

12-2023

Table of Contents - JAEPL - Volume 28

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 (2023) "Table of Contents - JAEPL - Volume 28," *The Journal of the Assembly for Expanded Perspectives on Learning*: Vol. 28 , Article 3.

Available at: <https://trace.tennessee.edu/jaepl/vol28/iss1/3>

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>.

Contents

- Wendy Ryden* 1 Our Perspectives Continue to Expand: *JAEPL* Does Science

Moffett's Corner

- Stephen Lafer and Jonathan Marine* 3 Why Moffet Matters Now

Communicating Science Special Issue

- Julia E. Kiernan* 8 Rethinking Science Communication: The Need for Dialogic, Transdisciplinary Collaboration
- Daniel Aureliano Newman* 12 Science Storytelling beyond the Dramatic Arc: Narrativity and Little Red Schoolhouse Principles in Science Communication
- Jeff Gagnon* 24 Public Narratives, Storytelling, and Trust: A Case Study in a STEM-Based Writing Program
- Erica M. Stone and Sarah E. Austin* 40 Storying Science: Preparing STEM Students to Engage with Discipline-Specific and Public Audiences through the TED(x) Genre
- Erica Duran and Lauren Mecucci Springer* 51 Getting Beyond "CRAAP": Scientific Literacy in FYW and WAD
- Heather G. Lettner-Rust, Alix D. Fink, Edward L. Kinman, JoEllen G. Pederson, and Phillip L. Poplin* 68 Embedding the Scientists: Civic Issues as Context for Teaching and Learning
- Stacey Stanfield Anderson and Kiki Patsch* 82 Coastal Communications: Teaching Civic Scientific Literacy in English and Environmental Science and Resource Management Classes
- Adina Silver, Zoya Adeel, Tim Li, Abeer Siddiqui, Alexander Hall, Sarah Symons, and Katie Moisse* 94 Weaving Science Communication Training through an Undergraduate Science Program with a Focus on Accessibility and Inclusion
- Amy J. Hawkins, Melissa Rowland-Goldsmith, and Nicole C. Weitowich* 114 Addressing Gaps in Science Competencies: Incorporating Science Communication into Existing Classes
- Lillian Campbell* 128 Negotiating Scientific Identity and Agency: Graduate Student Perspectives on a Public Communication of Science Course

Connecting

<i>Christy I. Wenger</i>	139	Reciprocal Engagement and Imperfect Pedagogy
<i>Melissa L. Carrion and Ed Nagelhout</i>	141	Part 1: Creating Scientist-Citizens through a Writing Minor
<i>David Gerstle, Sarah Seeley, and Marc Laflamme</i>	147	Part 2: Learning to Communicate About Science: Writing About (Science) Writing and the First-Year Writing Requirement
<i>Naomi C. Gades</i>	151	English 101
<i>Amber Moore</i>	153	Sessional spa time

Books

<i>Lynn Z. Bloom, Bruce Novak, Geri DeLuca, Libby Falk Jones, Jeffrey Seizer, and Elizabeth Vickers</i>	154	AEPL Members Respond to Lynn Z. Bloom's <i>Recipe</i>
	160	Contributors to <i>JAEPL</i> , Vol. 28