

2011

Front Matter

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

(2011) "Front Matter," *The Journal of the Assembly for Expanded Perspectives on Learning*: Vol. 18 , Article 2.

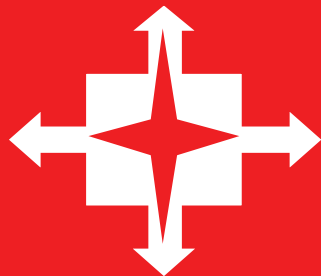
<https://doi.org/10.7290/jaepl18jwvp>

Available at: <https://trace.tennessee.edu/jaepl/vol18/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>.

Volume 18 • Winter 2012 – 2013

JAEPL



The Journal of the Assembly for Expanded Perspectives on Learning

AEPL Keynote: Writing and Time, Time and the Essay, Douglas Hesse

The Rainbow Connection: Theorizing the Efficacy of Private Texts, Liz Rohan

Writing Yogis: Breathing Our Way to Mindfulness and Balance, Christy I. Wenger

Reflections on Accidental Testimonies and Spectacular Witnesses, Lavinia Hirsu

Queers, Cupid's Arrow, and Contradictions in the Classroom, Heather Trahan

Gatekept: Inviting Creative Community Literacy, Shelly Sanders & B. Cole Bennett

Out(side) of the Box and onto a Dusty Trail, Richard Leo Enos

SPECIAL SECTION: Administration, Ethics, and Spirituality

Even Administrators Have Souls, Paul Puccio

The Communally Focused Writing Center, Tom Truesdell

Renovating My Academic Administration, Elizabeth Vander Lei

Telling the Truth as WPA, Beth Daniell

Executive Board, Assembly for Expanded Perspectives on Learning

Co-Chairs	Irene Papoulis, Trinity College Wendy Ryden, Long Island University, Post
Associate Chair	Sharon Marshall, St. John's University
Secretary	Yvonne Siu-Runyan, University of Northern Colorado
Treasurer	Bruce Novak, Indiana University of Pennsylvania
Member at Large	Christy Wenger, Shepard University
AEPL Website	Betsy DeGeorge, University of Tennessee
Advisory Board	Alice G. Brand, SUNY College at Brockport Peter Elbow, University of Massachusetts at Amherst Richard L. Graves, Auburn University, Emeritus Ron Miller, Goddard College, VT Nel Noddings, Columbia University - Teachers College Sondra Perl, Lehman College, CUNY Gabriele Rico, San Jose State University Peter Stillman, Charlottesville, NY Charles Suhor, Montgomery, AL Jim Super, Olathe East High School, Kansas Jane Tompkins, University of Illinois at Chicago Douglas Hesse, University of Denver
Ex-Officio Voting Members	Betty Latosi-Sawin, Missouri Western State College Shobhana Rishi, California Department of Education Alison Brimmer, Nova Southeastern University
Founding Members	Alice G. Brand, SUNY College at Brockport Richard L. Graves, Auburn University, Emeritus Charles Suhor, NCTE
Membership Contact	Bruce Novak, bruce.novak@iup.edu
JAEPL Editors	Joonna Smitherman Trapp, King University Brad Peters, Northern Illinois University

JAEPL is a non-profit journal published yearly by the Assembly for Expanded Perspectives on Learning with support from King University and Northern Illinois University. *JAEPL* gratefully acknowledges this support as well as that of its manuscript readers, including, for this issue:

Lois Agnew, Syracuse U	Laurence Musgrove, Angelo St. U
Jenny Bangsund, U of Sioux Falls	Bruce Novak, Indiana U of PA
Susan Bernstein, Houston U	Ben Rafoth, Indiana U of PA
Cristy Bruns, Chapman U	Kia Jane Richmond, Northern Mich U
Chris Drew, Lynn U/Harold Washington U	Duane Roen, Arizona St. U
Leigh Anne Dunning, Indiana U of PA	Ken Roozen, Auburn U
David Elder, Morningside C	Kurt Schick, James Madison U
Kristy Fleckenstein, Florida St. U	Steve Sherwood, Texas Christian U
Diane Freedman, U New Hampshire	Stan Scott, U of Maine
Amy Heckathorn, CA St U Sacramento	Roger Thompson, Virginia Military Inst.
T.R. Johnson, Tulane U	Gordon Wells, U CA Santa Cruz
Irene Papoulis, Trinity C	Liang Zao, Saint Xavier U
Paul Puccio, U of PA, Bloomfield	Lisa Zimmerelli, Loyola U
Gretchen Moon, Williamette U	



