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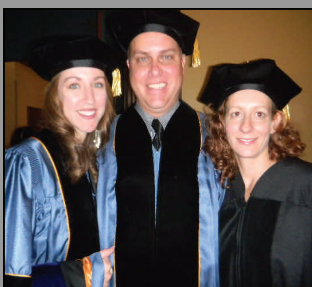
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Dimensions and Directions

*The Joint Ph.D. Program in English and Education
at the University of Michigan*

Volume 18

Fall 2011

From the Chairs

As the list of dissertations to the left indicates, it has been a busy year of defenses and celebrations, and we are happy to report that all of our new graduates have taken tenure-track positions: Laura Aull at Wake Forest University; Bethany Davila at New Mexico Highlands University; Hannah Dickinson at Hobart and William Smith College; Moisés Perales Escudero at Universidad de Quintana Roo; Melinda McBee Orzulak at Bradley University; Randall Pinder at The College of Bahama; and Staci Shultz at Wesleyan College in Georgia. As this geographical range shows, JPEE's influence continues to extend across the U.S. and beyond its borders.



Anne Gere and Anne Curzan

In addition to helping our most senior students move toward professional careers as academics, we have welcomed a new cohort of four students into the Program, and we are relishing the opportunity to get to know each of them. You will find introductions to these newest members of the JPEE community on the next page. And on other pages you will read about some of the accomplishments of our current students. We take pleasure in seeing how much they are already contributing to the profession, and we feel privileged to learn from them every week.

Thanks to contributions from many of you, the Stephen Dunning Student Support Fund continues to provide money that enhances the experiences of JPEE students, and we are grateful for your continuing support. Now, because of a very generous gift from Randall Pinder and Paul Pearson, we will be able to provide a one-term fellowship for a student who is on the job market and completing the dissertation (see page 3 for more details). The Linda Pinder Fellowship realizes a long-held dream: that JPEE might begin to develop more substantial and sustained support for our students. This gift gives new meaning to alumni contributions and inspires us to think more deeply about additional ways of supporting JPEE students.

JPEE underwent its periodic review from the Rackham Graduate School this past year, and we are pleased to tell you that the Program was again deemed exemplary. We appreciated the opportunity to hear from students, through the survey associated with the review, about what is working well in the Program and about ways we could provide even more support and transparency. We are grateful for the ongoing generous and unwavering support of Rackham for JPEE. And it was wonderful to see (although, of course, to us, unsurprising!) that the representatives of Rackham and other administrative units on campus were as impressed as we are by the stunning accomplishments of JPEE's current and former students. Bravo!

The continuing success of JPEE results from multiple factors, including the excellent students who enter the Program and the wisdom and commitment of faculty who work with them, but none is more important than our Administrative Assistant, Jeanie Laubenthal, who keeps balanced budgets, remains alert to deadlines, arranges schedules, keeps everything organized, and provides a listening ear.

Fall 2011 Cohort

Lizzie Hutton received her AB from Princeton and her MFA from University of Michigan, and since then has spent the last twelve years teaching writing and literature courses for the University's Sweetland Center for Writing, English Department and Lloyd Hall Scholars Program. Her devotion to teaching writing, as well as her interest in the often fraught intersections between ideas of creativity and originality and the more practical concerns of composition, inspired her re-entry into academia. She hopes to focus, specifically, on the ways poetry is used and valued (or not) by both instructors and students in college-level writing courses. A devoted creative writer as well, her first book of poetry is out this fall from New Issues Press. She is originally from Brooklyn, New York.



Chris Parsons grew up in Ann Arbor and graduated from Pioneer High School, measuring tardiness to first period by the Michigan Stadium video board. After graduating from Carleton College (MN) with a BA in English, Teach For America placed Chris in Las Vegas. There, he lucked into five years of teaching high school English and a MEd in Curriculum and Instruction from UNLV. He is excited to study almost anything but is especially interested in gender identity in language arts and teacher preparation.

