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.

May 2017
Trauma, Loss, and Literacies
For this issue of Language Arts, we seek manuscripts exploring how traumatic events and experiences are storied within spaces of teaching and learning. What happens when children share or read stories of loss, economic hardship, and/or trauma? How are students drawing on multiple modalities to express these stories or their responses to them? What responsibilities do educators have to those who share trauma narratives and to those who witness the narratives? How do collective experiences of traumatic events (e.g., police shootings, environmental disasters) find expression in the language arts classroom? What happens when these stories are silenced? How do educational institutions, assessment practices, and curricula serve as sites of struggle and loss for students? In this issue, we also invite authors to write about how the language arts can serve as sites of possibility and hope for students experiencing trauma and loss. Submission deadline: July 15, 2016

July 2017
Poetry
For this issue, we are interested in exploring the reading, writing, teaching, and performing of poetry. Recently, nonfiction has received increased attention, largely due to the implementation of the Common Core State Standards, but poetry, often a neglected genre, deserves attention as well. Poetry has the potential to awaken the senses, sharpen language skills, and inspire political activism.

Questions to pose related to poetry include: Which pedagogical practices successfully engage children in reading and responding to poetry in meaningful ways and across the content areas? How can poetry titles be utilized to support children in writing poetry themselves? How have poetry books evolved over time? For instance, a number of recently published books by Joyce Sidman and Douglas Florian include nonfiction information along with the poems. What might content analyses of poetry books by poets such as Janet Wong, Pat Mora, Marilyn Nelson, and others (e.g., past recipients of the NCTE Excellence in Poetry for Children Award) uncover? What are children’s poetry preferences and how are they shaped by the books teachers select, read aloud, and make available? How are young poets finding expression and reaching audiences with digital tools, multimedia platforms, and spoken word events? How do young people orchestrate multiple modalities when crafting and performing poems? Submission deadline: September 15, 2016

September 2017
Advocacy for the Language Arts
For this issue we expand on the NCTE 2016 Convention theme and invite manuscripts that explore how language arts educators engage in advocacy. We want to know to whom and for what do you advocate? We are interested in efforts that help educators deepen their commitments and remain hopeful within the literacy field. How do readers of Language Arts, for example, come together, take ethical positions, defend their profession, care for students, and create possibility in their work? Do you assume roles as teacher-leaders to effect change or participate in collaborative learning and inquiry networks to nourish and sustain your professional lives? How does leadership for language arts curricula and pedagogy occur within the confines of political, bureaucratic, or community expectations? Who stands up for learners susceptible to low literacy achievement such as those with disabilities, immigrant youth, African American boys, or children living in poverty? What types of classroom, school, district, university, nonprofit, or community-based initiatives or pathways (big or small) provide support for advocates of improved literacy teaching and learning? These are the types of questions we are hoping to explore. Submission deadline: September 15, 2016