



2023

## Cover, Editors' Note, Front Matter

Lauren Zucker

*Montclair State University, Drew University & Northern Highlands Regional High School*

Susan Chenelle

*Montclair State University*

Katie F. Whitley

*Montclair State University*

Follow this and additional works at: <https://digitalcommons.montclair.edu/nj-english-journal>



Part of the [Language and Literacy Education Commons](#)

---

### Recommended Citation

Zucker, Lauren; Chenelle, Susan; and Whitley, Katie F. (2023) "Cover, Editors' Note, Front Matter," *New Jersey English Journal*: Vol. 12, Article 2.

Available at: <https://digitalcommons.montclair.edu/nj-english-journal/vol12/iss2023/2>

This Article is brought to you for free and open access by the Journals at Montclair State University Digital Commons. It has been accepted for inclusion in *New Jersey English Journal* by an authorized editor of Montclair State University Digital Commons. For more information, please contact [digitalcommons@montclair.edu](mailto:digitalcommons@montclair.edu).

2023

VOLUME 12

NEW JERSEY COUNCIL OF TEACHERS OF ENGLISH

# NEW JERSEY ENGLISH JOURNAL



REVIVING ENGAGEMENT  
IN ENGLISH  
LANGUAGE ARTS



## Editors' Note

Lauren Zucker, PhD

*Montclair State University, Drew University, and Northern Highlands Regional High School*

Susan Chenelle

*University Academy Charter High School, Montclair State University*

Katie F. Whitley

*Bergen County Technical Schools, Montclair State University*

It is our pleasure to introduce you to the 2023 issue of *New Jersey English Journal (NJEJ)*. This year's theme is "Reviving Engagement in ELA." In our call for submissions, we asked authors to consider the following questions:

- What gets in the way of student engagement in today's P-12 and/or higher education ELA classrooms? How can we revive it for our students, and perhaps ourselves as well?
- What do we need to change in ourselves as teachers to revive student engagement? What do we need to change for our students?
- Which practices and policies help new, mid-career, and veteran educators to thrive in their ELA classrooms? Which do not?
- How can schools, school leaders, and educators create more equitable, inclusive and inviting learning spaces?

This issue features work in three genres: poetry, reflective pieces, and research articles. This issue addresses a variety of topics, including student-centered writing instruction, early childhood vocabulary acquisition, and fan fiction. We are proud to share work from writers across the country, including pieces by early-career teachers and graduate students.

Erin Riley-Lepo and Kayla Teeling demonstrate how a student-centered focus on the process of writing can benefit both student and teacher in the secondary ELA classroom. In their approach to writing instruction, students assess their own work and that of their peers on a formative basis, thereby promoting student engagement and student-regulated learning.

In "Reviving 90s Sitcoms to Teach Black Linguistic Justice Concepts," Teaira McMurtry describes how ELA teachers can use episodes from sitcoms like *Amen* and *Family Matters* to engage students in critical discussions about standardized English, code-meshing, and linguistic stereotypes.

Susan J. Chambrè urges early childhood educators to incorporate print exposure into daily classroom routines to support vocabulary development and provides practical suggestions for doing so.

Adam V. Piccoli shares how he engages his high school ELA students through research-based goal-setting strategies that support their subjective well-being.

In “ Revamped Socratic Seminars: Great Ideas,” Morgan Taylor uses open-ended questions and online tools to encourage student ownership and active participation to foster a learning community and deepen subject understanding.

Yekaterina McKenney calls on English language and literature teachers to implement more creative writing -- fiction and fanfiction -- into their high-school instruction in order to increase student engagement and invigorate their teaching.

Poetic contributions, such as those from Brian Mooney, Darius J. Phelps, and Nicole Warchol, make powerful statements about violence and teaching.

Since 2020, when we shifted *NJEJ* to a digital format and uploaded archival issues dating back to 2013, our journal has attracted a wide online readership. As of June 2023, prior to publishing the current issue, our 250 works have 21,111 unique downloads from 165 different countries representing 1,429 institutions. We thank Montclair State University for hosting our journal on their library’s Digital Commons repository, which helps readers find our pieces through search engines, institutional databases, and keyword searches.

This year’s cover was designed by junior Noreen Hosny of Princeton University, winner of our 2020 cover design contest. We are grateful to have had our last four covers crafted by such a talented young designer.

We would like to thank and acknowledge those who contributed their time and expertise to this issue. We are grateful to the NJCTE Board for their support and recommendations. Thank you to our reviewers for their attentive work to our submissions. We also extend a special thank you to past *NJEJ* editor, Dana Maloney, for serving as Poetry Editor for this issue. Finally, we thank Valerie Mattessich, our NJCTE President, for her leadership and support.



