

## Contributors to JAEPL, Vol. 20

**David Bedsole** is a third-year doctoral student at Florida State University, specializing in rhetoric and composition with emphases in technology, multimodality, and assessment. In addition to scholarship, he also writes poems, songs, and fiction. (dabb12@my.fsu.edu)

**Alice G. Brand** is professor emerita of English and past director of Writing Programs at The SUNY College at Brockport. Along with Richard Graves, she is a founder of AEPL and the first editor of *JAEPL*. Her academic interests are emotions and the writing process and writing across the curriculum. (abrand@brockport.edu)

**Caleb Corkery** is an Associate Professor of English at Millersville University of Pennsylvania. His research primarily focuses on the intersection of rhetoric and race. (Caleb.Corkery@millersville.edu).

**John Creger** is a classroom teacher/researcher at American High School in Fremont, California, where he seeks new ways to help his students engage more deeply in learning. He grounds his approach, under development for 25 years, in a model of deepened learning in which students discover what they value as they acquire academic knowledge and skills. His Personal Creed Project is being adapted in schools and colleges around the country. John was the 2001 recipient of the James Moffett Memorial Award for Teacher Research from NCTE and NWP. He is author of *The Personal Creed Project and a New Vision of Learning* (Heinemann 2004). (jcreger@fremont.k12.ca.us and jcreger@jps.net)

**Beth Daniell** is Professor of English at Kennesaw State University in the Atlanta suburbs, Director of General Education in English, and Director of Writing Across the Curriculum in the College of Humanities and Social Sciences. She has written on the topics discussed in her essay for more than thirty years and looks forward to continuing this endeavor in her retirement. Other plans for the future include long visits with old friends and family and lectures and readings at various museums, libraries, and colleges and universities in and around the city. (bdaniell@kennesaw.edu)

**W. Keith Duffy** is Associate Professor of English at Penn State where he teaches required writing courses. He estimates he has taught about 2,400 students and commented on approximately 12,000 essays since the beginning of his career in 1992. (wkd2@psu.edu)

**Kristie S. Fleckenstein** is Professor of English and Director of the Graduate Program in Rhetoric and Composition at Florida State University. She is the recipient of the 2005 CCCC Outstanding Book of the Year Award for *Embodied Literacies: Imageworld and a Poetics of Teaching* (SIUP, 2003), and the 2009 W. Ross Winterowd Award for Best Book in Composition Theory for *Vision, Rhetoric, and Social Action in the Composition Class-*

room (SIUP, 2009). Her current project explores photography as a resource for visual rhetoric in nineteenth-century debates about racial identities. (kfleckenstein@fsu.edu)

**Elizabeth M. French** is an Assistant Professor of Education at Lebanon Valley College with over 30 years of experience in public education and teaching future teachers. (robertfrench01@comcast.net)

**Tom Gage** is Professor Emeritus in English at Humboldt State University and continues to teach beyond the half-century mark. He is author of *Gülen's Dialogue on Education, a Caravanserai of Ideas* and a dual-award winning iBook, *American Prometheus: Captain Bill Jones, the Steel Genius who Made Andrew Carnegie*. Upon retiring in 2006, he's written, co-authored, or edited over twenty publications and delivered papers on four continents. Since 2010, he chairs the Youth Platform of the Gulen Institute of Houston, Texas. This writing contest for secondary students has brought over a hundred winners from 22 states and 36 nations for ceremonies in Washington D.C. (www.cunepress.com/blogs/gde; tgage@guleninstitute.org)

**Paul Heilker** is Associate Professor of English and Affiliate Faculty Member of the Center for Peace Studies and Violence Prevention at Virginia Tech where he has also served as Director of Composition and Director of the Ph.D. in Rhetoric and Writing. He is the co-editor (with Peter Vandenberg) of *Keywords in Writing Studies* (Utah State UP, 2015) and *Keywords in Composition Studies* (Heinemann, 1996), the author of *The Essay: Theory and Pedagogy for an Active Form* (NCTE, 1996). His work appeared in such journals as *College Composition and Communication*, *College English*, *Disability Studies Quarterly*, *TETYC*, and *Writing on the Edge*. (pheilker@vt.edu)

**Jessica Jones** holds a Masters in English and certification for grades K-12 Art and grades 5-12 English from the University of Montana. She is also certified through the National Writing Project and has training in Indian Education for All. In 2012, she received University of Montana's Award for Excellence in Graduate Teaching, as well as Phi Kappa Phi's "Love of Learning" Award. At present, Jones teaches 6<sup>th</sup> grade English at Ronan Middle School on the Flathead Indian Reservation (**Confederated Salish and Kootenai Tribes**) in Lake County, Montana. (Jessicamariejones.mail@gmail.com).

