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Back Matter

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JOURNAL OF TEACHING WRITING

SCHOOL OF LIBERAL ARTS

Indiana University
Indianapolis

The *Journal of Teaching Writing (JTW)*, now in its 36th year, is a journal devoted to the teaching of writing at all academic levels and in any subject area. Our mission is to publish refereed articles and reviews that address the practices and theories that bear on our knowledge of how people learn and communicate through writing. Topics include writing and literacy, composition theory, revision, responding to writing, assessment, diversity in writing, information literacy, and others. An important part of our mission is demystifying the editorial review process for our contributors and modeling the teaching of writing as a process of reflection and revision. Submissions and subscription requests may be sent to our editorial assistant via email at jtw@iupui.edu.

Contributors to JAEPL, Vol. 24

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Mare Leonard lives in an old school house overlooking the Rondout Creek in Kingston NY. Away from her own personal blackboard, she teaches through The Institute for Writing and Thinking and the MAT program at Bard College. Finishing Line Press just released her sixth chapbook, *The Dark Inside My Hooded Coat*, and *The Pickled Body* recently nominated a poem for a Pushcart. Her latest publication will be forthcoming in *Oyster River*. (aggiemaggie66@gmail.com)

Sharon Marshall coordinates and teaches in the First-Year Writing Program at St. John's University in Queens, N.Y. She writes about composition pedagogy and applying principles derived from Nichiren Buddhism and Critical Race Theory to teaching writing. She is the author of *Water Child*, a novel. Currently, she is working on another novel *Deep Rivers* and *Pedagogy as Poetry or How Teaching First-Year Writing Became My Life's Poem*, an autoethnography. (Marshall@sstjohns.edu)

Monica Mische is a Professor at Montgomery College where she coordinates the Integrated English and Reading Program, teaches writing and literature, and trains tutors to work with students with disabilities. Her work has appeared in *Journal of Basic Writing* and is forthcoming in *Pedagogy* and in the anthology *Deep Beauty*. (monica.mische@montgomerycollege.edu)

Dan Mrozowski is the director of Graduate Studies in English at Trinity College in Hartford, CT. His most recent work, "The Spirit of Revolt: Hamlin Garland's Paranormal Writing," appeared in *Haunting Realities: Naturalist Gothic and American Realism*. He also co-edited a collection, *The Great Recession in Fiction, Film, and Television: A Busted Culture*, published by Lexington Books. (Daniel.Mrozowski@trincoll.edu)

Laurence Musgrove is Professor of English at Angelo State University in San Angelo, Texas, where he teaches undergraduate and graduate courses in creative writing, literature, visual thinking, and mindfulness. Laurence has served as a past executive committee treasurer, chair, and conference chair of AEPL. He is also the author of three books: *Local Bird* – a collection of poetry, *One Kind of Recording* – a collection of aphorisms, and *Start Again, Dignity* – a collection of contemporary Buddhist sutras forthcoming from Lamar University Literary Press. (LMusgrove@angelo.edu)

Amy Nolan lives in Iowa, where she teaches creative writing and film history at Wartburg College. Her platform for teaching, research, and writing is to express and examine the connections between our treatment of our bodies and our treatment of the planet. Her essay on anorexia, "Close to the Bones," was published in *The Bellevue Literary Review*, which awarded the essay with an Honorable Mention for the Carter V. Cooper

Prize contest. Most recently, her essay, “My Mother’s Hips,” was nominated for a Pushcart Prize by *Ruminate Literary Magazine*. (amy.nolan@wartburg.edu)

W. Kurt Stavenhagen is an Instructor in the Writing, Rhetoric & Communications Program at SUNY College of Environmental Science and Forestry. He researches the intersections between ecological literacy and contemplative practices, and recently co-authored “Contemplation as Kairotic Composure” with Tim Dougherty. (wkstaven@esf.edu)

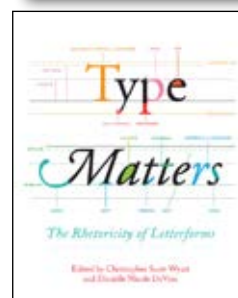
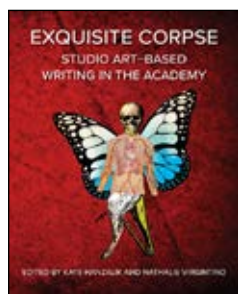
Christy I. Wenger is an Associate Professor of English, Writing and Rhetoric at Shepherd University in Shepherdstown, WV, where she serves as the Director of Writing and Rhetoric. She is the author of *Yoga Minds, Writing Bodies: Contemplative Writing Pedagogy* and her articles have appeared in *Pedagogy*, *JAEPL*, and *WPA: Writing Program Administration*. She has also published chapters in collections such as *Women’s Ethos: Intersections of Rhetorics and Feminisms*, and *Next Steps: New Directions for/in Writing about Writing*. She serves on the board of the Assembly for Expanded Perspectives on Learning and is “Connecting” editor for the *Journal for the Assembly for Expanded Perspectives on Learning*. (CWENGER@shepherd.edu)

NEW, IN LIVING COLOR!

