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Recent Dissertations

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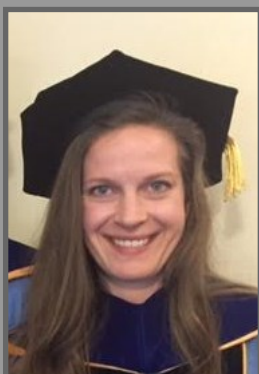
Rebecca Manery, Ph.D.

"Languages, Literacies, and Translations: Examining Deaf Students' Language Ideologies through English-to-ASL Translations of Literature."

Ruth Anna Spooner, Ph.D.

Strangers at the Table: Student Veterans, Writing Pedagogy, and the Possibility of Hospitality in the College Composition Classroom"

Joanna Lin Want, Ph.D.



Ruth Anna Spooner

Dimensions and Directions

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

Volume 23

Fall 2016

From the Chair

Greetings from Ann Arbor where we have enjoyed a truly marvelous fall—warm days, lots of sunshine, and weeks of colored leaves. The arrival of five new students made the fall even more delightful. You can learn more about each of these newbies in the pages that follow, but I can tell you that they are an extraordinary group. For the first time in my memory an entire cohort passed the language exam in September.. That's right, every single one of these five students fulfilled the foreign language requirement at the advanced level just days after they had arrived on campus. Since I've had all of them in my seminar this fall, I can also tell you that they are impressive students who help to make every class discussion stimulating.



Professor Anne Gere

In praising this new group, I don't mean to slight the equally impressive continuing students in the Program. As you can see in the pages that follow, these more experienced students are making presentations at national conferences, publishing articles in professional journals, winning awards both locally and nationally, initiating projects, and making significant contributions to the teaching mission of the University. In addition to everything else, their numbers include winners of two highly competitive awards: a Rackham Outstanding Graduate Student Instructor Award and a Rackham Predoctoral Fellowship.

The three students who graduated in June add to our distinguished alumni. You can read summaries of each of their dissertations in this newsletter, and I'm sure you will find each as fascinating as I did. These three have now moved on to take up positions at other universities, and you will be hearing more from them in the years to come. And speaking of hearing, it is wonderful to have three full pages filled with accounts of the many successes of JPEE alumni. They have published books and articles, won national awards, developed programs, been elected to national offices, and contributed to the profession in multiple ways. Thanks to all who sent updates, and we look forward to hearing from more of you next time.

In closing I want to repeat what I've often said: Students make JPEE a terrific program. The introductions to the newest members of our community, the accomplishment of current students, and the many contributions of alumni show how talented, committed, and just plain smart everyone in JPEE is. You all make me very proud.



Fall 2016 Cohort

Life at Michigan

With talented faculty, staff and students from all over the world, the iconic U-M campus is filled with unique perspectives, opportunities and events. It all takes place within the vibrant setting of Ann Arbor, a town known for its lively arts scene, culture, parks and restaurants.



Megan Carlson grew up in Birmingham, Alabama, and attended Auburn University for her BA in English. After undergrad, she got her MA in Professional Communication at Clemson University with her research focusing on healthcare communication. It was at Clemson where Megan first taught and fell in love with college composition, which led her to follow her teaching interests in secondary education. She taught three years of sophomore and senior English in Indianapolis, including a dual credit composition course, and then completed one year of teaching at a community college in Louisville, Kentucky. In addition to her commitment and passion for education, Megan's background in the sciences and healthcare communication inspired her to join Michigan's interdisciplinary E&E program and pursue research in writing in the sciences, scientific and medical rhetoric, and examine how to better support women in the sciences.



scientific and medical rhetoric, and examine how to better support women in the sciences.

Jathan Day is a first-year JPEE student hailing from Anchorage, Alaska. He received a BA in English Literature and Languages (Japanese) and an MA in English from the University of Alaska Anchorage. He has experience teaching preparatory writing, first-year composition, technical writing, science writing, and persuasive writing; he is also formally trained to teach online courses. Jathan's current research interests include digital literacies, critical discourse analysis, memetics, local advocacy, and ecocriticism.

Naitnaphit Limlamai grew up outside Los Angeles, California. At 18 she fled east to Boston College to earn degrees in Applied Psychology and Philosophy. She then completed her Masters in Education with the Alliance for Catholic Education (ACE) teaching program at the University of Notre Dame, which shipped her off to teach high school English and French at an under-resourced Catholic school in St. Augustine, Florida. It was on the lonely 12-hour drives between Florida and South Bend that her love for teaching was realized. In fact, thinking about education would grow to consume her. She knew what she wanted to do for the rest of her life.