**Libby Falk Jones** teaches creative, critical, and professional writing at Berea College, where she is Chester D. Tripp Chair in Humanities and Professor of English. The Founding Director of Berea's Center for Learning, Teaching, Communication, and Research (now the Center for Transformative Learning), Jones has published and spoken widely on faculty development, contemplative learning, writing centers, and the teaching of writing. Her poems and creative nonfiction have appeared in regional and national journals and anthologies. Her other publications include the chapbook, *Above*

*the Eastern Treetops, Blue*, and her co-edited *Feminism, Utopia, and*. (Libby\_Jones@bera.edu)

**Brad Lucas** is Associate Professor of English at TCU, where he teaches courses in writing, new media, and rhetoric. He is former Editor of the journal *Composition Studies*, and his recent work has appeared in *Working in the Archives: Practical Research Methods for Rhetoric and Composition* (2009) and *The Changing of Knowledge in Composition: Contemporary Perspectives* (2011). (b.e.lucas2@tcu.edu)

**Laurence Musgrove** is Professor and Chair of English and Modern Languages at Angelo State University. He chaired the 2010 AEPL Summer conference on Visual Thinking, Teaching, and Learning. He blogs at [theillustratedprofessor.com](http://theillustratedprofessor.com) and cartoons at [texosophy.com](http://texosophy.com). (lmusgrove@angelo.edu)

**Myra Musgrove** is an artist and illustrator living in Brooklyn, New York. She has studied art in Chicago and Florence, Italy. Her work has appeared in [bkstyled.com](http://bkstyled.com) and *PS Salon Lifestyle* magazine. (myra.musgrove@gmail.com)

**Susan Schiller** teaches in the English Department at Central Michigan University where she is also the Director of the M.A. in Humanities Program. *Sustaining the Writing Spirit: Holistic Tools for School and Home*, 2nd ed., released in March 2014 by Rowman and Littlefield is her most recent book. In addition to studies in spiritual approaches to writing, she is also a scholar of Willa Cather. (schillisa@cmich.edu)

**Wandia Njoya** is a Senior Lecturer and the Head of the Department of Language and Performing Arts at Daystar University in Kenya. Her teaching and research interests cover African literature and French, as well as academic writing in the Kenyan context. (wnjoya@daystar.ac.ke)

**Ann Wachira** teaches writing and reading at Daystar University and has recently moved on campus to become a Professor-in-Residence. She enjoys having students drop in. She is finishing up her Masters degree as well.

**Candace Walworth** is a Professor of Peace Studies at Naropa University, the first accredited Buddhist-inspired university in the United States. Her teaching and research interests include socially-engaged spirituality, community-based learning and action, and the practice of dialogue in conflict transformation. Her ePortfolio ("Make the path by Walking") is [http://naropa.digication.com/candace\\_walworth.eportfolio\\_make\\_the\\_path\\_by\\_walking](http://naropa.digication.com/candace_walworth.eportfolio_make_the_path_by_walking). (cwalworth@naropa.edu)

## 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.

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 and double check 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: joonna.trapp@emory.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, 2016 for Vol. 20; 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 (NICHOLJU@uvu.edu). “Connecting” editor (walker@messiah.edu) determines 500-1000 word personal essays.

Editorial report: Within 8-12 weeks

Compensation: Two complimentary copies

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## Assembly for Expanded Perspectives on Learning

SUMMER CONFERENCE: Education for Global Dialogue

June 18-20, 2015

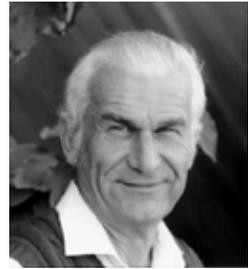
Estes Park, CO



### Featured Speakers: Janet Emig and Sheridan Blau

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**The 2015 Conference theme honors James Moffett**, who led the first AEPL conference in 1995. His words capture the conference theme: *“The many interlocking problems of this nation and this world are escalating so rapidly that only swift changes in thought and action can save either.... We have to think now not just about personal success and class mobility but about planetary survival and human co-evolution”*—1994.



