Grammar to Get Things Done
A Practical Guide for Teachers Anchored in Real-World Usage

Darren Crovitz and Michelle D. Devereaux

Grammar to Get Things Done offers a fresh lens on grammar and grammar instruction, designed for middle and secondary preservice and inservice English teachers. It shows how form, function, and use can help teachers move away from decontextualized grammar instruction (such as worksheets and exercises emphasizing rule-following and memorizing conventional definitions) and begin considering grammar in applied contexts of everyday use.

Modules (organized by units) succinctly explain common grammatical concepts. These modules help English teachers gain confidence in their own understanding while positioning grammar instruction as an opportunity to discuss, analyze, and produce language for real purposes in the world. An important feature of the text is attention to both the history of and current attitudes about grammar through a sociocultural lens, with ideas for teachers to bring discussions of language-as-power into their own classrooms. A copublication of Routledge and NCTE.

ISBN 9781138683709
bit.ly/NCTE-gramm
No. 83709
$27.95 member/$34.95 nonmember
ENGAGING. RELEVANT. PRACTICAL.
You’ll find a lot to love and a lot to learn in this recently published title.

Continuing the Journey
BECOMING A BETTER TEACHER OF LITERATURE AND INFORMATIONAL TEXTS

Leila Christenbury and Ken Lindblom

Aimed at accomplished veteran teachers, Continuing the Journey offers practical advice, encouragement, and cutting-edge ideas for today’s English classroom. Coauthors Leila Christenbury and Ken Lindblom, well-known teachers, writers, and former editors of English Journal, are joined in this book by almost two dozen classroom teachers and researchers. Together they present real strategies for real classrooms and offer teachers ideas, insights, and support. Focused on literature and informational texts, this lively book (the first in a series) is a road map to professional renewal and to becoming a better teacher. Topics include:

• Changes in you, your classroom, and your school
• What it means to be a better teacher
• Teaching literary texts and literary nonfiction
• Incorporating the study of informational texts and of social media in your classroom

Stock No. 08543 $26.95 member/$35.95 nonmember
eStock No. 08550 $23.95 member/$31.95 nonmember

Turning the Page on Literacy.
Call for Manuscripts

Congratulations to Toby Emert of Agnes Scott College in Decatur, Georgia, and R. Joseph Rodríguez, California State University, Fresno; 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/ncteje/. 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.

Artifactual Inquiry

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

“This 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—conveys 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 a culture, and how can the English classroom be a site for cultural critique? How have you encouraged students to examine personal objects that stir their memories and speak to their experiences? How does artifactual inquiry help us learn, understand, and teach?

Theme: Biography as Curriculum

Submission Deadline: May 15, 2018
Publication Date: January 2019

“Students come to us with their own unique cultural and linguistic backgrounds. Within these backgrounds, we can find the key that unlocks their potential for academic success.”

—Socorro Herrera, Biography-Driven Culturally Responsive Teaching (2016)

In her well-known collection of essays about transforming classrooms, Teaching to Transgress, writer bell hooks reflects on her own educational experience of surviving the desegregation era of the 1960s. She explains that since that historical moment, schools have generally struggled to teach students “how to live in the world”; hooks insists that engaged teaching necessarily values student expression, which is an extension of the lives they live outside the classroom. Researcher Socorro Herrera, describing her work with culturally and linguistically diverse (CLD) students, echoes hooks as she advises teachers to intentionally integrate students’ biographies as they plan lessons. Framing reading and writing assignments with learning strategies that encourage students to share aspects of their family life and their backgrounds can personalize curriculum and increase interest. The value we place on students’ individual identities influences their commitment to the culture of school and their learning in our classrooms.

For this issue of English Journal, the editors invite stories about instructional efforts to be intentional in creating assignments that allow students to integrate their in-school and out-of-school lives. How have you centered autobiography or biography in lessons and units? Which mentor texts have worked well to guide students in considering how their lives are connected to the goals of your language arts classroom? How have you employed personal journaling as a substantive element of your curriculum? When have you struggled to help students share aspects of their lives that may not be valued by the school culture? What has happened when you have invited students to explore their own experiences as a lived curriculum through the assignments you offer them?

Theme: Exploring Color Hierarchies

Submission Deadline: July 15, 2018
Publication Date: March 2019

“Of constant fascination for me are the ways in which literature employs skin color to reveal character or drive narrative—especially if the fictional main character is White (which is almost always the case).”


Morrison’s critique of the depiction of whiteness in fiction invites us, as English teachers, to consider the implications of our classroom reading selections and how our thinking about race, color, and identity inform those choices. Literature can present characters that reflect the everyday lives of our students, but it can also minimize or ignore their experiences. The
color of a character’s skin, for example, connotes a complex message to readers, since we interpret a character’s color as an essential aspect of identity. The choices we make about texts for our students matter, especially as we consider the negative messages about race and identity conveyed to them by popular culture. The multicultural high school English classroom may be one of the only spaces where students discuss the hierarchies of skin color with their peers and a supportive adult professional, which makes our role in aiding these conversations significant. How can our classes be both provocative and safe, allowing students to explore the meanings of color in the stories they read and reflect on what those meanings tell us about ourselves and the world we live in?

This issue of *English Journal* explores the literature we teach that addresses issues of race, ethnicity, and skin color hierarchies and the importance of the role of English teachers in engaging students in substantive discussions about identity and selfhood. The editors are especially interested in teachers’ stories of examining cultural dominance with their students. How have students responded to your efforts to share texts that critique our racialized society? Which novels, short stories, poems, and plays have inspired your classes to analyze the hierarchies of skin color? What criteria do you use to select readings for your classes and how does your own racial identity influence those criteria? How have you used a balance of both classics and contemporary classics to address race and racial identity? In the selection of literature, how do ELA curricula value or disregard perspectives on race? What lessons have you learned about using literature that “employs skin color to reveal character or drive narrative” that you would want to share with others?

**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**

Information about *EJ* columns will appear in the March issue of the journal and on the website before then.

---

**Call for Nominations: 2018 David H. Russell Research Award**

The David H. Russell Award for Distinguished Research in the Teaching of English recognizes published research in language, literature, rhetoric, teaching procedures, or cognitive processes that may sharpen the teaching or the content of English at any level. Any work of scholarship or research in language, literature, rhetoric, or pedagogy and learning published during the past five years (between January 2012 and December 2017) is eligible. Works nominated should be exemplary instances of the genre, address broad research questions, contain material that is accessibly reported, and reflect a project that stands the test of time.

Nomination information can be found on the NCTE website at [http://www.ncte.org/college/awards/russell](http://www.ncte.org/college/awards/russell) and must be submitted by March 1, 2018. The award will be presented at the NCTE Award Session during the 2018 NCTE Annual Convention in Houston, Texas.