After a memorable childhood growing up in the beautiful quietude of Idaho, **Ruth Anna Spooner** had no idea what she wanted to do with her life. Thinking—and hoping—that a new place might provide inspiration, she ventured nearly two thousand miles away from home to attend Calvin College (Grand Rapids, MI). There, she gradually discovered she belonged with all things English. After finishing her BA in English, Ruth Anna decided that teaching would be a grand adventure. She went back to Idaho to get her MA in English Education from Boise State University (yes, their football team does play on blue turf), where she fell in love with teaching English, literature, and writing. For the past two years, however, she has dabbled in teaching American Sign Language and in teaching deaf students. After moving between different jobs and different states quite a bit in the past few years, Ruth Anna is uprooting once again to join the E&E program. She is thrilled to be settling back into academia where she can delve into her interests in literacy, bilingual education, and the teaching of English to deaf students.



Chinyere Florence Uzogara is glad to join Rackham's English and Education graduate program this year, an opportunity to immerse in a new part of the country after living on both the east and west coasts. After two seminal courses in American Studies and Semiotics while in high school, Chinyere formed an interest in interdisciplinary undergraduate study, choosing to major in English and Economics at Boston University. Intrigued by the combination of Literature and Composition Pedagogy at the graduate level, she then engaged this scholarship at The University of Massachusetts, Boston, and began her career as an academic tutor and writing lecturer after earning her Masters in English. There, coaching both undergraduates and graduate students in the arts and sciences made her curious about multi-generational literacy in urban populations, so Chinyere then gained a range of service-learning experiences in K-12 education, at literacy programs in Boston and the San Francisco Bay Area. A lover of short stories and art illustration, she enjoys local and international travel that enables her to explore dialects of English and explore how to teach writing at the university level. At JPEE she wants her scholarship to inform effective programs for academic, cultural, and economic literacy so that students will have more seamless university transitions and persist on their academic paths.

The JPEE is Proud to Announce:

The Inaugural Linda Pinder Fellowship

This fellowship was created thanks to a generous gift from Randall (Randy) Pinder and Paul Pearson. In keeping with the sense of community they helped to create when they were in Ann Arbor, Randy and Paul chose to use their resources to provide support for a student who has achieved candidacy, is finishing the dissertation, is on the job market, and has teaching as the only other type of support during the final year.

Keen observers of their friends in the Program, Randy and Paul saw how difficult it was for students to simultaneously try and finish a dissertation, search for a job, and continue to teach. They concluded that providing support so that a student could have a term without teaching would help diminish the stress often experienced by students in their final semesters in the Program.

Named in honor of Randy's mother, a teacher, this award demonstrates how giving priority to education extends from one generation to another in families. And by providing a legacy for future JPEE students, it also illuminates how the sense of community that pervades our Program extends across scholarly generational lines.

Christopher Gerben was selected to be the first recipient of the award.



Dr. Randall A. Pinder



JPEE Awards

Hannah Dickinson was the recipient of one of the 2011 Rackham Outstanding Student Instructor Awards. This award recognizes exceptional ability and creativity as a teacher, service as an outstanding mentor, and continuous growth as a teacher and scholar. The Rackham Outstanding GSI Award is a highly competitive award: there were only twenty recipients across the entire university in 2011.

Shelly Swearingen, Steven Engel, Liz Homan, and Christie Toth received Rackham Graduate Student Research Grants.

Shelly Swearingen and Christopher Gerben were awarded Rackham Graduate School Humanities Fellowships in 2011.

During 2010-2011, the following students were awarded a Rackham One-term Dissertation Fellowship: **Steven Engel, Carlton (Zak) Lancaster, and Stephanie Moody.**

JPEE Current Student Activities

With **Anne Ruggles Gere** and fellow English educators and teachers from across the country, JPEE students wrote a recently published National Council of Teachers of English (NCTE) four-book series entitled *Supporting Students in a Time of Core Standards: English Language Arts, Grades 9-12* (**Danielle Lillge & Crystal VanKooten**), *Grades 6-8* (**Rebecca Manery**), *Grades 3-5* (**Elizabeth Homan & Sarah Swofford**), *Grades PreK-12* (**William Hutchinson & Justine Neiderhiser**). They will be part of two presentations at this November's NCTE Conference: "Supporting Students in the Time of Core Standards (6-8)" and "What Do We Wish College Freshmen Knew About Writing?"

