

Contributors to JAEPL, Vol. 17

Christopher Bache is Professor Emeritus at Youngstown State University, where he taught in the Department of Philosophy and Religious Studies for 33 years. Since 1998, he has taught at the California Institute of Integral Studies. He has authored *The Living Classroom*, *Dark Night Early Dawn*, and *Lifecycles*.

Bette-B Bauer is Professor of English at the College of Saint Mary in Omaha, Nebraska. She has lived in Europe, Mexico, and the Caribbean, and San Francisco, and has had various careers, from silversmithing to accounting. "A Reflection on Teaching" is from her manuscript, *Inscapes: Memoir of a Spiritual Journey*.

Cristina Vischer Bruns teaches literature and composition at Chapman University in Orange, California. Her research centers on interactions between readers and literary texts, within the classroom and in the world. Her essay draws from her 2011 book, *Why Literature? The Value of Literary Reading and What It Means for Teaching*.

Kym Buchanan is Assistant Professor of Education at University of Wisconsin, Stevens Point. He has been an English teacher, zombie slayer, and starship captain. He studies motivation and the fuzzy line between real and unreal (e.g., in video games). More: KymBuchanan.org

Jan Buley is Professor of Literacies and Drama in the School of Education at Laurentian University in Sudbury, Northern Ontario. She is interested in the roles that imagination and vulnerability play in teaching and learning and believes that the finest teachers on the planet are 8 years old.

Perry Cook is Professor of Education at University of Wisconsin, Stevens Point. He has been a science teacher, an unpaid, unrecognized fishing guide and motivational speaker. More: www4.uwsp.edu/education/pcook

Anne DiPardo is Professor of English Education at the University of Colorado, Boulder. She is President, National Conference on Research in Language and Literacy and Chair, NCTE Research Forum. Her current reading/writing project joins older adults in assisted-living facilities and adolescent language-arts students.

W. Keith Duffy is Associate Professor of English at Pennsylvania State University. He teaches academic writing, composition pedagogy, and classical rhetoric. Research interests include nontraditional forms of writing instruction. His musical recordings have appeared in films and television shows, such as HBO's *The Sopranos*.

Rachel Forrester is full-time non-tenure-track faculty in the Professional Writing Program of the Appalachian State University English Department in Boone, North Carolina. She teaches Business Writing in the Walker College of Business, as well as Developmental Writing, Expository Writing, and Writing Across the Curriculum.

Christian Z. Goering is Assistant Professor and coordinator of English education, director of the Northwest Arkansas Writing Project, director of the Center for Children and Youth, and co-director of the Razorback Writers program at the University of Arkansas.

Nikki Holland is currently the Project Director for Razorback Writers and a doctoral student at the University of Arkansas where she also completed her MA in English.

David A. Jolliffe is professor of English and initial holder of the Brown Chair in English Literacy at the University of Arkansas where he serves as director of Razorback Writers and the Arkansas Delta Oral History Project.

S. Rebecca Leigh is Assistant Professor of Reading and Language Arts at Oakland University, Michigan. Her current research focuses on how access to art serves as a pathway to literacy learning and its impact on students as writers.

Kelly A. Concannon Mannise is Assistant Professor of Writing Nova Southeastern University. She completed doctoral studies at Syracuse University.

Colette Morrow earned her doctoral degree in English from Texas Christian University. She has garnered five Fulbright Scholar Awards and is past president of the National Women's Studies Association. She currently serves on the editorial board of *Feminist Formations* (formerly the *NWSA Journal*).

Laurence Musgrove is Professor of English and head of the English and Modern Languages department at Angelo State University, TX, where he teaches literature, creative writing, and composition. He blogs at <<http://www.theillustratedprofessor.com/>>. He is also Chair of the Executive Committee of AEPL.

Julie J. Nichols is Associate Professor of English and Literature at Utah Valley University, where she teaches creative writing, specializing in creative nonfiction and fiction. She wrote *The Body's Map of Consciousness* with Lansing Barrett Gresham, and she presents frequently on Owen Barfield.

Mary Pettice teaches courses in writing, literature, and media at Lebanon Valley College, Pennsylvania. Receiving her Ph.D. Literature and Creative Writing from the University of Houston, she has published and presented new media scholarship, creative nonfiction and poetry, and book reviews.

Iris Shepard is putting the finishing touches on a Ph.D. in English Literature at the University of Arkansas and expects to graduate in May 2012. Her specialization is Children's and Young Adult Literature.

Helen Collins Sitler is composition specialist at Indiana University of Pennsylvania. She also teaches English education and supervises student teachers. Recent articles have appeared in *English Journal* and *The Clearing House*. An essay appears in *Western Pennsylvania Reflections: Stories from the Alleghenies to Lake Erie*, 2011.

Elizabeth D. Woodworth is Assistant Professor and Composition Director, Auburn University, Montgomery. She has published in *Victorian Poetry*, *Browning Society Notes*, *Journal of Basic Writing*, has a forthcoming essay in *Studies in Browning and His Circle*, and is on editorial staff, *Writing Spaces* (<http://writingspaces.org>).

