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Call for Manuscripts

Congratulations to Toby Emer of Agnes Scott College in Decatur, Georgia, and R. Joseph Rodríguez, The University of Texas at El Paso, who have been chosen as the next editors of English Journal. Their first issue will appear in September 2018.

Submit all manuscripts 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.

Radical Courage

Submission Deadline: January 15, 2018
Publication Date: September 2018

“And it can be said that the monumental struggles being waged in our time . . . resemble, in awesome ways, the ancient struggle between those who insisted that the world was flat and those who apprehended that it was round.”

—James Baldwin, “Here Be Dragons,” 1985

Uncertainties mark the cultural map of our contemporary world, interfering with our sense of security and, at times, rendering the landscape unfamiliar and tricky. Schools can reflect these uncertainties. Domestic sociopolitical upheaval, shifting demographics, global humanitarian catastrophes, and the media’s broadcast of unfiltered, and often uncritical, perspectives affect our students and our classrooms.

Medieval cartographers used the warning “Here be dragons” to designate the edges of the known world. The phrase, sometimes accompanied by dragon symbols, served as both a caution and an invitation. It beckoned the most courageous to trespass familiar boundaries, to venture into unmapped territories. The English classroom has always applauded the spirit of exploration, and English teachers are renowned for their bravery, openness, and willingness to learn and adapt.

The changes in our world demand a courageous pedagogical response, especially as we assist students to cultivate literacies that promote justice, global awareness, and introspection. These changes bid us to renew our commitment to an artful, evolving practice. For this issue of the journal, the editors invite stories of radical courage. In the face of the “monumental struggles being waged in our time,” as Baldwin puts it, how are English classrooms responding with lessons that explore new territory, teach social responsibility, and inspire hope? How are courageous instructional choices supporting families and communities? As a literacy teacher, when have you stepped into unmapped terrain and what happened? How are we, as a profession, highlighting the need for empathy and engaged listening? Why must we believe in radical courage as we learn about ourselves and our struggling world? What dragons have you encountered and how have you and your students summoned the courage to face them?

Artifactual Inquiry

Submission Deadline: March 15, 2018
Publication Date: November 2018

“Artifacts, or objects, are present in everyone’s life. Memories of objects are powerful pulls on identity. Objects are handed down, over generations, some brought from foreign trips as mementos. These objects are special, and they tell stories. Artifacts bring in everyday life. They are material, and they represent culture.”

—Kate Pahl and Jennifer Rowsell, Artifactual Literacies: Every Object Tells a Story (2010)

The artifacts of our lives are evocative. They invite us to reminisce and share stories, and they remind us of who we are and who we have been. Sometimes an artifact—a photograph, a book, a playlist, a poem, a letter, a cartoon—conjures a connection to the past and causes us to remember and reflect. The questions that surface in those moments can lead us to consider the object’s materiality and its power to define our thinking about ourselves and the world. These questions are the foundation for inquiry—an exploration of our culture, our learning, our relationships, and our experience, as represented by mementos from our lives.

This issue of English Journal explores teaching and learning artifacts and the memories they arouse that are “powerful pulls on identity,” as Pahl and Rowsell describe them. Which artifacts of your journey as an English teacher are most significant? How are your ELA students defining themselves as learners via artifacts and mementos? What do artifacts say about our identity, as Pahl and Rowsell describe them? Which artifacts summon the courage to face them?

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.
Call for Manuscripts, continued

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.

Call for Columnists for English Journal (2018–2023)
The English Journal incoming coeditors, Toby Emert and R. Joseph Rodríguez, invite NCTE members to apply to serve as column editors for the journal.

The journal’s current columns will continue to be published through the July 2018 issue. Writers with an interest in writing for a column, but who do not wish to serve as column editors, are invited to contact Toby Emert at temert@agnesscott.edu or to attend the Meet the Editors conference session at the NCTE Annual Convention in St. Louis to share topic ideas with the incoming coeditors. The session will be held during the F timeslot, 10:30–11:45 a.m. on Saturday, November 18, 2017.

Column editors will serve a one-year term and contribute six columns to a volume of the journal (published in September, November, January, March, May, and July). The term will also include a commitment to assist with the transition between columnists.

Column editors will be responsible for managing all publication details of their individual columns, including inviting contributors, handling submissions, providing content, and working with the journal editors to meet publication deadlines.

Details about past and current columns and columnists/column editors can be found online at http://www.ncte.org/journals/ej/columns. The editors welcome applications that creatively re-imagine the content for current columns or that propose a new column that addresses the interests and concerns of NCTE members.

The editors are especially seeking content for the journal that amplifies the voices of teachers and students and strengthens our community’s dialogue on globally and socially responsible literacies.

Applicants are invited to share proposals of no more than 500 words outlining their vision for the column, along with a two-page resume or curriculum vitae.

Column proposals should be addressed to coeditors Toby Emert and R. Joseph Rodríguez and submitted via email to temert@agnesscott.edu. The deadline to receive proposals for Volume 108 (January 2018–September 2019) is December 1, 2017.
Deep Reading
Teaching Reading in the Writing Classroom

Patrick Sullivan, Howard Tinberg, and Sheridan Blau, editors

This book argues that college-level reading must be theorized as foundationally linked to any understanding of college-level writing. Measurements of reading abilities show a decline nationwide among most cohorts of students, so the need for writing teachers to thoughtfully address the subject of reading, especially in grades 6–14, has become increasingly urgent.

Contributors to this collection offer an antidote to the current reductive understanding of reading that views readers as passive recipients of information. These authors (1) define the challenges to integrating reading into the writing classroom, (2) develop a theory of reading as a specific type of inquiry and meaning-making activity, and (3) offer practical approaches to teaching deep reading in writing courses that can be put immediately to use in the classroom.

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