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Day 40
CAPITALIZATION:
1. the cathedral of hagia sophia, located in istanbul, turkey, and once part of the eastern orthodox church, is now a museum.

PUNCTUATION:
If the entire sentence is not a direct quotation, place quotation marks only around the required item. However, place a period or a comma within quotation marks.
Ex. — Have you read the article, “imagine”?
I have read the article, “imagine.”
2. Amused Jacys mom entitled her short story The Mad Mother.

PARTS OF SPEECH: PRONOUNS
Remember:
Nominative pronouns can serve as the subject or a predicate nominative of a sentence. Nominative pronouns include I, he, she, we, they, who, you, and it.
Subject: Who opened the door?
Predicate Nominative: The art-contest winner was he.
Proof: He was the art-contest winner.
Write S if the pronoun serves as a subject; write PN if the pronoun serves as a predicate nominative.
3. a. _______ Before lunch in a cafe, they went to a home-supply shop.
b. _______ My aunt is she in sandals.

SUBJECT-VERB AGREEMENT:
Underline the subject once and the verb or verb phrase twice.
4. a. That group of girls (dance, dances) at professional basketball games.
b. A stroke (result, results) in a sudden loss of brain activity.

SENTENCE COMBINING:
5. Hannah is a disc jockey.
She owns her own company.
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Submission Guidelines
• 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. 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).
• Enter a brief (50-word) author biography in the Comments section.
• Also in the Comments section, please be sure to indicate the issue date for which you are submitting (e.g., September 2015 issue).
• 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.
• Please make sure that your name and any other identifying information have been removed from your article before you upload it. Receipt of manuscripts will be acknowledged by e-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/genderfairoflanguage.

Rethinking Research: Cultivating Inquiry in the English Classroom
Submission Deadline: March 15, 2015
Publication Date: November 2015
Research—that is, asking and answering meaningful questions in authentic ways—is an essential component of English language arts and the development of critical literacy. Research projects, produced in countless forms and supported by various scaffolding activities, are a common expectation in secondary education; they often serve as a capstone or a rite of passage in many academic programs. But in an era when classrooms are marked by expanding definitions of literacy, extensive media capacities, and increasing access to information, the range of possibilities for generating and reporting on research can be exciting...and intimidating.

Contemporary classrooms provide opportunities for teachers and learners to engage in important conversations about issues and trends that affect society, now and in the future. In this issue, we explore how students in our classrooms conduct and present research. How do you facilitate the development of provocative, significant questions? What methods of investigation engage students’ interest and build their inquiry skills? What presentation modes have you and your students explored?

We invite you to share your experiences in guiding students to ask questions, consider the echoes of their questions in various texts, explore the world as researchers, and exhibit their findings in traditional and original ways.

Reading, Writing, and Relationships: Centering on Learners
Submission Deadline: May 15, 2015
Publication Date: January 2016
In April 2014, Peter Taubman testified to a New York State legislative committee on education about the influence of standardized testing on the field. As part of his testimony, he illustrated how teaching differs from other professions:

[E]ducation is inherently about a relationship between human beings, which means that identity and subjectivity and context are always at play, unlike medicine or engineering. After all, I don’t really think we want to know that the efficacy of antibiotics depends on the mood of the physician or the poverty status of the patient. And we certainly don’t want to know that the strength of a bridge is dependent on whether or not the passersby had breakfast that morning or whether there was chemistry among them. It’s not like engineering. It’s not like medicine. Education is an art and a craft. And central to it is the relationship between a student and a teacher. (New York State Assembly 166)

Any significant human endeavor is complex, and we would never claim that medicine is not, at its core, a collaborative undertaking, but Taubman’s point—that relationships are central to teaching and learning—is a principle that is absent from the accountability-oriented contexts many teachers and students currently inhabit.

In this issue, we hope to explore how relationships influence the practices and processes of teaching and learning. Submissions may consider how students and teachers interact, and how these interactions connect with learning. Authors could also explore relationships among faculty members, administrators, parents, and community members. In what ways are relationships central to your art and craft? How do relationships affect you, and how do you work to effect positive relationships in your classroom and beyond?

We seek research-based articles that investigate and consider the professional experiences of English teachers as they forge relationships centered on the enhancement of 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 stu-
Call for Manuscripts, continued

dents and teachers in real classrooms engaged in authentic teaching and learning. Regular manuscript guidelines regarding length and style apply.

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.

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. Teachers are welcome. Photographs may be sent as 8½" × 11" unlined paper and be signed by the artist.

Columns and Column Editors
Carpe Librum: Seize the (YA) Book
Editor: Pauline Skowron Schmidt

“The stories we love best live in us forever.”—J. K. Rowling

“We shouldn’t teach great books; we should teach a love of reading.”—B. F. Skinner

This column hopes to serve as a space dedicated to conversation about young adult literature. This genre of literature is unique; award-winners in this field push boundaries and make us uncomfortable . . . just as adolescents sometimes do. I hope to celebrate adolescents, their reading, and their experiences by reviewing the texts that engage them. I also hope readers will share their expertise about YA lit.

