


2022

Contributors to JAEPL, Vol. 27

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

Ryden, Wendy (2022) "Contributors to JAEPL, Vol. 27," *The Journal of the Assembly for Expanded Perspectives on Learning*: Vol. 27 , Article 24.

Available at: <https://trace.tennessee.edu/jaepl/vol27/iss1/24>

This article is brought to you freely and openly by Volunteer, Open-access, Library-hosted 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>.

Contributors to JAEPL, Vol. 27

Madeline Crozier (she/her) is a PhD student in English (Rhetoric, Writing, & Linguistics) at the University of Tennessee Knoxville. Her research interests include composition pedagogies and literacy studies, with a focus on the nexus between writing assessment and social justice. She has presented at conferences including CCCC, CWPA, and MLA. (mcrozie2@vols.utk.edu)

Mariya Deykute, M.F.A., is an instructor at Nazarbayev University in the Republic of Kazakhstan. She teaches fiction writing, poetry, rhetoric and composition, and public speaking and co-edits the trilingual literary journal *Angime*. Her writing has appeared widely in both English and Russian. Her research interests include multilingual creative writing pedagogy, postmemory, and creative writing across the curriculum. (m.deykute@gmail.com)

Naomi C. Gades is an assistant professor of English at Frostburg State University, where she teaches first-year writing. Her research interests include the intersection of modernist poetry and science, which was recognized with the Fathman Young Scholars Prize from the T. S. Eliot Society, as well as college pedagogy. She has contributed to *The Robert Frost Review*, *JMMLA*, *The Imaginative Conservative*, and *JAEPL*. When she has spare time, she enjoys engaging in outdoor activities, playing video games, and composing questionable poetry. (ngades@luc.edu)

Jamey Gallagher has been teaching at the Community College of Baltimore County since 2011. He has a PhD in Rhetoric and Composition from Lehigh University and an MA in Writing Studies from Saint Joseph's University. His writing has been published in the *Journal of College Reading and Learning* and *Teaching English in the Two-Year College*. (jgallagher@ccbcmd.edu)

T J Geiger II is Assistant Professor of Technical Communication and Rhetoric in the Department of English at Texas Tech University in Lubbock, TX. He studies religious rhetorics and feminist rhetorics. He is the author of *Faithful Deliberation: Rhetorical Invention, Evangelicalism, and #MeToo Reckonings* (2022 University of Alabama Press). His publications also include articles in *College English*, *Composition Studies*, *Rhetoric Society Quarterly*, *Rhetoric Review*, and *Peitho*. (TJ.Geiger@ttu.edu)

Jay Hardee is a PhD student in Writing and Rhetoric at George Mason University, with a graduate certificate in Women and Gender Studies (Mason), MA in Literature (American University), and BA in History (Tufts University). Previously, Jay spent twelve years working in small professional theatres in and around Washington, DC. (jhardee2@gmu.edu)

K. Shannon Howard is associate professor of English at Auburn University Montgomery. She analyzes the use of material tools and spaces in writing classrooms and in popular culture narratives. Her book *Unplugging Popular Culture: Reconsidering*

Materiality, Analog Technology, and the Digital Native was released in 2019 by Routledge. (khowar20@aum.edu)

Kandace Knudson is a professor at Sacramento City College and helps faculty and students thrive in the online learning environment. Because she really loves college, she earned masters' degrees in English, Liberal Arts, and public health; and a PhD in Education. (kmknudson@gmail.com)

Michelle LaFrance is Associate Professor of English at George Mason University. She is a feminist critical ethnographer, who teaches courses on community writing, feminist methodologies, writing studies, and critical pedagogy. Michelle's current work has her investigating urban communities, studying discourses of volunteerism and belonging at Historic Congressional Cemetery in DC. (mlafran2@gmu.edu)

Erika Luckert is a poet, educator, and PhD candidate in Composition and Rhetoric at the University of Nebraska-Lincoln. Her research is in creative writing and composition pedagogies, with a focus on writing workshops. Originally from Edmonton, Canada, Erika received her MFA in Poetry from Columbia University. Her poems have appeared in *Indiana Review*, *CALYX*, *Tampa Review*, *The Rumpus*, *Epiphany*, *Boston Review*, and elsewhere. Her research has appeared in *Writing on the Edge*, *Journal of Creative Writing Studies*, and *Dangling Modifier*, and is forthcoming in several edited collections. (eluckert2@huskers.unl.edu)

Matthew Overstreet is an assistant professor of English at Khalifa University in Abu Dhabi. Originally from Kansas, he has taught writing and writing pedagogy on three continents. (matthew.overstreet@ku.ac.ae)

James Ryan is an assistant professor of Writing at University of Alaska Southeast, Ketchikan campus. He is a founding member of Creative Writing Studies Organization and served as Editor-in-Chief of *Journal of Creative Writing Studies* from its inception to 2021. *Recovery Writing*, which presents James's research on writing and healing in the context of Twelve-Step recovery fellowships, will be published by Lantern Publishing and Media in 2023. His book, *Beyond Craft: An Anti-Handbook for Creative Writers* (co-authored with Steve Westbrook), is available from Bloomsbury. (williamj35@gmail.com)

Amanda E. Scott is currently pursuing at PhD in Creative Writing at Western Michigan University, where she also serves as an Assistant Director of the First-Year Writing program and Editor-in-Chief of *Third Coast*. Her articles have appeared in *Technical Communication Quarterly* and *Cuentos & Testimonies*, among others. (amanda.e.scott@wmich.edu)

Stan Scott. (stan.scott@maine.edu)

Christian Smith is an associate professor of English at Coastal Carolina University where he teaches courses in writing, literary theory, and film studies. His work has recently appeared in *Dappled Things* and *Ruminant Magazine*. (csmith8@coastal.edu)

Joonna Smitherman Trapp is the Director of the Emory Writing Program and the Writing Across Emory (WAC program). She is finishing a book on the Southern Lyceum Movement and does work in the areas of faith and learning, creative nonfiction, and American gothic. She enjoys acapella music and is a frequent choral singer. (joonna.trapp@emory.edu)

Steve Westbrook is an associate professor of English at Cal State Fullerton, where he teaches courses in creative writing, composition-rhetoric, and cultural studies. His scholarship has appeared in a range of journals, including *College English*, *Computers and Composition*, and *New Writing: The International Journal for the Practice and Theory of Creative Writing*. His book, *Beyond Craft: An Anti-Handbook for Creative Writers* (co-authored with James Ryan), is available from Bloomsbury. (swestbrook@fullerton.edu)

Heidi M. Williams is an Associate Professor at Tennessee State University, an HBCU in Nashville, Tennessee. She specializes in Rhetoric and Composition, Technical Writing, and Research Writing. Her research primarily reflects on various aspects of accessibility as the term relates to higher education. (hwillia4@Tnstate.edu)