The Journal of the Assembly for Expanded Perspectives on Learning

Co-Editors

Joonna Smitherman Trapp
King University

Brad Peters
Northern Illinois University

Book Review Editor

Judith Halden-Sullivan
Millersville University of Pennsylvania

“Connecting” Editor

Helen Walker
Messiah College

Copyright © 2013
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

Volume 18 • Winter 2012 - 2013

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, therefore, are to provide a common ground for theorists, researchers, and practitioners to explore 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 cutting-edge 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 | ☐ Imaging & visual thinking |
| ☐ Learning archetypes | ☐ Intuition & felt sense theory |
| ☐ Kinesthetic knowledge & body wisdom | ☐ Meditation & pedagogical uses of silence |
| ☐ Ethic of care in education | ☐ Narration as knowledge |
| ☐ Creativity & innovation | ☐ Reflective teaching |
| ☐ Pedagogies of healing | ☐ Spirituality |
| ☐ Holistic learning | ☐ New applications of writing & rhetoric |
| ☐ Humanistic & transpersonal psychology | ☐ Memory & transference |



Membership in AEPL is \$30. Contact Bruce Novak, AEPL, Membership Chair, email: bruce.novak@iup.edu. Membership includes that year's issue of *JAEPL*.

Send submissions, address changes, and single copy requests to Joonna S. Trapp, Co-Editor, *JAEPL*, email: jstrapp@king.edu

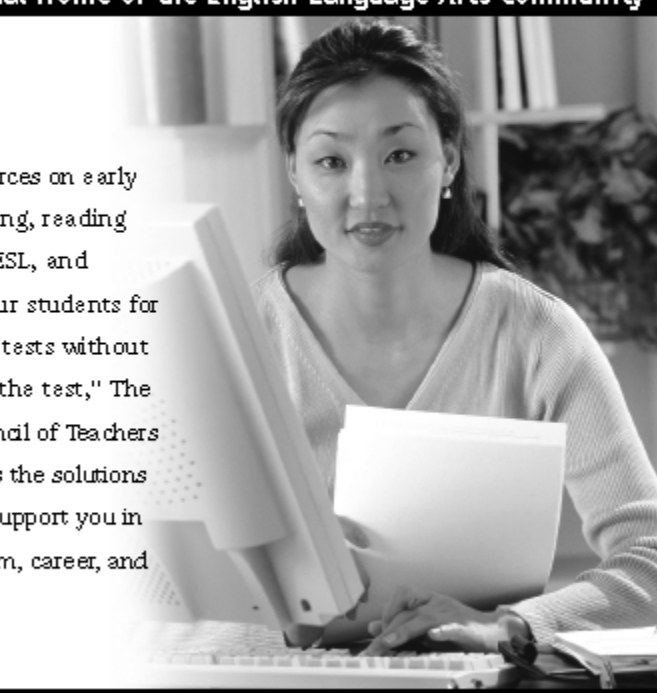
Address letters to the editor and all other editorial correspondence to Joonna S. Trapp, Co-Editor, *JAEPL*, email: jstrapp@king.edu or Brad Peters, Co-editor, email: bpeters@niu.edu.

JAEPL website: www.aepl.org

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

NCTE National Council of Teachers of English

The Professional Home of the English Language Arts Community

A black and white photograph of a woman with dark hair, wearing a light-colored sweater, sitting at a desk. She is looking towards the camera with a slight smile. In front of her is a large computer monitor and a keyboard. She is holding a white folder or stack of papers. The background is slightly blurred, showing what appears to be a bookshelf.

With resources on early literacy, writing, reading instruction, ESL, and preparing your students for standardized tests without "teaching to the test," The National Council of Teachers of English has the solutions you need to support you in your classroom, career, and community.

Resources, Strategies, Lesson Plans, and Membership information available online at www.ncte.org or call (877) 369-6283.