Steve Engel is a Graduate Student Mentor (GSM) for the English Department Writing Program.

Steve Engel will present at this year's NCTE conference. His paper is entitled "Not in Some Atemporal Ether: Using a Real-Time Collaborative Text Editor to Challenge Plagiarism."

Steve Engel, Danielle Lillge, and JPEE alumna **Melinda McBee Orzulak** presented at the NCTE Conference on English Education (CEE) in June. Their panel explored how they used discourse analytic concepts and flexible teaching practices in their work with undergraduate teacher candidates across semesters.

Steve Engel, Chris Gerben, and **Ben Gunsberg** presented their panel, "Room to Roam: Navigating the Promise and Perils of 'Enhanced' Classrooms," at the Computers and Writing conference in May.

Steve Engel and **Chris Gerben** continue their work at the Center for Research on Learning and Teaching (CRLT) as Graduate Teaching Consultants and as part of the Instruction Technology Graduate Teaching Consultants group.

Brett Griffiths and **Christie Toth** continued to spearhead the Community College Interdisciplinary Research Forum (CCIRF) with their colleague Kate Thirolf. CCIRF hosted its first conference in May, attracting approximately 150 attendees from community colleges across the region and universities around the country.

Brett Griffiths, Christie Toth, and Kate Thirolf are presenting their research on instructors of English at two-year colleges at NCTE this fall.

Over the summer **Justine Neiderhiser** and **Zak Lancaster** worked with Anne Gere on a corpus analysis of incoming students' directed self-placement (DSP) essays.

Tim Green, Anne Porter, and **Christie Toth** continue to do research with the Sweetland Center for Writing, working with Anne Gere on theorizing a nuanced, genre-specific way of conceptualizing student writing abilities.

Tim Green and JPEE alumna **Beth Davila** were part of a research team with **Anne Curzan** in the English Department Writing Program, developing a new end-of-term assessment for first-year writing courses.

Ben Gunsberg's article, "Make it Now: Quickmuse and the Arrival of Fast-Track Composition," is forthcoming in the *Journal of Electronic Publishing*. Also, he presented "Technological Enchantment and Literacy in the Digital Age" at UM's Institute for the Humanities, September 20, 2011.

Liz Homan, Danielle Lillge, Justine Neiderhiser, Christopher Parsons, Sarah Swofford, Crystal VanKooten, and **Chinyere Uzogara** contribute to the Policy Research Briefs that appear in each issue of the National Council of Teachers of English's quarterly *Council Chronicle*.

Liz Homan and **Justine Neiderhiser** are currently teaching parallel sections of English 225. They have co-planned these sections in order to learn more about their teaching and draw on one another's strengths. They are also occasionally visiting each other's classes in order to learn from one another's teaching styles and approaches to teaching writing.

JPEE Current Student Activities continues...

Lizzie Hutton's book of poetry, *She'd Waited Millennia*, came out this fall from New Issues Press.

Zak Lancaster is working on a research study through the Sweetland Center for Writing (SCW) and the (CRLT) which investigates the impact of metacognitive interventions on students' disciplinary thinking and writing.

In February, **Zak Lancaster** presented with his research team at SCW and the CRLT at the Writing Research Across Borders II conference at George Mason University, where he also presented with **Anne Gere** and **Moisés Perales Escudero** based on their corpus analysis of DSP essays.

JPEE alumni **Laura Aull** and **Moisés Perales Escudero**, and **Zak Lancaster** presented their DSP corpus work at the American Association of Applied Linguistics (AAAL) in Chicago in March.

This summer **Becca Manery** conducted her fifth workshop for Chicago Shakespeare Theater's Bard Core professional development program for Chicago public high school teachers. Also, three of her poems were published in *Ennui* last winter.

