

*Minnesota English Journal*  
*Call for Submissions 2015-16*

Editors: Scott Hall (Irondale High School) and Michael MacBride (Minnesota State University)

*MEJ*, the online journal of the Minnesota Council of Teachers of English, publishes scholarly articles, personal narratives, opinion/position pieces on topical teaching issues, short creative work (mostly poetry), and pieces focused on pedagogical strategies of major interest to English and Language Arts teachers of all instructional levels.

*MEJ* seeks to represent both quantitative and qualitative research—papers that are driven by classroom experiment, observation, description, anecdote, survey, interview(s), case study, and cross cultural comparison directly related to pedagogy, instructional research, content and curriculum, and literacy.

*MEJ* will also value pieces taking positions on important current issues impacting those teaching as well as being taught in the classroom.

*MEJ*'s audience consists of teachers from the elementary to the college level who want to learn more about effective teaching techniques, share their own classroom discoveries, and desire a platform for interacting with those who present their work.

***MEJ now has a rolling deadline for submissions.*** Articles can be published on the website as soon as revisions and editing are complete. **In order to meet the demands for our Spring publication, articles and essays must be submitted by January 15, 2016.** Peer-reviewed articles may take up to three months before publication after submission.

*MEJ* encourages the submission of three kinds of pieces:

- (1) **formal research-driven articles, driven by theory, that will be peer-reviewed**  
--survey-driven articles; case studies; classroom experiments; traditional scholarly articles on language, literacy, and literature; online or face-to-face pedagogy; bibliographical essays; etc.
- (2) **informal pedagogical pieces, driven by personal experience in the classroom, that will NOT be peer-reviewed**  
--“teaching tips,” or experiential pieces that come directly from a teacher’s (not always) successful attempts to address a specific classroom challenge; narratives by new teachers adjusting to their new classroom circumstances; effective methods for using technology in the classroom; methods for responding to student work; collaborative learning and how to manage it; requiring more student writing and how to manage the workload; matters of classroom assessment; interviews/conversations with mentor teachers, writers, or exemplary teaching professionals; management of classroom discussion; assembling teaching units that stimulate and succeed; efforts at enabling students to teach each other; creative projects of substance; effective strategies for helping students to use the internet responsibly and productively; etc.
- (3) **opinion/position essays on issues of concern to those working in the profession, that will NOT be peer-reviewed**  
--writing across the curriculum; censorship; the role of testing in the educational process; the need for all teachers, at all levels, to continue to write in their disciplines and areas of interest; working in, with, and for the multi-cultural classroom; creative ways for public school teachers and college instructors to work in the same classroom and enrich the student experience in the process; making peer teacher evaluation a reciprocally constructive process; recognizing the teaching of English as the most important teaching endeavor; issues of educational policy; etc.

*MEJ* encourage pieces of all lengths, from a couple of pages to thirty. Citation of sources (primary or secondary) should be done in accordance with the *MLA Handbook for Writers for Research Papers*, 7th edition.

*MEJ* looks forward to hearing from all of you.

Submit to: Scott Hall @ [scott.hall@moundviewschools.org](mailto:scott.hall@moundviewschools.org)

**Deadline to meet Spring publication date: January 15, 2016**