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Avoid second-hand references to a primary source. Find the original citation, double checking it for accuracy. If citing an indirect source is necessary, explain why in a note.

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**Title page:** Title of Article; Name; Address; E-mail address; Home and Office Phone; Institutional Affiliation

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Announcing AEPL’s 18th Annual Summer Conference

Inviting the Edge: Mindfulness in the Writing Classroom and Beyond

June 28-July 1, 2012
Estes Park, Colorado
Featured Speaker: Doug Hesse

Doug Hesse is founding Executive Director of the Writing Program at the University of Denver and Professor of English. A former Chair of the Conference on College Composition and Communication (CCCC), a former President of the Council of Writing Program Administrators, and editor of WPA: Writing Program Administration, Hesse previously taught at Illinois State University, where he directed the Honors Program, the Center for the Advancement of Teaching, the graduate program in English studies, and the writing program. He is author of 55 articles and chapters, co-author of four books, including Creating Nonfiction, co-authored with Becky Bradway.

This conference will explore how mindfulness can transform our teaching, our learning, our thinking, our writing, and our ways of being in the world. In addition to reflecting intellectually on the conference theme, participants will have opportunities to experience various mindfulness practices.

“Mindfulness” can be a map for exploring “the edge” in meaningful human relations with attention, presence, and awareness. Its practices foster inner and interpersonal harmony, but they can also provide a rhetoric and a politics that mine chaos and discomfort, and negotiate difference and disagreement.

We welcome proposals for presentations (20-30 minutes), panels (75 minutes), or interactive workshops (30, 60, or 75 minutes) that foster dialogue about the uses of contemplative practices in teaching, learning, and scholarship, particularly in the teaching of writing from kindergarten through postgraduate study.

Possible topics include:

- The relationship between contemplation and writing/theories of composing
- Creative nonfiction and/as contemplation
- Contemplative strategies in the classroom
- Theories of contemplation
- Contemplative practices in the academic world
- Reclaiming contemplation from the realm of the “touchy feely”
- Contemplation as a source of knowledge
- Mindfulness and rhetoric
- Mindfulness as ontology/epistemology
- The relationship of mindfulness to spirituality/religion
- Mindfulness and critical pedagogy/cultural criticism

Please email proposals or questions to both conference organizers: wendy.ryden@liu.edu and irene.papoulis@trincoll.edu Further details at http://aepl.org
...and a 3rd
AEPL Keynote: Immersion, Transformation, and the Literature Class
Cristina V. Bruns

My Kanawha
Anne DiPardo

Who Cares? Exploring Student Perspectives on Care Ethics
Kelly A. Concannon Mannise

Playing the Believing Game with Dr. Seuss and Reluctant Learners in Science
Kym Buchanan and Perry Cook

Being the Unbook, Being the Change: The Transformative Power of Open Sources
Elizabeth Woodworth

Suffering and Teaching Writing
W. Keith Duffy

Perfect
Helen Collins Sitler

“We Were the Teachers, Not the Observers”: Transforming Teacher Preparation
Nikki Holland, Iris Shepard, Christian Z. Goering, and David A. Jolliffe

Re-Seeing Story through Portal Writing
S. Rebecca Leigh

“Poetry is Not a Luxury”: Why We Should Include Poetry in the Writing Classroom
Nicole Warwick

Out of the Box: Notes from Teaching at the Ends of the Earth
Colette Morrow