Contents

vii **Editors' Message**

Essays

- Douglas Hesse 1 **Writing and Time, Time and the Essay**
Writing requires time, thought, and most of all, discovery—despite a high-tech world that can't be bothered with it.
- Liz Rohan 11 **The Rainbow Connection: Theorizing the Efficacy of Private Texts**
Texts written privately often find new contexts, new uses, if writers become mindful of Bakhtin's notion of "great time."
- Christy I. Wenger 24 **Writing Yogis: Breathing Our Way to Mindfulness and Balance in Embodied Writing Pedagogy**
Breathing exercises constitute a method for helping students to attain a state of mindfulness in their writing—and their lives.
- Lavinia Hirsu 40 **Reflections on Accidental Testimonies and Spectacular Witnesses**
When unplanned-for testimonies occur in class, how do instructors turn a disruptive moment into a teachable one?
- Heather Trahan 56 **Queers, Cupid's Arrow, and Contradictions in the Classroom: An Activity Theory Analysis**
"Third generation" activity theory can help instructors support and also deal with gay romance in the classroom.
- Shelly Sanders & B. Cole Bennett 70 **Gatekept: Inviting Creative Community Literacy**
Creative writing becomes a vehicle for community outreach in a Writing Center setting, bringing together town and gown.

Out of the Box

- Richard Leo Enos 78 **Outside the Box and onto a Dusty Trail**
Archeological exploration has redefined research since this scholar became the Indiana Jones of rhetorical studies.

SPECIAL SECTION: Administration, Ethics, and Spirituality

- Paul Puccio 80 **Even Administrators Have Souls**
Faculty have a critical role to play if they want administrators to be more than unilateral decision-makers.
- Tom Truesdell 84 **The Communally Focused Writing Center**
Can writing center administrators prepare student tutors to help transform faculty-student relations? Should they?

- Elizabeth Vander Lei 99 **Renovating My Academic Administration**
A department chair dons a hard hat and begins to see her position through the lens of spiritual rebirth and figured worlds—as a portrait of Calvin looks on.

- Beth Daniell 110 **Telling the Truth as WPA**
After reflecting upon students, a writing program administrator looks hard at two other challenging situations and questions the truthfulness of her approaches to each.

Book Reviews

- Judy Halden-Sullivan 117 **Paradigm Shifts**
- Lauren DiPaula 119 **Price, Margaret. *Mad At School: Rhetorics of Mental Disability and Academic Life*. Ann Arbor: University of Michigan Press, 2011.**
- William Archibald 122 **Thomas, Douglas and John Seely Brown. *A New Culture of Learning: Cultivating the Imagination for a World of Constant Change*. Charleston, SC: CreateSpace, 2011.**
- Noam Scheindlin 125 **Vandermeulen, Carl. *Negotiating the Personal in Creative Writing*. Bristol: Multilingual Matters, 2011.**
- Martin Cockcroft 128 **Wilhelm, Jeffrey D. and Bruce Novak. *Teaching Literacy for Love and Wisdom: Being the Book and Being the Change*. NY: Teachers College Press, 2011.**

Connecting

- Helen Walker 131 **Trust, and Gaps**
- Carl Vandermeulen 132 **Proverbs for Poetry Class**
- Louise Morgan 132 **TJ, Whom I Like Very Much**
- Jill Moyer Sunday 133 **History Lesson 101**
- Tony Mayo 135 **Shawn**

- 136 **CONTRIBUTORS' BIOS**

EDITORS' MESSAGE

"Mindfulness" served as our key term for the 2012 AEPL Conference in Estes Park, CO. This irony does not escape us in an election year when so much of the political discourse we've heard was influenced by anything but. Fortunately, we have Laurence Musgrove's whimsical cartooning to keep us mindful of what we lose in shoot-'em-up, shut-'em-out debates where neither opponent actually listens, relying instead on an

impoverished script. We wonder how this year would have proceeded, had our congress critters taken time out, as many of us did, to consider ways that mindfulness might change our professional and personal lives for the better.

AEPL keynote speaker, Doug Hesse, has explored how writing requires us to be alert to the fortuitous insights that time and timeliness—*kairos*—can give us.

Hesse tells us that no technology can vie with the mindfulness of which we're capable as writers, as teachers, as human beings. Be prepared for musical interludes and a hopefully mellow note from his trombone.

