Virginia English Journal

WiNTER 2020

“usefulness”

# Submit your work to VEJ’s Winter 2020 Issue

Motivation and learning matters (Jones, 2018), and for the next four issues, I invite you to consider motivation and learning as it applies to your English language arts curriculum. For this winter issue, share how you design curriculum in such a way that students believe that the work they are doing benefits their goals.

Like us, our students want to spend time on learning things of use. As English teachers, we can be explicit about how the work we are doing in the classroom is meaningful for them. In order to be effective, we know that students’ needs must be at the center of this curriculum design, and our communication of what we are teaching and why we are teaching needs to be clear and intentional. In the context of usefulness, sometimes that means we should give students WIIFMs (What’s In It For Me). Sometimes that may mean helping students to consider what is “in it” for them. How have you incorporated usefulness into your units?

* What are some ways you’ve structured your curriculum to make it useful for students?
* When have you seen your students benefit from the work accomplished in class?
* What specific topics for applying the 5 C’s of creative thinking, critical thinking, collaboration, communication, and citizenship resulted in important work for their future?
* How have you effectively helped your students understand that they will use the knowledge learned in class? How did you know this was effectively communicated?
* Either as a class or individually, how have students’ outcomes demonstrated that their work was relevant to their short- or long-term goals?

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 (including references, tables, and figures) 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 (including references, tables, and figures) that focus on effective and innovative teaching practices that other educators can quickly put into action in their classes.

**Budding scholars:** English and English education majors interested in sharing their ideas with an audience of fellow educators are encouraged to submit. Articles of 2,000 to 4,000 words (including references, tables, and figures) should blend research-based insights with practical suggestions for application and share unique perspectives on English instruction.

**Submission deadline: November 1, 2019**

Submission Information:

To submit a manuscript, email editor Jenny Martin at jmmartin@bridgewater.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) Blinded 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 figures within 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 whether it 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.

References

Jones, B. D. (2018, December). *User guide for assessing the components of the MUSIC® Model of Motivation*. Retrieved from <http://www.theMUSICmodel.com>