James Moffett

**Janet Emig**, recipient of the Lifetime Achievement Award from the Literacy Research Association, will speak “On Being Wiley: Keeping the Faith While Meeting Expectations. **Sheridan Blau**, Head of the English Education Program at Teachers College, Columbia University, will offer a workshop on “Exploring Moffett’s Universe of Discourse.”

#### Interactive 75-minute sessions address:

- Re-centering the vision of the universe of discourse on I/Thou dialog
- Helping students to become mindful co-inhabitants of their communities and our planet
- Developing meaningful assessment and humane learning
- Co-opting mundane standards for students’ self-betterment

**Pre-conference workshops:** 1-4 P.M. Thursday, June 18. \$45 (\$30 for students/retired attendees/adjuncts)

- “The Feeling of Teaching,” Betsy Burris
- “Thriving at the Core: The Case for Classroom Depth,” John Creger
- “Agape in Action: Writing to Awaken,” Nan Phifer

**Post-conference workshop:** 9 A.M.-noon; 1-4 P.M. Sunday, June 21. Half day \$55 (\$40 for students/retired attendees/adjuncts); full day \$85 (\$55 for students/retired attendees/adjuncts)

- “Service to Make Learning Matter,” Whitney Douglas and Sara Winstead Fry

**Registration Fees:** \$225, by April 15; \$275, after April 15; required membership fee, \$30 for non-members.

**Registration website:** <http://www.iup.edu/page.aspx?id=177669> (Online: credit card or Paypal; check or purchase order to: D. Weinstein, AEPL Registration, 308 N. 7<sup>th</sup> St., Indiana, PA 15701) Conference begins 4 PM June 18; Plenary at 7PM

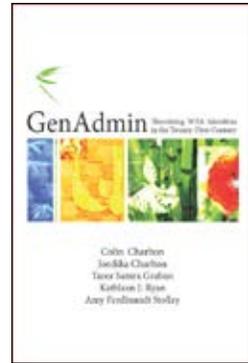
**Accommodations:** YMCA of the Rockies, conference site, <http://ymcarockies.org/lodging/> or call (800) 777-9622. Use registration number: 406278. Rates range from \$160-\$440. Other accommodations available in Estes Park.

**Shuttle** from Estes Park to YMCA: <http://estesparkshuttle.com/> or (970) 586-5151.

## CONGRATULATIONS TO THESE AWARD WINNERS!

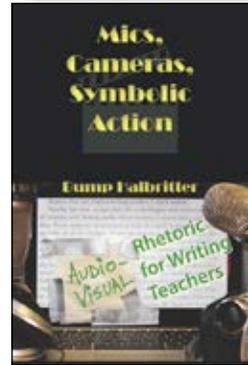
### *GenAdmin: Theorizing WPA Identities in the Twenty-First Century*

Colin Charlton, Jonikka Charlton, Tarez Samra Graban,  
Kathleen J. Ryan, & Amy Ferdinandt Stolley  
**Winner of the Best Book Award, Council of Writing Program Administrators (July, 2014)**



### *Mics, Cameras, Symbolic Action: Audio-Visual Rhetoric for Writing Teachers*

Bump Halbritter  
**Winner of the Distinguished Book Award from Computers and Composition (May, 2014)**



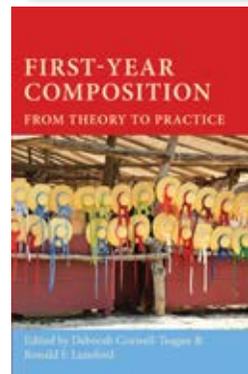
## NEW RELEASES

### *First-Year Composition: From Theory to Practice*

Edited by Deborah Coxwell-Teague & Ronald F. Lunsford. 420 pages.  
Twelve of the leading theorists in composition studies answer, in their own voices, the key question about what they hope to accomplish in a first-year composition course. Each chapter, and the accompanying syllabi, provides rich insights into the classroom practices of these theorists.

### *A Rhetoric for Writing Program Administrators*

Edited by Rita Malenczyk. 471 pages.  
Thirty-two contributors delineate the major issues and questions in the field of writing program administration and provide readers new to the field with theoretical lenses through which to view major issues and questions.



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