



English in Texas
A Journal of the Texas Council of Teachers of English Language Arts

DATE: August 4, 2014

ENGLISH IN TEXAS, VOLUME 45.1

(WINTER 2014)

Theme: Critical Pedagogy

Deadline: September 1, 2014

Critical literacy is the ability to actively read texts in a manner that promotes a deep understanding of power, inequality, and injustice in human relationships. It is a stance that encourages individuals to question the attitudes, values, and beliefs that are reflected in written texts. We encourage you to think about your choices of texts or media for the classroom. Do they support the dominant literacy canon and reinforce mainstream cultural norms? If so, have you addressed such biases within your own classroom? Have you modeled and encouraged connections that resonate with students' lives (text-to-self) or helped them make text-to-text or text-to-world connections about societal issues such as prejudices toward race, gender, culture, or socioeconomic status? Have you used literacy in your classroom to critically examine unequal power relations in society (e.g., racial profiling, a lack of parity in pay among women and men, civil rights for all citizens, regardless of sexual orientation)? Have you encouraged your students to become more aware of the hidden messages communicated within texts and media that privilege some and oppress others?

Students, even young children, are capable of recognizing injustice. For teachers of elementary grades, have you used picture books or read current events to your students in order to help them problematize socially significant issues that are reflected in those texts? Have you engaged your students in group projects or book discussions that encouraged critically examining social justice within your classroom or in your students' lives as a starting point for understanding critical literacy (bullying, classroom rules, fairness, gender issues, etc.)?

Share with us your classroom practices that address social inequities perpetrated through texts or media. Help our readers visualize instruction that includes the non-neutrality of texts/media based on race, class, gender and political persuasions.

Student Deadline: October 15, 2014

Call for Student Submissions: We invite students to share personal experiences with texts or media that support dominant ideologies. What are your thoughts about learning to be more aware of the hidden messages within texts and media?

Send submissions to EnglishinTexas@txstate.edu

Website: <http://www.tctela.org>

ENGLISH IN TEXAS, VOLUME 45.2
(SPRING/SUMMER 2014)
Theme: Recording the past and composing the future
[50th Anniversary of TCTELA]

Deadline: April 1, 2015

Call for submissions: 2015 marks the 50th anniversary of *English in Texas*. It just so happens that fifty years ago, in 1965, *The Sound of Music* won an academy award for Best Picture. The Beatles' songs, "Help!" and "Yesterday" were at the top of the charts.

With the recent focus on multimodal literacies, research continues to support the link between music and literacy learning. Music has the potential to accelerate learning, increase self-esteem, and improve memorization skills. Music also has the power to elevate students' math and reading skills and leverage learning in other fields of study.

In this 50th Year Anniversary Issue, we are looking for manuscripts that speak to the ways that teachers use music and the performance arts to leverage literacy learning. In that regard, how have you used music to enhance students' literacy or to connect with new concepts? Have you drawn on music or performance art to help students engage with plot, theme, or literary devices? How have music or the arts enhanced the teaching of writing in your classroom? Perhaps you have used drama to teach emotional intelligence or reading fluency. In what other ways have you incorporated music or drama into your classroom?

The hills are alive with many possibilities for music and theater. Take a look back at "Yesterday" to find ways to compose the future of teaching. We all need a little "Help!" from our friends and colleagues and would love to share your expertise in this 50th anniversary edition of *English in Texas*.

Student Deadline: May 15, 2015

Call for Student Submissions: Many people feel a strong connection to music from an early age. Almost any component of literacy can be put into musical format, from learning texts and poems to any form of reading, writing, listening, and speaking. We invite students to think of ways that music or the arts have been incorporated into your English classrooms. How has this inclusion of the arts helped you make connections to content? Describe any ways that music, drama, or the arts have enhanced your interest in a topic. Also valuable are songs, poetry, or theatrical writings you have composed on your own or for class project or presentation.

If you have any questions, then please feel free to email them to EnglishInTexas@txstate.edu.

Sincerely,

Carol Delaney, Co-Editor *English in Texas*

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