

OREGON ENGLISH JOURNAL

Call for Manuscripts
Spring/Summer 2020

“The Immigrant Experience: How Do We Explore this Experience in Our Pre-K-16 Classrooms?”

“One in four children in the U.S. today is the child of immigrants, with at least one immigrant parent. This is a significant portion of our population, but it's important also to note that 90% of those ‘immigrant’ children were actually born in the U.S. They're our kids. They're our citizens. They're our responsibility. They're our future.”

Patricia Gándara, Research Professor of Education in the Graduate School of Education and Information Studies at UCLA and Co-director of the Civil Rights Project/Proyecto Derechos Civiles at UCLA, shares these statistics and calls on educators to see immigrant students through a lens of possibility rather than one of deficit. She notes the following qualities of immigrant students:

1. They have resilience. These kids face poverty and incredible fear, uncertainty, and lack of support. And yet they come back to school every day, hoping to create a future for themselves and their families.
2. They are collaborative. The children who come from Latinx and Asian-American families, the two groups that form the greatest portion of our immigrants, tend to have an orientation toward collaborative learning, according to the research. They like to work in teams. And employers are telling us this is the way we need to educate our children.
3. These students are optimistic. They are true believers in the American dream.
4. These children are multilingual. They have languages, other than English, to build on. We now know that there are tremendous cognitive benefits to being multilingual.
5. And finally, they are multicultural. They can see things from different perspectives. And that helps them to be more innovative, more creative. In fact, it helps us all to be more creative.

For our Spring/Summer 2020 *Oregon English Journal*, we ask you to share how you are exploring and supporting the immigrant experience and immigrant students in your classroom. How are you inviting all students to share their cultural experiences with you and other students? How are you incorporating these cultural experiences into your classroom community? Into your curriculum? What texts are you using with students? What kinds of writing are you asking students to do? What challenges are you facing as you support immigrant students who may be fearful, anxious, or dealing with trauma?

Submit an electronic copy in Word (Docx) format to the Editor, and an accompanying separate electronic cover sheet including your name, mailing address, email, and a 2-3 sentence biographical sketch to the email address below. Manuscripts are reviewed in an impartial blind reading. To ensure this, please do not include your name anywhere in the manuscript but on the cover sheet. Deadlines are February 1 for the spring/summer issue and September 1 for the fall/winter issue. For more information, see our guidelines at <http://www.octe.org/oregon-english-journal.html>

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Please send your submissions by February 1, 2020