

# Calls for Manuscripts

Editors' Note: All incoming manuscripts must be submitted through Editorial Manager at [www.editorialmanager.com/langarts/default.asp](http://www.editorialmanager.com/langarts/default.asp). Please identify the issue for which you are submitting in the Editorial Manager "Comments" section.

## September 2013: Literacy Learning and Discourse

The ways people interact and communicate in social communities are highly interrelated with literacy. Close looks at interactions in classrooms, those within communities outside of classrooms, and influences of new literacies on our ways of interacting have provided important information pertaining to relationships between language, learning, identity, and ideology. In this issue of *Language Arts*, we invite articles that examine how people communicate (e.g., gestural, spoken, visual, written, etc.) in social settings (e.g., classroom, community, Internet). How does the interrelatedness of language and literacy play out in classroom life? How have technological shifts altered how teachers and students interact around print?

**(Submission deadline: May 15, 2012)**

## November 2013: Innovations

As professionals, teachers are at the forefront of innovation in the language arts. Classrooms provide the space for new ideas, new instructional techniques, and new tools—but they're not the only place for innovation. Sometimes innovations come from home experiences, after-school programs, libraries, and communities. We invite manuscripts that describe exciting and innovative practices that are enriching the lives of young people. Who is leading the way? What should we, as fellow educators, researchers, and family members, know about what's going on? What conditions have led to innovative spaces and practices? In what ways are the innovations inviting children to participate in the language

arts? How can we follow the lead of the most innovative practitioners?

**(Submission deadline: July 15, 2012)**

## January 2014: Inquiries and Insights

In these unthemed issues, we feature your current questions and transformations as educators, community members, students, and researchers. Many directions are possible in these issues. What tensions do you see in literacy education today? What do readers of *Language Arts* need to notice and think about? What inquiry work have you done that can stretch the field of literacy and language arts? Describe your process of learning about literature, literacy, culture, social justice, and language. What new literacy practices do you see in communities, after-school programs, and classrooms? What supports these practices? What is getting in the way of change? What connections are adults and children making as they engage in the art of language? Join us in creating a collection of inquiries and insights.

**(Submission deadline: September 15, 2012)**

## March 2014: Common Core or Rotten Core?

As the English Language Arts Common Core Standards are being implemented in US schools, what is working? What's not? What are your views of the Common Core? Are they helpful? Hurtful? Will these new national standards transform schools? Or are they fatally flawed? This issue will present research about classroom ELA instruction and policy as well as commentary from teachers and researchers about the Common Core Standards. For this call, we invite submissions that are commentaries of 350 words or fewer in addition to our more traditional submissions (research studies, literature reviews, and theoretical pieces of 6500 words or fewer).

**(Submission deadline: November 15, 2012)**