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Back Matter-JAEPL Volume 25

Wendy Ryden

Long Island University, wendy.ryden@liu.edu

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Contributors

Kathleen Tamayo Alves is Associate Professor of English at Queensborough Community College of The City University of New York where she teaches literature and composition. Her research centers on eighteenth-century literature and culture, biopolitics, and literary history. She has published and presented portions of her book-length project, *Body Language: Medicine and the Eighteenth-Century Comic Novel*, which explains how medicine shaped and is shaped by comic language through fictional dramatizations of female-specific medical phenomena, such as menstruation, hysteria, and pregnancy. (kalves@qcc.cuny.edu)

Kelly Blewett is an assistant professor of English at Indiana University East, where she directs the undergraduate writing program and teaches writing and pedagogy courses. Her essays, which explore writing pedagogy, reading, editorial practices, and feedback in the writing classroom, have appeared in *College English*, *CEA Critic*, *Peitho*, and *Journal of Teaching Writing*, as well as several edited collections. (keblewet@iu.edu)

Sara Yiseul Chung is a Ph.D. student in English at Texas A&M University. Her research examines how the “human” is imagined with depictions of otherness in realist and gothic fiction in the long nineteenth century. She is interested in finding possibilities of re-conceiving human ontology in fiction through theoretical engagements with critical race studies and lenses of the body and flesh, affect, and ghostliness. (yssarachung@tamu.edu)

Hella Bloom Cohen is an assistant professor of English specializing in postcolonial theory and Anglophone global literature, and serves as affiliated faculty with Critical Studies of Race and Ethnicity and Women’s Studies at St. Catherine University in St. Paul, Minnesota. She is the author of *The Literary Imagination in Israel-Palestine: Orientalism, Poetry, and Biopolitics* (Palgrave Macmillan, 2016). Her current research entails reconciling posthumanist concerns with the historically humanist practices within postcolonial studies. (hrcohen2@stkate.edu)

Natalie Davey is a Toronto-based teacher researcher who has taught in mainstream and alternative classrooms at the secondary and post-secondary levels for two decades. She currently teaches in Humber College’s School Within A College (SWAC) program. Davey’s research and writing interests include Narrative Analysis, Arts-Based Research practices, and alternative pathways to post-secondary education. (natalie.davey@tdsb.on.ca)

Jared Featherstone directs the University Writing Center and teaches in the School of Writing, Rhetoric, and Technical Communication at James Madison University in Virginia. He has been practicing meditation for 24 years and teaching mindfulness for over a decade. Both his teaching and his research involve the integration of mindfulness practices in learning environments. (feathejj@jmu.edu)

Erin Leigh Frymire is a Lecturer in the Allan K. Smith Center for Writing and Rhetoric at Trinity College in Hartford, Connecticut. She teaches courses in rhetorics of law,

activism, and medicine, as well as first-year composition and writing in the disciplines, and co-directs the Global Health Humanities Gateway. Her scholarship focuses on systemic violence and examines the process by which states use violence to transform human bodies into unwilling rhetorical resources. (erinfrymire@trincoll.edu)

Tracy Lassiter is an Assistant Professor of English and the current English Coordinator at the University of New Mexico-Gallup. She has presented several times on trauma's impact on students, including at the 2018 NCTE conference and the 2018 and 2019 AEPL conferences. Her other research areas are information literacy, comics/graphic novels, and petrofiction. (tlassiter@unm.edu)

Christina M. LaVecchia is Director of Writing Across the Curriculum and Assistant Professor of English at Neumann University. Her work on professional practices, composing pedagogies, and digital literacies appears in *College English*, *Composition Forum*, and *Harlot*; the edited collections *Explanation Points* and *Showcasing the Best of CIWIC/DMAC*; and the textbook *How Writing Works*. Her healthcare collaborations appear in *Patient Education and Counseling* and *Health Expectations*. (lavecchc@neumann.edu)

Nate Mickelson is Clinical Associate Professor and Director of Faculty Development in the Expository Writing Program at New York University. He is the author *City Poems and American Urban Crisis, 1945 - Present* (Bloomsbury) and editor of *Writing as a Way of Staying Human in a Time that Isn't* (Vernon Press). His scholarly writing has also appeared in *The Journal of Urban Cultural Studies*, *Learning Communities Research & Practice*, *Transformative Dialogues*, and *The Journal of College Literacy and Learning*. A native of Wyoming, Nate is currently working on a study of reading practices and theories of justice in innovative American writing by Gloria Anzaldúa, CAConrad, Rachel Blau DuPlessis, and Leslie Scalapino. (nate.mickelson@nyu.edu)

