The Journal of the Assembly for Expanded Perspectives on Learning

Volume 25 2019-2020

9-2020

Front Matter- JAEPL Volume 25

Wendy Ryden
Long Island University, wendy.ryden@liu.edu

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

Available at: https://trace.tennessee.edu/jaepl/vol25/iss1/4

This Front Matter is brought to you for free and open access by Volunteer, Open Access, Library 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.
The Inventive Work of the Christian Mind, Jeff Ringer
Contemplative WAC: Testing a Mindfulness-Based Reflective Writing Assignment, Jared Featherstone
STEMM-Humanities Co-Teaching and the Humanities Turn, Hella Bloom Cohen
Seeing Writing Whole: The Revolution We Really Need, Keith Rhodes

SPECIAL SECTION: THE TOIL OF FEELING: EDUCATION AS EMOTIONAL LABOR

Teaching at the End of Empire, Wendy Ryden
FYC Students’ Emotional Labor in the Feedback Cycle, Kelly Blewett
“So, that’s sort of wonderful”: The Ideology of Commitment and the Labor of Contingency, Sarah V. Seeley

Complaint as ‘Sticky Data’ for the Woman WPA: The Intellectual Work of a WPA’s Emotional and Embodied Labor, Anna Sicari
Invictus: Race and Emotional Labor of Faculty of Color at the Urban Community College, Kerri-Ann M. Smith, Kathleen Alves, Irvin Weathersby, Jr., and John D. Yi
Rhetoric and Emotion Save Science: Lessons from Student Eco-Activists, Jesse Priest

The Good Enough Teacher, Natalie Davey
Assembly for Expanded Perspectives on Learning

Executive Board

Chair
Bruce Novak, Foundation for Ethics and Meaning

Associate Chair
Nate Mickelson, New York University

Secretary
Bob Lazaroff, Nassau Community College, SUNY

Acting Treasurer
Nate Mickelson, New York University

Ex-officio
Marlowe Miller, University of Massachusetts, Lowell
Vajra Watson, University of California, Davis

TRACE Website
Elizabeth DeGeorge, University of Tennessee, Knoxville

AEPL Website
Daniel J. Weinstein, Indiana University of Pennsylvania

Advisory Board Chair:
Peter Elbow, University of Massachusetts, Amherst

Sheridan Blau, Teachers College, Columbia University
Alice G. Brand, SUNY College at Brockport
John Creger, American High School, Freemont, CA
Richard L. Graves, Auburn University, Emeritus
Doug Hesse, University of Denver
Nel Noddings, Stanford University
Sondra Perl, Lehman College, CUNY
Kurt Spellmeyer, Rutgers University
Charles Suhor, NCTE
Peter Stillman, Charlottesville, NY
Jane Tompkins, University of Illinois at Chicago
Robert Yagelski, SUNY Albany

Founding Members
Alice G. Brand, SUNY College at Brockport
Richard L. Graves, Auburn University, Emeritus
Charles Suhor, NCTE

Membership Contact
Sheila M. Kennedy, Lewis University

JAEPL Co-Editors
Wendy Ryden, Long Island University
Peter H. Khost, Stony Brook University

JAEPL gratefully acknowledges this support as well as that of its manuscript readers:

Jacob Babb, Indiana University Southeast
Ulrika Bergmark, Luleå University of Technology
Shane Borrowman, Univ of Montana Western
Jaclyn Fiscus-Cannaday, Florida State University
Ellen C. Carillo, University of Connecticut
Nicole I. Caswell, East Carolina University
Laura J. Davies, SUNY Cortland
Michael-John DePalma, Baylor University
Heather Graves, University of Alberta
Asao B. Inoue, Arizona State University
Tammie M. Kennedy, Univ of Nebraska at Omaha
Faith Kurtyka, Creighton University
Eric Leake, Texas State University
Paul Lynch, St. Louis University
Ian Marshall, William Paterson University
Mark McBeth, John Jay College of Criminal Justice and CUNY Graduate Center
John Muckelbauer, University of South Carolina
Deborah Mutnick, Long Island University Brooklyn
George Otte, CUNY School of Professional Studies
Michelle Payne, Boise State University
Alexandria Peary, Salem State University
Jeong-eun Rhee, Long Island University, Post
Rich Shivener, York University
Monica Stitt-Bergh, University of Hawai‘i at Mānoa
Jill Swiencicki, St. John Fisher College
Geoff Taggart, University of Reading, UK
Christy Wenger, Shepherd University
Courtney Adams Wooten, George Mason University
Michael Zerbe, York College of Pennsylvania

JAEPL is a non-profit journal published yearly by the Assembly for Expanded Perspectives on Learning with support from TRACE at University of Tennessee, Knoxville. Back issues are archived at: http://trace.tennessee.edu/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 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 $45. Contact Sheila Kennedy, AEPL, Membership Chair, email: kennedsh@lewisu.edu. 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 Wendy Ryden (wendy.ryden@liu.edu).