Exquisite Corpse: Studio Art-Based Writing Practices in the Academy ed. by Kate Hanzalik and Nathalie Virgintino

The Afterlife of Discarded Objects: Memory and Forgetting in a Culture of Waste by Andrei Guriuanu and Natalia Andrievskikh

Type Matters: The Rhetoricity of Letterforms ed. Christopher Scott Wyatt and Dànielle Nicole DeVoss (BEST DESIGN AWARD-Ingram)



NEW RELEASES

Tracing Invisible Lines: An Experiment in Mystoriography
by David Prescott-Steed

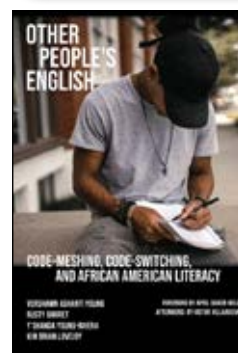
KONSULT: Theopraxis by Gregory L. Ulmer

Best of the Journals in Rhetoric and Composition 2018

Other People's English: Code-Meshing, Code-Switching, and African American Literacy by Vershawn Ashanti Young, et al.

Networked Humanities: Within and Without the University
edited by Brian McNely and Jeff Rice

The Internet as a Game by Jill Anne Morris



CONGRATULATIONS, AWARD WINNERS!

Strategies for Writing Center Research by Jackie Grutsch McKinnie.
Best Book Award, International Writing Centers Association (2017)

Antiracist Writing Assessment Ecologies: Teaching and Assessing Writing for a Socially Just Future by Asao Inoue, BEST BOOK AWARD, CCCC, BEST BOOK, COUNCIL OF WRITING PROGRAM ADMINISTRATORS (2017)

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

www.parlorpress.com

Every One Has a Voice!

Listening, Empowerment, Compassionate Confrontation, and Healing

The 25th Annual Conference of the Assembly for Expanded Perspectives on Learning

June 20-23, 2019

YMCA of the Rockies, Estes Park, Colorado

If we really want to change things...it's going to start at the grassroots level, and with our [youth].

- Barack Obama, 1995

Democracy will come into its own [...] for democracy is a name for a life of free and enriching communion [...] when free social inquiry is indissolubly wedded to the art of full and moving communication.

-- John Dewey, 1927

Perhaps the times we are now living through will at some point come to be known as The Age of Donald Trump and #MeToo! With the former comfortably in the past. And the latter the permanent democratic norm. Historically exemplified by the multitude of voices - prominent among them students and teachers - now speaking out, in these very times, for healing. The healing of the multitude of abuses brought about by people's long submission to unjust, dehumanizing, and unnatural hierarchies of many kinds. Through these voices the motto "We are the ones we've been waiting for" will have become not just a one-time inducement to vote, but an everlasting call for all to live in truth.

This is the vision inspiring the 25th Annual Summer Conference of the NCTE Assembly for Expanded Perspectives on Learning - a vision that will be greatly, and directly, amplified by the presence of the voices of you and your students!

Principal Keynote Speaker (other keynotes on back)

(We are also seeking to bring students and teachers from Parkland, Florida)



CAROL GILLIGAN, of Harvard & NYU - named by TIME Magazine as **one of the 25 most influential people in the US** - has been a powerful public voice for the power of democratic voice since the 1980s, with the publication of her landmark *In a Different Voice: Psychological Theory and Women's Development*. And it was her comment that "a democracy is not just a place where everyone has a vote, but where everyone has a voice" - at our 2003 conference "Building a Culture of Listening in Our Institutions of Learning" - that inspired this year's theme. Her brand new book (with David A.J. Richards) *Darkness Now Visible: Patriarchy's Resurgence and Feminist Resistance* is of breathtaking timeliness and importance. Its message summed up by **Gloria Steinem**: "It is the sleight-of-hand of every unjust system to become the rule, and to make everyone else the exception. [This book] end[s] the idea that patriarchy represents everybody, and show[s] that feminism turns patriarchy into democracy. [It is] a prescription for tearing down Trumpian walls...[by] seeing each other as unique and equal."

Questions and Topic Areas for Proposals

(though let your own voice be your main guide)

What are the ideas and practices in your classroom that, in the words of Mary Rose O'Reilley "listen [people] into existence"? That help them know that their voices and stories are meaningful and resonantly empowering to others, and need to be heard in both intimate and public spaces?

How have they learned to use those voices to speak personally storied truth to power in both small and large ways? And how have new possibilities for healing and transformative change in our collective stories, writ large or small, been brought about through their —and your— speaking out? (We use the word "possibilities" here because we know that many of the stories you will share will likely involve the witnessing of the many tragedies and martyrdoms that are so often required to impel us to compassionate change.)

What are the various ways that prevailing educational practices make the hidden claim "I am your voice" that has been blatantly asserted by our current president? And how can we broadly institute educational practices that will reduce the great chorus of voices that constitutes authentic democracy?

Please find topic suggestions on back.