Angela Montez is a May 2020 graduate from the MA program in English Literature at Texas A&M University. Her scholarly work focuses on Black Existentialism and African American Poetry and Poetics. She works full-time as an academic advisor in the Department of Mechanical Engineering at Texas A&M. She is highly interested in thinking about the intersections of care and academia in both her scholarly and administrative work. (angelali.montez@gmail.com ; almontez@tamu.edu)

Jesse Priest received his BA from the University of Maine, his MA from the University of Massachusetts Boston, and PhD in English Composition and Rhetoric from the University of Massachusetts Amherst. He is currently an Assistant Professor of English at the New Mexico Institute of Mining and Technology, where he teaches undergraduate and graduate classes in technical communication, science writing, and the rhetoric of video games. He also directs the Writing & Communication Lab at NMT. (priest.jesse@gmail.com)

Paul Puccio is a Professor of English and the Cyrus H. Holley Professor of Applied Ethics at Bloomfield College, where he teaches courses in British literature, children's

literature, and Gothic literature. He has published articles on contemplative teaching practices, Victorian schoolboys, music drama, and ghosts in *CCC Online*, *Writing on the Edge*, *Dialogue*, *JAEPL*, *Reading Stephen Sondheim*, *The Encyclopedia of Catholic Literature*, *Modern Language Studies*, and other publications. (Paul_Puccio@Bloomfield.edu)

Patricia D. Pytleski is an Assistant Professor of English/ Composition and Rhetoric and Director of the Kutztown University Writing Center, where she teaches courses in writing and secondary English education and supervises English student teachers in the secondary education classroom. She is the author of “Contact Zones and Contingent Faculty: An Argument for Conversion” and “Crossing the Ideological Borders of Writing: The Fundamental Nature of Personal Writing (and Academic Discourse) In the First Year Writing Classroom.” (pytleski@kutztown.edu)

Cristina D. Ramírez is Director of Rhetoric, Composition, and the Teaching of English and Associate Professor at the University of Arizona. Her cross-disciplinary work has appeared in *College English*, *Technical Communication Quarterly*, *The Journal of Homeland Security Education*, and *Latinx Writing and Rhetoric Studies*. She is the national award-winning author of *Occupying Our Space: The Mestiza Rhetorics of Mexican Women Journalists and Activists, 1875-1942* (U of Arizona Press, 2015), and co-author with Jessica Enoch of *Mestiza Rhetorics: An Anthology of Mexicana Activism in the Spanish Language Press, 1875-1922* (SIUP, 2019). She has traveled extensively through Mexico researching in non-digitized archives. (cristinaramirez@email.arizona.edu)

Keith Rhodes, between following his spouse’s career and switching between professing composition and practicing law, has gotten around. He has been a WPA of some sort at Northwest Missouri State University, Missouri Western State University, and Grand Valley State University. He has also had fulltime faculty positions at Hastings College and now at the University of Denver. Since returning to the field in 2008, his scholarship has focused on style. (keith.rhodes@du.edu)

Jeff Ringer is Associate Professor of Rhetoric, Writing, and Linguistics at the University of Tennessee, Knoxville, where he directs the first-year composition program. He is the author of *Vernacular Christian Rhetoric and Civil Discourse* and co-editor, with Mike DePalma, of *Mapping Christian Rhetorics*. His research interests include evangelical Christian rhetoric and writing transfer. (jeff.ringer@utk.edu)

Sarah Seeley is an Assistant Professor, Teaching Stream at University of Toronto Mississauga. She teaches first-year writing as a member of the Institute for the Study of University Pedagogy. Seeley holds a Ph.D. in anthropology, and her research interests include language ideology, writing pedagogy, critical literacies, and the anthropology of education. (sarahseeley@utoronto.ca)

Anna Sicari, Ph.D, is an Assistant Professor of English and Director of the Writing Center at Oklahoma State University. Her scholarship focuses on writing centers, writing program administration, and feminist theory. Anna is a co-editor of the 2019 IWCA Outstanding Book Award, *Out in the Center: Public Controversies and Private Strug-*

gles with Utah State University Press and her work has appeared in *Praxis*, *The Writing Center Journal*, and *Composition Studies*. (anna.sicari@okstate.edu)

Kerri-Ann M. Smith is an Assistant Professor of English at Queensborough Community College (CUNY). Her work focuses on curriculum and instruction and culturally responsive pedagogy. She has conducted professional development training for educators in New York, Nigeria, and Ghana. An award-winning educator, Smith was recognized by the *New York Times* as a Teacher Who Makes a Difference and was honored by Caribbean Life Newspaper as a 40 Under 40 person of Caribbean descent. She is the co-author of the textbook *Writing Identities: A Guide to Writing Through Reading*. (ksmith@qcc.cuny.edu)

