

JAEPL



The Journal of the Assembly for Expanded Perspectives on Learning

AEPL Keynote: Using Careless Speech for Careful, Well-Crafted Writing—Whatever Its Style, Peter Elbow

Sheep in Wolves' Clothing: How Composition's Social Construction Reinstates Expressivist Solipsism, Keith Rhodes & Monica McFawn Robinson

The Journey Metaphor's Entailments for Framing Learning, Bradley Smith

A Teacher's Terminal Illness in the Secondary Classroom, Sarah Hochstetler

It's (Not) Just a Figure of Speech: Recuing Metaphor, Anna O. Soter

The Power of the Poetic Lens: Why Teachers Need to Read Poems Together, Amy L. Eva, Carrie A. Bemis, Marie F. Quist, & Bill Hollands

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Thoughts on Teaching as a Practice of Love, Sharon Marshall

Out of the Box: Teaching and Learning in Other Ways, Ilene Dawn Alexander

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JAEPL

The Assembly for Expanded Perspectives on Learning (AEPL), an official assembly of the National Council of Teachers of English, is open to all those interested in extending the frontiers of teaching and learning beyond the traditional disciplines and methodologies.

The purposes of AEPL, therefore, are to provide a common ground for theorists, researchers, and practitioners to explore ideas; to participate in relevant programs and projects; to integrate these efforts with others in related disciplines; to keep abreast of activities along these lines of inquiry; and to promote scholarship on and publication of these activities.

The *Journal of the Assembly for Expanded Perspectives on Learning*, JAEPL, also provides a forum to encourage research, theory, and classroom practices involving expanded concepts of language. It contributes to a sense of community in which scholars and educators from pre-school through the university exchange points of view and cutting-edge approaches to teaching and learning. JAEPL is especially interested in helping those teachers who experiment with new strategies for learning to share their practices and confirm their validity through publication in professional journals.

Topics of interest include but are not limited to:

- Aesthetic, emotional & moral intelligences
- Learning archetypes
- Kinesthetic knowledge & body wisdom
- Ethic of care in education
- Creativity & innovation
- Pedagogies of healing
- Holistic learning
- Humanistic & transpersonal psychology
- Imaging & visual thinking
- Intuition & felt sense theory
- Meditation & pedagogical uses of silence
- Narration as knowledge
- Reflective teaching
- Spirituality
- New applications of writing & rhetoric
- Memory & transference



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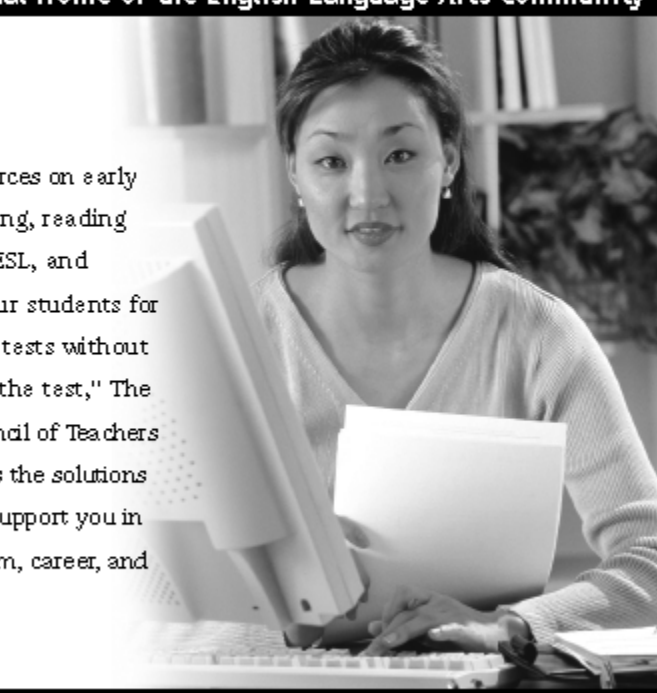
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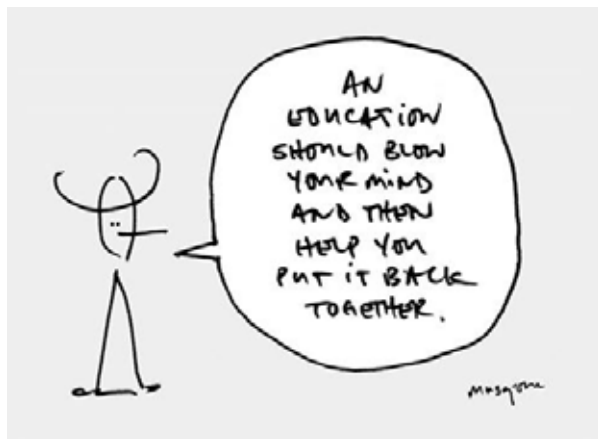
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EDITORS' MESSAGE

Many of our contributors to this year's *JAEPL* took the 2013 summer conference's subtheme—"reimagining writing and speaking"—and revised it. Appropriately, they substituted Lakoff's and Johnson's term "reframing" for "reimagining." Lawrence Musgrove's alter ego, Tex, comments on the results, below.