Anne Porter presented the following papers: "Neoliberal Reconfigurations of 'Literacy as White Property': The Bush-Era 'Advancing Global Literacy' Campaign" at the 10th Annual Critical Race and Anti-Colonial Studies conference, at University of Alberta in Edmonton, Canada; "Sponsoring 'Green' Subjects: The World Bank's 2009 Youth Essay Contest" at the Writing Research Across Borders (WRAB) II Conference held at George Mason University on February 19, 2011; "Writing Our Relations: Environmental Ethnography as a Transformative Genre" at the College Conference on Composition and Communication" in Atlanta, GA; and "Listening to the Voices of Generation 1.5 Writers: Implications of Student Interviews" at the 22nd Penn State Conference on Rhetoric and Writing Across Language Boundaries on July 12, 2011.

Melody Pugh, **Justine Neiderhiser**, and **Sarah Swofford** are serving as the coordinators of the Language and Rhetorical Studies interest group. They hosted a very successful graduate student conference in September called "Making Meaning: Language, Rhetoric, and the Power of Access."

Christie Toth is collaborating with administrators and faculty at Portland State University and three community colleges to develop Directed Self-Placement (DSP) procedures at the University of the District of Columbia Community College, Saint Paul College, and South Texas College. This project, which is funded by a Next Generation Learning Challenges grant, is called DSP Plus, and it is designed to improve student persistence by enabling many who would otherwise have been required to enroll in developmental writing courses to choose between taking a developmental course or a college-level composition course. DSP Plus uses Learner Web, a nonprofit self-paced learning software developed at Portland State, to give students taking the college-level course the option of signing up for supplemental writing support that combines face-to-face tutoring and targeted online instruction.

This summer **Chinyere Uzogara** participated in the Rackham Sumer Institute as a Rackham Merit Fellow, and is part of the Minor in Writing Working group.

Crystal VanKooten published her paper "A New Composition, a 21st Century Pedagogy, and the Rhetoric of Music" along with the accompanying video project "Writing with Sound: The Rhetoric of Music" in the Spring 2011 issue of the online journal *Currents in Electronic Literacy*. Her chapter "Toward a Rhetorically Sensitive Assessment Model for New Media Composition" was also recently accepted for publication in the forthcoming edited collection *Digital Writing Assessment and Evaluation*. She has also been actively involved over the past year in giving presentations at several conferences, including the National Council of Teachers of English, Computers and Writing, and Writing Program Administrators.

2010-2011 Dissertations

Laura L. Aull

Forgotten Genres: The Editorial Apparatus of American Anthologies and Composition Textbooks

Chair: Anne Ruggles Gere

Though university English textbooks are widely circulated and heavily critiqued (for example, for being didactic and oversimplified), we have little understanding of how and why they function the way they do. This dissertation project suggests we can learn about how textbooks construct fields and positions of authority through the material that distinguishes textbooks: their editorial apparatus — specifically textbook prefaces and introductions, which I call apparatus genres. As a beginning inquiry into how these genres function, this dissertation takes a corpus linguistic (computer-aided) and rhetorical approach to apparatus genres in popular American literature and college composition textbooks over time. The discourse patterns therein are considered in light of rhetorical genre theory with the valuable addition of concepts from social psychology positioning theory, especially to consider: (1) narratives of disciplinary paradigms and shifts; and (2) discursive positioning of student, editor, and instructor authority.

Bethany Townsend Davila

Enduring Patterns: Standard Language and Privileged Identities in the Writing Classroom

Co Chairs: Anne Curzan and Anne Ruggles Gere

This dissertation explores the indexicality (the ideological process that links language and identity) of “standard” edited American English (SEAE), revealing common patterns that associate privileged, white students with standardness and disassociate marginalized—especially African American—students from SEAE. Importantly, this project argues that SEAE both signals identity *and* is rhetorically constructed as linguistically neutral. Throughout this project, I examine the presence, perpetuation, and production of ideologies related to language, standardness, and privilege—specifically standard language ideology (SLI) and whiteness—in instructors’ talk about student writing. These ideologies simultaneously justify the indexicality of SEAE and work to position SEAE as linguistically neutral, a positioning that masks the troubling indexical patterns described in this dissertation. Ultimately, this dissertation offers inroads to challenging SEAE’s indexicality and perceived neutrality, both of which offer unearned privilege to some students at the expense of others and, in the process, perpetuate race- and class-based privilege.

