Story as the Landscape of Knowing

National Council of Teachers of English
2014 Annual Convention

November 20–23, 2014
Washington, DC
Postconvention Workshops
November 24–25, 2014

Register by November 12, 2014, to save!

<table>
<thead>
<tr>
<th></th>
<th>Early Registration</th>
<th>After November 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Member</td>
<td>$250</td>
<td>$275</td>
</tr>
<tr>
<td>Nonmember</td>
<td>$325</td>
<td>$350</td>
</tr>
<tr>
<td>Student</td>
<td>$100</td>
<td>$110</td>
</tr>
</tbody>
</table>

For more information, visit www.ncte.org/annual.
Our highly technological and increasingly connected world needs more people capable of creative, innovative, and imaginative thinking that crosses disciplines. Why, then, are so many educators pressured to fall back on a standardized, test-driven, single-subject approach to instruction? How can secondary school educators across the disciplines build teaching and learning practices that respond to the complex literacy demands of the twenty-first century?

Heather Lattimer draws on Literacies of Disciplines: An NCTE Policy Research Brief and stories from high school classrooms to illustrate how we can learn to recognize the unique languages and literacy structures represented by various disciplines and then help our students both navigate within individual disciplines and travel among them. Lattimer explores instructional practices grounded in real-world contexts that provide students with opportunities to approximate the kinds of reading, writing, listening, and speaking that occur in the world beyond school.

Through a range of rich classroom examples, explanations of theory and practice in teacher-friendly language, guiding questions to support discussion and classroom application, and annotated lists of resources, Lattimer reframes the conversation away from generalized strategy instruction and toward true disciplinary literacy. This book proves that “we can find opportunities to create meaningful learning experiences that concurrently nurture content understanding, literacy skill development, and twenty-first-century skills.”
Minds Made for Stories is Tom Newkirk’s beautifully told “story” of how readers really read nonfiction, and the solid cognitive research that supports his view. Tom argues that the best nonfiction writers enlist readers to sign on for the journey, giving them not just information but the experience of entering the author’s world and becoming immersed in his story, much like a novel. Because as humans, our minds were made for stories.

“It is conventional to view narrative as a mode, a type of writing, often an easy one. We are told that on the job and in college, we do the hard stuff, we analyze and make logical arguments. We don’t tell stories. But we do. We can’t get away from it.”

—Thomas Newkirk
Some of us heard the singing of angels, harmonies in a heavenly choir, or at least the music of the spheres.

We had come so far from where we started, and weren’t nearly approaching where we had to be, but we were on the road to becoming better.

I thought if I wrote a book, I would have to examine the quality in the human spirit that continues to rise despite the slings and arrows of outrageous fortune.

Rise out of physical pain and the psychological cruelties.

Rise from being victims of rape and abuse and abandonment to the determination to be no victim of any kind.

Rise and be prepared to move on and ever on.

I remembered a children’s poem from my mute days in Arkansas that seemed to say however low you perceive me now, I am headed for higher ground.

I wrote the first line in the book, which would become I Know Why the Caged Bird Sings.

“What you looking at me for. I didn’t come to stay.”

— from A Song Flung Up to Heaven
LOWEST prices!
LARGEST selection!
BEST service!
SAVE! up to 30%

Prek-12 Checklist
- Common Core ✓
- Paperbacks ✓
- Reading ✓ Collections
- Teacher ✓ Guides
- Novel Studies ✓

BMI Bound Books

www.bmionline.com

BMI Educational Services, Inc.
America’s Finest Educational Book Distributor
phone: 1-800-222-8100
fax: 1-800-986-9393

1964 - 2014
50 Years of Service to Schools!

BMI Bound Books
America’s Finest Educational Book Distributor
phone: 1-800-222-8100
fax: 1-800-986-9393

Prek-12 Checklist
- Common Core ✓
- Paperbacks ✓
- Reading ✓ Collections
- Teacher ✓ Guides
- Novel Studies ✓

BMI Bound Books

www.bmionline.com
Earn Your Master of Arts in English—Online

Interested in enhancing your skills in your present position, preparing for college teaching or doctoral studies?

Since 2002, National University has offered the ideal program for English teachers to earn their MA without traveling to a college campus. We offer an array of courses from composition pedagogy, to film noir, to Jane Austen.

Choose the general MA English program, or one of our popular specializations—the MA English with a Specialization in Rhetoric, or the only Gothic Studies Specialization program in the U.S. And you can take courses in Film Studies or Creative Writing as well.

All our courses are one-month intensives. You can start any time. And the degree can be earned in a year.

LEARN MORE AND ENROLL TODAY
Franz Potter, PhD | fpotter@nu.edu | (714) 429-5410

National Council of Teachers of English—Your Partner in Professional Learning

Are you responsible for planning professional learning experiences to address Common Core implementation challenges?

While many know NCTE as the home of award-winning professional journals, national conferences, and the ReadWriteThink website, you might not know we have also been quietly supporting K–12 schools in building effective professional learning plans.