How can we use YA literature to inspire our students to read? What YA books link particularly well with required content—in English classrooms and across disciplines? Which YA title do you wish was “required reading” for all high school English teachers? Which YA texts can help teachers as we seek to connect students with the “right” book at the “right” time?

Submissions to this column are welcome. Contributors can submit a review (750-word maximum) or suggest a YA book to add to our never-ending pile! Please send submissions as attachments to Pauline Skowron Schmidt at pschmidt@wcupa.edu.

Continuous Becoming: Moving toward Mastery
Editors: Victoria P. Hankey and Dawn L. Ryan

Mastery in teaching is not a destination; it is a principle that guides professionals toward continuous improvement. Good teaching is never static. In this dynamic profession, educators are responsible for meeting the needs of students whose futures are yet to be defined. The best teachers never stop being students themselves, and each teacher's professional journey is unique. The common thread is the guidance we can offer one another.

Learning to teach well begins with the desire to make a difference for students. That desire often gets lost in the realities of classroom life. There is no road map to mastery.

This column invites novices, veterans, and everyone in between to share significant experiences that have enhanced their craft. What has made you a better teacher? How do you stay invested? How do you project professionalism in this era of high scrutiny? What professional options exist for growth, leadership, and advancement in education? How do you cultivate relationships to obtain the support you need?

The goal is to offer suggestions, ideas, and experiences to help teachers discover their own roadmaps toward mastery.

Please send submissions of 1,200–2,000 words to Victoria .Hankey@bvsd.org. Inquiries and suggestions for future columns are also welcome.

Disabling Assumptions
Editor: Patricia A. Dunn

This column seeks submissions addressing how a disability studies perspective in English language arts can address disabling assumptions and make our society more inclusive for everyone. The interdisciplinary field of disability studies explores assumptions about disability in our society. It examines how society sometimes constructs architectural or attitudinal barriers that exclude people with disabilities. Stairs disable people who use wheelchairs. Ramps and elevators bypass the stairs that are the true disablers. Like stairs, some teaching practices inadvertently construct barriers to learners who are deaf or blind, or who are on the autism spectrum, or who learn differently. This column will explore teaching practices that can work like ramps and elevators to provide better access to all.

In an English class, a disability studies perspective would help teachers and students pose more critical questions about stereotypical depictions of characters with disabilities. It would help us select texts that show well-developed characters with agency and voice. It would listen to the voices of people with disabilities, encouraging literary, artistic, or other productions. It would help design research projects, assessments, and modes of delivery that allow more students to live up to their full potential.

We invite readers to address questions such as these: What texts are you reading that depict characters with disabilities living well-rounded lives? How can disability-themed material help all students explore how students with disabilities are excluded or seen as “other” in the classroom or schoolyard? (This exploration is not merely to invoke sympathy or pity for “them,” but instead to help students and teachers see disability as a “normal” part of the human condition.) How can classic or canonical texts that depict stereotypical characters be resisted or questioned so that these stereotypes are not re-inscribed? What are the stories of teachers with disabilities? To paraphrase the Universal Design for Learning Guidelines, what are some multiple ways of engaging students, representing material, or having students produce a variety of texts?

Inquiries, submissions, or suggestions for future columns should be directed to Patricia A. Dunn at Patricia.Dunn@stonybrook.edu. Submissions of 800–1,200 words should be sent as an attachment.
Envisioning Assessment
Editor: Jed Hopkins

Practices, done in the name of assessment, have made an undeniable impact on the work of teachers and the way students experience school.

Imagine a different world!

This column invites us to explore the roles assessment might be playing in the "bureaucratization" of our education system and entertain an ideal educational world where assessment is supportive of education, where teachers and departments are not pressured to teach to the test, where the crafting of assessment is understood to be creative, useful, productive, and owned equally by students, parents, and teachers; and where the default form of assessment is always authentic.

What would such schooling and teaching look like? What situations embody or threaten such an ideal? Can assessment be dialogical—a truly mutual experience for students and teachers? Can we help students to be responsible for assessing their own learning? How can we prevent the potential for toxic effects from standardized assessment (or any form of assessment, for that matter)?

This column invites discussion and a sharing of experiences, real or imagined, that might help us collectively take back the educational meaning and potential of assessment; to start to understand it less as a science (for accountability and sorting) and more as an art (for promoting human and humane possibilities).

Submit an electronic Word file attached to your email to the column editor, Jed Hopkins, at jhopkins@edgewood.edu. Contributors are encouraged to query the column editor and share drafts of column ideas as part of the submission process.

