Calls for Manuscripts

Editors’ Note: All incoming manuscripts must be submitted through Editorial Manager at www.editorialmanager.com/langarts/default.asp. Identify the issue for which you are submitting in the Editorial Manager “Comments” section. For additional calls, please see http://www.ncte.org/journals/la/call.

Commentaries: We invite submissions that are commentaries of 350 words or fewer (in addition to our more traditional submissions of research studies, literature reviews, and theoretical pieces that are 6500 words or fewer). Commentaries should present an opinion or idea that is relevant to the issue theme. When submitting a commentary to Electronic Manager (EM), please indicate the issue number and a “C” in the “comments” field (e.g., May 2015-C).

May 2015: Creativity: Writing as Creative Construction

Creative classrooms carry the potential to excite children to explore innovative ideas and to think in new ways about themselves, their content, their classmates, and/or their lives. Such learning spaces recognize that while creative acts aren’t always planned, environments that promote new thinking can and should be fashioned with the goal of igniting children in creative construction. For this special themed issue, we invite articles that offer a fresh take on creativity and writing in the language arts classroom. These questions may be helpful: What do students do when their classroom environment invites them to challenge themselves as creative meaning makers across content areas? What conditions (time, structures, attitudes, etc.) support students as creative thinkers and authors? What dispositions (persistence, associative thinking, goal setting, etc.) are important for students to bring to their creative work? What do students do when they work in a writers’ workshop that expects them to compose out of the box?

Submission deadline: January 15, 2014

July 2015: Insights and Inquiries

In these unthemed issues, we feature your current questions and transformations as educators, community members, students, and researchers. Many directions are possible in this issue. 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: March 15, 2014

September 2015: The Body Literate

Oftentimes literacy and language arts are thought of in connection with made texts: books, articles, images, films, etc. Language arts classrooms are sites where students learn to create, analyze, and critique such texts. But sometimes hidden in literacy discussions is the role of bodies in meaning making—the child’s physical experience of engaging with texts, readers’ emotional responses when caught up in a story, students’ playful interactions with the environment while living literate lives. In this issue of Language Arts, we invite articles that explore literacy and embodiment, the ways in which students experience and literally “make sense” of their lives through bodies situated in cultural and physical places. Some questions to consider are: How do children understand their lives by manipulating a material world through sensations and movement? In a digital age increasingly marked by online learning and virtual spaces, how are literacies active and embodied? How do notions of bodies and literacies impact discussions of ability and dis/ability?

Submission deadline: May 15, 2014

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