

2013

Back Matter

Follow this and additional works at: <https://trace.tennessee.edu/jaepl>

 Part of the [Creative Writing Commons](#), [Curriculum and Instruction Commons](#), [Curriculum and Social Inquiry Commons](#), [Disability and Equity in Education Commons](#), [Educational Methods Commons](#), [Educational Psychology Commons](#), [English Language and Literature Commons](#), [Instructional Media Design Commons](#), [Liberal Studies Commons](#), [Other Education Commons](#), [Special Education and Teaching Commons](#), and the [Teacher Education and Professional Development Commons](#)

Recommended Citation

(2013) "Back Matter," *The Journal of the Assembly for Expanded Perspectives on Learning*: Vol. 19 , Article 15.

<https://doi.org/10.7290/jaepl19wjie>

Available at: <https://trace.tennessee.edu/jaepl/vol19/iss1/15>

This article is brought to you freely and openly by Volunteer, Open-access, Library-hosted Journals (VOL Journals), published in partnership with The University of Tennessee (UT) University Libraries. This article has been accepted for inclusion in *The Journal of the Assembly for Expanded Perspectives on Learning* by an authorized editor. For more information, please visit <https://trace.tennessee.edu/jaepl>.

Contributors to *JAEPL*, Vol. 19

Ilene D. Alexander is a Preparing Future Faculty instructor, blog writer/editor, and consultant at University of Minnesota's Center for Teaching and Learning. She sustains research and 1st year writing interests as affiliate faculty in the College of Education and peer mentor to College in the Schools composition teachers. Her graduate school peers and faculty mentors at Mankato State University and University of Iowa are her heroes. (alex032@umn.edu)

Carrie Allen Bemis is a PhD student in Educational Psychology and Learning Sciences at the University of Colorado in Boulder. Her research focuses on how to best support teachers in their efforts toward more equitable and mindful teaching practices, and how teacher and student collaboration can bring about lasting educational reform. Before beginning her doctoral studies, she was a high school English teacher, mentor and athletic coach. (Carrie.Bemis@Colorado.EDU)

Kathleen Cassity is an Associate Professor of English and Coordinator of First Year Writing at Hawaii Pacific University in Honolulu, Hawaii. She has published articles in the *Journal of Teaching Writing*, *Writing on the Edge*, *The Sun*, and the *Journal of Anglo-Indian Studies*, as well as several book chapters. Her current research focuses on cutting through ideological debates and negotiating differing belief systems in order to foster productive and effective environments for the teaching of writing and literature. (kcassity@hpu.edu)

Leigh Ann Chow teaches English at Mechanicsburg (PA) Area Senior High School. She came to teaching in 2008 following a 14-year career in publishing and communications. She is a fellow of the National Writing Project and holds an M.A. in Literacy Education from Penn State University, where she is currently working on a Writing Specialist Certification. (leighachow@gmail.com)

John Patrick Cleary teaches Philosophy at Raritan Valley Community College in New Jersey. He was a teacher of English in the New Jersey public schools for 17 years, where he took an interest in critical pedagogy. He is also an instructor in outdoor education and a professional actor. His recent work concerns the role of philosophy in critical media literacy. (jcleary@raritanval.edu)

Ryan Crawford Crawford is an MFA student and composition instructor at Southern Illinois University-Carbondale. He hopes to join the PhD program in Rhetoric and Composition in order to continue his research on the neuroscience of creativity and its applications in the FYC classroom. (r.d.craw@gmail.com)

Amy L. Eva, an associate professor at Seattle University, holds degrees in both English and educational psychology. Her published research centers on cognition, affect, and the psychology of reading while her current research focuses on the effects of a mindfulness-based curricular intervention on high school students' reported levels of stress and attention. (evaa@seattleu.edu)

Sarah Hochstetler is assistant professor of English at Illinois State University, where she teaches writing methods and other pedagogy-based courses. Her work can also be read in *Action in Teacher Education*, *The Clearing House*, and *Language Arts Journal of Michigan*. (shochst@ilstu.edu)

Kattie Hogan is a middle school educator in Michigan. She obtained her doctorate degree from Wayne State University. Her research interests center on the ways adolescents use in-and-out-of- school literacies to construct and negotiate their identities. Specifically, she believes that as individuals share stories, they open up new worlds of possibility and reshape themselves and the world around them. (hogankattie@gmail.com)