Hannah Andrews Dickinson

Composing Violence: Student Talk, University Discourse and the Politics of Witnessing

Chair: Anne Ruggles Gere

Drawing on analysis of twenty-five student essays, twenty-five interviews with the students themselves, and three group discussions, my dissertation offers composition scholars and instructors a rich picture of how violence is composed in higher education settings. Demonstrating that student writing about violence is varied and unpredictable, I combat characterizations of this writing as sentimental and solipsistic and acknowledge the potential power of students’ discursive engagements with violence. To this end, I aim to help composition scholars and instructors expand their expectations of student writing about violence; make visible the political and ethical risks of reproducing taken-for-granted definitions of violence and victimization; and encourage students to explore their own positionalities within global and local discourses of violence.

Moisés Damian Perales Escudero

EFL Critical Reading of Transnational Political Opinion Texts: A Design-Based Study

Co Chairs: Diane E. Larsen-Freeman and Mary J. Schleppegrell

This dissertation examines the emergence of rhetorical inferencing, intercultural awareness, and ideological critique in college-level ESL learners in the context of a critical reading intervention that used rhetorical and linguistic analysis to teach learners how to read US journalistic opinion texts critically. The dissertation offers new theorizations of audience and L2 culture teaching. The empirical results illustrate the role of semantic parsing and rhetorical genre knowledge in making plausible rhetorical inferences. The results have implications for reading comprehension theory and pedagogy, audience theory, and L2 culture theory and pedagogy.

Melinda J. McBee Orzulak

Understanding Language to Support Equitable Teaching: How Beginning English Teachers Engage Complexity, Negotiate Dilemmas, and Avoid Deficit Ideologies

Co Chairs: Donald Freeman and Lesley Ann Rex

This qualitative study provides illustrations embedded in case studies of four focal preservice English teachers and illuminates how they negotiated dilemmas related to linguistically informed principles (LIP) and folk beliefs about language (FBL). The study addresses gaps in what researchers know about how to support new teachers as they negotiate understandings about language from their coursework, pre-existing beliefs, field experiences, and ongoing practice. Results describe language-related dilemmas in English language arts classrooms and linguistic and discourse analytic concepts that grounded participants' responses to these dilemmas. The illustrations exemplify how participants engaged with LIP that enabled them to resist deficit ideologies in their interactions and ways of talking with and about students; how participants responded to unexpected moments of language complexity; and how they negotiated language-related dilemmas, engaging with standard language ideologies and obstacles to discussing language and race in relation to power.

Randall Alphaeus Pinder

Adult Learners' Understandings and Expectations of Literacy and Their Impact on Participation in Adult Literacy Programs

Chair: Anne Curzan

While millions of adults participate in adult literacy programs in the United States each year, approximately half will leave programs before officially completing the requirements or expectations of sponsors. This dissertation project explores the understandings and expectations of literacy held by adult participants in adult literacy programs and how their understandings and expectations might affect their participation within programs. Through ethnographic and qualitative methods, this study illuminates the perspectives of 19 adult learners in two adult literacy programs (one ABE; the other GED), highlighting their understandings and expectations of literacy and their goals and motivations for program participation. It also considers the understandings of instructors, staff, and administrators and how these relate to those of the adult learners.

Staci Shultz

Literacy Sponsorship in the Digital Extracurriculum: How Students' Participation in Fan Fiction Sites Can Inform Composition Pedagogy

Co Chairs: Anne Ruggles Gere and Elizabeth Birr Moje

This dissertation is a qualitative study that examines college students' participation in online fan fiction websites. Using a framework of literacy sponsorship (Brandt, 2001) as well as positioning theory, I study the social and material conditions of these 21st-century sponsors in an effort to determine how students' writing practices in the digital extracurriculum can inform composition pedagogy.



