kinloch

Signs of writing are all around us, from writings that decorate school bulletin boards, student essays, and teacher journals to units that guide our classroom work. How do you address such signs of writing, among others, in your work with students? What approaches to writing instruction have you used to stimulate student engagement with words and actions? "Innovative Writing Instruction" provides a forum for productively contentious, yet critical discussions on approaches to writing instruction. In addition to discussing the writings authored by students, we will examine the various ways we engage students in work that helps to strengthen their voice, authority, and interest in writing. In these examinations, we will question our challenges with teaching writing in the spaces we call classrooms, schools, and communities of learning. What we do with students around writing and our approaches to writing instruction affect how they use words to participate in the world.

Column contributions of 1,800–2,800 words are encouraged. Send email submissions to Valerie Kinloch at kinloch.2@osu.edu.

#### Mentoring Matters

Editors: Thomas M. McCann and Larry Johannessen

Some critics use the disturbing phrase "eating their young" to refer to the way some school leaders and veteran teachers treat new teachers. The image refers to the regrettable practice of allowing the newcomer to endure the least desirable conditions in a school or department. In contrast, caring veteran teachers will be sensitive to the need to foster growth and to promote a sense of self-efficacy in new colleagues. The development of any teacher is not complete after departure from a teacher prepara-

tion program. Professional growth continues for years, and supportive colleagues can play a significant role in influencing the development, satisfaction, and retention of teachers in the early stages of their careers. This column invites contributors to offer practicing teachers, schools, and teacher preparation programs their insights about how to mentor and support early-career English teachers, including reports from early-career teachers about their positive mentoring experiences. We especially encourage specific suggestions for practices that will help veteran teachers to support newer colleagues in developing positive relationships with students, contending with pressures to conform to test-driven curricula, handling an enormous workload, and forming collaborative relationships with supervisors, colleagues, and parents.

We invite column contributions of 500–1,500 words addressing themes about mentoring and supporting early-career teachers. Send inquiries, ideas, and submissions to Thomas M. McCann at tmccann1@niu.edu.

#### Off the Shelves

Editor: Mark Letcher

We are living in a new golden age of young adult literature. Edgy and engaging titles by authors both emerging and established have been pushing the field of young adult literature (YAL) to places we've never seen before. Teen readers are seeing more innovative formats and genre-blending in their reading, are exposed to authors from around the world, and are blurring the lines between previously established "teen" and "adult" fiction.

There may be no better time to celebrate and promote the diversity, characters, issues, and pure literary craftsmanship that YAL offers its audience, and our hope is that you will help us contribute to the conversation.

This column will explore a wide range of topics related to literature written for and/or read by young adults, with a strong emphasis on recently published works. We particularly welcome the voices and experiences of secondary teachers, for whom YAL provides vital classroom reading, suggestions for eager and reluctant students, and engaging personal reading material.

Submissions of 500–1,500 words, inquiries, and suggestions for future column topics should be directed to Mark Letcher at mletcher@ou.edu.

#### Poetry

Editor: Anne McCrary Sullivan

In her poem "Valentine for Ernest Mann," Naomi Shihab Nye reminds us that "poems hide. In the bottoms of our shoes, / they are sleeping." Look inside your shoes, your desk drawers and kitchen cabinets, the hallways of your school, the grocery stores and garbage dumps of your community. "Find" some poems and send them to *EJ*. Choose those that seem a fit, either explicitly or implicitly, with announced themes of upcoming *EJ* issues. We are looking for well-crafted original poems in any style, serious or humorous, written by teachers, students, or those who love them. We do not consider previously published poems or simultaneous submissions.

Send by email attachment, for blind review, up to five poems with only phone number and initials on the page. In your email message, include brief biographical information. Poets whose work is published will receive two copies of the issue in which their work appears. Send submissions to EJPoetry@nl.edu. Send correspondence to Anne McCrary Sullivan at ASullivan@nl.edu.

**Research for the Classroom**

Editor: Julie Gorlewski

Research provides a lens through which teachers can better understand our pedagogical successes and failures. Research illuminates the social and political contexts of education, enhancing our appreciation of students, their families, and the communities we serve. The principles of research offer a foundation for reflective practice.

Classrooms are laboratories for teaching and learning. In this era of accountability, it is important for teachers to apply research to practice. We must be collaborators in the process of deciding what works, not merely consumers of products deemed “research-based.” In the spirit of a critical theoretical approach, this column will seek both to clarify and to problematize research-based practices.

Submissions for this column might include an informal mini-study or a story about an attempt—successful or not—to conduct classroom research. Contributors should focus on a classroom application of professional scholarship by considering these questions: What worked (and didn’t work) in my classroom? Why? How do I know? Also welcome are short reviews of recently published books that contributors believe can enhance teachers’ classroom research practices. Submissions should be 1,000–2,000 words.

Authors, especially new contributors, are encouraged to submit ideas for columns. Send inquiries or submissions to [gorlewski@maryvale.wyric.org](mailto:gorlewski@maryvale.wyric.org).

**Success with ELLs**

Editor: Margo DelliCarpini

English educators face increasing linguistic diversity in their classrooms. In fact, enrollment of English language learners (ELLs) in the nation’s public schools between the years 1990 and 2000 grew by 105%, compared to a 12% overall growth rate among the general school population. ELLs enter our classrooms with a variety of prior school experiences, cultural expectations, and literacy experiences. Making the English

language arts curriculum accessible to ELLs can pose unique challenges. However, when teachers implement strategies that target the needs of ELLs, all students can benefit.

This column will be a place where classroom teachers can find helpful ideas for teaching ELLs. Please submit manuscripts regarding challenges ELLs encounter in mainstream English classes and how you have developed innovative strategies to address their needs while enhancing the learning environment for all learners. Please share materials and practices that you have found to be especially effective for your ELLs, reports of successful collaborative instruction, motivational strategies that you use, and ways you connect content to ELLs’ lives. Secondary-level English teachers are especially encouraged to submit their ideas. New authors who have ideas for columns that need development are encouraged to contact the editor. Send ideas or complete submissions of 500–1,500 words to Margo DelliCarpini at [margo.dellicarpini@lehman.cuny.edu](mailto:margo.dellicarpini@lehman.cuny.edu).

**Teaching Young Adult Literature**

Editor: Mike Roberts

As English teachers, we are constantly faced with the challenge of teaching literature that is both thought-provoking *and* entertaining. With today’s YA literature better than ever, now is the time to help students discover the joy—and sometimes the pain—that comes with reading a great book. YA literature can provide students with a chance to engage in reading that is meaningful, challenging, and enjoyable. Plus, YA literature can inspire energized discussions about topics students feel passionate about.

This column will explore *teaching ideas and strategies* for some of today’s newest and most popular young adult literature. This is not a column that reviews literature; it describes effective ways of *teaching* young adult literature. We encourage submissions of 1,800–2,500 words that focus on effective ways of incorporating YA literature into the curriculum. Send inquiries, ideas, and submissions to Mike Roberts at [mikeroberts@rowlandhall.org](mailto:mikeroberts@rowlandhall.org).

**Ken Macrorie Memorial Fund**

All of us who teach writing lost a dear friend in July 2009 with the passing of Ken Macrorie, an advocate for teaching writing in ways that empower individuals and their communities. In his honor, Middlebury College has established the Ken Macrorie Memorial Fund, which will allow Middlebury’s Bread Loaf Graduate School of English to establish and equip writing centers on the North Carolina, New Mexico, and Vermont campuses. Contributions may be made online at <http://go.Middlebury.edu/give>. You can direct your gift to the Ken Macrorie Memorial Fund at Bread Loaf.