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"Just as rigor does not reside in the barbell but in the act of lifting it, rigor in reading is not an attribute of a text but rather of a reader’s behavior—engaged, observant, responsive, questioning, analytical. The close reading strategies in Notice and Note will help you cultivate those critical reading habits that will make your students more attentive, thoughtful, independent readers."

—Kylene Beers and Robert E. Probst

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➤ identify 6 signposts that help readers understand and respond to character development, conflict, point of view, and theme

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➤ offer 6 Notice and Note model lessons, including text selections and teaching tools, that help you introduce each signpost to your students.

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—Jon Meacham, author of American Lion
Call for Manuscripts

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 10-15 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 Capacity and Audacity of English
Deadline: November 15, 2012
Publication Date: July 2013

English is a wide-reaching field and one that takes some cheek, or chutzpah, to teach well. This final issue of Ken Lindblom’s editorship explores these aspects of English teaching and learning.

Connected with all human communication, the field of English includes literary study, linguistic knowledge, philosophical speculation, psychological exploration, composing in written and in new visual and aural forms, arts of presentation, developing literacy skills for critical citizenship in a democracy, the ability to debate and converge, habits of mind that encourage reflection and openness to new learning and change, and much more. What is the new territory and outer landscape of the field of English, and how have you encouraged your students to explore it?

With so much within our purview and within the present climate of financial and educational reform, it takes a certain amount of audacity to teach English well. How have you helped students learn to take risks in their research, writing, and presenting? What books have you found worth fighting to include in your curriculum? What challenges do you still face in your curriculum? How have you emphasized real education in the face of higher-stakes testing? What advice do you have for new teachers in the present political environment? How can we help students to develop the skills required to take a stand in difficult circumstances? How do we continue to motivate ourselves as English teachers?

Knowing Better: Examining Assessment
Deadline: January 15, 2013
Publication Date: September 2013

Manuscripts should be submitted to Julie A. Gorlewski and David A. Gorlewski at http://www.editorialmanager.com/nctej.

What do we want our students to learn? What are they learning? And how do we know?

Developing and implementing effective assessment strategies is an ongoing challenge for both novice and experienced teachers. The contemporary trend toward using standardized test scores as primary measures of student and teacher performance emphasizes the need for teachers to develop knowledge and proficiency in the area of assessment. Teachers, as those closest to learners, are positioned to be experts about what learners know and are able to do. English teachers must assess numerous, intricate sets of skills and understandings—capacities and aptitudes that are not easily quantified. How can this be done? How is high-quality assessment supported? And what obstacles exist to its implementation?

This themed issue will explore the complexities of assessment, considering matters such as authentic assessment, formative and summative assessment, and assessment of the various, multifaceted aspects of English language arts. Articles in this issue will consider the various products that demonstrate student growth, share ideas about evaluating learners and learning, and examine the forces that promote—and detract from—effective, authentic assessment.

Choices and Voices: Teaching English in a Democratic Society
Deadline: March 15, 2013
Publication Date: November 2013

Manuscripts should be submitted to Julie A. Gorlewski and David A. Gorlewski at http://www.editorialmanager.com/nctej.

As English teachers, we have a responsibility to prepare students to be active participants in a democratic society—to be able to see through popular political rhetoric, develop an understanding of the issues and conflicts, and perceive themselves as significant members of a dynamic society.

Given this context, we seek articles that explore the realities and possibilities of English classrooms in our democratic society. How can the skills we aim to develop (reading, writing, listening, and speaking) relate to democracy? What types of literature are uniquely suited to this topic? How can we use literature as a lens through which to view democracy? What does American literature say about our nation and its people? Is it celebratory or critical—or somewhere in between? How can nonfiction works be used to further the teaching of democratic principles? How do different approaches to writing and speaking encourage and/or discourage voices of diverse populations? How might teachers use writing and speaking to help students to find their voices as members of a democratic society? How can various forms of writing (for example, argumentation, persuasion, narration, poetry) foster and enhance understanding of, and participation in, democratic processes?
Call for Manuscripts, continued

How do the great speeches of our nation offer insights on our democratic process today? And how can English teachers foster citizenship through classroom activities that connect the past with the present to make each more meaningful?

We seek articles that explore these issues and enable students to see the complexities and contradictions of living in a democratic society. Topics may also include equity, diversity, social justice, and the needs of the individual versus those of society.

Interdisciplinary Synergy:
Teaching and Learning in Collaboration
Deadline: May 15, 2013
Publication Date: January 2014

Manuscripts should be submitted to Julie A. Gorlewski and David A. Gorlewski at http://www.editorialmanager.com/ncetee.