**We can:**
- Design professional learning plans that fit any budget and timeline
- Select research-based literacy resources applicable across the disciplines
- Identify opportunities to evaluate your professional learning efforts and build long-term capacity

**Why partner with NCTE?**
For over 100 years, NCTE has been at the forefront of fostering effective literacy practices. As the professional home of the literacy community, NCTE is uniquely qualified to provide professional learning that enhances teaching while raising student achievement.

Get started with a free consultation. Contact the NCTE Professional Learning Division at profdev@ncte.org, or call 1-800-369-6283.
Nearly 2,000 years ago, the Roman poet Juvenal wrote, "Mens sana in corpore sano," which is often translated as “A sound mind in a healthy body.” In popular media, this classic notion of mental and physical symmetry, the ideal of a true student-athlete, is too often trumped by the stereotype of the dumb jock, perhaps most aptly portrayed through James Thurber’s legendary account of Bolenciewcz, the star football player at a large public university. These athletes are stock characters in television, film, and fiction. Sometimes they are loveable comic figures; other times, they resemble despicable villains. What these characters usually have in common is a perceived lack of intelligence. As a result, all student-athletes become tainted by this popular stereotype; the deficit model of athleticism is perpetuated in print and electronic media despite the reality that student-athletes exhibit a wide range of intellectual aptitudes and physical abilities.

In spite of this reductive perspective of athletics, sports remain pervasive in contemporary culture. Various games and contests, along with their stars, dominate television screens and fill stadiums and arenas around the country. And the culture of sport can be found almost everywhere, including our daily language and our individual classrooms. We suppose that is why the English Journal editors accepted our proposal for a special issue on sports and culture: English teachers, even those who loathe sports, cannot, or at least should not, ignore the widespread presence of sports in today’s society. There is simply too much valuable content for students to contemplate and critique.

We are convinced that this issue of English Journal can help all English teachers—sports fans and sports antagonists— appreciate how thinking, reading, writing, and talking about sports can enhance learning in the English classroom. As you read, we hope you will envision, as HBO’s Real Sports host Bryant Gumbel does, the opportunities sports can provide for examining people, ideas, and culture. In a recent interview, Gumbel explained that Real Sports is merely “a vehicle to explore a number of things that really have nothing to do with sports and everything to do with society and our differences of gender, race, age, and everything else” (qtd. in Rybak 56). Undoubtedly, the contributors to this themed issue agree. Some are former athletes; others rarely, if ever, ventured onto the playing field. Contributors to this issue have at least one thing in common, however: they are all English teachers—smart and creative educators and coaches—who have generously shared their experiences and insights on how to integrate sport culture into the English curriculum.

We would like to thank Julie Gorlewski and David Gorlewski for the honor and privilege of guest editing this themed issue of English Journal. Our sincere gratitude also goes out to Courtney Green, Nichole Saldana, Rona Smith, and Theresa Kay for their outstanding work behind the scenes, and to Jordan Daniels and Kate Youngblood, graduate students at Wake Forest University, for their vital contributions during the review process. Special thanks to Chris Crutcher and Robert Lipsyte for their invited articles as well as their ongoing support of English educators. And finally, thank you to the teachers, teacher educators, and column editors who submitted manuscripts, encouraged colleagues to write, and/or worked with peers.
From the Guest Editors

to prepare contributions geared specifically to our theme. In total, we considered more than 50 manuscripts, columns, poems, and cartoons. We are sorry we could not include every one.

In closing, we would like to dedicate this themed issue of *English Journal* to the memory of Cap Lavin, an educator and scholar who touched the lives of countless students, colleagues, and friends before passing away on February 10, 2013, at the age of 82. Cap was an outstanding basketball player at the University of San Francisco, a 40-year English teacher at Sir Francis Drake High School in San Anselmo, California, and the cofounder of the Bay Area Writing Project at UC Berkeley, a project that later served as a model for the National Writing Project. We believe Cap would be proud of this issue of *English Journal*, which connects a few of his most sincere interests: sports, culture, and English language arts. We hope you will join us in honoring Cap Lavin at the NCTE Annual Convention in Washington, DC, on the weekend of November 20–23 as the National Writing Project sponsors our annual session titled “The Intersection of Literacy, Sport, Culture, and Society.” Until then, we hope you enjoy the following articles and consider incorporating popular culture, and sports in particular, in your English curriculum.

Works Cited

Alan Brown is assistant professor of English education at Wake Forest University in Winston-Salem, North Carolina. He is a former high school English teacher and basketball coach who works regularly with students and teachers at various levels to examine critically the culture of sports in schools and society. For more information about his work with young adult sports literature, check out his sports literacy blog at http://sportsliteracy.wordpress.com/. Alan can be reached at brownma@wfu.edu.

Chris Crowe is professor of English at Brigham Young University and is a former high school English teacher and coach. In addition to writing fiction and nonfiction for young adults, he has also written about young adult sports literature in his book, *More Than a Game: Sports Literature for Young Adults* . His next YA historical novel, *Death Coming Up the Hill*, will appear in October 2014. Chris can be reached at chris_crowe@byu.edu.

Correction
Sean Hackney’s name was inadvertently omitted from the list of 2013–2014 *EJ* reviewers that was published in our July issue.