


2011

## Back Matter

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## Guidelines for Writers of *JAEPL*

*JAEPL* adheres to the format guidelines found in the current edition of the *MLA Handbook* or *Style Manual*. However, for experimental essays that bend MLA format for good reason, the editors are open to other choices.

*JAEPL* essays should cite sources parenthetically within the text as much as possible, using a “Works Cited” list on separate pages at the end of the essay. Use endnotes: 1) to offer commentary or facts that do not fit logically into the text, 2) to handle multiple citations, 3) to add editorial commentary regarding the source itself.

Authors are responsible for double checking all references for accuracy in page number citation, as well as the accuracy in the details of title, publisher, etc.

Avoid second-hand references to a primary source. Find the original citation, double checking it for accuracy. If citing an indirect source is necessary, explain why in a note.

Any use of student writing or classroom research should be processed through the author’s institutional IRB committee for approval, and authors should obtain written permission from the cited student writers.

The editors reserve the right to reject any piece, even one that has been solicited, if in their view, the piece turns out not to be a good fit for the journal. The editors also reserve the right to make editing decisions for clarity or limitations of space. Revision of manuscripts is done in consultation with the writer.

If style or formatting questions arise, send a query to one or both of the editors: jtrapp@waynesburg.edu and bpeters@niu.edu.

**Deadline:** February 28, 2013

**Typing:** Double-spaced, numbered pages, including works cited and block quotations; at least one level of internal headings, when necessary; wide margins for feedback; author’s name to appear on title page only.

**Title page:** Title of Article; Name; Address; E-mail address; Home and Office Phone; Institutional Affiliation

**Abstract:** 1-2 double-spaced sentences on title page

**Preferred length:** Articles, 5-7000 words, including works cited

**Documentation style:** Current *MLA Style Manual*

**Copies:** Electronic submission in rich text format (RTF)

**Images:** 300 dpi or higher, in uncompressed TIF or JPG format, greyscale. Images that contain text or line art should be 600 dpi for legibility.

**Special sections:** Book reviews (1000 words) are determined by book review editor (Judith.Halden-Sullivan@millersville.edu). “Connecting” editor (walker@mesiah.edu) determines 500-1000 word personal essays.

**Editorial report:** Within 8-12 weeks

**Compensation:** Two complimentary copies

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We invite you to become an active participant and contributor in AEPL, a richly supportive community whose members share unique perspectives on teaching and learning. Attend the annual summer conference or the workshops and SIGs we sponsor at NCTE and CCCC. As a member of AEPL, you will receive a copy of the journal JAEPL and newsletters.

### Membership Dues

The membership year extends from January 1 until December 31. Members receive a renewal reminder in their Fall Newsletter. Dues:

Single year —\$30.00  
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OR: Join online and pay via Paypal at <https://www.sworps.tennessee.edu/aepl/html/jaepl.htm>

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### *Inviting the Edge: Mindfulness in the Writing Classroom and Beyond*

June 28-July 1, 2012

Estes Park, Colorado

Featured Speaker: Doug Hesse



**Doug Hesse** is founding Executive Director of the Writing Program at the University of Denver and Professor of English. A former Chair of the Conference on College Composition and Communication (CCCC), a former President of the Council of Writing Program Administrators, and editor of *WPA: Writing Program Administration*, Hesse previously taught at Illinois State University, where he directed the Honors Program, the Center for the Advancement of Teaching, the graduate program in English studies, and the writing program. He is author of 55 articles and chapters, co-author of four books, including *Creating Nonfiction*, co-authored with Becky Bradway.

This conference will explore how mindfulness can transform our teaching, our learning, our thinking, our writing, and our ways of being in the world. In addition to reflecting intellectually on the conference theme, participants will have opportunities to experience various mindfulness practices.

“Mindfulness” can be a map for exploring “the edge” in meaningful human relations with attention, presence, and awareness. Its practices foster inner and interpersonal harmony, but they can also provide a rhetoric and a politics that mine chaos and discomfort, and negotiate difference and disagreement.

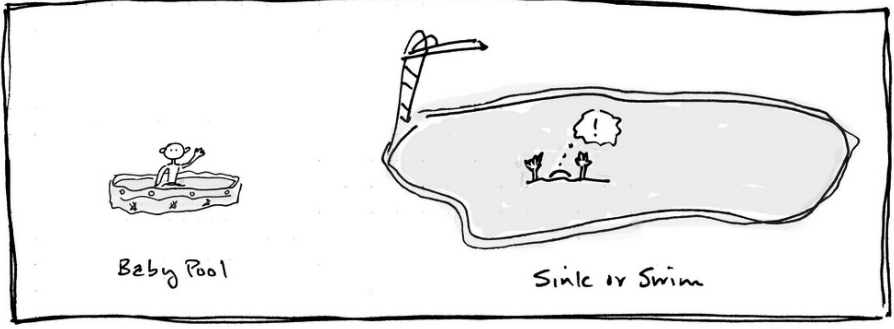
We welcome proposals for presentations (20-30 minutes), panels (75 minutes), or interactive workshops (30, 60, or 75 minutes) that foster dialogue about the uses of contemplative practices in teaching, learning, and scholarship, particularly in the teaching of writing from kindergarten through postgraduate study.

#### **Possible topics include:**

- The relationship between contemplation and writing/theories of composing
- Creative nonfiction and/as contemplation
- Contemplative strategies in the classroom
- Theories of contemplation
- Contemplative practices in the academic world
- Reclaiming contemplation from the realm of the “touchy feely”
- Contemplation as a source of knowledge
- Mindfulness and rhetoric
- Mindfulness as ontology/epistemology
- The relationship of mindfulness to spirituality/religion
- Mindfulness and critical pedagogy/cultural criticism

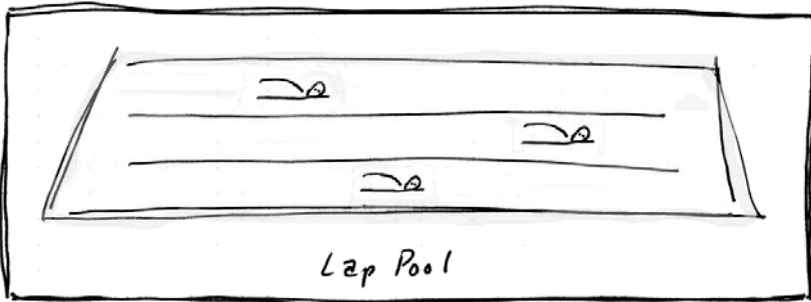
Please email proposals or questions to both conference organizers: [wendy.ryden@liu.edu](mailto:wendy.ryden@liu.edu) and [irene.papoulis@trincoll.edu](mailto:irene.papoulis@trincoll.edu) Further details at <http://aepl.org>

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