To Propose:

Send an abstract of up to 250 words for a 75-minute interactive workshop (preferred format), making sure to include descriptions of the activities in which you will involve participants; or a 20-30 minute talk or short teaching demo, to AepVoice19@gmail.com by December 15 for early consideration, January 15 for regular consideration. Proposals submitted after January 15 will also be considered.

Registration:

\$270 February 2— April 15, 2019; \$350 after April 15; discounts for students, adjuncts, and retirees and for multiple attendees from the same organization. Discount policy, lodging and membership info, and preconference workshop description on website.

Registration available at www.aepl.org.



Every One Has a Voice!

Listening, Empowerment, Compassionate Confrontation, and Healing
the 25th Annual Conference of the Assembly for Expanded Perspectives on Learning
Preconference workshops on Alexander, bodily poise and Linklater vocal focus

June 20-23, 2019

YMCA of the Rockies, Estes Park, Colorado

REGISTER NOW www.aepl.org



Kate Ronald retired from Miami University in 2016, where she served as the Roger and Joyce L. Howe Professor of English and Director of the Howe Center for Writing excellence and taught graduate and undergraduate courses in composition and rhetoric. She directed more dissertations than she remembers. Her two favorite publications remain *Reason to Believe: Romanticism, Pragmatism, and the Teaching of Writing*, co-authored with Hephzibah Roskelly (SUNY, 1998), and *Available Means: An Anthology of Women's Rhetoric(s)*, co-edited with Joy Ritchie (Pittsburgh, 2001)

Hephzibah Roskelly retired in 2016 from the University of North Carolina Greensboro, where she taught rhetoric and writing and directed the Women's and Gender Studies program. She has collaborated with Kate Ronald in lots of enterprises, including their book *Reason to Believe: Romanticism, Pragmatism and Teaching of Writing* (1998). The second edition of her textbook with David Jolliffe, *Writing America* (Spring 2020) is designed to engage high school and early college students in confronting current civic issues using American history and literature. She lives in Louisville, KY; teaches distance courses; and mentors area high school English teachers.



Dr. Veronica House is the founding Executive Director of the Coalition for Community Writing and founding chair of the Conference on Community Writing. She is a faculty member in the Program for Writing and Rhetoric at the University of Colorado Boulder, where she has served as Associate Faculty Director for Service-Learning and Outreach for eight years. As founder of the University's award-winning Writing Initiative for Service and Engagement, she coordinated the Program for Writing and Rhetoric's transformation into one of the first writing programs in the country to have integrated community-engaged pedagogies throughout its lower- and upper-division courses. She enjoys working with faculty at colleges and universities across the country to design community-engaged courses and programs.



Ruth Rootberg, M.Ed. M.A., trained with Kristin Linklater and was Associate Professor in voice at the Yale School of Drama from 1995-2000. Other faculty positions included Northern Illinois University, the Theatre School DePaul, and Mt. Holyoke College. She is certified Laban Movement Analyst (2000) and an AmsAT-certified Alexander Technique teacher (2003). Ruth has presented integrated voice and movement workshops at the Voice Foundation, Alexander Technique conferences, the Association for Theatre in Higher Education (ATHE), SAPVAME (South Africa), and has given workshops at music, theatre, and dance programs around the country. Ruth resides in Amherst, Massachusetts.

Proposal topic suggestions:

Making marginalized lives and voices matter
Making humanity and the humanities matter
Making nature and biodiversity matter
Feminisms and new understandings of manhood
Diverse community building
Empathy and compassion, including "speaking truth to power with love" (Cornel West), with compassion for the concealed inner pain of oppressors
Speaking and public speaking through embodied voice
Public discourse in the writing classroom and elsewhere
Truth and reconciliation: Confession and forgiveness
Practices of nonviolence
Understandings of the psychology of violence and its prevention
Courage

Embodiment
Mindfulness
The Arts
Rhetorical practices
Reading practices
Specific readings: works of literature and theory
Important thinkers and role models
Activism—online and in person
Personally encountering meaningful history
Listening
Healing

About AEPL: The Assembly for Expanded Perspectives on Learning (AEPL) is an official assembly of the National Council of Teachers of English. AEPL is open to all those interested in exploring the boundaries of teaching and learning beyond traditional disciplines and methodologies. Areas of interest include but are not limited to aesthetic, emotional, and moral intelligence, archetypes, body wisdom, care in education, creativity, felt sense theory, healing, holistic learning, humanistic and transpersonal psychology, imaging, intuition, kinesthetic knowledge, meditation, narration as knowledge, reflective teaching, silence, spirituality, and visualization. More information at www.aepl.org.

About the YMCA of the Rockies: Stunningly situated, the YMCA of the Rockies is a premiere conference venue. The YMCA provides comfortable, modern lodging and access to a range of activities including hiking, biking and horseback rides through Rocky Mountain National Park. Attendees are responsible for reserving lodging separately from conference registration. Rooms must be reserved by April 15, 2019. Visit the YMCA website at <https://ymcarockies.org/lodging/>.

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