Virginia English Journal

Summer 2018

“What is knowledge?”

# Submit your work to VEJ’s summer 2018 Issue

In the classic rap song “Juicy,” The Notorious BIG makes the paradoxical statement “If you don’t know, now you know.” This statement delves into the complex nature of knowledge and understanding by suggesting that we can be both aware and unaware at the same time. As English educators, we work in the field of knowledge, but the concept of knowing can be more nuanced than it appears at first glance. We might “know” a text thoroughly, but is that the same thing as knowing how to teach it? Teacher preparation programs implore future teachers to “know their students,” but what is the best way to use that knowledge to facilitate our students’ successes?

Reflecting on the complex nature of knowledge can prompt us as English teachers to consider thought-provoking ideas, such as:

* What do we want our students to know?
* What ideas have we reflected on and potentially reconsidered during our teaching careers?
* What are our philosophies of instruction and how have we formed them?
* How do we help our students understand the variety of ways to make sense of a text?
* How do we empower our students to bring their personal experiences and out-of-school knowledge into our classes?
* What does effective teaching look like to you and how do you know if your instruction is effective?

In the Summer 2018 issue of the *Virginia English Journal*, we’ll consider the idea of knowledge in the English classroom in its wonderful and messy complexity. You are invited to submit a manuscript that addresses the ideas of knowledge, discovery, and understanding, as well as the instructional methods that can make this possible.

This issue of the *Virginia English Journal* will contain three types of articles, described below:

Feature articles:These are longer articles of 3,000 to 5,000 words that blend research and practice, providing educators with theoretical understandings as well as practitioner-friendly ideas.

Great teaching ideas:Shorter articles of 1,000 to 2,000 words that focus on effective and innovative teaching practices that other educators can quickly put into action in their classes.

Promising young scholars:This section is designed for English and English education majors interested in sharing their ideas with an audience of fellow educators. Articles in this section should blend research-based insights with practical suggestions for application and share unique perspectives on English instruction.

Submission deadline: May 1st, 2018

Submission Information:

To submit a manuscript, email editor Sean Ruday at rudaysr@longwood.edu with the following documents attached:

1) Title Page, including:

a. manuscript title

b. author’s name

c. correspondence info: address, email, phone number

d. a brief bio: indicating affiliation, recent publications

e. a 100-200 word abstract

2) Masked Manuscript. Do not include any identifying information in your manuscript document or in the document file name. Replace author identification with “Author” or “Author A,” etc. Please make sure your abstract is also included in this document. Please include tables and/or charts in the manuscript.

Other Submission Information:

Submissions must be in MS word and follow the style outlined in the Publication Manual of the American Psychological Association (2009, 6th edition).

Once a manuscript has been received, the editor will determine if the piece will be sent out for review. All manuscripts chosen for review are read by a minimum of two reviewers. *VEJ* will attempt to reach a decision on each article within three months.