Bill Hollands teaches high school English in the Seattle metropolitan area. He holds a B.A. from Williams College and M.A.s from Cambridge University, the University of Michigan, and Seattle University. Prior to teaching, he worked for The New York Public Library and the Microsoft Corporation. (william.hollands@rentonschools.us)

Matthew B. Ittig teaches high school English in metro-Detroit and on-line courses for Marygrove College. He earned his Ph.D. in curriculum and instruction from Wayne State University. His research interests include semiotics, deconstruction, critical literacy, and poetic representation. (matthew_b_ittig@yahoo.com)

Sharon Marshall is an assistant professor in the Institute for Writing Studies at St. John's University in Queens, New York. She teaches first year writing and writes about composition pedagogy. (marshals@stjohns.edu)

Julie J. Nichols is associate professor in the Department of English and Literature at Utah Valley University. She writes reviews regularly for *Publishers Weekly*, newpages.com, and the *Association of Mormon Letters*, and her fiction and nonfiction have appeared in *Sunstone*, *Dialogue: A Journal of Mormon Thought*, and, most recently, Editions Bibliotekos' anthology entitled *Puzzles of Faith, Patterns of Doubt*. (nicholju@uvu.edu)

Marie Feris Quist is a middle school teacher in Seattle, Washington. She teaches language arts, social studies, and leadership. She loves teaching middle school because of its challenging, rewarding nature. Teacher collaboration and assessments that drive student growth are at the core of her educational philosophy. (mferis@seattleschools.org)

Robert M. Randolph is Writer-in-Residence at Waynesburg University. He has been a Fulbright Scholar in Finland and Greece, has published in Poetry, The Georgia Review, Poetry Salzburg Review, and upwards of forty other journals, and has a book from Elixir Press. His wife Amy, also a poet, plays guitar and sings, and his youngest daughter, Pilar, plays piano. The house is full of music, and he often gives thanks for that. (rrandolp@waynesburg.edu)

Keith Rhodes is an Associate Professor and the Director of First-year Composition at

Grand Valley State University. A former business lawyer, he has served as Secretary of the Council of Writing Program Administrators, as book review editor for JAEPL, and as a member of the five-person Steering Committee that finalized the original CWPA Outcomes Statement for First-year Composition. Perhaps as a result of his attachment to American pragmatist philosophy, his scholarship tends, though not exclusively, toward practical matters like teaching style and modifying business-world thinking for use in composition administration. (rhodekei@gvsu.edu)

Monica McFawn Robinson is an Affiliate Professor of Writing at Grand Valley State University, where she teaches both composition and creative writing. Her scholarly and creative output spans from pedagogy to fiction and playwriting. Her most recent pedagogical inquiry has been on how classroom game design can benefit the teaching of writing. Her fiction and poetry has been published in several literary journals, and her collection of short stories, *Bright Shards of Someplace Else*, to be published by University of Georgia Press in 2014, won the 2013 Flannery O' Connor Award. (robinsmo@gvsu.edu)

Andrea Saylor graduated from Messiah College in 2005 with a B.A. in English. Since then, she has lived in Cairo, Egypt, and completed an M.A. in International Peace and Conflict Resolution at Arcadia University. She lives in Philadelphia, her adopted hometown and has worked in the non-profit sector there. Currently a full-time student at Temple University Beasley School of Law, she finds that reading fiction provides a much-needed respite from her studies. She is pursuing a career in immigration law. (andrea.saylor@gmail.com)

Timothy Shea is an English professor at Millersville University where he teaches courses in film & media literacy, English education, and writing. He is also the Director of Global Education and Partnerships where he oversees study abroad and international student and professor exchange programs. He loves good storytelling in whatever form it may take and is always looking for new ways to tell a good tale! You can find him on Twitter at TimothyPShea. (Timothy.Shea@millersville.edu)

Bradley Smith is an assistant professor of English at Governors State University. He has published works in *Mosaic: A Journal for the Interdisciplinary Study of Literature*; the book collection *Pimps, Wimps, Studs, Thugs and Gentlemen: Essays on Media Images of Masculinity*; and a vignette forthcoming in *College Composition and Communication*. (bsmith7@govst.edu)

Anna O. Soter is Emerita Professor at The Ohio State University. She continues to conduct scholarship, research and professional development in Language and Literature Education. (annasoter@aol.com)

Edward J. Sullivan is a Professor of Economics and Finance at Lebanon Valley College. Also, he is a teacher in the White Plum Lineage of Zen and a member of the Red Rose Sangha in Lancaster, PA. At his college, he founded the Meditation at Noon Group, where he teaches a variety of meditation techniques to stressed-out students, staff, and, especially, faculty. (sullivan@lvc.edu)

