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## 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.

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: jstrapp@king.edu and bpeters@niu.edu.

**Deadline:** February 28, 2013 for possible inclusion in Vol. 19; rolling deadline otherwise

**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, 5-6000 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@messiah.edu) determines 500-1000 word personal essays and short poems.

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

**Compensation:** Two complimentary copies

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## Assembly for Expanded Perspectives on Learning

June 27-30, 2013

Estes Park, Colorado

Featured Speaker: Peter Elbow



This year's conference is inspired by keynote speaker Peter Elbow's recent book, *Vernacular Eloquence*, in which he revisits the relationship between writing and speaking and considers the power of embodied speech—what he has referred to as “the untutored tongue”—to transform our relationship to writing. The conference will offer participants chances to interact informally with Elbow and each other, and will include Elbow's plenary talk: “Vernacular Eloquence: Exploring the Linguistic and Rhetorical Power in Everyone's Ordinary Spoken Language.” We suggest that participants read Elbow's book before the conference, and we invite proposals

for 75-minute workshops or panels, or 30-minute presentations, that explore the connections and disconnections between speaking and writing in our theories and practices of writing, speaking, teaching and learning.

We welcome proposals for 30-minute presentations and 75-minute panels or interactive workshops, exploring connections/disconnections in theories and practices of writing, speaking, teaching, and learning.

### Possible topics include:

- Responses to Elbow's *Vernacular Eloquence*
- Reflections on, and resistances to, the concept of an “untutored tongue”
- The historical connection/disconnection between writing and speaking in rhetoric
- The treatment of vernacular literacies in theory and practice
- The role of speaking/voice/sound in traditional and new media/multimodal composing
- Speaking and writing as embodied acts
- Speech in our classrooms and academic practice
- The uses/abuses of “voice” in composing and teaching

Please email proposals by April 1, 2013 to [untutoredtongue@gmail.com](mailto:untutoredtongue@gmail.com).

Conference co-organizers:

**Irene Papoulis, Trinity University**, [irene.papoulis@trincoll.edu](mailto:irene.papoulis@trincoll.edu)

**Wendy Ryden, Long Island University**, [wendy.ryden@liu.edu](mailto:wendy.ryden@liu.edu)

Conference description and registration at:

<https://www.sworps.tennessee.edu/aepl/html/home.htm>

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