



2017

## Front Matter, Editor's Note, Table of Contents

Editorial Staff

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# ***The New Jersey English Journal***

## **2016 Issue**

*The New Jersey English Journal* is a peer-reviewed publication of The New Jersey Council of Teachers of English (NJCTE). This journal is intended to serve our members through the sharing and showcasing of research, best practices and ideas related to K-12 and college English Language Arts education.

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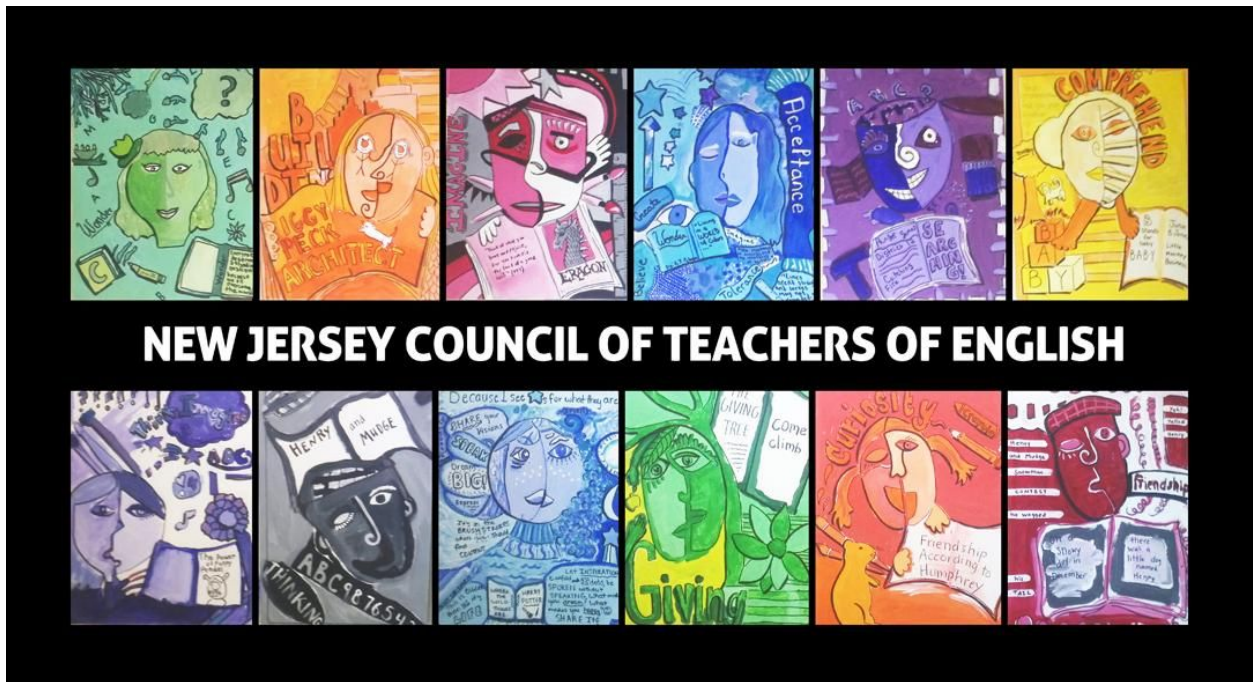
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## CALL FOR MANUSCRIPTS

# 2017 Issue of *The New Jersey English Journal*

*The New Jersey English Journal*, a peer-reviewed publication of The New Jersey Council of Teachers of English, invites you to share submissions on “**Professional Growth: What’s Inspiring?**” We seek researched articles as well as 500-word personal essays and other creative responses that shed light on the many possibilities, topics, issues, problems and solutions related to professional growth and inspiration in teaching K-12 and college. Articles should relate directly to English Language Arts teaching and learning. We value responses from both veteran and new teachers. Co-written articles are also welcome.

We invite you to respond to the theme of “Professional Growth: What’s Inspiring?” by considering such questions as:

- Where do teachers find inspiration? (e.g., peers, workshops, education programs, mentors, books, articles, journals, and films)?
- How can educators feel passionate and/or inspired about their jobs despite the standardization of teaching and other challenges to creativity?
- What can teachers do to keep their passion for teaching alive and/or continue to grow professionally?
- What role does a teacher’s outlook or perspective play in student learning?
- What teaching methods help teachers to feel inspired and inspiring?
- What else can teachers do to take care of themselves during challenging times -- both at work and at home?

In addition to submissions that respond to the theme, we also welcome poetry on the topic of teaching. Submissions will be accepted between April 1 and **December 15, 2016**. Submissions should not have been published in any other journal. Submissions must use MLA formatting and Time New Roman or Garamond Font in Size 12. All submissions will be reviewed by multiple members of our editorial board. Submitters will receive a response by February 1, 2017; the journal will be released by April 1, 2017. Send queries and submissions to 2017 journal editor Liz deBeer at [ldebeerwardell@gmail.com](mailto:ldebeerwardell@gmail.com).