As a central component of both culture and identity, language represents an important aspect of how teachers and learners experience the world. Although schools are often divided into content-specific departments, we know that thinking is not bound by time or space. Students don’t turn off their “math brains” when they enter science classes, nor do they stop being analytical thinkers in art class. English teachers, as facilitators of the language in which most learning experiences occur, have particular opportunities—and responsibilities—with respect to interdisciplinary instruction.

In this issue, we seek to explore the challenges and possibilities of interdisciplinary instruction. Issues to consider and expand on include the following: How are English classes enhanced and strengthened by collaborating with teachers in other disciplines? How are studies in each content area enhanced by these experiences? What particular strengths do English teachers bring to collaborative endeavors in math, social studies, science, physical education, and the arts? How do extracurricular activities contribute to interdisciplinary work? What experiences have you had working across disciplines? What kinds of institutional supports can encourage interdisciplinary collaboration? How does cross-content planning and instruction influence student learning?

In the spirit of interdisciplinary collaboration, we especially encourage manuscripts that are coauthored by colleagues working to achieve synergy across content areas. We hope authors will help to explore and reveal how English classrooms can bridge disciplinary boundaries in the service of authentic teaching and learning.

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.

- How has English class made you more gutsy? (Deadline: November 15, 2012)
- What kinds of traditional assessments (tests, quizzes, projects, etc.) and nontraditional assessments (artwork, multi-genre pieces, electronic submissions) are the best measures of what you have learned? Why? (Deadline: January 15, 2013)
- In what ways does your English class relate to your understanding of your role as a citizen in a democracy? (Deadline: March 15, 2013)
- How do your experiences in your English classes connect with learning in other subjects? How do these connections affect learning? (Deadline: May 15, 2013)

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

- What is something you’ve done as an English teacher that took guts, and was it worth the risk? (Deadline: November 15, 2012)
- In your own practice, what are the most important lessons you have learned about assessment? (Deadline: January 15, 2013)
- How do you, as an English teacher, educate students to be active participants in a democratic society? (Deadline: March 15, 2013)
- What challenges and benefits have you experienced from interdisciplinary planning and instruction? (Deadline: May 15, 2013)

Original Photography

Teacher photographs of classroom scenes and individual students are welcome. Photographs may be sent at 8” x 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” x 11” unlined paper and be signed by the artist.

Columns and Column Editors

Adventures with Text and Beyond
Editor: P. L. Thomas

The New London Group (Cazden et al. 1996) “argue[d] that literacy pedagogy now must account for the burgeoning variety of text forms associated with information and multimedia technologies.” While the real world of “text” has expanded and challenged us with a variety of media, format, and genres beyond print text, our classrooms have remained relatively static in the texts we challenge and the explanations we offer for text, medium, and genre.
This column will explore avenues to challenging the texts we bring into the classroom and our collective assumptions about what counts as text by expanding the works we invite our students to explore and experience. Within a critical literacy context, contributors should explore and share their classroom practices that address questions such as, What constitutes text, medium, and genre? How do comics, graphic novels, film, and electronic media challenge and inform our traditional assumptions about print?

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@purdue.edu.

**Poetry**
**Editor:** Anne McCravy 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 McCravy Sullivan at ASullivan@nl.edu.

**Professional Writing in the English Classroom**
**Editors:** Jonathan Bush and Leah A. 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 jbus@wmich.edu or Leah Zuidema at lzuiderma@dordt.edu.

**Research for the Classroom**
**Editor:** Julie Gorfewski

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.
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.

How Many Times Can You Teach Macbeth

And not notice the little hairs
over Lady Macbeth's lip
or hear snickering
when the old man in Act II scene iv jibers
about the king's horses consuming one another
bite for bitter bite
in the apocalyptic night?

Is it possible to read the tomorrow speech
and not hear clocks ticking on every shelf in creation,
alarms bleeping in unison at odd hours of the morning
when black feeds on black,
moon falls bedraggled into the river
and no dawn breathes on the other end of the arc
we pray is a piece of circle?

How often I've wondered,
flipping this scribbled text,
if any of the bodies locked into desks,
eyes glued to the clock,
ears attentive to bells buzzing every forty minutes
ever thinks about the Weird Sisters' brew . . .
. . . how many of us will end up in it
if we're not careful.

—N.C. Krim
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N.C. Krim is a working writer (poet), editor, silversmith, and rustic woodworker. She is retired from a long career teaching public high school English. She has published poems and articles in numerous journals, and she now creates with silver, stone, and wood as well as words. Email her at nckrim@optonline.net.