Contributors to *JAEPL*, Vol. 20

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Beth Daniell is Professor of English at Kennesaw State University in the Atlanta suburbs, Director of General Education in English, and Director of Writing Across the Curriculum in the College of Humanities and Social Sciences. She has written on the topics discussed in her essay for more than thirty years and looks forward to continuing this endeavor in her retirement. Other plans for the future include long visits with old friends and family and lectures and readings at various museums, libraries, and colleges and universities in and around the city. (bdaniell@kennesaw.edu)

W. Keith Duffy is Associate Professor of English at Penn State where he teaches required writing courses. He estimates he has taught about 2,400 students and commented on approximately 12,000 essays since the beginning of his career in 1992. (wkd2@psu.edu)

Kristie S. Fleckenstein is Professor of English and Director of the Graduate Program in Rhetoric and Composition at Florida State University. She is the recipient of the 2005 CCCC Outstanding Book of the Year Award for *Embodied Literacies: Imageword and a Poetics of Teaching* (SIUP, 2003), and the 2009 W. Ross Winterowd Award for Best Book in Composition Theory for *Vision, Rhetoric, and Social Action in the Composition Class-
room (SIUP, 2009). Her current project explores photography as a resource for visual rhetoric in nineteenth-century debates about racial identities. (kfleckenstein@fsu.edu)

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Paul Heilker is Associate Professor of English and Affiliate Faculty Member of the Center for Peace Studies and Violence Prevention at Virginia Tech where he has also served as Director of Composition and Director of the Ph.D. in Rhetoric and Writing. He is the co-editor (with Peter Vandenberg) of Keywords in Writing Studies (Utah State UP, 2015) and Keywords in Composition Studies (Heinemann, 1996), the author of The Essay: Theory and Pedagogy for an Active Form (NCTE, 1996). His work appeared in such journals as College Composition and Communication, College English, Disability Studies Quarterly, TETYC, and Writing on the Edge. (pheilker@vt.edu)

Jessica Jones holds a Masters in English and certification for grades K-12 Art and grades 5-12 English from the University of Montana. She is also certified through the National Writing Project and has training in Indian Education for All. In 2012, she received University of Montana’s Award for Excellence in Graduate Teaching, as well as Phi Kappa Phi’s “Love of Learning” Award. At present, Jones teaches 6th grade English at Ronan Middle School on the Flathead Indian Reservation (Confederated Salish and Kootenai Tribes) in Lake County, Montana. (Jessicamariejones.mail@gmail.com)

Libby Falk Jones teaches creative, critical, and professional writing at Berea College, where she is Chester D. Tripp Chair in Humanities and Professor of English. The Founding Director of Berea’s Center for Learning, Teaching, Communication, and Research (now the Center for Transformative Learning), Jones has published and spoken widely on faculty development, contemplative learning, writing centers, and the teaching of writing. Her poems and creative nonfiction have appeared in regional and national journals and anthologies. Her other publications include the chapbook, Above
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Ann Wachira teaches writing and reading at Daystar University and has recently moved on campus to become a Professor-in-Residence. She enjoys having students drop in. She is finishing up her Masters degree as well.

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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.

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 and double check it for accuracy. If citing an indirect source is necessary, explain why.

Any use of student writing or classroom research should be processed through the author’s institutional IRB committee for approval. Authors must 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 and reviewers.

If style or formatting questions arise, send a query to one or both of the editors: joonna.trapp@emory.edu and bpeters@niu.edu. Please consult past issues for examples of articles topics that get accepted. Go to:

http://trace.tennessee.edu/jaepl/

Deadline: January 31, 2016 for Vol. 20; rolling deadline otherwise
Typing: Double-spaced, numbered pages, including works cited and block quotations; internal headings are helpful; author’s name on title page only.
Title page: Title of Article; Name; Address; E-mail; Phone; Institutional Affiliation
Abstract: 1-2 double-spaced sentences on title page
Preferred length: Articles, 5-6000 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.
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Assembly for Expanded Perspectives on Learning

SUMMER CONFERENCE: Education for Global Dialogue

June 18-20, 2015

Estes Park, CO

Featured Speakers: Janet Emig and Sheridan Blau

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Janet Emig, recipient of the Lifetime Achievement Award from the Literacy Research Association, will speak “On Being Wiley: Keeping the Faith While Meeting Expectations. Sheridan Blau, Head of the English Education Program at Teachers College, Columbia University, will offer a workshop on “Exploring Moffett’s Universe of Discourse.”

Interactive 75-minute sessions address:

• Re-centering the vision of the universe of discourse on I/Thou dialog
• Helping students to become mindful co-inhabitants of their communities and our planet
• Developing meaningful assessment and humane learning
• Co-opting mundane standards for students’ self-betterment

Pre-conference workshops: 1-4 P.M. Thursday, June 18. $45 ($30 for students/retired attendees/adjuncts)

• “The Feeling of Teaching,” Betsy Burris
• “Thriving at the Core: The Case for Classroom Depth,” John Creger
• “Agape in Action: Writing to Awaken,” Nan Phifer

Post-conference workshop: 9 A.M.-noon; 1-4 P.M. Sunday, June 21. Half day $55 ($40 for students/retired attendees/adjuncts); full day $85 ($55 for students/retired attendees/adjuncts)

• “Service to Make Learning Matter,” Wihtney Douglas and Sara Winstead Fry

Registration Fees: $225, by April 15; $275, after April 15; required membership fee, $30 for non-members.

Registration website: http://www.iup.edu/page.aspx?id=177669 (Online: credit card or Paypal; check or purchase order to: D. Weinstein, AEPL Registration, 308 N. 7th St., Indiana, PA 15701)

Conference begins 4 PM June 18; Plenary at 7PM

Shuttle from Estes Park to YMCA: http://estesparkshuttle.com/ or (970) 586-5151.
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Mics, Cameras, Symbolic Action: Audio-Visual Rhetoric for Writing Teachers
Bump Halbritter
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New Releases

First-Year Composition: From Theory to Practice
Edited by Deborah Coxwell-Teague & Ronald F. Lunsford. 420 pages.
Twelve of the leading theorists in composition studies answer, in their own voices, the key question about what they hope to accomplish in a first-year composition course. Each chapter, and the accompanying syllabi, provides rich insights into the classroom practices of these theorists.

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TWENTIETH ANNIVERSARY ISSUE

Memorial to Gabriele Rico

Praisesong: One (Worn) Path through AEPL, Libby Falk Jones

Twenty Years: Reflections and Questions, Alice Brand

Hitchhiking the Labyrinth, Thomas Gage

The Dance of Spirit in AEPL and Beyond, Susan Schiller

Stepping Beyond, In, and With JAEPL: Twenty Years of Hope, Kristie Fleckenstein

Coming to Nonviolence, Paul Heikler

To the Contrary, Beth Daniel

The Personal Creed Project: Portal to Deepened Learning, John Creger

“Put Your Ear Close to the Whispering Branch”: Deep Listening in the English Classroom, Jessica Jones

Out of the Box: Drawing Is Learning, Laurence Musgrove & Myra Musgrove

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