

Contributors to JAEPL, Vol. 21

Lois Agnew is Associate Professor of Writing and Rhetoric and Chair and Director of the Syracuse University Writing Program, where she teaches courses in writing and rhetorical history and theory. She is the author of *“Outward, Visible Propriety”: Stoic Philosophy and Eighteenth Century British Rhetorics* as well as *Thomas de Quincey: British Rhetoric’s Romantic Turn*. (lpagnew@syr.edu)

Tanya R. Cochran is Professor of English at Union College in Lincoln, Nebraska, where she teaches composition and rhetoric and directs the Studio for Writing and Speaking. She studies the connections between narrative impact and popular culture fandom. (trcochran@gmail.com)

Rasha Diab is Assistant Professor of Rhetoric and Writing at The University of Texas at Austin. Her work centers on the rhetoric of peacemaking and rights, comparative rhetoric, Arab-Islamic rhetoric, and the history of rhetoric. (rkhdiab@gmail.com)

John M. Duffy is an Associate Professor of English and the O’Malley Director of the University Writing Program at the University of Notre Dame, where he teaches courses in writing, rhetoric, and literature. (jduffy@nd.edu)

Thomas Ferrel is Director of the Writing Studio, Co-Director of the Greater Kansas City Writing Project, Lecturer, and a Ph.D. candidate at the University of Missouri-Kansas City. His research focuses on critical pedagogy, institutional social justice work, and writing center studies. (ferrelt@umkc.edu)

Peter Fields, Associate Professor of English, teaches English literature at Midwestern State University in Wichita Falls, Texas. His research includes the medieval and renaissance eras as well as popular culture and fantasy. He presents regularly for the Owen Barfield and the Literature and Religion sessions of Rocky Mountain MLA. (peter.fields@mwsu.edu)

Beth Godbee is Assistant Professor of English (composition and rhetoric) at Marquette University. She explores the intersections of writing, talk, relationship-building, and social change/justice. Together, they have collaborated on various presentations and articles, and their reflection “Commitment-Driven Co-Authoring” recently appeared in Lynée Lewis Gaillet and Letizia Guglielmo’s *Scholarly Publication in a Changing Landscape: Models for Success* (Palgrave Macmillan, 2014). (bethgodbee@gmail.com)

Warren Hatch teaches technical communication, creative writing, and wilderness writing at Brigham Young University. He is the author of *Mapping the Bones of the World* (Signature) and *Field Guide to the Redshifting Universe* (Bellevue, forthcoming). (wrenshatch@gmail.com)

Donna Souder Hodge is an Associate Professor of English and the Director of Colorado State University-Pueblo’s new Center for Teaching and Learning. She and her husband,

Dustin, own Hodge Media Group—a national marketing and media firm that specializes in educational and non-profit marketing and training. (dr.souder@gmail.com)

Matthew Ittig teaches English and psychology at Renaissance Alternative High School in Clarkston, Michigan and research methods at Marygrove College in Detroit. His areas of interest include semiotics and visual thinking strategies. (matthew_b_ittig@yahoo.com)

Lisa Johnson-Shull is Associate Director of Washington State University's Writing Program. She has worked with WSU's Writing Program for almost 28 years and considers the writing center to be her academic home. Her publications range from institutional writing assessment to peer review to teacher-commenting practices on student writing. In addition to mentoring inexperienced writing center administrators within WSU's program, she prepares pre-service teachers in writing instruction, and she runs writing in the disciplines workshops for faculty. (lisaj@wsu.edu)

Peter H. Khost, Ph.D., is an Assistant Professor in the Program in Writing and Rhetoric (PWR) and an Affiliated Faculty Member of the English Department at Stony Brook University, where he has served as Associate Director of the PWR, Director of the Writing Center, and Assessment Coordinator for the PWR. (peter.khost@stonybrook.edu)

Sheryl Lain wrapped up her career spanning more than forty years in education in January of 2016. She started teaching high school English in 1968 on the Wind River Indian Reservation and ended up teaching teachers in Wyoming and nationwide. She directed the Wyoming Writing Project and the National Writing Project and published my teaching book called *A Poem for Every Student*. (sheryllain@aol.com)

Irene Lietz is Professor Emerita of English at Carlow University in Pittsburgh and now lives and works in Detroit. She has long taught first-year writing and undergraduate professional writing, specializing in grant writing. Her teaching, research, and writing focus on social justice, especially racism and whiteness, and gender and dating violence. (Irene.lietz4@gmail.com)

Paula Mathieu is Associate Professor of English and Director of First-Year Writing at Boston College. She teaches courses in rhetoric, writing and pedagogy and has published (or co-published) books and articles including *Tactics of Hope: The Public Turn in Composition* (2005) and *Circulating Communities: The Tactics and Strategies of Community Publishing* (2013). (paula.mathieu@bc.edu)

Laurence Musgrove is professor of English and chair of the Department of English and Modern Languages at Angelo State University in San Angelo, TX. His recent collection of poetry *Local Bird* is from Lamar University Press. His poems have appeared in *Inside Higher Ed*, *Buddhist Poetry Review*, *Concho River Review*, *Elephant Journal*, and *Southern Indiana Review*. (lemusgro@gmail.com)

Mark Noe is an Associate Professor and the Graduate Adviser in the Department of Writing and Language Studies at the University of Texas Rio Grande Valley. He likes to

teach in the summer because that gives him the chance to teach first year writing—an experience he doesn't have in the regular semesters.

Karen Lee Osborne is professor of English at Columbia College Chicago. She teaches courses in literature and writing. Her books include the novels *Carlyle Simpson* and *Hawkings* and the poetry chapbook *Survival*. She edited *The Country of Herself: Short Fiction by Chicago Women* and co-edited, with William Spurlin, *Reclaiming the Heartland: Lesbian and Gay Voices from the Midwest*. Her fiction, poetry, and essays have appeared in a range of publications. (kosborne@colum.edu)

Robert M. Randolph is Writer-in-Residence and Chair of the Department of English at Waynesburg University. He has published poems in *Poetry*, *The Georgia Review*, *Poetry Salzburg Review*, and about forty other journals, and Elixir Press published his book of poems, *Floating Girl (Angel of War)*. He has twice been a Fulbright Scholar and pastors a Presbyterian church close the banks of the Monongahela River in Pennsylvania. (rrandolp@waynesburg.edu)

Walter L. Reed received his Ph.D. from Yale. He has been Professor of English at the University of Texas Austin, Chair of the English Department at Emory University, and founding Director of the Emory College Center for Teaching and Curriculum. He is Emory's Kenan Professor of English and Comparative Literature. (wlreed@emory.edu)

Sheri Rysdam is Assistant Professor of Basic Composition at Utah Valley University. In addition to her scholarship on feedforward and other strategies for responding to student writing, her publications are in the rhetorics of political economy, issues of social class in the composition classroom, and women's rights and advocacy. (SRysdam@uvu.edu)

Erec Smith is an Assistant Professor of Rhetoric and Composition at York College of Pennsylvania. In addition to the confluence of Buddhist philosophy and rhetorical theory, Smith has also published on the rhetorics of race relations, fat studies, and humanities studies. He applies much of his scholarship to civic engagement and social justice. (esmith47@ycp.edu)

Jefferey H. Taylor is an English Professor at Metropolitan State University of Denver. His main research focus lies in demonstrating the evolution of consciousness through shifts in theatricality and allegory in the Medieval and Renaissance periods. He is an active member of the Owen Barfield Society and the International Boethius Society. (tayljeff@msudenver.edu)

Scott Wagar teaches writing and rhetoric in the English Department at Miami University. He has published work on composition studies and nonviolence and on spirituality in the music of Bruce Springsteen. (wagarse@miamioh.edu)

Leslie A. Werden is an Associate Professor and Chair of Writing and Rhetoric at Morningside College in Sioux City, Iowa. She also directs the First Year Writing program on campus and serves on the Faculty Development Committee. She is co-chair of the CCCC Newcomers' Committee and current president of the Independent Writing Departments & Program Association. (werden@morningside.edu)

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: February 28, 2017 for Vol. 22; 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.

Special sections: Book reviews (1000 words) are determined by book review editor (NICHOLJU@uvu.edu). “Connecting” editor (cwenger@shepherd.edu) determines 500-1000 word personal essays.

Editorial report: Within 8-12 weeks

Compensation: Two complimentary copies

Copyright: Assembly for Expanded Perspectives on Learning (Author’s contract specifies conditions for reprinting privileges.)

Addresses: Joonna Smitherman Trapp, joonna.trapp@emory.edu

Brad Peters, bpeters@niu.edu

CALL FOR MANUSCRIPTS:

Corporal Pedagogies: Teaching and Learning as Bodily Arts **Special section, *JAEPL***

While the body is always mediated and mediating, the stubborn, irreducible presence of our physical selves continues to challenge, provoke, and radicalize our teaching and learning. Traditional Western hierarchies and print culture favored a disembodied intellectual discourse that obscured the body's status as a productive epistemological site. However, social movements have combined and collided with technological trajectories of representation to make visible and reposition the relationship between being and embodiment, "to challenge the centering of subjectivities in the mind" (Selzer 1999).

For teaching and learning, focus on the body often means paying attention to lived experience and "situated-ness." What happens to the literal "student body" in our classrooms and what happens to teachers' bodies as our classroom practices necessarily continue to transform themselves in the face of cultural crises and technological developments? This special issue seeks to explore how our classrooms might "re-engage and experiment with sensory connections other than the relentlessly visually reductive" (Wysocki 2014) pedagogies and modes/genres of traditional literacy practices that have previously dominated our classrooms, especially in secondary and higher education. For the ancient Greeks, rhetoric was a "bodily art" (Hawhee 2004). What happens when we understand teaching and learning as bodily arts that holistically engage us rather than disconnect us from our embodied selves?

