
CONTRIBUTORS

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William D. Dyer has been teaching literature and composition courses at Minnesota State University, Mankato, since 1981. A Ph.D. from the University of Massachusetts at Amherst, his research interests include Latin American literature, Dickens, Shakespeare, and Writing Across the Curriculum.

Scott Hall teaches Honors British Literature and Poetry at Irondale High School in New Brighton as well as chairing the English Department. He also has been teaching Composition and Children's Literature at Anoka Ramsey Community College since 2001. His interests include Tolkien, Vietnam memoirs, multicultural literature, Folklore/Folk Songs, Johnny Cash, Nick Cave, and Elvis Costello.

Gwen Hart, after receiving her M.F.A. in Creative Writing in 2004, enrolled in the Ph.D. Composition/Rhetoric program at Ohio University. Her poems have been published in a number of literary magazines, and her chapbook, *Losing*

Ohio, has been published by Finish Line Press. Her research interests include the role of metaphor in English composition.

Roger Hart holds an M.F.A. in Creative Writing from Minnesota State University, Mankato, and is an adjunct English instructor at Ohio University. His story collection, *Erratics*, has been published by Texas Review Press, and he is currently working on a novel.

Jeanette Lukowski began teaching four years ago, two of which were as a T.A. at St. Cloud State University in their M.A. Composition/Rhetoric program and then full-time at Anoka-Ramsey Community College. Her M.A. thesis at St. Cloud State focused upon voice. She currently teaches two sections of a developmental writing class and one section of General Education writing for Anoka-Ramsey Community College.

Amanda M. MacGregor holds an M.A. in Children's Literature from Simmons College in Boston. She is primarily interested in Young Adult Literature and is a reviewer for *KLIATT* magazine. A native of St. Peter, she works at the Children's Bookshop in Brookline, Massachusetts.

Heather Megarry is a high school English teacher currently on leave from Eagan High School, where she has taught for eleven years. She is currently teaching at Ubah Medical Academy, a first-year charter high school for East African refugees in Minneapolis. An M.A. in English from the University of St. Thomas, she pursues interests in Arabic literature, twentieth-century literature, literary theory, and modern drama. She also teaches secondary English methods at Hamline University.

Maria Mikolchak has been employed as an Assistant Professor, with her position split between the Department of Foreign Languages and the English Department, since 2001. Holder of a Ph.D. in Comparative Literature and a Graduate Certificate in Women's Studies, both from the

University of South Carolina in 2000, she teaches courses in German and French language and literature. Her research interests are in multicultural literature, with a focus in the 19th century realist novel, and teaching across the curriculum.

Karen Wenz has taught on an adjunct basis in the English Department at St. Cloud State University since 1998. An M.A. in Literature, she teaches both online and traditional classroom courses in writing and literature. Her research interests include modern and ancient mythology, literature, and film. She is currently pursuing a second degree in Film Studies.

CALL FOR PAPERS FOR *MEJ*'s NEXT ISSUE

We want to encourage all of you who are reading this issue to consider yourselves part of our continuing dialogue about language, literature, and composition—about *your* pedagogy and research. And, to aid you in imagining *your* interests in and concerns about the materials you bring to the classroom, the students you bring them to, and your invention of strategies for engaging those students in those materials, we would like you to consider one of the topics listed below as your focus. Please understand that these topics are merely suggestions. Should your teaching context or circumstances cause you to identify a topic not on our brief list, we invite you to pursue it and send us the results. We want to read and interact with your work, whether that work has sprung from a teaching context that is elementary, middle, or secondary school; public or private; community college, technical college, public university, or private college.

As you are perusing the list, do not hesitate to contact the editors for clarification on any of the topics or for advice about an item not on the list that you wish to pursue. We welcome the opportunity to work with you. Think about **June 1, 2005**, as a deadline, and think about the **Spring MCTE Conference in April 2005** as a venue for presenting it.

1. *young adult literature* (multicultural, American, and/or British)
2. *teaching and representing Shakespeare* for high school and college students
3. *world literatures* (Anglophone literature; commonwealth literature; African literatures; Caribbean literatures; Latin American literatures; Chicano literature; Native American literature; Asian/American literature; East Indian literature; etc.)
4. *assessment*, at any level (we're not just thinking about rubrics that work, but the kinds of interventions of the anonymous kind that can be used to determine whether our students are learning what we intend for them to learn)
5. *literature of the Americas* (any kind of literature, to any number of audiences, related to Canada, the U.S., the Caribbean, and Mexico through Tierra del Fuego)
6. *un-banning the banned books* (experiences and methodologies related to teaching them)
7. *assignment packages that work* (i.e., papers/materials situated around the development of an important assignment tied to a particular course and an audience for that course; a "tool box" of materials and rubrics and writing assists and prompts and strategies that will assist members of that audience with their struggle to complete successfully that assignment; and an assessment strategy that will enable some effective testing of whether the goals and objectives connected to the assignment have been reached—this is for teachers at any level)
8. *writing across the curriculum*, issues and strategies
9. *writing-intensive courses* (definitions, challenges, approaches)
10. *electronic distance learning*
11. *the "capstone" experience, from portfolio to research paper* (problems of mentoring and assessment are connected here)
12. *teaching the world: Humanities at any teaching level*

13. collaborative learning: assignments and teaching strategies that work
14. technology in the English/language arts classroom
15. the relevance of the Western canon
16. the impact of standardized testing on English/language arts curriculum
17. the world wide web and research paper writing
18. does poetry still matter?
19. English language learners: How can we best serve their needs in the composition classroom?
20. what place does grammar have in today's English classes?
21. feedback on student writing: responding issues
22. best practices in the teaching of English/language arts
23. action research/classroom research

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for the
Spring
Conference
to renew your
membership!**

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so new and renewing
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Jean Marie Burtness
MCTE Executive Secretary
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Coon Rapids, MN 55448
jzb@burtness.com

**Renew
today!**

Yes! I want to join my colleagues in supporting our shared professional interests.

DUES:

- ☐ regular membership \$25
- ☐ current MRA member \$10
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TEACHING LEVEL:

- ☐ elementary
- ☐ middle/junior high
- ☐ high school
- ☐ two-year college
- ☐ four-year college

Name:

**Mailing
address:**

**School
name,
city:**