Nicole Warwick teaches composition at California State University, Northridge. She will complete her doctorate in Composition and TESOL at Indiana University of Pennsylvania. She has published in *Lore: An E-Journal for Teachers of Writing*. An essay is forthcoming in *What We Wish We'd Known: Negotiating Graduate School*.

Guidelines for Writers of *JAEPL*

JAEPL adheres to the format guidelines found in the current edition of the *MLA Handbook* or *Style Manual*. However, for experimental essays that bend MLA format for good reason, the editors are open to other choices.

JAEPL essays should cite sources parenthetically within the text as much as possible, using a “Works Cited” list on separate pages at the end of the essay. Use endnotes: 1) to offer commentary or facts that do not fit logically into the text, 2) to handle multiple citations, 3) to add editorial commentary regarding the source itself.

Authors are responsible for double checking all references for accuracy in page number citation, as well as the accuracy in the details of title, publisher, etc.

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.

Any use of student writing or classroom research should be processed through the author’s institutional IRB committee for approval, and authors should obtain written permission from the cited student writers.

The editors reserve the right to reject any piece, even one that has been solicited, if in their view, the piece turns out not to be a good fit for the journal. The editors also reserve the right to make editing decisions for clarity or limitations of space. Revision of manuscripts is done in consultation with the writer.

If style or formatting questions arise, send a query to one or both of the editors: jtrapp@waynesburg.edu and bpeters@niu.edu.

Deadline: February 28, 2013

Typing: Double-spaced, numbered pages, including works cited and block quotations; at least one level of internal headings, when necessary; wide margins for feedback; author’s name to appear on title page only.

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

Abstract: 1-2 double-spaced sentences on title page

Preferred length: Articles, 5-7000 words, including works cited

Documentation style: Current *MLA Style Manual*

Copies: Electronic submission in rich text format (RTF)

Images: 300 dpi or higher, in uncompressed TIF or JPG format, greyscale. Images that contain text or line art should be 600 dpi for legibility.

Special sections: Book reviews (1000 words) are determined by book review editor (Judith.Halden-Sullivan@millersville.edu). “Connecting” editor (walker@mesiah.edu) determines 500-1000 word personal essays.

Editorial report: Within 8-12 weeks

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Addresses: Joonna Smitherman Trapp, jtrapp@waynesburg.edu; Brad Peters, bpeters@niu.edu

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We invite you to become an active participant and contributor in AEPL, a richly supportive community whose members share unique perspectives on teaching and learning. Attend the annual summer conference or the workshops and SIGs we sponsor at NCTE and CCCC. As a member of AEPL, you will receive a copy of the journal JAEPL and newsletters.

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OR: Join online and pay via Paypal at <https://www.sworps.tennessee.edu/aepl/html/jaepl.htm>

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.

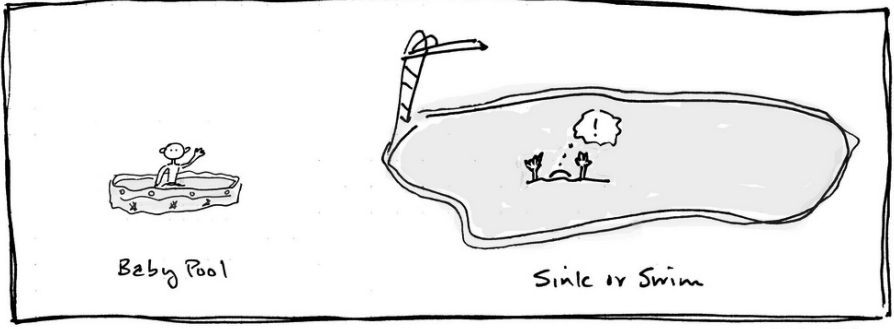
We welcome proposals for presentations (20-30 minutes), panels (75 minutes), or interactive workshops (30, 60, or 75 minutes) that foster dialogue about the uses of contemplative practices in teaching, learning, and scholarship, particularly in the teaching of writing from kindergarten through postgraduate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

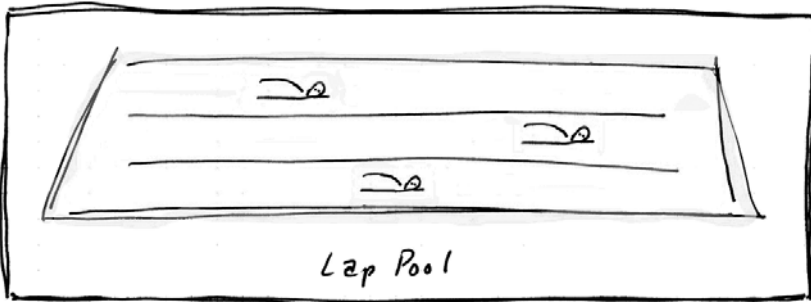
Please email proposals or questions to both conference organizers: wendy.ryden@liu.edu and irene.papoulis@trincoll.edu Further details at <http://aepl.org>

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JAEPL
Department of English
Clemson University
801 Strode Tower
Clemson SC 29634