Lingua Anglia: Bridging Language and Learners
Editor: Pamela J. Hickey

As teachers and students, we bring the languages of our communities into schools. However, the language of academics, professions, and power is Standard English. As our student populations continue to grow in cultural and linguistic diversity, it is imperative that we find meaningful, equitable, and culturally relevant ways to support all students in their acquisition of Standard English. Research demonstrates that effective teachers value students’ home languages and welcome them as a bridge to Standard English development.

As we move forward into this linguistically rich and diverse world, we are all learners. There is much we can learn from our students, including those who speak languages or language varieties other than Standard English. Additionally, as English teachers we are all teachers of language. This column provides a forum to explore questions such as: How do diverse classrooms affect English language learning for all students? What kinds of reading, writing, speaking, and listening activities can bridge the gap between home language and Standard English? How can language learning be culturally responsive and academically challenging?

This column seeks to discuss critical, transformative, and powerful ways to support students’ acquisition of Standard English. Narratives, discussions of epiphany and teacher-learning, and culturally relevant and critical suggestions for Standard English support are welcome.

Submit an electronic Word file attached to your email, subject heading: Lingua Anglia, to Pamela J. Hickey at phickey@towson.edu. Contributors are encouraged to query the column editor and share drafts of column ideas as part of the submission process.

Poetry
Editor: Nancy C. Krim

In Lu-Chi’s Wen Fu: The Art of Writing, the first ars poetica of China, we find this: “When the vein of Jade is revealed in the rock, / the whole mountain glistens.” In his poem “Juggler,” Richard Wilbur writes: “It takes a sky-blue juggler with five red balls / To shake our gravity up.” Finally, scribbling inside a cell in Bedlam, Christopher Smart gave us: “For echo is the soul of the voice exciting itself in hollow places.”

Poets who teach, teachers who write, students are all invited to submit well-crafted poems to EJ. Choose those that seem a fit, either explicitly or implicitly, with announced themes of upcoming issues. We welcome new voices. 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 ejpoetry2013@gmail.com. Send correspondence to Nancy Krim at nckrim66@gmail.com.

Soft(a)ware in the EnGLISH Classroom
Editor: Tom Liam Lynch

Over the last decade, software has become ubiquitous in both our personal and professional lives. More and more, we share, shop, work, and learn in online spaces. Software powers these spaces.

In schools, emphasis has been placed on using data systems to track student achievement, to expand online courses, and to leverage new devices in instruction. Software powers these spaces. As software becomes more and more integrated into our daily lives, it becomes more and more difficult to disentangle its role from our daily experiences.

Given the cultural ubiquity of software (and the ever-increasing political encouragement it is receiving), we need to talk openly and critically about the ways software affects our lives as teachers, administrators, and learners.

This column is devoted to identifying the ways in which our teaching and learning lives are influenced by software. We focus on a single question: How does software both enable and inhibit our professional practices? Each column will offer a vignette based on readers’ professional experiences with software as well as a critical look at what the software enables and inhibits.

Contributors are encouraged to contact the column editor and share drafts of column ideas as part of the submission process. Please submit an electronic Word file attached to your email to the column editor, Tom Liam Lynch, at tom@tomliamlynch.org.

Speaking Truth to Power
Editor: P. L. Thomas

“If education cannot do everything, there is something fundamental that it can do. In other words, if education is not the key to social transformation, neither is it simply meant to reproduce the dominant ideology. . . . The freedom that moves us, that makes us take risks, is being subjugated to a process of
Under Discussion: Teaching Speaking and Listening

Editor: Lisa M. Barker

Classroom discussion, when effectively facilitated, invites students to deepen their understanding of literature; practice powerful social norms; enhance skills such as listening, building on others’ ideas, tactfully disagreeing, and taking turns; and orally craft arguments that may carry over into their writing. Orchestrating conversation is at the heart of teaching English. It’s also hard work. Leading whole-class discussion requires teachers to balance careful preparation with nimble, in-the-moment improvisation based on students’ contributions. Since facilitating discussion is a challenging aspect of our teaching craft, we must lean on each other for insights. This column seeks to provide a forum for leaning on each other to investigate and improve the quality of our discussion leadership.

What do you do before discussion to prepare yourself and your students? What kinds of texts do you use to anchor discussion? How do you teach the speaking and listening skills needed for a productive discussion? What strategies and moves do you use during discussion to facilitate talk? What do you do after discussion to help students improve the quality of future conversations and build on their understanding in concrete ways? How do you study and learn from your own facilitation?

This column invites you to share your discussion-related experiences through stories, studies, arguments, and explanations of tools and resources.

Send submissions of 1,200–1,800 words as an electronic Word file attached to your email with the subject heading “EJ Under Discussion” to Lisa M. Barker at lmbarker@towson.edu. Inquiries, ideas, and suggestions for future columns are welcome.