

VIRGINIA ENGLISH JOURNAL

SUMMER 2020

"SUCCESS"

SUBMIT YOUR WORK TO VEJ'S SUMMER 2020 ISSUE

Motivation and learning matters (Jones, 2018), and for the next three issues, I invite you to consider motivation and learning as it applies to your English language arts curriculum. For this summer issue, share how you design curriculum in such a way that you support students in being successful with the work you ask of them.

Like us, our students need to feel competent and have a right to be supported in their efforts. As English teachers, we can be explicit about how we give directions, how we set reasonable expectations, how we provide formative feedback, and how we help them to avoid procrastination. In order to be effective, we know that communicating clear expectations and supporting students must be a priority. It should be clear to students that if they put forth effort that they will be able to accomplish the task at hand. How have you supported students in being successful?

- What are some ways you've provided candid, specific feedback about their level of competence at regular intervals? (Jones, 2015, p. 72)
- When have you been "spot on" (or close) in matching the difficulty levels of your unit activities with the abilities of your students?
- What specific topics for applying the 5 C's of creative thinking, critical thinking, collaboration, communication, and citizenship resulted in students feeling competent?
- How have you effectively helped your students understand that if they put forth the effort, then they will succeed?
- How have you been explicit when describing expectations and communicating with students?

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: May 1, 2020

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>

Jones, B. D. (2015). *Motivating students by design: Practical strategies for professors*. Brett Jones, 1st edition.

