

9-1-2021

Front Matter - JAEPL Volume 26

Wendy Ryden

Long Island University, wendy.ryden@liu.edu

Follow this and additional works at: <https://trace.tennessee.edu/jaepl>



Part of the [Creative Writing Commons](#), [Curriculum and Instruction Commons](#), [Curriculum and Social Inquiry Commons](#), [Disability and Equity in Education Commons](#), [Educational Methods Commons](#), [Educational Psychology Commons](#), [English Language and Literature Commons](#), [Instructional Media Design Commons](#), [Liberal Studies Commons](#), [Other Education Commons](#), [Special Education and Teaching Commons](#), and the [Teacher Education and Professional Development Commons](#)

Recommended Citation

Ryden, Wendy (2021) "Front Matter - JAEPL Volume 26," *The Journal of the Assembly for Expanded Perspectives on Learning*: Vol. 26 , Article 2.

<https://doi.org/10.7290/jaepl26v51l>

Available at: <https://trace.tennessee.edu/jaepl/vol26/iss1/2>

This article is brought to you freely and openly by Volunteer, Open-access, Library-hosted Journals (VOL Journals), published in partnership with The University of Tennessee (UT) University Libraries. This article has been accepted for inclusion in The Journal of the Assembly for Expanded Perspectives on Learning by an authorized editor. For more information, please visit <https://trace.tennessee.edu/jaepl>.

JAEPL



The Journal of the Assembly for Expanded Perspectives on Learning

Memes as Means: Using Popular Culture to Enhance the Study of Literature,
Pamela Hartman, Jessica Berg, Hannah Fulton, and Brandon Schuler

“The Hidden Door That Leads to Several Moments More”: Finding Context for the
Literacy Narrative in First Year Writing, Denise Goldman

SPECIAL SECTION: LOCATIONS OF SPIRITUALITY— FINDING IDENTITIES; FINDING COMMON GROUND

Introduction: Losing My Religion, Wendy Ryden

Fostering Ethical Engagement Across Religious Difference in the Context of
Rhetorical Education, Michael-John DePalma

Acting with Inscriptions: Expanding Perspectives of Writing,
Learning, and Becoming, Kevin Roozen

Contemplative Correspondence and the Muscle of Metaphor:
An Interview with Rev. Karen Hering, Christopher Basgier

Winning Hearts, Not Arguments: An Interview with Father Greg Boyle,
Christopher Sean Harris and Jorge Ribeiro

Assembly for Expanded Perspectives on Learning

Executive Board

Chair

Associate Chair

Secretary

Acting Treasurer

Ex-officio

TRACE Website

AEPL Website

Advisory Board

Bruce Novak, Foundation for Ethics and Meaning
Nate Mickelson, New York University
Bob Lazaroff, Nassau Community College, SUNY
Nate Mickelson, New York University
Marlowe Miller, University of Massachusetts, Lowell
Elizabeth DeGeorge, University of Tennessee, Knoxville
Daniel J. Weinstein, Indiana University of Pennsylvania
Chair: Peter Elbow, University of Massachusetts, Amherst
Sheridan Blau, Teachers College, Columbia University
Alice G. Brand, SUNY College at Brockport
John Creger, American High School, Freemont, CA
Richard L. Graves, Auburn University, Emeritus
Doug Hesse, University of Denver
Nel Noddings, Stanford University
Sondra Perl, Lehman College, CUNY
Kurt Spellmeyer, Rutgers University
Charles Suhor, NCTE
Peter Stillman, Charlottesville, NY
Jane Tompkins, University of Illinois at Chicago
Robert Yagelski, SUNY Albany
Alice G. Brand, SUNY College at Brockport
Richard L. Graves, Auburn University, Emeritus
Charles Suhor, NCTE
Sheila M. Kennedy, Lewis University
Wendy Ryden, Long Island University

Founding Members

Membership Contact

JAEPL Editor

JAEPL is a non-profit journal published yearly by the Assembly for Expanded Perspectives on Learning with support from TRACE at University of Tennessee, Knoxville. Back issues are archived at: <http://trace.tennessee.edu/jaepl/>.

JAEPL gratefully acknowledges this support as well as that of its manuscript reviewers:

Caleb Corkery, Millersville University of Pennsylvania
Resa Crane Bizzaro
Peggy F. Hopper, Mississippi State University
Brandi Lawless, University of San Francisco
Keith Lloyd, Kent State University Stark
Laurence Musgrove, Angelo State University
Jeffrey Ringer, University of Tennessee, Knoxville
Anna Sicari, Oklahoma State University
Joonna Trapp, Emory University
Christy Wenger, Shepherd University
Jeffrey Wilhelm, Boise State University



The Journal of the Assembly for Expanded Perspectives on Learning

Editor

Wendy Ryden
Long Island University

Book Review Editor

Irene Papoulis
Trinity College

“Connecting” Editor

Christy Wenger
Shepherd University

Copyright © 2021
by the Assembly for Expanded Perspectives on Learning
All rights reserved

(ISSN 1085-4630)

An affiliate of the National Council of Teachers of English
Member of the NCTE Information Exchange Agreement
Member of the Council of Editors of Learned Journals
Indexed with MLA Bibliography

Website: www.aepl.org

Blog: <https://aeplblog.wordpress.com/>

Visit Facebook at **Assembly for Expanded Perspectives on Learning**

Back issues available at: <http://trace.tennessee.edu/jaepl/>

Volume 26 • 2021

JAEPL

The Assembly for Expanded Perspectives on Learning (AEPL), an official assembly of the National Council of Teachers of English, is open to all those interested in extending the frontiers of teaching and learning beyond the traditional disciplines and methodologies.