2023 Muriel R. Becker Award Winner A.S. King speaks at the NJCTE Spring Conference.

# **New Jersey English Journal**

## **2023 Issue, Volume 12**

*New Jersey English Journal is a peer-reviewed publication of 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, and to encourage diverse discussions and inclusion.*

### **NJCTE OPPORTUNITIES**

#### **NJEJ REVIEWERS**

*NJEJ* seeks educators with experience in P–12 and/or postsecondary English Language Arts to serve as reviewers. Reviewers are typically asked to read and evaluate 1-2 submissions per year. Instructions to join our reviewer pool can be found on the journal’s website:

<https://digitalcommons.montclair.edu/nj-english-journal/>

#### **WRITING CONTESTS**

NJCTE offers several student writing contests. Please encourage your students to submit to them—and join us as a judge. For more information, see <https://www.njcte.org/writing-contest>.

#### **AWARDS**

NJCTE offers several awards for teachers and authors. Please consider making a nomination. More information about these awards and past award winners are listed on our website:

<https://www.njcte.org/awards>.

- The Marcia Holtzman Pre-Service Teacher Award honors preservice teachers aiming to work at the elementary, middle, and high school levels.
- The M. Jerry Weiss Early Career Teacher Award honors teachers with one to five years of teaching experience.
- Our Educator of the Year Award recognizes an exceptional English/language arts educator—a dedicated, innovative, dynamic Pre-K–12 teacher, university teacher, supervisor, or administrator—whose activities have significantly and widely impacted New Jersey ELA.
- The Patricia L. Schall Visual Literacy Award award recognizes the significant impact of authors and illustrators who create works for young people.
- The Muriel Becker Award is the highest honor bestowed on a writer by the New Jersey Council of Teachers of English. It has been given annually since the 1980s to a writer deemed by the Becker Award committee to be someone who reflects the best of positive ideals that inspire young readers to high achievement.

## BLOG

Please consider sharing your work—a project, an anecdote, some words of inspiration, a classroom story—with our members around the state by becoming a "teacher who writes" for our NJCTE blog. Read the blog at <https://njcte.wordpress.com>. Email [njcteblog@gmail.com](mailto:njcteblog@gmail.com) to share your ideas.

## CONFERENCES & PROFESSIONAL LEARNING

NJCTE hosts two conferences a year. We hope you will join us as an attendee or presenter! Learn more at <https://www.njcte.org/>.

Additionally, NJCTE offers professional learning opportunities throughout the year. In 2022, we hosted a workshop on classroom management with Berit Gordon (author of *The Joyful Teacher*) and several other workshops: "Flipping the Script: How to Bring Joy to Not-So-Joyful Things," "LGBTQ+ Inclusion in the ELA Classroom," and "ELA Strategies for Productive Disagreements." We also held our Spring Conference on "Joyful Teaching: Reviving Engagement in ELA," tied to this year's journal theme.

Looking to connect with New Jersey ELA educators and access high-quality, local professional development opportunities? Join NJCTE. Read more about member benefits at <https://www.njcte.org/member-benefits>.

Subscribe to our mailing list at <https://www.njcte.org> for information about NJCTE membership and future events.



## **CALL FOR MANUSCRIPTS** **2024 Issue of *New Jersey English Journal***

*New Jersey English Journal*, a peer-reviewed publication of New Jersey Council of Teachers of English, invites you to share submissions on the theme, “**Cultivating Joyful Teaching and Learning in ELA.**” This year, we ask writers to consider ways to promote and sustain joy for both students and teachers in the ELA classroom. For students, what approaches can help them find joy in learning language and literature? For teachers, how can we cultivate joyful learning communities in our classrooms, departments, and schools?

We seek research and practitioner-oriented pieces (~1000–2000+ words), personal essays (~700–1000+ words), and original poetry related to this issue’s theme and geared towards an audience of P–12 and postsecondary English Language Arts educators. We welcome single and co-authored submissions from both veteran and early-career teachers, and we especially invite new writers, pre-service teachers, and graduate students to develop submissions. Writers are encouraged to access past issues at <<https://digitalcommons.montclair.edu/nj-english-journal/>> to review successful submissions.

We invite you to respond to the theme “**Cultivating Joyful Teaching and Learning in ELA**” by considering such questions as:

- How can we help our students find joy in learning language and literature? How can we cultivate (or reclaim) it for ourselves as teachers?
- What are the new or tried-and-true ways we can cultivate joyful teaching and learning in our classrooms? What makes teaching and learning ELA joyful in the 21st century?
- What are the unexpected moments or sources of joy in our ELA classrooms? How can we build on them for ourselves and our students?
- How can schools, school leaders, and educators collaborate to create joyful learning communities? How can we push back against practices or policies that disrupt joyful teaching and learning?

Submissions will be accepted until **Wednesday, December 27, 2023**, via <<https://digitalcommons.montclair.edu/nj-english-journal/>>. All submissions will be reviewed through a double-blind process by multiple peer reviewers. Submissions should not have been previously published or under review elsewhere. Manuscripts should follow current MLA guidelines for citations. All writing should appear in Times New Roman 12 pt. font, and authors’ names and identifying information must be removed from all submissions. Send any queries to <[njenglishjournal@gmail.com](mailto:njenglishjournal@gmail.com)>.