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Contributors to JAEPL, Vol. 26

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Hannah Fulton works in Fishers, Indiana as the Director of Student Advancement at Sylvan Learning Center. She has a Bachelor's and Master's degree from Ball State University. The research she and the other authors have completed in arts and literacy has led to multiple national and international conference presentations and a published book chapter. (hannah.r.fulton@gmail.com)

Naomi C. Gades teaches college English in western Maryland. Her research, which has been recognized with the Fathman Young Scholars Prize from the T. S. Eliot Society, investigates the intersection of science and modernist poetry. She has contributed to *The Robert Frost Review*, *JMMLA*, and *The Imaginative Conservative*. When she has spare time, she enjoys outdoor activities, video games, and composing questionable poetry. (ngades@luc.edu)

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Christopher Sean Harris is an associate professor of writing studies at California State University, Los Angeles, where he teaches professional and technical writing, writing pedagogy, and language study courses. His research interests include online writing instruction, marginalia in writing textbooks, graduate student writing, and project-

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Pamela Hartman is associate professor of English at Ball State University, where she teaches courses in secondary English education, young adult literature, and multicultural literature. Her research focuses on using the arts to teach literacy and on the intersection of class, gender, and literacy. (pmhartman@bsu.edu)

Sarah Heidebrink-Bruno is a Ph.D. candidate in the English Department at Lehigh University, where she will soon graduate with a specialization in post-1945 American literature, feminist studies, and social justice pedagogies. After graduation, she will join the faculty at the English Department at Albright College. Her dissertation, “How Will you Grow?': Restorative Justice in Contemporary American Women's Literature and Beyond,” demonstrates how contemporary, American women novelists move readers beyond a limited understanding of justice that is based solely in juridical processes, and toward creative visions of community-based justice, which reflect diverse feminists' understandings of restorative justice practices. She lives in Bethlehem, PA with her spouse, her child, and her cat. (seb211@lehigh.edu)

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Paul M. Puccio is Professor of English at Bloomfield College, where he teaches all of the poems echoed in “tra/versing the year.” He has published articles on contemplative teaching practices, Victorian schoolboys, 19th- and 20th-century British literature, music drama, and ghosts in *CCC Online*, *Writing on the Edge*, *Dialogue*, *JAEPL*, *Reading Stephen Sondheim*, *The Encyclopedia of Catholic Literature*, and *Modern Language Studies*. (paul_puccio@bloomfield.edu)

Jorge Ribeiro is an adjunct professor in the English Department at California State University, Los Angeles. He majored in religion as an undergraduate and spent 13 years in Japan, and during that time he was able to sit in zazen meditation at Eihei Temple for a week. His goal is to bring mindfulness into the classroom.

Wilma Romatz has combined her love for art and writing since childhood, earning double majors in studio art and English in undergrad in her home state of Kentucky, and ultimately completing a PhD dissertation at Michigan State University focusing on the effects of students' drawings on their writing in her community college composition classes. The research was heavily influenced by the 1995 AEPL conference keynotes of James Moffett and she has presented her research at subsequent AEPL conferences and

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Kevin Roozen is a Professor of Writing and Rhetoric at the University of Central Florida. His research argues for semiotically richer and more fully dialogic perspectives of how literate persons and their textual practices come to be across moments and lives. In addition to *Expanding Literate Landscapes* (2017), Kevin's book with Joe Erickson, Kevin's scholarship has appeared in journals including *Written Communication* and *College Composition and Communication* and in a number of edited collections. (Kevin.Roozen@ucf.edu)

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Brandon Schuler is a former secondary ELA teacher. He completed his Bachelor's in Secondary English Education at Ball State University and his Master's in Curriculum and Instruction at Purdue University. His research areas include integrating multicultural, young adult literature in the classroom and implementing the arts in literacy instruction. He has presented this research at multiple national and international conferences. (beschuler11@gmail.com)