The Journal of the Assembly for Expanded Perspectives on Learning

Volume 24 2018-2019

6-2019

Front Matter

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Recommended Citation

Available at: https://trace.tennessee.edu/jaepl/vol24/iss1/2

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Racial Literacy Is Literacy: Locating Racial Literacy in the College Composition Classroom, Mara Lee Grayson

SPECIAL SECTION: ENCOUNTERING THE NATURAL WORLD: ENVIRONMENTAL EDUCATION IN THE ARTS AND HUMANITIES

Swamps, Flat Earthers, and Boughs of Holly: “Encountering” the Natural World and the Poetics of Environmental Literacy, Wendy Ryden

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Relational Literacy, W. Kurt Stavenhagen
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JAEPL is a non-profit journal published yearly by the Assembly for Expanded Perspectives on Learning with support from Long Island University, Emory University, and TRACE at University of Tennessee, Knoxville. Back issues are archived at: http://trace.tennessee.edu/jaepl/.

JAEPL gratefully acknowledges this support as well as that of its manuscript readers, including, for this issue:

Tony Adams, Bradley University
Kati Ahern, SUNY Cortland
Jennifer Clary-Lemon, University of Winnipeg
Sidney Dobrin, University of Florida
John Foran, UC Santa Barbara
Sandra Friedman, George Washington U
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Catherine Prendergast, University of Illinois
David Schoem, University of Michigan
Kurt Spellmeyer, Rutgers University,
Daniel Weinstein, Indiana University of Pennsylvania
Robert Yagelski, University at Albany, SUNY
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 are to provide a common ground for theorists, researchers, and practitioners to explore innovative 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 boundary-pushing 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
- Environmentalism
- (Meta)Cognition
- 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
- Multimodality
- Social justice

Membership in AEPL is $30. Contact Jon Stansell, AEPL, Membership Chair, email: jon.stansell@gmail.com. Membership includes current year’s issue of *JAEPL*.

Send submissions, address changes, and single hardcopy requests to Wendy Ryden, Co-Editor, *JAEPL*, email: wendy.ryden@liu.edu. Address letters to the editors and all other editorial correspondence to co-editors Wendy Ryden (wendy.ryden@liu.edu) or Peter H. Khost (peter.khost@stonybrook.edu).

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“T’ve been a teacher of English for 30 years and a member of NCTE since 1984. . . . I learned very early on that the best teaching ideas come from NCTE. It’s where the ideas are.”

—Jeff Gahala
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Contributors to JAEPL, Vol. 24
Dear JAEPL Readers,

Volume 24 marks the beginning of a new co-editorship of the journal. It is with humble enthusiasm that we take up this mantle and hope to carry on the best of JAEPL’s work, even as we put our own brand on what it means to have expanded perspectives on learning.

As with many transitions, this one is bittersweet. The beginning of our period as coeditors marks the passing of a stellar era for JAEPL under the leadership of Joonna Trapp and Brad Peters. Without doubt, JAEPL flourished under their watch both in terms of quality and impact of the journal, and we are exceedingly grateful for the expertise and dedication that Joonna and Brad brought to their co-editorship. They have graciously offered to help us in assuming our new roles, and we will be taking advantage of their kind offer to ensure that we meet the high standards they have set. Many thanks, Joonna and Brad, and best of luck to you in your new endeavors. You have indeed left your mark.

We thank AEPL members and all our readers for your interest and commitment to the work carried out under the aegis of our organization. There has perhaps never been a more important time for pursuing our mission.

We especially would like to thank the following peer reviewers without whom this issue would not be possible: Tony Adams, Kati Ahern, Jennifer Clary-Lemon, Sid Dobrin, John Foran, Sandra Friedman, David Grant, Doug Hesse, Tom Hothem, Richard Kahn, Nate Mickelson, Marlowe Miller, Kimberly Moekle, Matthew Ortoleva, Irene Papoulis, Catherine Prendergast, David Schoem, Kurt Spellmeyer, Dan Weinstein, Bob Yagelski.