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Submit all manuscripts to Julie Gorlewski and David Gorlewski, Coeditors, through the English Journal Editorial Manager at http://www.editorialmanager.com/ncteej/. Questions can be sent to EnglishJournal@ncte.org.

Submission Guidelines

• Manuscripts should be double-spaced throughout (including quotations, endnotes, and works cited), with standard margins. 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 including citations).

• 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.

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 Essence of Improvement: Leadership in English Language Arts Instruction

Submission Deadline: July 15, 2017
Publication Date: March 2018

John Quincy Adams wrote, “If your actions inspire others to dream more, learn more, do more, and become more, you are a leader.” Leadership, then, does not necessarily stem from those who hold titles or positions of authority; and if what Adams says is true, then anyone can be a leader. Though he made this statement in the early 19th century, current educational research focusing on school improvement supports his belief. As we look back at nearly 40 years of school reform efforts, it is clear that there is no “cookie cutter” approach to improving the teaching and learning process, that there is no set of “best practices” that can be uniformly applied to all children in all schools. What has emerged from the literature on school reform is the indispensable role of leadership, and that leadership may come from traditional sources such as a school district superintendent or a building principal. However, when tracing the success of a school, research has found that leadership may come from, for example, a department chair, a teacher, a reading specialist, a curriculum coordinator, a content-area specialist, or even a parent group.

We invite you to share experiences related to the improvement of English language arts instruction on a broad basis (beyond a single classroom), experiences that have an impact on, for example, an entire grade level, department, school building, or school district. While crafting your manuscript, consider these questions: What grade level, department level, or school district level curricular issues/concerns needed to be addressed? How were these issues/concerns identified? What efforts had been made in the past to address the issues/concerns? How did leadership emerge? How was the leadership able to forge a consensus on what needed to be done to address the issue/concern? What steps were taken to achieve administrative, faculty, staff, and parental support? How was “success” measured?

Embracing Enduring Tensions in English Education

Submission Deadline: September 15, 2017
Publication Date: May 2018

Should spelling count? Does Shakespeare belong in high school classrooms? Can grammar be taught effectively without being embedded in student writing? Can students write poetry before they master basic literacy skills? Are rubrics useful for assigning and assessing writing, or do they lead to formulaic compositions that erode student voices? Language is an evolving cultural medium. It shapes our understandings of the world, and its changes reflect social transformation. A quick flip through the last 100+ years of English Journal reveals considerable change. Terms such as digital literacy and critical embodied pedagogy would have been mystifying to English teachers reading the journal in the early 20th century. Despite vast changes to language and to teaching, our field, like most professions, features some enduring tensions.

These tensions connect to philosophical approaches related to essential tenets of practice: teachers, students, and texts. Excellent teachers can have differing beliefs about these three components of our work. For example, is it the role of the teacher to lead students toward knowledge or to facilitate their construction of knowledge? Should students choose what to read or engage in shared analysis of a common text? Does choice in mode of assessment result in increased engagement or decreased equity? Consideration of instructional approaches complicates matters further. Some educators and researchers believe that advanced technologies enhance instruction; others can demonstrate that traditional, paper-and-pencil pedagogies strengthen learning and foster human interaction.

In the spirit of investigating the spaces of struggle that mark the heart of inquiry, we invite you to share your experiences with the enduring tensions of our practice. How have these tensions influenced your students, your classroom, and your development as a teacher? How have these issues resurfaced into new contexts and influenced your teaching? How does your classroom reveal that “the more things change, the more they stay the same”? And how can we continue to grow while honoring philosophies that have shaped our profession?

Equity and English: Constructing a Just Future

Submission Deadline: November 15, 2017
Publication Date: July 2018

We live and work in an unjust world, in a world where wealth distribution is inequitable, where power is often corrupt, and where discrimination and oppression are widespread. As English teachers labor to help students apply the skills of reading, writing, listening, and speaking, and instill in their students a love for literature, they also use these platforms to help students construct a more just world.

We do this work alongside learners in rural, suburban, and urban communities that represent a vast range of resources and privilege. Educational institutions, where our classrooms live, reflect society’s ills. Schools are meant to be spaces for
opportunity; too often, they are places where inequities are reproduced and sustained.