AEPL website: www.aepl.org
Back issues of JAEPL: http://trace.tennessee.edu/jaepl/
Blog: https://aeplblog.wordpress.com/
Visit Facebook at Assembly for Expanded Perspectives on Learning
NCTE — It’s Where the Ideas Are

“In our 30 years as a member of NCTE, I’ve learned very early on that the best teaching ideas come from NCTE. It’s where the ideas are.”

— Jeff Sackmann
## Contents

### Essays

<table>
<thead>
<tr>
<th>Author</th>
<th>Page</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeff Ringer</td>
<td>1</td>
<td>The Inventive Work of the Christian Mind</td>
</tr>
<tr>
<td>Jared Featherstone</td>
<td>19</td>
<td>Contemplative WAC: Testing a Mindfulness-based Reflective Writing Assignment</td>
</tr>
<tr>
<td>Hella Bloom Cohen</td>
<td>35</td>
<td>STEMM-Humanities Co-Teaching and the Humanities Turn</td>
</tr>
<tr>
<td>Keith Rhodes</td>
<td>47</td>
<td>Seeing Writing Whole: The Revolution We Really Need</td>
</tr>
</tbody>
</table>

### Special Section

The Toil of Feeling: Education as Emotional Labor

<table>
<thead>
<tr>
<th>Author</th>
<th>Page</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wendy Ryden</td>
<td>58</td>
<td>Teaching at the End of Empire</td>
</tr>
<tr>
<td>Kelly Blewett</td>
<td>60</td>
<td>FYC Students’ Emotional Labor in the Feedback Cycle</td>
</tr>
<tr>
<td>Sarah V. Seeley</td>
<td>79</td>
<td>“So, that’s sort of wonderful”: The Ideology of Commitment and the Labor of Contingency</td>
</tr>
<tr>
<td>Anna Sicari</td>
<td>99</td>
<td>Complaint as ‘Sticky Data’ for the Woman WPA: The Intellectual Work of a WPA’s Emotional and Embodied Labor</td>
</tr>
<tr>
<td>Kerri-Ann M. Smith, Kathleen Alves, Irvin Weathersby, Jr., and John D. Yi</td>
<td>118</td>
<td>Invictus: Race and Emotional Labor of Faculty of Color at the Urban Community College</td>
</tr>
<tr>
<td>Jesse Priest</td>
<td>136</td>
<td>Rhetoric and Emotion Save Science: Lessons from Student Eco-Activists</td>
</tr>
<tr>
<td>Natalie Davey</td>
<td>157</td>
<td>The Good Enough Teacher</td>
</tr>
</tbody>
</table>

### Book Reviews

<table>
<thead>
<tr>
<th>Author</th>
<th>Page</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Irene Papoulis</td>
<td>173</td>
<td>Varieties of Solace</td>
</tr>
<tr>
<td>Nate Mickelson</td>
<td>174</td>
<td>Bradley, Burt. <em>After Following: Poems</em></td>
</tr>
<tr>
<td>Paul Puccio</td>
<td>177</td>
<td>Khost, Peter H. <em>Rheto Response: A Theory and Practice of Literary Affordance</em></td>
</tr>
<tr>
<td>Erin Frymire</td>
<td>181</td>
<td>Restaino, Jessica. <em>Surrender: Feminist Rhetoric and Ethics in Love and Illness</em></td>
</tr>
<tr>
<td>Tracy Lassiter</td>
<td>184</td>
<td>Mailhot, Terese Marie. <em>Heart Berries: A Memoir</em></td>
</tr>
</tbody>
</table>
Connecting

Christy I. Wenger 187  On “Showing Up” in Teaching, Tutoring, and Writing: A Search for Humanity
Nicole Wilson, Angela Montez, and Sara Yiseul Chung 189  Sylvia Wynter Over Tea

Christina M. LaVecchia and Cristina D. Ramírez 195  The Versatility of a Rhetoric and Composition Degree: Tales from Former Postdocs Outside the Field

Patricia Pytleski 201  Writing Center Reflections: The Impact of Tutor to Tutor Teaching

Contributors to JAEPL, Vol. 25

Announcement