

9-1-2021

Contributors

Wendy Ryden
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) "Contributors," *The Journal of the Assembly for Expanded Perspectives on Learning*: Vol. 26 , Article 17.

<https://doi.org/10.7290/jaepl266gf8>

Available at: <https://trace.tennessee.edu/jaepl/vol26/iss1/17>

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>.

Contributors to JAEPL, Vol. 26

Christopher Basgier is Acting Director of University Writing at Auburn University, where he helps faculty integrate writing and high impact practices into courses and curricula and leads professional development experiences for writing center peer consultants. His scholarship focuses on WAC, writing program administration, threshold concepts, and rhetorical genre theory. He is also a Unitarian Universalist and practitioner of meditation and contemplative writing. (chris.basgier@auburn.edu)

Jessica Berg is a teacher at Franklin Central High School on the south side of Indianapolis. She's been in the classroom for going on five years, and she's worked alongside Dr. Pamela Hartman to study and discuss using the arts in ELA classrooms since her time at Ball State University. (jessica.berg@ftcsc.org)

Michael-John DePalma is associate professor of English and coordinator of professional writing and rhetoric at Baylor University. His research centers on religious rhetorics, transfer, and rhetorical education. His recent work has appeared in *College English*, *College Composition and Communication*, *Composition Studies*, *Rhetoric Review*, and various edited collections. With Jeffrey M. Ringer, he edited *Mapping Christian Rhetorics: Connecting Conversations, Charting New Territories* (2015). He is the author of *Sacred Rhetorical Education in 19th Century America: Austin Phelps at Andover Theological Seminary* (2020). (Michael-John_DePalma@baylor.edu)

Hannah Fulton works in Fishers, Indiana as the Director of Student Advancement at Sylvan Learning Center. She has a Bachelor's and Master's degree from Ball State University. The research she and the other authors have completed in arts and literacy has led to multiple national and international conference presentations and a published book chapter. (hannah.r.fulton@gmail.com)

Naomi C. Gades teaches college English in western Maryland. Her research, which has been recognized with the Fathman Young Scholars Prize from the T. S. Eliot Society, investigates the intersection of science and modernist poetry. She has contributed to *The Robert Frost Review*, *JMMLA*, and *The Imaginative Conservative*. When she has spare time, she enjoys outdoor activities, video games, and composing questionable poetry. (ngades@luc.edu)

Denise Goldman is an adjunct professor of writing and research at Long Island University in Brookville, NY. Her work has been presented at the Phish Studies Conference, and will be published in an upcoming book dedicated to this discipline. (Denise.Goldman@liu.edu)

Christopher Sean Harris is an associate professor of writing studies at California State University, Los Angeles, where he teaches professional and technical writing, writing pedagogy, and language study courses. His research interests include online writing instruction, marginalia in writing textbooks, graduate student writing, and project-

based learning. During his free time, Harris enjoys outings with his daughter, endurance sports, and upcycling. (charris3@calstatela.edu)

Pamela Hartman is associate professor of English at Ball State University, where she teaches courses in secondary English education, young adult literature, and multicultural literature. Her research focuses on using the arts to teach literacy and on the intersection of class, gender, and literacy. (pmhartman@bsu.edu)

Sarah Heidebrink-Bruno is a Ph.D. candidate in the English Department at Lehigh University, where she will soon graduate with a specialization in post-1945 American literature, feminist studies, and social justice pedagogies. After graduation, she will join the faculty at the English Department at Albright College. Her dissertation, “How Will you Grow?': Restorative Justice in Contemporary American Women's Literature and Beyond,” demonstrates how contemporary, American women novelists move readers beyond a limited understanding of justice that is based solely in juridical processes, and toward creative visions of community-based justice, which reflect diverse feminists' understandings of restorative justice practices. She lives in Bethlehem, PA with her spouse, her child, and her cat. (seb211@lehigh.edu)

Nicholas P. Marino is currently a lecturer in the Allan K. Smith Center for Writing and Rhetoric at Trinity College in Hartford CT. He received his PhD in English with a specialization in Rhetoric and Writing Studies from Purdue University in 2017. His research interests include multimodal composing, queer rhetorics, and masculinity studies. (nicholas.marino@trincoll.edu)

Helen Papoulis retired from her position as a Spanish Bilingual Elementary teacher with the San Francisco Unified School District in 2012. She now works as a translator, interpreter and acupuncturist. (helenpapoulis@gmail.com)

Paul M. Puccio is Professor of English at Bloomfield College, where he teaches all of the poems echoed in “tra/versing the year.” He has published articles on contemplative teaching practices, Victorian schoolboys, 19th- and 20th-century British literature, music drama, and ghosts in CCC Online, Writing on the Edge, Dialogue, JAEPL, Reading Stephen Sondheim, The Encyclopedia of Catholic Literature, and Modern Language Studies. (paul_puccio@bloomfield.edu)

Jorge Ribeiro is an adjunct professor in the English Department at California State University, Los Angeles. He majored in religion as an undergraduate and spent 13 years in Japan, and during that time he was able to sit in zazen meditation at Eihei-ji Temple for a week. His goal is to bring mindfulness into the classroom.

Wilma Romatz has combined her love for art and writing since childhood, earning double majors in studio art and English in undergrad in her home state of Kentucky, and ultimately completing a PhD dissertation at Michigan State University focusing on the effects of students' drawings on their writing in her community college composition classes. The research was heavily influenced by the 1995 AEPL conference keynotes of James Moffett and she has presented her research at subsequent AEPL conferences and

many others, including an international conference in Bordeaux, France. Since retirement from Mott Community College in 2002 where her combined art/writing background was invaluable in her Children's Literature and composition classes, she has focused on her own writing and art, particularly printmaking, computer art, handmade books. She has exhibited in several galleries. (whromatz@gmail.com)

Kevin Roozen is a Professor of Writing and Rhetoric at the University of Central Florida. His research argues for semiotically richer and more fully dialogic perspectives of how literate persons and their textual practices come to be across moments and lives. In addition to *Expanding Literate Landscapes* (2017), Kevin's book with Joe Erickson, Kevin's scholarship has appeared in journals including *Written Communication* and *College Composition and Communication* and in a number of edited collections. (Kevin.Roozen@ucf.edu)

Ellen Scheible is Professor of English and Coordinator of Irish Studies at Bridgewater State University. She is author of "Imperialism, Aesthetics, and Gothic Confrontation in The Picture of Dorian Gray" in the Norton Critical Edition of *The Picture of Dorian Gray* (2020) and co-editor, with Claire Culleton, of *Rethinking Joyce's Dubliners* (Palgrave 2017). Her current projects include *Nation, Home and Body in Irish Fiction and Film*, a book project on the Irish domestic interior in modern and contemporary Irish literature, and *The Dark: A Critical Edition*, a coedited critical edition of John McGahern's novel. She has articles forthcoming on Edmund Burke and the body of the sublime, Irish domestic fiction, the Irish gothic, and the Irish bildungsroman. (ESCHEIBLE@bridgew.edu)

Brandon Schuler is a former secondary ELA teacher. He completed his Bachelor's in Secondary English Education at Ball State University and his Master's in Curriculum and Instruction at Purdue University. His research areas include integrating multicultural, young adult literature in the classroom and implementing the arts in literacy instruction. He has presented this research at multiple national and international conferences. (beschuler11@gmail.com)