Jill Moyer Sunday teaches writing at Waynesburg University, where she also mentors future composition teachers. Seeing stories everywhere, Jill writes primarily creative nonfiction. Her recent work can be found in the *New Delta Review*, *Connotation Press*, and the *Anthology of Appalachian Writers*, Volume 5. (jsunday@waynesburg.edu)

Karen Walker, Ed. D Walker is an associate professor and director of secondary education at Lebanon Valley College, in Annville, PA. Her areas of interest include how people learn and preparing pre-service teachers to meet the needs of every student in their classrooms. (walker@lvc.edu)

Laurence Musgrove is Professor of English and Chair of the Department of English and Modern Languages at Angelo State University in San Angelo, Texas, where he teaches composition, literature, and creative writing. He is past chair of AEPL, and he writes and draws at www.theillustratedprofessor.com. His cartoon website is www.texosophy.com. (laurence.musgrove@angelo.edu)

Andreas Willhoff grew up in Sycamore, Illinois. He received a B.A. in Fiction Writing from Columbia College, Chicago and is currently pursuing a M.F.A in Creative Writing at Southern Illinois University. He plans on doing further research into how neuroscience can improve activities in the classroom. (andreas.willhoff@gmail.com)

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. Authors must 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 and reviewers.

If style or formatting questions arise, send a query to one or both of the editors: jstrapp@king.edu and bpeters@niu.edu. **Please consult past issues for examples of articles topics that get accepted. Go to:**

<http://trace.tennessee.edu/jaepl/>

Deadline: January 31, 2014 for Vol. 19; rolling deadline otherwise

Typing: Double-spaced, numbered pages, including works cited and block quotations; internal headings are helpful; author’s name on title page only.

Title page: Title of Article; Name; Address; E-mail; 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.

Editorial report: Within 8-12 weeks

Compensation: Two complimentary copies

Copyright: *Assembly for Expanded Perspectives on Learning* (Author’s contract specifies conditions for reprinting privileges.)

Addresses: Joonna Smitherman Trapp, joonna.trapp@emory.edu

Brad Peters, bpeters@niu.edu

Assembly for Expanded Perspectives on Learning SUMMER CONFERENCE: The Art of Noticing Closely

June 25-28, 2014

Laurentian University Residence

Featured Speaker: Ian Tamblyn



The 2014 Conference theme is devoted to exploring the language of landscape, place, and stillness. Plan on rich discussions and experiences that will invite us to slow down, savor, and delight in the very essence of the world around us, in a serene lakeside setting. Ian Tamblyn will regale us with story-weaving and folk singing.

Restoration ecologist Peter Beckett, research chair for Stressed Aquatic Systems, John Gunn, and Canadian academic/ TV personality David Pearson will conduct a panel discussion. Whitefish River First Nation Professor of Indigenous Studies Brock Pitawanakwat will also speak. Soprano Brook Dufton will perform, along with Sudbury's vocal ensemble, Octatonic Decadence. Acoustic ecologist R. Murray Shafer will join conference participants, who will receive a copy of his book, *The Stones*.



Sessions will include:

- 90-minute experiential workshops
- 60-minute interactive experiences
- 20-minute paper presentations
- 2-hour evening Special Interest Groups
- Pre-conference session of shared doctoral work, in-progress or completed

Early-Bird Registration opens and continues: January 25, 2014 to March 1, 2014

Registration Fees: \$200, if paid by March 1
\$225, from March 1 to April 15
\$250 after April 15

Accommodations: Laurentian University Residence, \$75/day (continental breakfast, single and shared rooms)

Travelway Inn: \$125/day (buffet breakfast, travelwayinn.com)

Air Transport: Sudbury Airport (YSB)

Meals: \$135 (reception, 3 lunches, BBQ dinner, gourmet fish or pasta dinner)

Conference co-organizers:

Jan Buley, jbuley@laurentian.ca

David Buley, david.buley@gmail.com

For further information, please contact conference organizers at:

NoticingDeeply@hotmail.com

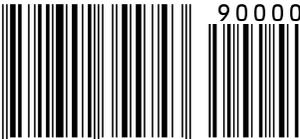
ISSN 1085 – 4630



Parlor Press
3015 Brackenberry Drive
Anderson SC 29621

ISBN 978-1-60235-574-3

90000



9 781602 355743