Columns

Bold Books for Innovative Teaching
Don Gallo – Solon, OH
http://www.oberlin.edu/alummag/oamcurr/oam_fall2001/profile3.html
Authors4Teens.com – Gallo’s site
“One of the nation’s leading authorities on books for teenagers”

English in the City
Greg Hamilton– Columbia U. - NY,NY
http://www.tc.columbia.edu/faculty/about.htm?facid=gwh5
Interests: middle school readers, diversity, and young adult fiction

New Voices
Bud Hunt – Longmont, CO
Tiffany Hunt – Fort Collins, CO

Personal Reading
Suellen Alfred – Cookeville, TN
Interests: Storytelling, literature canon, journal writing, reader response, transactional theory of reading
Linda Null – Cookeville, TN

Poetry
James Brewbaker – Columbus, GA
Professor of English Language Arts Education

Professional Links
Connie S. Zitlow – Delaware, OH
Interests: Young adult literature, adolescent literacy, research in teacher thinking, “reading, writing, and responding to learn in all content areas”

Research Matters
Rick VanDeWeghe – Denver, Colorado
Interests: Creative Non-Fiction, Critical Inquiry, Rhetorical Theory

Stepping into the Classroom
Terry Patrick Bigelow – Tampa, Florida
Interests: Early Adolescence

Taking Time
Tonya Perry – Birmingham, AL
Alabama teacher of the Year

Teaching English in the World
Kenneth Lindblom – Stony Brook, NY
Education methods, composition & rhetoric, democratic writing pedagogy

Louann Reid. Editor, English Dept.
Colorado State University
1773 Campus Delivery
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Fax: 970-491-3097
http://www.colostate.edu/Depts/English/faculty/reid.htm
English-Journal@ColoState.edu
Interests: teaching international literature to young adults, teachers as researchers, critical reading strategies, visual literacy, the nature and status of English education, censorship, literacy, and adolescents' literature.

General Information:

- Bi-Monthly publication, first published 1912
- Columns, Themed Issues, Book Reviews, poetry, “snapshots”
- Manuscripts read by at least two outside reviewers.
- Decision on manuscripts submitted within three months.
- Copies per issue printed 1998: 52,231
- Copies per issue printed 2003: 30,419
- Articles published by
  - 45% High School Teachers
  - 35% University professors
  - 20% Other (retired teachers, grad students, librarians, writers)

Content Trends

“As you know, EJ readers appreciate seeing real teachers in real classrooms with real students, all engaged in authentic teaching and learning.”  EJ May 2004, pg 6

- Practice based, rather than theory based. Theory used must be tied to the classroom application being focused on.
- Education based, rather than English based.
- Five years ago was more technology in English education focused. Now more democracy and diversity in education focused.
- Subject Range: grade school 7-12 including remedial

Recent Themed Issues

Secondary Readers Reading Successfully, Being and Becoming a Teacher, Teaching the Many Conventions of Language, Talking Literature, Popular Culture, Rural Schools, Re-Forming Writing Instruction, The Power of Imagination, Teaching for Exceptionality, Revitalizing Grammar, Multigenre Teaching, Shakespeare for a New Age, The World of Literature, The Truth about Nonfiction, Teaching Writing and Poetry, Assessing Ourselves to Death

Citations – articles ranging from 0-20 citations, usually with 3-7.

Most often cited:

- Lev Vygotsky Social constructivism, developmental psychology
- Louise Rosenblatt “Literature as Exploration” (1938) – adolescent reading
- Judith Langer literacy theory, teaching, and assessment

Submission Guidelines – http://www.englishjournal.colostate.edu/infoforauthors.htm
Send copy of manuscript, typed, double spaced, numbered pages, standard margins, with copy on 3.5” disk as Word file. Send statement that manuscript has not been published or submitted elsewhere. Use in-text MLA citation. Conform to Gender-Fair guidelines at http://www.ncte.org/pubs/journals/ez/write/107647.htm