Laura Aull
Commencement
2011

JPEE Alumni

Laura Aull ('11) has just begun her first year as Assistant Professor in the department of English at Wake Forest University in North Carolina. She teaches a first-year writing seminar and an upper-level rhet/comp (with corpus linguistics) course, and she is helping to build the new Wake Forest Writing Program, which she will direct in four years. She enjoyed presenting with Christie Toth and Tim Green at the WPA Conference this summer, and she is looking forward to presenting with Anne Ruggles Gere, Zak Lancaster, and Moisés Perales Escudero at CCCC in March 2012 (both on Directed Self-Placement). An article based on some of her dissertation work entitled "Students creating canons: a pedagogical approach" will appear in *Pedagogy* in Winter 2013, and she is very happy to keep in touch with many JPEEs; to be running a half marathon on Thanksgiving with her dad; and to be amidst warm southern weather and people.

Stephen Bernhardt ('81) continues to teach at the University of Delaware in professional writing. Just this September, he accepted a joint appointment in the College of Health Sciences, where he works closely with the Dean to promote funded research activity, encourage writing in the disciplines, and plan for a new health science and technology campus on the site of a decommissioned, 300-acre Chrysler manufacturing site. The university's most pressing concern, following a recent Middle States accreditation visit, is to increase diversity in all areas of the University and especially among the undergraduate population. They have hired English Education faculty who take an active scholarly interest in race and class, in how new teachers are treated in schools and in how the most deserving, not to say needy, students are sometimes ill-served by our systems. Stephen would encourage JPEE students to develop interests that universities are much concerned with, including scientific and medical literacies, writing in the disciplines, and multimodal composition.

Jennifer Buehler ('09) is the 2011 winner of the NCTE Promising Researcher Award for her ethnographic research on school culture in an urban high school. She received a 2012 Saint Louis University Faculty Research Leave to begin new ethnographic work at a St. Louis high school designed to serve youth ages 17-21 who have chosen to return to school after experiencing an interruption in their education. She continues to host Text Messages, a monthly podcast on young adult literature sponsored by www.readwritethink.org, and she serves on the board of directors for ALAN, the Assembly on Literature for Adolescents of NCTE.



School of Education

Mike Bunn ('10) recently began his second year as faculty in the University of Southern California writing program, where he teaches upper- and lower-level writing courses, and helps facilitate graduate teacher training. His article, "Reading Like a Writer," was published by *Writing Spaces* earlier this year, and he is looking forward to co-facilitating a new Special Interest Group—"The Role of Reading in Composition"—at the upcoming CCCC conference in St. Louis.

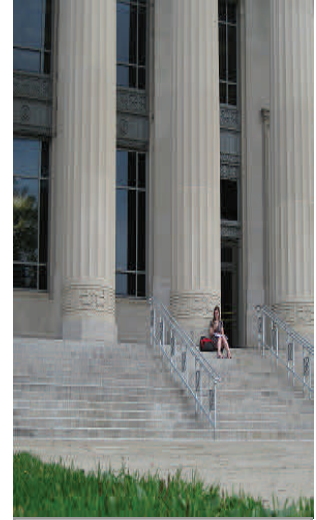
JPEE Alumni continues...

Christian Dallavis ('08) is currently serving as the director of the Notre Dame ACE Academies, a comprehensive school reform effort based at Notre Dame. They work with three Catholic elementary schools in Tucson, Arizona and will expand to the Tampa area next year. He recently had two articles published: one in *Multicultural Perspectives*, entitled “‘Because that’s who I am’: Extending theories of culturally responsive pedagogy to consider religious identity, belief, and practice”; the other in *Education and Urban Society*, entitled “Qualified sociopolitical consciousness: Complicating culturally responsive pedagogy in faith-based schools.” He and his wife are expecting their third boy in November.