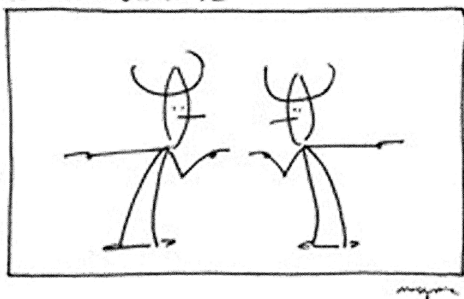
Liz Rohan continues the theme, theorizing how the impromptu, private texts we and our students scribble on the fly can gain real value, even if they never retain the "immediately communicative" qualities we try to give them. As a diarist, she explains that such writing, seen mindfully through Bakhtin's concept of "great time," adds up to "personal literacy inventories" which teach us who we were and who we've become, interwoven with the written worlds of others.

Moving from theory to technique, Christy Wenger shares with us the ways she brings students to mindfulness in her composition classroom—conjoining breath with invention, leading young writers to transformative effects. Certainly, the same rings true if we heed Lavinia Hirsu's call to develop a pedagogy that responds to student testimonies we don't always know how to witness, unexpected testimonies that force us to hear other's perspectives mindfully. Heather Trahan's essay goes on to teach us how the classroom application of activity theory can help us cope with the surprises that occur when we *do* remain mindful of students' different perspectives, but our good intentions don't put us on the path we want to take.

Are you interested, on the other hand, in seeing what could happen if our colleges and universities opened the doors to the community, inviting them in to reinvent themselves in writing? Shelly Sanders and B. Cole Bennett did that very thing and discovered wonderful new uses for writing center space that promise to reinvent their university's creative writing program as well. Mindfulness about space and place helps us remember that everything we have is borrowed and ought to be shared in as many good ways as we can imagine.

Mindfulness can also prompt us to reinvent where we do research—and how we do

Political Discourse



it. Richard Enos gives us an all-too-brief glimpse of what happened when he discovered that rhetorical scholarship combines quite agreeably with archaeology. His Out of the Box column will make you hanker after your own artifacts.

In this issue, too, we wanted to experiment with asking contributors to focus mindfully upon the ethics and spirituality they bring to leadership. Many of us have answered the call to serve in administrative positions, taking heart in what AEPL founder, James Moffett, said: “The spiritual approach to problems is to examine oneself along with the situation” (222). The four who contribute to this theme know they need self-examination to “enter another’s point of view” and find empathy—above all for those who choose to criticize, dispute, or even bully rather than work toward a common good (222). As Moffett would put it, stories such as the ones you will read can help us see more readily what administration really should be “because storying serves to induce understanding, to raise consciousness” (183).

For instance, Paul Puccio provides a surprising slant with his belief that we will have a direct impact upon shaping the kinds of leaders we want—and deserve—if we approach hierarchy with the intent to collaborate mindfully. While Puccio’s essay aptly frames our special section, Tom Truesdell follows him up with his claim that student tutors, in their own way, can become change agents, if their directors help them see their potential as advocates for and negotiators of new relationships with faculty. Truesdell stands what it means to administrate on its head by questioning the assumptions we make about student-centered learning vis-à-vis communal learning.

Perhaps the most moving and powerful essays in this issue come from Elizabeth Vander Lei’s and Beth Daniell’s respective views on how administrators must sustain mindfulness in the midst of intensely challenging responsibilities. Vander Lei draws deep from her upbringing in a Dutch Reformed community, crafting an administrative philosophy that remains under constant renovation even while it stands firmly on the two pillars of “peaceableness” and love. Daniell takes instruction from her ongoing commitment to truth-telling in the relationships she develops with students and faculty—a commitment that never allows her to appease or flatter but demands that she always conduct herself in “ways that are clear and kind.”

We hope, as always, that you will then turn to our book review section, where Judith Halden-Sullivan has collected savvy critiques on four new, useful texts that will refresh your mid-year perspectives on teaching and learning. And as you also turn to the classroom stories and poetry that Helen Walker has gathered from our colleagues, we hope they will inspire you to submit a tale or reflection that comes from your own mindful response to the work that we all do together.

Enjoy this issue, and by all means, lend it to a friend or two. Be mindful that AEPL members such as you are the best means we have of growing our assembly!

Work Cited

Moffett, James. *Storm in the Mountains: A Case of Censorship, Conflict and Consciousness*. Carbondale, IL: Southern Illinois P, 1988. Print.