The purposes of AEPL are to provide a common ground for theorists, researchers, and practitioners to explore innovative ideas; to participate in relevant programs and projects; to integrate these efforts with others in related disciplines; to keep abreast of activities along these lines of inquiry; and to promote scholarship on and publication of these activities.

The *Journal of the Assembly for Expanded Perspectives on Learning*, JAEPL, also provides a forum to encourage research, theory, and classroom practices involving expanded concepts of language. It contributes to a sense of community in which scholars and educators from pre-school through the university exchange points of view and boundary-pushing approaches to teaching and learning. JAEPL is especially interested in helping those teachers who experiment with new strategies for learning to share their practices and confirm their validity through publication in professional journals.

Topics of interest include but are not limited to:

- Aesthetic, emotional & moral intelligences
- Learning archetypes
- Kinesthetic knowledge & body wisdom
- Ethic of care in education
- Creativity & innovation
- Pedagogies of healing
- Holistic learning
- Humanistic & transpersonal psychology
- Environmentalism
- (Meta)Cognition
- Imaging & visual thinking
- Intuition & felt sense theory
- Meditation & pedagogical uses of silence
- Narration as knowledge
- Reflective teaching
- Spirituality
- New applications of writing & rhetoric
- Memory & transference
- Multimodality
- Social justice



Membership in AEPL is \$45. Contact Sheila Kennedy, AEPL, Membership Chair, email: kennedsh@lewisu.edu. Membership includes current year's issue of JAEPL.

Send submissions, address changes, and single hardcopy requests to Wendy Ryden, Editor, JAEPL, email: wendy.ryden@liu.edu. Address letters to the editors and all other editorial correspondence to Wendy Ryden (wendy.ryden@liu.edu).

AEPL website: www.aepl.org

Back issues of JAEPL: <http://trace.tennessee.edu/jaepl/>

Blog: <https://aeplblog.wordpress.com/>

Visit Facebook at **Assembly for Expanded Perspectives on Learning**

Production of JAEPL is managed by Parlor Press, www.parlorpress.com.

Inspiring Conventions and Meetings
24-7 Online Access to Expertise
On Demand Professional Learning
Cutting-edge Articles
Fresh Teaching Strategies
Books on Critical Topics
Current News and Trends
Principle-based Teaching Plans
Connections with Colleagues

NCTE National Council of
Teachers of English

www.ncte.org/join • 877-369-6283
Join today!



Trusted

"I've been a teacher of English
for 30 years and a member of
NCTE since 1974. . . . I learned
very early on that the best
teaching ideas come from
NCTE. It's where the ideas are."

—Jeff Golub

NCTE — IT'S WHERE THE IDEAS ARE

Contents

Special Section Locations of Spirituality— Finding Identities; Finding Common Ground

<i>Wendy Ryden</i>	1	Introduction: Losing My Religion
<i>Michael-John DePalma</i>	4	Fostering Ethical Engagement Across Religious Difference in the Context of Rhetorical Education
<i>Kevin Roozen</i>	23	Acting with Inscriptions: Expanding Perspectives of Writing, Learning, and Becoming
<i>Christopher Basgier</i>	49	Contemplative Correspondence and the Muscle of Metaphor: An Interview with Rev. Karen Hering
<i>Christopher Sean Harris and Jorge Ribeiro</i>	62	Winning Hearts, Not Arguments: An Interview with Father Greg Boyle

Essays

<i>Pamela Hartman, Jessica Berg, Hannah Fulton, and Brandon Schuler</i>	66	Memes as Means: Using Popular Culture to Enhance the Study of Literature
<i>Denise Goldman</i>	83	“The Hidden Door That Leads to Several Moments More”: Finding Context for the Literacy Narrative in First Year Writing

Connecting

<i>Christy I. Wenger</i>	99	Responding Together and the Roots of Resilience
<i>Sarah Heidebrink-Bruno</i>	103	Reflections from a Working Class, First-Generation Almost-Graduate
<i>Ellen Scheible</i>	107	Collaborative Writing for Publication in Undergraduate Literature Seminars
<i>Naomi Gades</i>	112	(Emily 479)
<i>Paul M. Puccio</i>	113	tra/versing the year

Book Reviews

<i>Irene Papoulis</i>	114	Inserting Oneself in the Story: Queer Literacy, Comics, and an Admonition to Move
<i>Nicholas Marino</i>	114	McBeth, Mark. <i>Queer Literacies: Discourses and Discontents</i>
<i>Wilma Romatz</i>	118	Ferris, Emil. <i>My Favorite Thing Is Monsters</i> Sousanis, Nick. <i>Unflattering</i>

Helen Papoulis

124 **Tharp, Twyla.** *Keep It Moving: Lessons for the Rest of Your Life*

127 **Contributors to JAEPL, Vol. 26**