

## *The Leaflet*

### **Information for Authors**

Some major changes are coming to *The Leaflet*, the journal of the New England Association of Teachers of English. Our goal is the same: To provide teachers at all levels with an opportunity to share ideas, research, and classroom experiences with other professionals. The journal will be expanded and published at least twice per year, spring and fall. *The Leaflet* has served the members of NEATE for more than 100 years and will continue to be a valuable resource for English teachers throughout New England.

**CALL FOR MANUSCRIPTS:** Considering the frequent changes that occur in the classroom and at the national and state levels, we wish to provide English teachers across New England with articles that have a current pedagogical focus. Manuscripts will be accepted for each issue that describe innovative teaching strategies, recent classroom research, lesson plans, and reading recommendations to assist us in our vocation. Individual issues of *The Leaflet* centered on themes are intended to provide a focus for submissions, not to limit contributors to particular content. Consider themes as writing prompts rather than publication constraints.

In addition, we will continue to publish book reviews (fiction and nonfiction), creative applications of technology, and original fiction and poetry written by the very talented teachers amongst us.

**MANUSCRIPT GUIDELINES:** Manuscripts should be double-spaced throughout with standard margins and numbered pages. MS Word 2000 or later is preferred. Documentation should follow the most recent APA guidelines, and manuscripts must conform to the NCTE *Guidelines for Gender-Fair Use of Language* (see <http://www.ncte.org/positions/statements/genderfairuseoflang>).

While high-quality writing and rigorous research are among the most important criteria for publication, manuscripts should generally adhere to the following lengths:

- Articles: 10-12 pages (2,500 to 3,000 words)
- Fiction: 15 pages (~3,500 words)
- Book reviews: 4-5 pages (900 to 1,200 words)
- Other submissions (*e.g.*, web page descriptions, technology applications, etc.): 300-500 words, or as appropriate

Submit your work as a Word attachment to the editor at [NEATELeaflet@gmail.com](mailto:NEATELeaflet@gmail.com). The subject line should read **Leaflet submission**. Include your name and institution within the body of the email along with a brief (50-word) author biography, but **remove your name and other identifying information from the manuscript before you submit it**. Manuscripts submitted to *The Leaflet* will be reviewed by one or more members of the editorial board in addition to the editor. Editorial decisions are not limited to acceptance or rejection: Promising manuscripts are often treated as drafts and returned with suggestions for revision.

The deadline for submissions is approximately four months prior to publication. Receipt of manuscripts will be acknowledged by email.

Send all manuscripts and inquiries to Dr. Mark Fabrizi, *Leaflet* Editor, at [NEATELeaflet@gmail.com](mailto:NEATELeaflet@gmail.com).

## Upcoming themes for *The Leaflet*

### **Theme: What's new? Emerging research and blossoming ideas**

**Publication date: Spring 2018**

Have you recently implemented an exciting new idea that your students loved? Share it with us! Whether you conducted formal action research, or you just want to share a new way of doing things that motivated your students, we want to hear about it. Perhaps you've gone back to the roots of our profession, drawing from Dewey, Rogers, or Freire, reimagining their ideas for a twenty-first century classroom. Or maybe you've read about some new approach that you're excited to share: Using badges, gamifying your classroom, employing inquiry, staging Socratic seminars, or using simulations and problem-based learning. Write about your experiences so that other teachers can share your enthusiasm and improve their teaching.

What technique did you implement? How did students react? Did you receive any feedback—good or bad—from students, parents, administrators, or other teachers? What discoveries did you make? What insights did you come to after you reflected on your experiment? What would you change next time? How did you alter the way you approached the subject while still teaching the skills and content students will need for the future?

**Submission deadline: January 15, 2018**

### **Theme: Fiction on the fringe: Literature of the fantastic**

**Publication date: Fall 2018**

Fantasy, science fiction, and horror: These works make us shiver, excite us, and arouse our curiosity through their examinations of human nature through a milieu of the fantastic. Why do these works interest us? Why do we read them with such avidity outside the classroom, yet are so reluctant to bring them in to engage students? What do these works have to offer the study of English? How do you use them in your classroom? Are there particular works you have had success with?

Let's also go beyond the classroom with some old-fashioned interpretive essays. *The Hobbit* and *Harry Potter* are often used to teach Campbell's Heroic Journey, but there are other ways to interpret these works. What is your favorite science fiction, fantasy, or horror story, and what is your unique take on it? How can you disrupt our understanding of *fantastika* with an original interpretation? This is your opportunity to engage in the sort of literary analysis that brought you to the profession. Graduate, undergraduate, and even secondary students are also encouraged to submit their essays as well. Let's validate these popular works through rigorous analysis!

**Submission deadline: May 15, 2018**

### **Theme: Honoring the old, welcoming the new: The place of classic and contemporary texts in the ELA classroom**

**Publication date: Winter 2019**

Classics are classics for a reason: They're just so darned good! These texts help shape our culture, defining quality literature, and forming the foundation of learning experiences for countless students. Contemporary authors read them, and their own works react against them or draw from them—either way, the works of today are influenced by the works of yesterday. English teachers value these texts in the classroom, sharing them with students who might otherwise never pick them up.

But students can often relate more readily to contemporary works that speak to their own experiences using language they can understand, helping to motivate them more effectively. Teachers can use twenty-first century texts to engage twenty-first century students in ways canonical works never could, and perhaps students can be brought to the canon through the study of these recent publications. What is your perspective? How do you approach this age-old ELA debate? What is the value of canonical and contemporary texts in your classroom? Are there specific works—old or new—that you consistently find success with? Can we reconcile these two perspectives? Wade in on this issue by sharing your own stories, approaches, arguments, and perspective.

**Submission deadline: August 15, 2018**