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The Glass Menagerie by Tennessee Williams

I. Characters

A. Amanda Wingfield
   Amanda Wingfield is the mother of Tom and Laura. She clings to the past where she was a Southern Belle and could have had her pick of anyone, but instead married a man who was charming, but irresponsible.

B. Laura Wingfield
   Laura is Tom's younger sister who is painfully shy and has to wear a leg brace. She spends every day playing old records from her father's collection and playing with her collection of glass animals (menagerie). She is 23 years old.

C. Tom Wingfield
   Laura's older brother wants to be a poet, but instead he has to work in a shoe warehouse to support the family. At night he drinks and goes to the movies.

D. Jim O'Connor
   The "gentleman caller." He knew Laura in high school where he was the model of success (in the school play, popular athlete, very outgoing). His character contrasts with the Wingfield family.

E. Father
   He only appears in a picture on the wall, but he is on everyone's minds. He deserted the family. He is a symbol of how everything started to go wrong.

II. Settings

A. Past
   The play is Tom's memory of the past.

B. Present
   Tom telling the story to the audience is the present.
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Who are we?
The National Scholastic Press Association is the nation’s oldest and largest non-profit association dedicated to educating student journalists and their teachers and advisers.

Since 1921, NSPA has sponsored national conventions and awarded the nation’s top honors recognizing the best in student journalism. Headquartered at the University of Minnesota in Minneapolis, NSPA seeks to educate and recognize the work of student journalists, to improve the quality of student media and to foster careers in media.

Memberships are available for scholastic newspapers, yearbooks, magazines, websites and broadcast programs.

Find out more:
Online: nspa.studentpress.org
E-mail: info@studentpress.org
Phone: (612) 625-8335
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.

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.

Students Reading and Writing for Their Own Purposes
Deadline: March 15, 2011
Publication Date: November 2011

One of the unique aspects of English language arts is that its focus on developing literacy skills allows teachers to integrate students’ personal interests and goals directly into the curriculum. In fact, NCTE’s Learning Standard 12 is about just that: “Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).” As important as helping students to develop an inclination and ability to use their literacy skills for their own purposes is, some would argue it’s among the least emphasized of the twelve NCTE Standards. This standard is not easily assessed, nor do prepackaged curricula generally accommodate students’ individual goals and interests. To raise awareness of and share strategies for fulfilling this important standard, the November 2011 English Journal is devoted to the ways in which teachers can and should incorporate students’ purposes in English classes.

How have you creatively integrated students’ personal goals and desires into your reading and writing assignments? What methods have you developed for soliciting students’ individual interests and helping students to advance them in ways appropriate to English language arts? How have you helped students understand that literacy can help them achieve their own goals? What is the effect on the quality of student work of incorporating students’ purposes into your curriculum? How have you connected students with people and organizations outside your classroom: in the larger school, the community, national and regional organizations, online communities, and so on? How have media and Web 2.0 technologies enhanced your ability to engage students personally in ELA? Any article addressing the ways in which students’ own purposes may be highlighted in English class is welcome for this issue.

Celebrating a Century of English Journal
Publication Date: January 2012

The first English Journal was published in January 1912. In the January 2012 issue, we’ll offer critical perspectives on 100 years of English teaching theory and practice, retrospectives from former EJ editors, and more. We will not accept unsolicited manuscripts for this issue, but those interested in writing for this special issue should contact EJ editor Ken Lindblom at kenneth.lindblom@stonybrook.edu.

General Interest
May submit any time

We publish articles of general interest as space is available. You may submit manuscripts on any topic that will appeal to EJ readers. Remember that EJ articles foreground classroom practice and contextualize it in sound research and theory. As you know, EJ readers appreciate articles that show real students and teachers in real classrooms engaged in authentic teaching and learning. Regular manuscript guidelines regarding length and style apply.

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 and when has an English assignment allowed you to write, read, or present something that was truly important to you? (Deadline: March 15, 2011)
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 unusual personal purpose has a student been able to fulfill as part of your English class? (Deadline: March 15, 2011)

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.

Mentoring Matters
Editor: Thomas M. McCann
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 preparation 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 mark.letcher@purduecal.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.

Professional Writing in the English Classroom
Editors: Jonathan Bush and Leah Zuidema
Professional writing in the English classroom is rich with possibilities. Students can learn to attend carefully to audience, purpose, and situation through all genres of writing,
but these rhetorical concerns are especially relevant in professional writing contexts. This column focuses on the teaching of professional writing—writing that solves day-to-day problems, accomplishes work, and enables changes in organizations and communities. Professional writing instruction involves much more than teaching memos, proposals, or résumés; it can also be a way to teach for engaged, ethical citizenship. It encompasses ideas consistent with best practices in our discipline—allowing students to think creatively and critically within complex rhetorical situations. It values multiple genres, textual conventions, and visual design. Through professional writing, students can address real issues (big or small) and work to effect change by writing to authentic audiences.

Professional writing can be combined with other, more traditional studies of writing, literature, and language. This column helps readers who seek to teach professional writing concepts and to expand their teaching to include new projects and genres. We welcome contributions from those who teach professional writing as well as those who see echoes of professional writing concepts in their other work with writing, literature, and language. Please send inquiries, submissions of 500–1,500 words, or suggestions for future column topics to Jonathan Bush at jpbush@wmich.edu or Leah Zuidema at lzuidema@dordt.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 gorlewsv@newpalz.edu.

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.

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.