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# Contributors

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***Matthew Christensen*** received his M.A. in Literature in May 2005. The title of his thesis is “Resonant Ambiguity in Christina Rossetti’s ‘Goblin Market.’” Matt currently works as a legal website content writer for Thomson-West’s FindLaw project. In January 2006, Matt will be moving to Utsunomiya, Japan, to teach English for the Aeon Corporation. Eventually, Matt will pursue a Ph.D. in Victorian Literature, concentrating either on Christina Rossetti or Wilkie Collins.

***William D. Dyer*** has been teaching humanities, 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, Writing Across the Curriculum, and Collaborative Learning. He serves on the board of the National Association for Humanities Education.

***Scott Hall*** teaches Honors British Literature and Poetry at Irondale High School in New Brighton and served as chair of Irondale’s 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, Elvis Costello and his Harley Davidson.

***Chad Kuyper*** is in his second year of graduate studies pursuing an M.A. in Literature at Minnesota State University, Mankato, where he serves as a T.A. mentor to four first-year composition composition instructors. Chad holds a B.S.T. in French and is currently seeking high school licensure in both English and Speech. Previous teaching experience as an undergraduate at MSU includes intermediate French and Western Humanities. His Master's thesis explores the pedagogical challenges of teaching Racine's *Phedre* in the high school.

***Amy LaCrosse and Alice Rivard*** both teach at City Academy High School in St. Paul. Besides their teaching, both continue to collaborate on research related to language curriculum modification.

***Judi Landrum*** is Professor of Education and Director of the Masters of Arts in Teaching Program at Bethel University. She teaches/has taught courses in young adult literature; methods of teaching writing, K-12; methods of teaching English; rhetorical theory; and various writing classes. Her research interests include a myriad of issues surrounding writing instruction practices, young adult literature, and secondary reading instruction practices.

***Michael O'Hearn*** received his M.F.A. in Creative Writing from Minnesota State University, Mankato, in the spring of 2005. Concentrating in fiction writing, Michael wrote a creative thesis comprised of a book-length collection of short stories. He lives now in Connecticut with his wife, where he is pursuing teaching, editing, and free-lance writing opportunities. A story of his was recently published in *Greensboro Review* (the University of North Carolina).

***Faith Wallace***, Ph.D., is an Assistant Professor of Adolescent Education and Literacy at Kennesaw State University, Georgia. Dr. Wallace has been an active member of the Univer-

sity System of Georgia's Reading Consortium for over five years. Her research interests include content area literacy, adolescent literature, and professional development of literacy teachers. Dr. Wallace is co-editor of *Current Issues in Middle Level Education*, the publication of the National Association of Professors of Middle Level Education. She is also the editorial assistant for *SIGNAL* Journal, a national journal for young adult literature.

***Dr. Dwight C. Watson*** is presently an Associate Professor of Education at Hamline University and chair of the Department of Education in the College of Liberal Arts. Besides administration, his instructional responsibilities include teaching Theory to Practice, Educational Psychology, Education and Cultural Diversity, Elementary Literacy, and Literacy in the Middle and High School courses. Besides conducting research in curriculum integration, curriculum reform, conflict resolution, and cultural diversity, Dr. Watson conducts numerous local, state, national, and international workshops on his research interests as well as in the areas of reading and writing literacy.



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# Call For Papers for *MEJ*'s Next Issue

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As we did at the end of the last issue, John Banschbach and I want to encourage all of you who are reading the Fall 2005 number of *MEJ* to consider yourselves part of our continuing dialogue with language, literature, reading, and composition—a dialogue that engages and shares and enriches *your* pedagogy and research. And, to aid you in expressing and shaping *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 in the elementary, middle, or high school, either public or private; community college; technical college; public university; or private college.

As you peruse the list, do not hesitate to contact us for clarification on any of the topics or for advice about responding to an item we haven't listed that you would like to respond to. We welcome the opportunity to work with you. Please think

about **June 1, 2006** as a deadline, and think about the **Spring MCTE Spring Conference in April 2006 in Rochester** as a venue for presenting it.

Topics:

1. *Young adult literature* (multicultural, American, and/or British—traditionally structured or non-linear)
2. *Teaching and representing Shakespeare* for high school and college students
3. *World literatures* (Anglophone/commonwealth; African; Caribbean; Latin American; Chicano; Native American; Asian/American; East Indian)
4. *Assessment* at any level (we're not just thinking about rubrics that work, but the kinds of anonymous interventions 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., prompts and 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

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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* (dealing with audience problems, delivery issues)
11. *The “capstone” experience*, from portfolio to research paper (problems of mentoring and assessing 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* (expanding/re-envisioning the canon)
16. *Standardized testing* and its impact on English/language arts curriculum
17. *The world wide web* and research paper writing
18. *Poetry* and its relevance
19. *English language learners:* how can we best serve their needs in the reading and composition classroom
20. *Grammar* and its place in today's English classes
21. *Feedback* on student writing and issues pertaining to responding

**22. *Practices*** in the teaching of English language arts

**23. *Research*** in and out of the classroom

**24. “*Audience*”** related issues

**25. *Teaching tips***

**26. *Issues of diversity*** (representing race and gender)

We are hoping very much, depending upon the nature of your responses to these and other issues important to you, to incorporate two new areas into the journal: a “letters to the editor” section that either responds to essays represented in the pages of *this* issue or at the spring MCTE conference in Rochester or to other issues of importance to you related to teaching literature, language arts, reading, and composition; and a section devoted to short and practical strategies of teaching in these areas (assignments; assessment pieces; collaborative techniques for engaging students in literature or the evaluation of their own writing; means for assisting students with their struggles to respond to your assignments or realize themselves as contributing members of your classroom environment; etc.).

We look forward to hearing from you.



# Don't wait for the Spring Conference to renew your membership!

MCTE membership runs  
from October to  
October of each year,  
so new and renewing  
members should send in  
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Don't miss a single issue  
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Coon Rapids, MN 55433  
jzb@burtness.com

## Renew today!

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

### DUES:

- ☐ regular membership \$30
- ☐ current MRA member \$10
- ☐ undergraduate student \$10
- ☐ full-time grad student \$10

### TEACHING LEVEL:

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

Name:

Mailing  
address:

School  
name,  
city: