

Contributors to JAEPL, Vol. 22

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Pamela B. Childers is Executive Editor of *The Clearing House, Excellence in K-12 WAC* Series Editor (<http://wac.colostate.edu/books/k12.cfm>), and international workshop facilitator and presenter. She has taught English, Science, and Creative Writing in public and independent secondary schools and teaching writing to graduate students, and is author of four professional books, poetry collections, and over 100 chapters and articles. (pam.childers@gmail.com)

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Beth Godbee is Assistant Professor of English at Marquette University (Milwaukee, Wisconsin). Beth's work is motivated by a commitment to equity in education, which has led to articles in *Community Literacy Journal*, *Reflections*, *Feminist Teacher*, *Writing Center Journal*, *Praxis*, and *Research in the Teaching of English*, among other pieces. She also blogs at heart-head-hands.com. (beth.godbee@marquette.edu)

Maureen P. Hall is a Professor of Education at the University of Massachusetts Dartmouth. As an English educator, her most recent work involves mindful literacy, which combines literacy with mindfulness. Dr. Hall has published many articles in peer-reviewed journals, along with other venues. She published *Transforming Literacy* with Robert P. Waxler in 2011 and has a forthcoming book, *Writing from the Inside* (Equinox, 2018) with Olivia Archibald. (mhall@umassd.edu)

Gae Lyn Henderson is Associate Professor in the Department of English and Literature at Utah Valley University. She is co-editor of the 2016 collection *Propaganda and Rhetoric in Democracy: History, Theory, Analysis*. Her article “The Parrhesiastic Game: Textual Self-Justification in Spiritual Narratives of Early Modern Women” won *JAC*’s 2008 Elizabeth A. Flynn Award. (GaeLyn.Henderson@uvu.edu)

Jacquelyn E. Hoermann-Elliott is Doctoral Candidate in Rhetoric and Composition at Texas Christian University (TCU), where she works as Assistant Director of TCU’s New Media Writing Studio and teaches a themed section of First-year Writing called “Yoga-Zen Writing.” She is currently working to finish her dissertation, titled “Writers Get Physical: A Grounded Theory Study to Understand the Relationship between Writing Activity and Physical Activity.” (jacquelynehoermann@gmail.com)

Brad E. Lucas is an Associate Professor of English at Texas Christian University, where he teaches courses in writing, rhetoric and design. He is the former editor of the journal *Composition Studies* and is author of *Radicals, Rhetoric, and the War: The University of Nevada in the Wake of Kent State*. (b.e.lucas2@tcu.edu)

Christine Martorana is an Assistant Professor of English and the Director of the Writing Program at the College of Staten Island (CUNY). Her research interests circulate around feminist agency, feminist activism, and composition pedagogy. More specifically, her scholarship and teaching focus on the ways in which rhetors can use visual, linguistic, and embodied discourse to enhance agency and challenge inequities. (Christine.Martorana@csi.cuny.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)

Robbie Clifton Pinter is Professor of English at Belmont University where she teaches life-writing courses such as Writing in the Community, Spirituality and Writing, Writing about Place, Reading and Writing about Dreams, Memoir, and The Literature of Silence. She is the author of *For this Child I Prayed* and other works related to what she teaches. (robbie.pinter@belmont.edu)

J. Michael Rifenburg is an Assistant Professor of English at the University of North Georgia where he directs First-year Writing and leads workshops on faculty writing through UNG’s Center for Teaching, Learning, and Leadership. His book, *The Literate Practices of Big-Time College Sports*, is under contract with Utah State University Press. (Michael.rifenburg@ung.edu)

Texas Christian University Students in Writing Capstone Course led by Brad Lucas: Nia Brookins, Russell Hodges, Abby Long, Ashley Madonna, Ian McKelvy, Andria Miller, Taylor Santore, and Josh Whitehead. *JAEPL* welcomes their voices and work to this issue. (b.e.lucas2@tcu.edu)

Jane Tompkins is a retired Professor of English who taught at Temple University and Duke University among other places. She wrote two books on American popular fiction and a memoir, *A Life in School: What the Teacher Learned*. Her recently completed book, *Reading through the Night*, is about reading as a path to self-discovery. (janetompkins@bellsouth.net)

Tisha Ulmer is an Assistant Professor in the English department at Kingsborough Community College (CUNY) in Brooklyn, New York, where she teaches courses in developmental English, English composition and African-American literature. Her research interests are composition and rhetoric and African-American literature, particularly issues of consumerism in Black women's literature. (tisha.ulmer@kbcc.cuny.edu)

Vajra M. Watson is the Director of Research and Policy for Equity and the Founder of Sacramento Area Youth Speaks (SAYS) at UC Davis. She is the author of *Learning to Liberate: Community-Based Solutions to the Crisis in Urban Education* (Routledge, 2012), *Censoring Freedom: Community-Based Professional Development and the Politics of Profanity* (2013), *The Black Sonrise: Oakland Unified School District's Commitment to Address and Eliminate Institutionalized Racism* (2014), and *Literacy is a Civil Write* (2015), among other research that focuses on social justice education. (vmwatson@ucdavis.edu)

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Adrienne Wojcik is a doctoral student in English at Marquette University in Milwaukee, Wisconsin, where she studies British Victorian literature and worked as a Research Assistant 2012-2015. She is currently completing her dissertation, which addresses performance in the Victorian marriage plot. (adrienne.wojcik@marquette.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: January 31, 2018 for Vol. 23; 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

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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
- Kinaesthetic 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.



Writing as a Way of Being Human
Assembly for Expanded Perspectives on Learning
2017 Summer Conference, June 22-25
YMCA of the Rockies, Estes Park, CO.

Register now at:
<http://www.iup.edu/english/centers/aepi/conferences/>

Featured Speakers:



ROBERT P. YAGELSKI

Associate Vice Provost & Director of the Program In Writing, State University of New York, Albany



DOUG HESSE

Executive Director of the Writing Program, University of Denver



KURT SPELLMEYER

Director of the School of Arts & Sciences Writing Program Rutgers-New Brunswick

Submit a 100-150 word abstract for program inclusion and a 100-150 word bio to: aepconference2017@gmail.com. Indicate either a 75-minute workshop or a 20-minute presentation. **Proposals due by March 1, 2017**. Proposals accepted and reviewed early for those wanting discounted registration.

CONFERENCE FEES

Conference registration: \$245 between January 16 - April 15, 2017; and \$295 thereafter. \$50 discount available for students, adjuncts, retirees, and two or more members of the same institution (limit 1 discount per person). Registrations are refundable, minus a \$50 fee, until April 15.

Rates below include lodging for June 22–25, 2017 and meals from dinner on June 22 through breakfast on June 25. Shorter stays are available.

Single occupancy - \$457.00

Four to a room - \$189.25

Double occupancy - \$278.50

Five to a room - \$171.40

Triple occupancy - \$219.00

Reserve your room at:

<http://www.reseze.net/cassets/mkt/YMCA/landingpage/561064.html>

Questions about car rental or transportation from Denver Airport? Contact:
brucejnovak@gmail.com

CONGRATULATIONS TO THESE
AWARD WINNERS & WPA SCHOLARS!

Antiracist Writing Assessment Ecologies: Teaching and Assessing Writing for a Socially Just Future by Asao Inoue
Best Book Award, CCCC (2017)

The WPA Outcomes Statement—A Decade Later
Edited by Nicholas N. Behm, Gregory R. Glau, Deborah H. Holdstein, Duane Roen, and Edward M. White
Best Book Award, Council of Writing Program Administrators (July, 2015)

GenAdmin: Theorizing WPA Identities in the Twenty-First Century by Colin Charlton, Jonikka Charlton, Tarez Samra Graban, Kathleen J. Ryan, & Amy Ferdinandt Stolley
Best Book Award, Council of Writing Program Administrators (July, 2014)

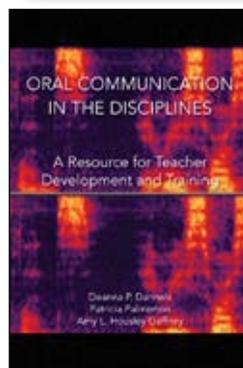
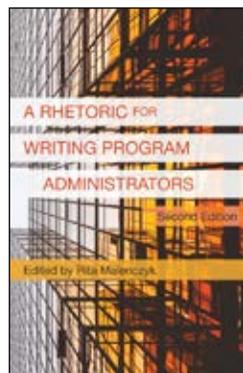
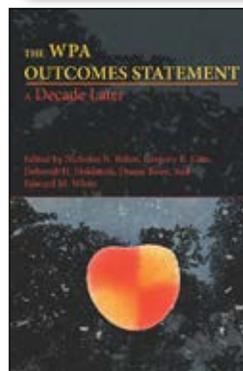
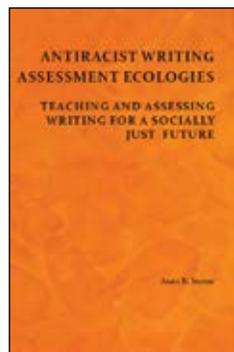
Mics, Cameras, Symbolic Action: Audio-Visual Rhetoric for Writing Teachers by Bump Halbritter
Distinguished Book Award, *Computers and Composition* (May, 2014)

NEW RELEASES

The Framework for Success in Postsecondary Writing: Scholarship and Applications edited by Nicholas N. Behm, Sherry Rankins-Robertson, and Duane Roen

Labored: The State(ment) and Future of Work in Composition edited by Randall McClure, Dayna V. Goldstein, and Michael A. Pemberton

Oral Communication in the Disciplines: A Resource for Teacher Development and Training by Deanna P. Dannels, Patricia R. Palmerton, & Amy L. Housley Gaffney



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