Irvin Weathersby is a Brooklyn-based writer and professor of literature and creative writing from New Orleans. He has published three biographies in *Notable Black American Men, Book II* and written for *Esquire*, *The Atlantic*, *EBONY*, *Killens Review*, and other outlets. In 2019, he was named the Bernard O'Keefe Scholar in Nonfiction at the Bread Loaf Writers' Conference. He has earned degrees in English, Education, and Creative Writing from Morehouse College, Morgan State University, and the New School. Before joining the faculty at Queensborough Community College, he was the education coordinator at a reentry program in the South Bronx and Harlem. (iweathersby@qcc.cuny.edu)

Nicole Jackson Wilson is a PhD candidate at Texas A&M University. Her dissertation project studies how working-class Black women academics construct their online identities and conceptualize their work as a form of online activism that has material effects beyond the digital world. (njwilsonphd@tamu.edu)

John D. Yi is a Lecturer of English at Queensborough Community College, CUNY. As a native New Yorker and a graduate of CUNY (Brooklyn College, BA and MA), he is dedicated to his students and hopes to pay forward the first-rate education he has received at CUNY. His pedagogical work and research includes, but is not limited to, culturally relevant pedagogy, multimedia studies and Asian American literature. He is currently pursuing a PhD in English Education at Teachers College, Columbia University. (jyi@qcc.cuny.edu)

Announcement

Journal of Teaching Writing

Now Accepting Submissions from K-12 Teachers for *JTW*'s Fall 2020 Guest Edited Teacher-to-Teacher Section

THEME: Social Comprehension

Carrie Gaffney, Guest Editor

During regular times as teachers of writing, we are tasked to build our students' repertoires as academic writers. A quick check of the Common Core standards confirms that to be academic writers, students must adopt a formal style and objective tone (CCSS.ELA-LITERACY.W.11-12.1.D), use data and objective evidence to support ideas (CCSS.ELA-LITERACY.W.11-12.2.B), and always include a strong conclusion (CCSS.ELA-LITERACY.W.11-12.2.F). But these are not regular times. At the time of this writing, the majority of teachers across the globe have gone several months without seeing their students in person. Our plans for end-of-year research papers and fun narratives have been abandoned for what I can only describe as "survival teaching" during the COVID-19 pandemic. Furthermore, we are once again experiencing a summer of protests after the death of another Black man while in police custody. And although the world has always changed in real time, now—more than ever—we see the changes as they are happening.

Writing teachers have always been in a unique position to help students make sense of the world. And as we return (or don't return) to our buildings, we know the foreseeable future will almost certainly mean using writing to help students understand themselves and their world better. In the introduction to her book *Being the Change*, teacher, researcher, and writer Sara K. Ahmed writes that "social comprehension, like academic comprehension, is how we make meaning from and mediate our relationship with the world" (xxv). With no tangible end to the pandemic or civil rights abuses in sight, I would like for us to reflect on how we have made space for students to process their experiences through the written word. In what ways have you used writing to cultivate social comprehension? What tensions have you felt teaching social comprehension in an institution where test prep writing and response take precedence over writing to make meaning? How have you worked with colleagues and building leadership to prioritize social comprehension in the writing classroom across grade levels? In what ways have you observed growth in student writing as a result of teaching social comprehension?

Brief submissions (roughly 750-1200 words) that reflect on classroom practices that address this theme should be sent as a Word document to jtw@iupui.edu with the subject heading "K-12 Teacher to Teacher." The deadline for submission for our fall 2020 issue is November 1. All submissions will be reviewed by Carrie Gaffney, Guest Editor, in consultation with the *JTW* Editor. Contributors will be notified of the Guest Editor's decisions by November 30, 2020.

Questions? Please contact Carrie Gaffney, Guest Editor, Teacher to Teacher, at carolyn_gaffney@nobl.k12.in.us.

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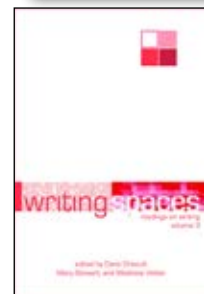
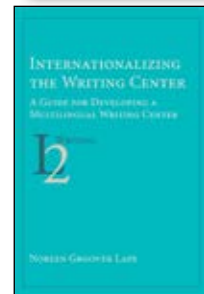
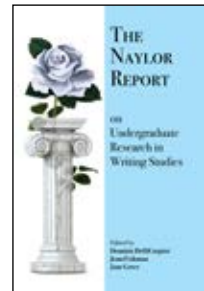
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