Moisés Perales Escudero ('11) is currently working as Associate Professor of Language and Education at the Universidad de Quintana Roo, in south-eastern Mexico. He continues to do research on English as a Foreign Language literacies and L2 culture pedagogy. Next year he will be presenting papers at the First Systemic-Functional Linguistics Colloquium in Puebla, Mexico, and at the meeting of the International Association for Intercultural Education in Veracruz, Mexico.

Vicki Haviland ('04) is working at the University of Michigan School of Education on the development of a partnership between the School of Education (SOE) and Detroit Public Schools (DPS). The team spent last year working on small projects in 5 arts-focused schools in Detroit and are continuing to work with the new administration in DPS to develop a plan for a long-term affiliation between DPS and SOE that we hope to debut in 2012-13. At the same time, Vicki continues to lead the secondary English program at SOE, working with JPEE graduate students such as Steve Engel, Danielle Lillge, and Liz Homan; JPEE alums like Melinda McBee Orzulak; and new faculty member Chandra Alston on teaching an array of classes for undergraduate teacher interns in English. Like the SOE in general, we're including more focus for teacher interns on breaking complex teaching moves into more specific practices.

Zandra L. Jordan ('06) is Assistant Professor of English (Rhetoric & Composition) at Spelman College. She co-directs SpEl.Folio, Spelman's electronic portfolio initiative, and coordinates First-Year Composition. She has several forthcoming publications: “Found Literacy Partnerships: Service and Activism at Spelman College,” and “*Students' Right*, African American English, and Classroom Writing Assessment: Considering the HBCU.” Zandra participated in the 2011 Dartmouth Summer Seminar on Composition Research sponsored by the Dartmouth College Institute for Writing and Rhetoric and the Council of Writing Program Administrators. The Council of Writing Program Administrators selected her Dartmouth Summer Seminar project on African American English and college writers to receive a small grant.



Angell Hall



School of Education

JPEE Alumni continues...

Thomas Philion ('93) is enjoying his third year as Associate Dean of the College of Education at Roosevelt University. He is most proud of the fact that their English Education program was nationally recognized by NCTE in August, and their College was recommended for continuing NCATE accreditation at about the same time. He led both of these efforts, has learned a lot about accreditation and program review, and has really come to appreciate the processes, despite some of the problems and inefficiencies that exist. Ironically, just as these accomplishments happened, the job market for teachers tanked, student debt hit its highest levels ever, and the State of Illinois ratcheted up the admission standard for teacher candidates to quite possibly the highest in the nation. The RU English Ed program is hanging on, but Thomas finds himself thinking more and more about how to develop all of their teacher education programs to recruit more academically qualified candidates and still sustain their strong track record of student diversity.

Anne Reeves ('01) is head of the education department at Susquehanna University in PA. Her new book, *Where Great Teaching Begins: Planning for Student Thinking and Learning*, will come out in November 2011. She will be presenting a talk connected with this at the ASCD conference in Philadelphia in March.

Sarah Robbins ('93) is the Lorraine Sherley Professor of American Literature at Texas Christian University in Fort Worth, TX. She's been busy on the conference circuit, partly to promote *Nellie Arnott's Writings on Angola, 1905-1913*, which she co-edited with historian Ann Pullen. Sarah organized two sessions on the intellectual work of editing for the summer meeting of the American Literature Association and presented at the fall gathering of the American Studies Association. On sabbatical for the 2011-12 academic year, she is working on a monograph about women's rhetoric in cross-cultural teaching narratives at the turn into the 20th century and how those discourse patterns carry over into the way we talk about educating marginalized students today. This fall will see the publication of a collection of memoir essays by international faculty women, *Bridging Cultures*, which Sarah co-edited with Federica Santini and Sabine H. Smith.

