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Back Matter

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 Michigan Council of Teachers of English
presents...

Do You Believe in Magic?

FALL CONFERENCE

Saturday, October 8, 2005
8:30 AM - 4 PM
Lansing Center
Lansing, Michigan

Keynote Speaker
Frank Serafini

*Author of Reading Aloud and Beyond:
Fostering the Intellectual Life with Older Readers and
Lessons in Comprehension*

Luncheon Entertainment
The Amazing Egghead

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Language Arts Journal of Michigan

The Scholarly Journal of the
Michigan Council of Teachers of English

Fall/Winter 2005: Best Practice in Action

The phrase 'best practice' is typically used to describe the teaching practices that bridges theory, experience, knowledge, and practical applications in our classrooms. But what does this term REALLY mean? Is it just a 'buzzword' that has lost meaning? Or is it a powerful response to an era of testing and standardized curricula? Where do our own ideas of 'best practice' come from?

Mostly, we are interested in authors who seek to better understand 'best practice' and concepts that surround and support the teaching of English language arts.

Among others, we are particularly interested in articles that consider issues such as

The definition of 'best practice' in English language arts classrooms

Examples of instruction in literature, literacy, writing, reading, and other aspects of English language arts teaching, including projects, activities, and classroom structures that meet this ideal

Submit Manuscripts to:

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Guest Co-Editor: *Robert Rozema, Grand Valley State University*

Submission Date: October 15, 2005

Spring/Summer 2006: Teacher Research

We believe that teachers are not only consumers of educational knowledge, but should be active contributors to discussions of teaching as well. Teacher research has become a powerful force in the professional development of teachers and the overall development of the field of education.

For this issue, we seek articles that:

Describe recent teacher research projects, including results and implications for teaching and teachers

Describe collaborative projects that support teacher researchers and the concept of teacher research

Advance the idea of teacher research and develop concepts that can assist others in becoming active teacher researchers.

Guest Co-editor: *W. Douglas Baker, Eastern Michigan University*

Submission Date: April 15, 2006