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Back Matter

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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)

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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)

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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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Become a member of AEPL! We are a richly supportive community whose members share unique perspectives on teaching and learning. Attend the annual summer conference or workshops and SIGs at NCTE and CCCC. As a member of AEPL, you receive a copy of the journal JAEPL.

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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).

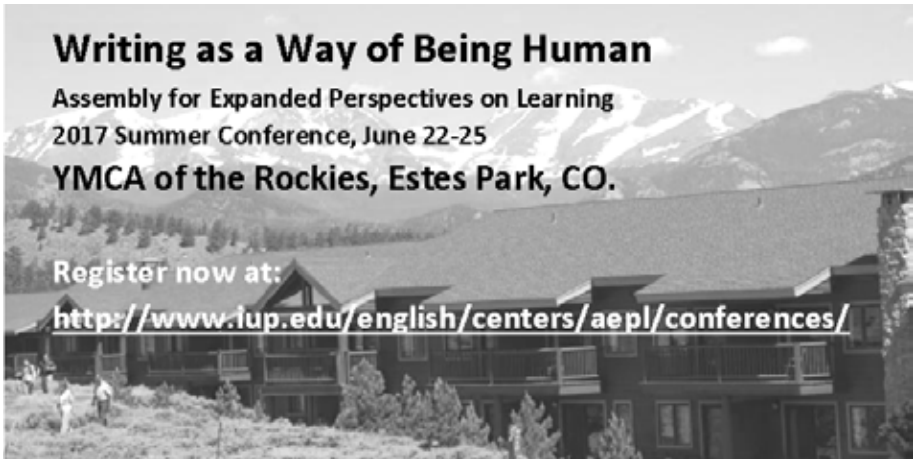
For teaching and learning, focus on the body often means paying attention to lived experience and "situated-ness." What happens to the literal "student body" in our classrooms and what happens to teachers' bodies as our classroom practices necessarily continue to transform themselves in the face of cultural 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.



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: **aeplconference2017@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

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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)**

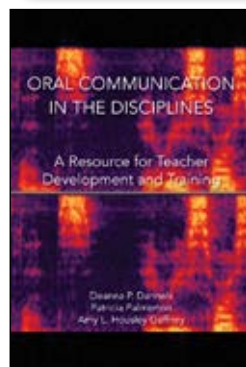
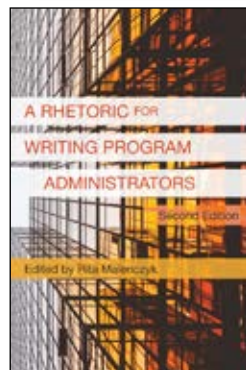
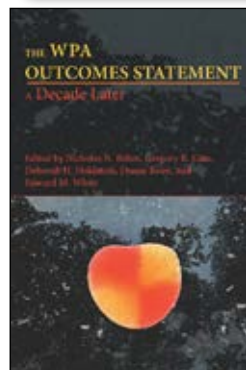
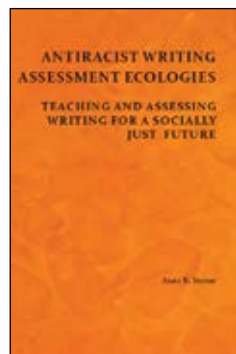
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*The Framework for Success in Postsecondary Writing:
Scholarship and Applications* edited by Nicholas N. Behm,
Sherry Rankins-Robertson, and Duane Roen

*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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