Gary Salvner ('77) continues as Professor and Chair of the English Department at Youngstown State University, where he co-directs the YSU English Festival with fellow JPEE grad Jeff Buchanan. This past year he published "A Closing Lesson" in the *Ohio Journal of the English Language Arts* and "Outside the Classroom: Celebrating YA Literature at the English Festival" in *The ALAN Review*; he also gave the keynote address at the College English Association of Ohio spring conference. Last December he stepped down after ten years as Executive Secretary of ALAN, and in November he will receive ALAN's Hipple Award for service to the organization. Next summer he will retire after 35 years at YSU (the last 14 as English Department chair).



School of Education

JPEE Alumni continues...

David Schaafsma ('90) was waiting to see if he would ever publish anything again, after a decade or so without a book, but he seems to be on track again... He is working with **Todd DeStigter ('96)** in the English and Education program in the English Department at University of Illinois at Chicago (UIC), and this is his eleventh year there! This spring the book was published, after more than eight years of work: David Schaafsma and Ruth Vinz, with Randi Dickson, Sara Brock and Nick Sousanis, *On Narrative Inquiry: Approaches to Language and Literacy Research* (Teachers College Press, 2011). This fall David is also sending off to TC Press a book he has been editing, *Jane Addams, Hull House and the Call to Democratic Education*, which features a lead essay by Todd DeStigter! David and his wife, Tara, have five kids, Sam (15), Ben (12), Harry (6), Hank (5), and Lyra (4). So all's great!

Lulu Sun ('89) sent two press releases, to fill us in on what has been happening over the past eight years. This spring she was promoted to Full Professor of English at the University of Massachusetts, Dartmouth, retroactive to September 1, 2004. The AAUW press release states: "The American Association of University Women (AAUW) applauds the Massachusetts Commission Against Discrimination for its decision in favor of Lulu Sun, an English professor at the University of Massachusetts, Dartmouth, who claimed the university discriminated against her on the basis of gender, race, and national origin and retaliated against her for complaining." The Massachusetts Commission Against Discrimination (MCAD) decision is historic and precedent-setting, and it received a lot of press coverage, including *The Boston Globe*, *The Boston Herald*, and *The Chronicle of Higher Education*. The MCAD press release can be found at: <http://www.mass.gov/mcad/documents/Sun%20v.%20UMass%20Dartmouth%20press%20release.pdf>.

Ebony Elizabeth Thomas ('10) is looking forward to the December 2011 publication of her co-edited volume, *Reading African American Experiences in the Obama Era: Theory, Advocacy, Activism*. Her article with Kelly Sassi ('08), "An Ethical Dilemma: Talking About Plagiarism and Academic Integrity in the Digital Age," appeared in the July 2011 issue of *English Journal*. She continues to research and teach courses in adolescent literacy and English education at Wayne State University.

Heather Thomson-Bunn ('09) is Assistant Professor of English and Director of First-Year Writing at Pepperdine University in Malibu, CA. She teaches English Composition, Advanced Composition, Language Theory, and Professional Writing, and she is developing a senior seminar for English Education majors. This year she is leading a team of faculty dedicated to assessing student writing, as part of a university-wide GE assessment plan.

Margaret K. Willard-Traub ('98) is directing the Writing Program at the University of Michigan-Dearborn, and for the last few years has been collaborating with colleagues in France and Lebanon on transnational, writing research projects. Students involved in these projects come from UM-Dearborn, Université Blaise Pascal (Clermont-Ferrand), and the American University of Beirut. In May Margaret traveled to Beirut to give a talk with her colleague Bill DeGenaro, which centered on the literacy profiles his students at AUB and hers at UM-D had written of each other. Their project has now grown to a wider collaboration between writing program faculty and students at these two institutions. Bill, Dacia Dressen-Hammouda (who teaches at Blaise Pascal), and Margaret will be talking about aspects of these various projects at CCC in St. Louis.





School of Education

Hail! to the victors
valiant
Hail! to the
conqu'ring heroes
Hail! Hail! to
Michigan,
the leaders and
best
Hail! to the victors
valiant
Hail! to the
conqu'ring heroes
Hail! Hail! to
Michigan,
the champions
of the West.



Angell Hall

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