She's recently completed thirteen years of teaching high school English: in a prison, in Paris, in Boston; in St. Augustine, in Atlanta, in Brooklyn; she's taught high-risk, no-risk, and kids who won't take risks. Her husband and dog Charley still live in Atlanta, in a house that backs up to the railroad tracks. There's a Civil War battlefield in the neighborhood. Naitnaphit wants to teach future English teachers; her research interests include a focus on curriculum and instruction, specifically social justice / empathy education for the urban and suburban elite and helping to ensure that students from all income brackets receive a high quality education. She is also interested in teacher-teacher and teacher-student collaboration models and how to create a classroom culture conducive to effective teaching and learning.

Originally from Ohio, **Michelle Sprouse** holds a BA in English Literature from Miami University and MAT in Secondary Education from Western New Mexico University. As a result of more than a decade as a middle and high school teacher in indigenous schools in New Mexico, Michelle developed research interests in culturally-relevant curriculum design and digital literacy. She sees the intersections between these two areas as critical for student and school success in an increasingly diverse and technology-dependent society. Her experiences as an instructor in an alternative-licensure program have also inspired interest in teacher preparation and collaborative professional development.



Kristin vanEyck grew up on the west side of the state and is a life-long Michigander. After graduating from Calvin College in 2006 with a degree in English and secondary education, Kristin taught high school English for 9 years, where she focused on developing a nonfiction curriculum and a series of nonfiction courses for 11th and 12th grade students. She finished her M.Ed. in 2012, and spent two years determining whether she wanted to pursue school administration or doctoral work. In the end, her desire to write and remain in the classroom was greater than her desire to move into administration. Kristin still lives on the west side of the state, in Grand Rapids, with her husband and two children.

JPEE Current Student Activities...

Ann Burke, Ben Keating, Anna Knutson, Ryan McCarty, Molly Parsons, and Elizabeth Tacke are serving on the Language and Rhetorical Studies steering committee alongside Moira Saltzman from Linguistics.

Gail Gibson, Ben Keating, Elisabeth Tacke, and Emily Wilson are working for the Sweetland Center for Writing leading Admissions Essay Workshops in Detroit for high school students preparing to apply for college.

Anne Gere, Lizzie Hutton, Ben Keating, Anna Knutson, Naomi Silver, and alumna **Christie Toth**, have an article forthcoming in the March 2017 issue of *College English*, “Mutual adjustments: Learning from and responding to transfer student writers”.

Ben Keating presented with Anne Gere and Naomi Silver about the research that the Sweetland research team conducted on transfer students' writing transitions at CCCC '16 (Houston) in a session chaired by **Anna Knutson**.

This fall at the Sweetland Center for Writing, GSRA's **Elizabeth Hutton, Ben Keating, Ryan McCarty, and Emily Wilson** are continuing to work with Anne Gere to write a book about the recently-completed writing development study. They are analyzing data from 168 students collected over the course of four years and approaching the data from many different angles including students' development in audience awareness, disciplinary knowledge, and responses to feedback.

Elizabeth Hutton, Ben Keating, Anna Knutson, Ryan McCarty and Emily Wilson have also worked with Anne Gere to launch the MWrite program this fall, which is implementing writing in a variety of STEM classes, including economics, statistics, and chemistry. The team is working to analyze students' writing as well as conducting interviews to assess students' level of critical engagement with both writing and course content.

Anna Knutson and **Aubrey Schiavone** presented at CCCC '16 (Houston) on the transfer of extracurricular literacy learning with alumna **Melody Pugh** and Jenae Cohn (Stanford).

Anna Knutson and **Ryan McCarty** presented at Council of Writing Program Administrators (CWPA) '16 in Raleigh on findings about Science, Technology, Engineering, and Mathematics (STEM) writers from the Writing Development Study conducted by the Sweetland research team.

Merideth Garcia and **James Hammond** led the Rackham Interdisciplinary Workshops on Teaching and Technology during 2015-2016.

Ryan McCarty is coordinating events for RELATE, a science communications workshop that sponsors ‘Science by the Pint’ where experts explain complex ideas to folks at a bar.

Molly Parsons is currently supporting instructors in the English Department Writing Program as a Graduate Student Mentors for 2016-2017.

Emily Wilson presented “Reframing Mainstream: Disabled Voices in the Secondary English Classroom” at the Graduate Student Community Organization (GSCO) and at the Becoming Educators of Tomorrow (BET) Conference.

