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## Call for Papers for *MEJ*'s Next Issue

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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 2009 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. But this time, in honor of the organization's 50th year of operation in serving and supporting Minnesota teachers of English, writing, and language arts from the middle school to the university, the theme for the Spring Conference that will convene in Duluth is "50 years of Continuity and Change." And it's difficult to imagine that all of you are not doing work that touches directly on that theme. 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 1, 2010** as a deadline, and think about the **2010 Spring MCTE Spring Conference** as a venue 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 and pedagogy* (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 look forward to hearing from you.