As record, sub-zero temperatures ice over the nation, brew a good hot drink, sit down, and read the rich topical mix Vol. 19 has to offer you. The authors link together in unusual, surprising, and deeply moving ways—ranging from theoretical shifts, to brain science, to the painful disclosure of a brave teacher's illness.

AEPL's 2013 keynote speaker, Peter Elbow, leads

off with another major tenet of teaching writing well—the infusion of “vernacular eloquence.” Elbow persuades us to reframe the overly wrought metaphor of voice in new, yet classical light. He always acquaints us with ideas we feel we should have figured out long ago. But it takes his special gifts of insight to articulate and help us train our students to use those ideas well.

Riffing on critiques aimed at Elbow's and others' considerably influential work, Keith Rhodes and Monica Robinson launch a lively debate on social construction's shortcomings. They reframe the theory from a perspective that we suspect will fan controversy, despite their ultimate intentions to create balance and reconciliation.

Though less likely to invite hot debate, Bradley Smith's fine analysis of the journey metaphor in composition studies causes us to revisit our disciplinary cousin, cognitive linguistics, to reflect on how our theories represent an assumption we've long held but have not adequately examined—the relationship between writing and learning.

Re-conjuring Susan Sontag's analysis of *Illness as Metaphor*, Sarah Hochstetler reiterates the origin of most conceptual framing—the body. Hochstetler recalls a team-teaching experience when her partner's disclosure of terminal breast cancer made an unsettling impact on Hochstetler as well as the students they were teaching. Hochstetler blends the personal and the theoretical in a poignant inquiry that *JAEPL* readers will not soon forget.

In a timely nod, Anna Soter recommends that we stop restricting the study of metaphor and its framing/ reframing potential to poetry. Why not have students examine how metaphors occur in their everyday conversation, shaping the way they think and act in the world? Soter's notion of language as a field of energy doesn't eliminate teaching metaphor as a means of appreciating poetry, though. Instead, she clears space for Amy

Eva, Carrie Bemis, Marie Quist, and Bill Hollands to share how their poetry reading circle enabled them to frame their teaching experiences in ways that never would have found voice, otherwise. They make good on Soter's claims by demonstrating precisely where poetry can illuminate professional lives.

Meanwhile, Ryan Crawford and Andreas Willhoff debut as interdisciplinary scholars who reframe a well-rehearsed *JAEPL* topic: meditation in the classroom. Scientists' images of brain activity demonstrate the salient effects that meditative practices induce, laying groundwork for the claim that if standards outrank the cultivation of creativity in young writers, critical thinking may be less likely to develop. Kathleen Cassity pounces immediately upon that claim, drawing upon brain-imaging studies as well as research in critical pedagogy to advocate for the place that humor, and even fun, must occupy in the classroom. She agreeably reframes learning in terms of vigor rather than rigor, emphasizing how integrating humor into teaching breathes life—not rigidity—into our students' minds.

Sharon Marshall calls upon critical pedagogy as well, noting that the Eastern concept of self-actualization resonates deeply with the philosophies of American Civil Rights advocates. She goes on to demonstrate what she does in the composition classroom to further this East-West connection, reframing as love the ways we could think about the NCTE stand on "Students' Right to Their Own Language."

In *JAEPL's* Out of the Box section, Ilene Alexander ponders her past as an unconventional learner, observing if students get the right to their own language, they can recover the often-suppressed stories which have framed their lives. In so doing, students become teachers in turn, connecting with—rather than separating from—others whose lives differ. Informed by trans-Atlantic scholars, Alexander still identifies her Minnesota grandmother as her wisest mentor. Find out why.

To round out this volume, book review editor Judy Halden-Sullivan and "Connections" editor Helen Walker have assembled some of the most exciting new books and inspiring vignettes/ poems on the teaching life that we've yet seen. Begin with Julie Nichols' review of William FitzGerald's *Spiritual Modalities* and Andrea Saylor's "Brief History of Holy Writing," and you'll want to read everything else, too. We promise.

A word about the 2014 AEPL summer conference: we join Canadian colleagues in our first international effort to bring together teaching and learning scholars. Come to the lovely Laurentian University Residence in Sudbury, Ontario. Meet Canadian folk-singer and story-teller, Ian Tamblyn. The theme of this June 25-28 event is "The Art of Noticing Deeply," which invokes the languages of landscape, place, and stillness in a lakeside setting that will inspire all. See this issue's final page for further details. Bring a friend.

And finally, a brief thank-you to the AEPL Executive Board for voting your editors into a second 3-year term with this journal. We're delighted to serve.



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