Without denying the significance of the trend that sees embodiment as inextricably tied to and invoking broader aspects of materiality and production, I use the word "corporal" rather than the expected "corporeal" to reemphasize the "bodily" real rather than the imaginary or merely tangible. The body in discourse often emerges concomitantly with discussions of emotion and questions of privacy that paradigms of intellect have sidestepped or elided. How does the body liberate and limit us when we refuse to allow it to be dissipated in metaphor or obscured in broader materiality? What is at stake and for whom?

Topics might include but are not limited to:

- Teaching/learning/ writing/ reading and the aged, raced, gendered, sized, classed body
- Dis/ability and technological refiguring of embodiment and literacy
- Mindfulness practices and embodiment
- The private and public body
- Kinesthetic learning
- Orality/aurality/auditory learning/rhetoric
- Tactility
- Bodies and memory
- Classroom ethnography
- Embodied genres
- Psychobiological perspectives on teaching and learning

- Health and illness/wellness
- Nutrition, food, and literacy
- The medicalized body
- The disciplined body
- Assessment and embodiment

Send inquiries to Wendy Ryden at **wendy.ryden@liu.edu**. Completed essays due by Dec. 1, 2016. Issue publication date: 2018.

*"Everyone IS a story."
Rachel Naomi Remen,
Kitchen Table Wisdom*

Deep Reading: Reinventing Identity through Imagination

2016 AEPL Conference UMass | Dartmouth
UMass Dartmouth
June 23-26, 2016

To register for the conference:
<http://aepl.org>
AEPL is an official assembly of the
National Council of Teachers of English (NCTE)

Featured Speakers



JANE THOMKINS
Distinguished Professor,
University of Illinois,
Chicago



VAJRA WATSON
Director of Research
& Policy, University of
California, Davis



ROBERT WAXLER
Changing Lives through
Literature Program,
Univ. of Massachusetts;
Dartmouth



MAUREEN HALL
Fulbright-Nehru Senior
Research Scholar, Univ. of
Massachusetts, Dartmouth

Deep Reading Language, Identity, and Social Justice Imagination, Mindfulness, and Neuroscience

Registration includes receptions and meals: March – April 15, \$395; After April 15, \$495

For more information, go to: <http://www.iup.edu/english/centers/aepl/conferences/>

Click on “Registration form”—or click on “Register online”

CONGRATULATIONS TO THESE AWARD WINNERS & WPA SCHOLARS!

The WPA Outcomes Statement—A Decade Later

Edited by Nicholas N. Behm, Gregory R. Glau, Deborah H. Holdstein, Duane Roen, and Edward M. White

Winner of the Best Book Award, Council of Writing Program Administrators (July, 2015)

GenAdmin: Theorizing WPA Identities in the Twenty-First Century

Colin Charlton, Jonikka Charlton, Tarez Samra Graban, Kathleen J. Ryan, & Amy Ferdinandt Stolley

Winner of the Best Book Award, Council of Writing Program Administrators (July, 2014)

Mics, Cameras, Symbolic Action: Audio-Visual Rhetoric for Writing Teachers

Bump Halbritter

Winner of the Distinguished Book Award from *Computers and Composition* (May, 2014)

NEW RELEASES

Antiracist Writing Assessment Ecologies: Teaching and Assessing Writing for a Socially Just Future

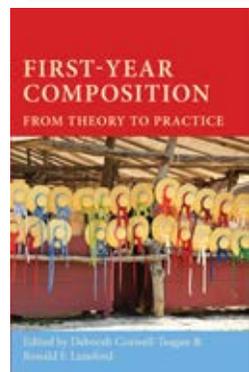
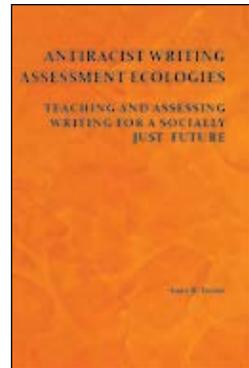
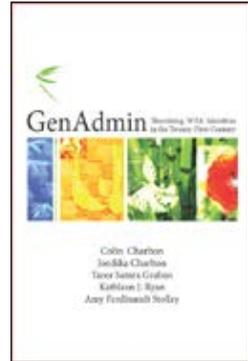
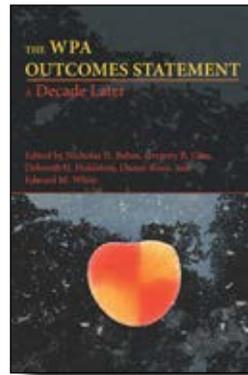
Asao B. Inoue. 345 pages.

Inoue helps teachers understand the unintended racism that often occurs when teachers do not have explicit antiracist agendas in their assessments.

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 includes sample syllabi.



ISSN 1085 – 4630



Parlor Press
3015 Brackenberry Drive
Anderson SC 29621