# From the Editor

The theme of past, present, and future in teaching reminds me of traditional Russian nesting dolls, for we each have the past, present and future inside of us, stacked in our memories, actions and dreams. Each of us was a student, witnessing the best and worst instruction of our childhood. We were new teachers, wondering how both to manage and to inspire students. As we continue to teach, we struggle to improve our skills while juggling the challenges inevitable in our profession, including coping with misguided politicians, increased standardized testing, and the pull away from traditional reading and writing toward social media. I wondered if the topic were too broad, but it invited English Language Arts teachers to reflect on what inspired them to enter the teaching profession, like Mary Bennett; what keeps them focused on teaching, like John Straus or Diana Aguirre; and what to imagine for the future, like Maureen Connolly and her students Alison Buske and Ana Lanfranchi. Other articles reminded us that teachers and students have a symbiotic relationship, such as Sheryl Lain, Trudy McKeag, or Patricia Emerson, who found lessons in their interactions with students. Still others commented on the power of words and the impact of race in the classroom, such as Alrick Brown and Erika Robinson.

This issue includes three genres: articles, personal reflections, and poetry. The submissions are not organized in a hierarchical manner, but, loosely, in a thematic manner. Our goal was to juxtapose the submissions to highlight each piece, rather than placing them according to genre. We hope readers will read each entry individually, but also consider the theme in the background: past, present, and future. This is the first year short personal reflections were solicited, and we were delighted to hear from both new and veteran teachers, who offered their vignettes for us to peek into their classrooms. With this lens, the feeling is complete: the profession is challenging, but it is still embraced by these teachers, who continually learn and develop.

Many thanks to all the people who put so much time into the preparation of this issue, including our contributors, the members of the journal editorial board, members of the NJCTE Executive Committee and everyone else who helped behind the scenes. In particular, Dana Maloney, the previous editor, guided me in every aspect of this journal, from how to solicit submissions to how to lay out the journal. Patricia Bender, a member of the editorial board and a former colleague of mine from Rutgers University, spent hours helping me lay out the journal and make final edits. The input of Dana and Patricia has greatly improved this journal.

My deepest gratitude also to the student artists, including Tomer Aberbach, who designed the cover, and who is a student of Dana Maloney. Thank you also to Izzy and Maggie Boyce-Blanchard, who contributed the witty and whimsical drawings in the journal.

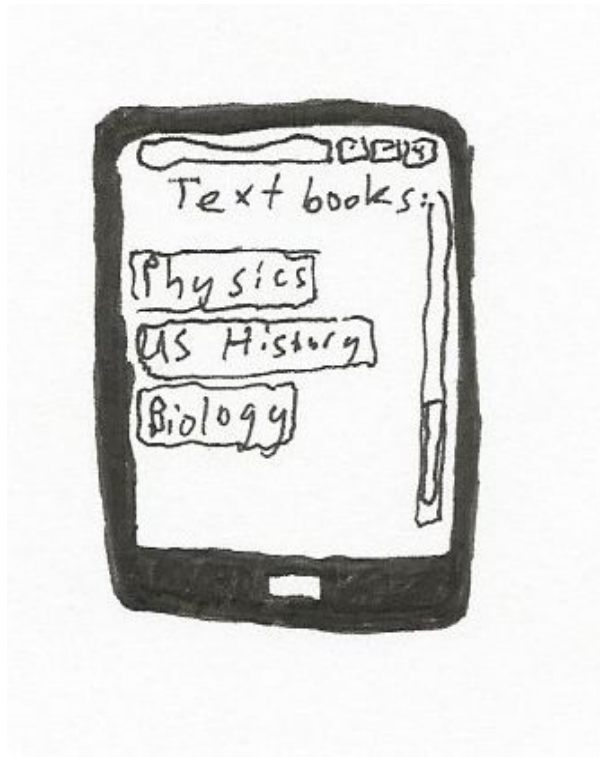
I hope you enjoy all the pieces in this issue and encourage you to be prompted to write for our 2017 issue, “Professional Growth: What’s Inspiring?” See our Call for Manuscripts in this issue. We would love to publish your writing here next year -- and encourage others too!

**About the artists:**

**Tomer Aberbach** is a senior at Tenafly High School. He plans to study computer science when he graduates.

**Izzy Boyce-Blanchard** is a junior at Rumson Fair Haven Regional High School. He plans to study cartooning when he graduates.

**Maggie Boyce-Blanchard** is a junior at Rumson Fair Haven Regional High School. She plans to study visual art and art history when she graduates.



**Artwork by Izzy Boyce-Blanchard**

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**COVER DESIGN** by Tomer Aberbach