
Call for Papers for *MEJ*'s Next Issue

As we did at the end of the last issue, John Banschbach and I *want to encourage all of you who are reading the Fall 2007 number of MEJ* to consider yourselves part of our continuing dialogue with language, literature, reading, and composition—dialogue that engages and shares and enriches *your* pedagogy and research. And, to aid you in expressing and shaping *your* interests in and concerns about the materials you bring to the classroom, the students you bring them to, and your invention of strategies for engaging those students in those materials, we would like you to consider one of the topics listed below as your focus. Please understand that these topics are merely suggestions. Should your teaching context or circumstances cause you to identify a topic not on our brief list, we invite you to pursue it and send us the results. We want to read and interact with your work, whether that work has sprung from a teaching context in the elementary, middle, or high school, either public or private; community college; technical college; public university; or private college. As you peruse the list, do not hesitate to contact us for clarification on any of the topics or for advice about responding to an item we haven't listed that you would like to respond to. We welcome the opportunity to work with you. Please think about

June 30, 2008 as a deadline, and think about the **Spring MCTE Spring Conference in April 2008** as avenue for presenting it.

Topics:

1. *Young adult literature* (multicultural, American, and/or British—traditionally structured or non-linear)
2. *Teaching and representing Shakespeare* for high school and college students
3. *World literatures* (Anglophone/commonwealth; African; Caribbean; Latin American; Chicano; Native American; Asian/American; East Indian)
4. *Assessment* at any level (we're not just thinking about rubrics that work, but the kinds of anonymous interventions that can be used to determine whether our students are learning what we intend for them to learn)
5. *Literature of the Americas* (any kind of literature to any number of audiences, related to Canada, the U.S., the Caribbean, and Mexico through Tierra del Fuego)
6. *Un-banning the banned books* (experiences and methodologies related to teaching them)
7. *Assignment packages that work* (i.e., prompts and materials situated around the development of an important assignment tied to a particular course and an audience for that course; a "tool box" of materials and rubrics and writing assists and prompts and strategies that will assist members of that audience with their struggle to complete successfully that assignment; and an assessment strategy that will enable some effective testing of whether the goals and objectives connected to the assignment have been reached—this is for teachers at any level)
8. *Writing across the curriculum*, issues and strategies
9. *Writing-intensive courses* (definitions, challenges, approaches)

10. *Electronic distance learning* (dealing with audience problems, delivery issues)
11. *The “capstone” experience*, from portfolio to research paper (problems of mentoring and assessing are connected here)
12. *Teaching the world*: Humanities at any teaching level
13. *Collaborative learning*: assignments and teaching strategies that work
14. *Technology* in the English/language arts classroom
15. *The relevance of the Western Canon* (expanding/re-envisioning the canon)
16. *Standardized testing* and its impact on English/language arts curriculum
17. *The world wide web* and research paper writing
18. *Poetry* and its relevance
19. *English language learners*: how can we best serve their needs in the reading and composition classroom
20. *Grammar* and its place in today’s English classes
21. *Feedback* on student writing and issues pertaining to responding
22. *Practices* in the teaching of English language arts
23. *Research* in and out of the classroom
24. *“Audience”* related issues
25. *Teaching tips*
26. *Issues of diversity* (representing race and gender)

We are hoping very much, depending upon the nature of your responses to these and other issues important to you, to incorporate two new areas into the journal: a “letters to the editor” section that either responds to essays represented in the pages of this issue or at the spring MCTE conference in Roch-

ester or to other issues of importance to you related to teaching literature, language arts, reading, and composition; and a section devoted to short and practical strategies of teaching in these areas (assignments; assessment pieces; collaborative techniques for engaging students in literature or the evaluation of their own writing; means for assisting students with their struggles to respond to your assignments or realize themselves as contributing members of your classroom environment; etc.). We look forward to hearing from you.