We are teachers because we believe that these conditions can be changed. We believe that the power inherent in dominant discourse can be questioned and interrupted, and that language can be a force for equity and justice. In this issue, we seek your stories of how English classrooms can offer opportunities for students to expose and resist injustice, and ultimately to experience justice. What texts bring justice to life for your students? What kinds of reading, writing, speaking, and listening activities generate possibilities for equity? How do digital literacies influence student and teacher participation in justice-oriented endeavors? In what ways do cultural forces and politics intersect with the aims of a democratic classroom? That is, (how) can teachers and students construct just classrooms in an unjust society?

To meet EJ readers’ expectations regarding research-based research and practice, please ensure that the experiences you share are grounded in relevant educational literature.

**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.

**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. Line drawings in black ink should be submitted on 8½” × 11” unlined paper and be signed by the artist.

**Columns and Column Editors**

**Book Reviews**

Editor: Ken Lindblom

Professional texts offer practitioners cutting-edge information. Whether focusing on pedagogical innovation, current research, or the implications of a new educational policy, these texts have the potential to provide insights, perspectives, and, often, contexts for the rapidly changing field of education. This column, titled “Book Reviews,” will accept reviews of professional texts related to teaching, educational theory, or educational policy. In general, reviews of fiction, memoir, and biography will not be accepted.

Reviews should give a brief summary of the text’s purposes and make critical commentary on its strengths and weaknesses—all with an eye to the needs of English teachers. Reviews should consist of 500 to 1,500 words. Aspiring reviewers should email Ken Lindblom at kenneth.lindblom@stonebrook.edu before writing reviews to eliminate the chance of duplicate reviews.

**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**

**Editor: Victoria P. Hankey**

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 roadmap 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 us 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 disability 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.

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 and access 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: Lauren Gatti

In his book Poetry as Insurgent Art, Lawrence Ferlinghetti instructs us to “Decide if a poem is a question or a declaration, a meditation or an outcry.” There are so many things I love about this imperative, but one thing I love most is the idea that underpins his conception of poetry: poems are relational in nature. Their existence implies that there is a world and a situation that must receive them. My poem-as-question invites you to wonder. My poem-as-declaration invites you to agree or disagree. My poem-as-meditation invites you to reflect and contemplate. And my poem-as-outcry invites you to be outraged or indignant, even. For Ferlinghetti, therefore, poems are invitations to experience your reality, or at least to entertain it as a thing worth entertaining.

Teaching makes for a particularly lively and complicated reality. Anyone reading this understands the dizzying array of emotions and experiences we have in our classrooms and school libraries, on the track or in the auditorium. This intense and lovely day-to-day keeps us doing the work of teaching and learning. English Journal invites you to write and submit poetry that probes or declares or contemplates or screams some important aspect of this work. We seek well-crafted poems that fit—implicitly or explicitly—with the announced theme of upcoming issues. We do not consider previously published poems or simultaneous submissions.

Send up to five original poems by email attachment to ejpoetry2016@gmail.com. To ensure anonymous review, please make sure that the only identifying information on each submission is the author’s phone number and initials (and please write this as a header or footer to ensure that each page of your submission has that information). In your email message, please include a brief biographical sketch. Poets whose work is published will receive two complimentary copies of the issue in which their work appears. Please direct all correspondence to Lauren Gatti at lgatti2@unl.edu. Thank you, and we look forward to reading your poetry!

Soft(aware) 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 well.
Though we don’t often talk about it explicitly, we are all empowered and encumbered by software in our everyday lives. 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 Laan Lynch, at tomtom@tomlaanlynch.org.

**Speaking Truth to Power**

Editors: P. L. Thomas and Christian Z. Goering

“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 standardization of formulas, models against which we are evaluated. . . . We are speaking of that invisible power of alienating domestication, which attains a degree of extraordinary efficiency in what I have been calling the bureaucratizing of the mind” (110–11). (Freire, 1998, *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage*)

This column seeks to explore the experiences and possibilities that arise when educators speak Truth to power. It is also intended to be an avenue for teachers to speak Truth to power through teacher narratives about “the bureaucratizing of the mind,” about best practice in critical literacy against scripted and tested literacy, and about creating classrooms that invite students to discover, embrace, and develop their own voices and empowerment.

Submit an electronic Word file attached to your email to P. L. Thomas at paul.thomas@furman.edu.

**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 lbarker@towson.edu. Inquiries, ideas, and suggestions for future columns are welcome.