Contributors to *JAEPL*, Vol. 23

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**Jen Consilio** is a Professor in English Studies and Writing Center Director at Lewis University in Illinois. She teaches courses in first-year writing, as well as courses in advanced composition, professional writing, and writing digital media. Her areas of interest include contemplative pedagogies, writing/writing center pedagogy, and digital writing and online identities. Her recent scholarship includes “Beyond Embodied Teaching: Incorporating Mind, Movement, and Imagination Into the Classroom” and “Making MAC (Mindfulness Across the Curriculum) Happen: Creating a Mindful Campus Culture.” (consilje@lewisu.edu)

**Stephanie (Daza) Curley** researches interdependent processes of learning to learn. Her scholarship asks how our sense of *difference* is generated through (1) local responses to global policy practice trends in education and society and (2) social science research methodology. See www.stayotherwise.com. Steph is editor of *Educational Studies*, the official journal of the American Education Studies Association and a permanent Research Fellow in the Education and Social Research Institute at Manchester Metropolitan University, where she also has directed the Masters in Research. (S.Curley@mmu.ac.uk)

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Renea Frey is an Assistant Professor and Writing Program Director in Xavier University’s English department, where she teaches a variety of writing and rhetoric courses. Her research focuses on *parrhesia*, the act of speaking out to power at great risk, as well as women’s historic rhetorical practices, composing and teaching in digital spaces, and using empathy as practice in invention. (freyr1@xavier.edu)

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Kurt Spellmeyer is a Professor in the English Department at Rutgers University-New Brunswick, where he has directed the School of Arts and Sciences Writing Program for thirty-two years. He has published several books in composition/rhetoric, Common Ground: Dialogue, Understanding and the Teaching of Writing and Arts of Living: Reimagining the Humanities for the Twenty-First Century. With Richard Miller he has also co-edited The New Humanities Reader, now in its fifth edition. In addition, Spellmeyer is a Zen priest with forty years of meditation training and practice, and he leads the Cold Mountain Sangha in New Jersey (http://coldmountainsangha.org/). His writing on Buddhism has appeared in Tricycle Magazine. He has published Buddha at the Apocalypse: Awakening to A Culture of Destruction. (spellmey@english.rutgers.edu)

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Roger Thompson is Associate Professor and Director of the Program in Writing and Rhetoric at Stony Brook University. His most recent books are Emerson and the History of Rhetoric (SIU Press, 2017) and No Word for Wilderness: Italy’s Grizzlies and the Race to Save the Rarest Bears on Earth (Ashland Creek, 2018). (roger.thompson@stonybrook.edu)

Carl Vandermeulen is a retired Professor of English from Northwestern College in Orange City, Iowa. He is the author of Negotiating the Personal in Creative Writing, Multilingual Matters, 2011. In addition to creative writing, he enjoys photography and assisting all manner of things to grow and flourish. (cvmeulen@nwciowa.edu)

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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.

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:

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Deadline: January 31, 2018 for Vol. 23; 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
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Preferred length: Articles, 5-6000 words, including works cited
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Kellogg Hunt Professor

Vajra Watson  
Univ. of California, Davis  
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Paula Mathieu  
Boston College  
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Krista Ratcliffe  
Arizona State Univ.  
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Submit a 100-150 word abstract for program inclusion and a 100-150 word bio to: brucenovak@gmail.com. Specify 75-minute workshop or 20-minute talk. Proposals due by March 15, 2017.

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Conference registration: $245 before April 15, 2017; $295 thereafter. $50 discount available for students, adjuncts, retirees, and two or more members of the same institution (limit 1 discount per person). Registrations are refundable, minus a $50 fee, until April 15.

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*Type Matters: The Rhetoricity of Letterforms* ed. Christopher Scott Wyatt and Dânielle Nicole DeVoss

*Rhetoric and Experience Architecture* ed. Liza Potts & Michael J. Salvo

New Releases

*The Framework for Success in Postsecondary Writing: Scholarship and Applications* edited by Nicholas N. Behm, Sherry Rankins-Robertson, and Duane Roen

*Cross-Border Networks in Writing Studies* ed. Derek Mueller, Andrea Williams, Louise Wetherbee Phelps, & Jennifer Clary-Lemon

*Labored: The State(ment) and Future of Work in Composition* ed. Randall McClure, Dayna V. Goldstein, & Michael A. Pemberton


Congratulations to These Recent Award Winners!

*Strategies for Writing Center Research* by Jackie Grutsch McKinnie. Best Book Award, International Writing Centers Association (2017)

*Antiracist Writing Assessment Ecologies: Teaching and Assessing Writing for a Socially Just Future* by Asao Inoue, Best Book Award, CCCC, Best Book, Council of Writing Program Administrators (2017)


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The Politics of Consciousness, Kurt Spellmeyer

Writing, Silence, and Well-being, Robert P. Yagelski

Writing as a Liberal Art in an Age Neither Artful nor Liberal, Douglas Hesse

The Tyranny of 'Best Practices,' Roger Thompson

SPECIAL SECTION: TEACHING AND LEARNING AS BODILY ARTS

Corporal Pedagogies: An Introduction, Wendy Ryden

Embodied Databases: Attending to Research 'Places' through Emotion and Movement, Kati Fargo Ahern

Embodied Ethos and a Pedagogy of Presence: Reflections from a Writing Yogi, Christy I. Wenger

Rhetorics of Reflection: Revisiting Listening Rhetoric through Mindfulness, Empathy, and Non-Violent Communication, Renea Frey

Performance and the Possible: Embodiment, Privilege, and the Politics of Teaching Writing, Lesley Erin Bartlett

Un/learning Habitation of Body-Mind Binary through the Teaching/Learning Body/Mind, Jeong-eun Rhee, Stephanie L. Curley, and Sharon Subreenduth