JPEE Awards

Ann Burke, Ben Keating, Anna Knutson, James Hammond and Bonnie Tucker received Rackham Graduate Student Research Grants.

Jathan Day and **Kristin vanEyck** received Rackham Merit Fellowships.

Gail Gibson and **Aubrey Schiavone** were awarded English and Education Research Grants.

Merideth Garcia received a Shapiro/Malik/Forrest Award for 2015-2016, and the Center for the Education of Woman, Gail Allen Scholar Award. This award honors her impressive accomplishments and perseverance in pursuing her academic goals.

During 2015-2016, the following students were awarded a Rackham One-term Dissertation Fellowship: **Ann Burke, James Hammond, Molly Parsons** and **Aubrey Schiavone**.

James Hammond has been awarded an Outstanding Graduate Student Instructor Award from Rackham. James has taught with great success in the English Department Writing Program and in the teacher preparation program in the School of Education. James's students laud the ways he skillfully provides students with intensive individual support, genuine inspiration, highly practical pedagogical strategies, strong writing instruction, and the skills to reflect on their own learning and teaching.

Anna Knutson was awarded the Hawisher and Selfe Caring for the Future Award to attend Computers and Writing '16 (Rochester) and participate in the Graduate Research Network.

Chris Parsons and **Bonnie Tucker** were awarded Rackham Graduate School Humanities Fellowships in 2016.

Gail Gibson has been selected to receive a Rackham Predoctoral Fellowship for 2016-2017. This highly competitive fellowship is awarded to students working on dissertations that are unusually creative, ambitious, and impactful.

Aubrey Schiavone received the Rackham Summer Award and was awarded the Council of Writing Program Administrators -GO Travel Grant Excellence Award.

Joanna Want received the Linda Pinder Fellowship for 2016. This Fellowship was created thanks to a generous gift from Randall Pinder and Paul Pearson, and it is named for Randy's mother, who was a teacher. 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.



2015-2016 Dissertations

Rebecca Manery, Ph.D.

The Education of the Creative Writing Teacher: A Study of Conceptions of Creative Writing Pedagogy in Higher Education."

Co-chairs: Anne Ruggles Gere and Petra Kupperts

This qualitative study responds to ongoing discussions in creative writing studies about the lack of discipline-specific pedagogic training for graduate creative writing students. Currently, 33 U.S. graduate programs offer creative writing pedagogy courses, but these courses have gone virtually unexamined in the literature. Through phenomenographic interviews with seven creative writing pedagogy teachers at six U.S. graduate creative writing programs and an analysis of their course syllabi, this dissertation project investigated how instructors of those few courses offered in creative writing pedagogy prepare future instructors. This study discovered significant variation in creative writing pedagogy course parameters and in creative writing pedagogy teachers' conceptions of teaching described in terms of five categories of pedagogic identity. Guiding objectives for creative writing pedagogy courses drawn from all five pedagogic identities are identified. These objectives and the categories of pedagogic identity discovered in the data are intended to provide creative writing and creative writing pedagogy teachers, program administrators, and scholars with tools useful for reflection, evaluation, and planning for the future education of creative writing teachers.

Becca is teaching at Ball State University in the creative writing program.

Ruth Anna Spooner, Ph.D.

Languages, Literacies, and Translations: Examining Deaf Students' Language Ideologies through English-to-ASL Translations of Literature."

Chair: Anne Curzan

This qualitative study explores fourteen deaf and hard-of-hearing high school students' complex and often conflicting language ideologies surrounding spoken English, print English, and American Sign Language (ASL). The analysis focuses on how the students' beliefs, values, and attitudes about languages shape their engagement (or lack thereof) with print literacy. In particular, this project examines the students' reactions to their first experiences of ASL translations of English literature alongside traditional print English texts in their English/Language Arts classes. The study results explore how the students' ideologies are affirmed, called into question, or even contradicted in response to this pedagogical intervention.

Ruth Anna is teaching at the Rochester Institute of Technology in the English Department.

Dissertations continue...

Joanna Lin Want, Ph.D.

Strangers at the Table: Student Veterans, Writing Pedagogy, and the Possibility of Hospitality in the College Composition Classroom"

Co-chairs: Anne Ruggles Gere and Megan Sweeney

Joanna's dissertation contributes to a better understanding of Post-9/11 student veterans' academic experiences in the college composition classroom. She interviewed twenty-four student veteran informants enrolled in a one four-year institution about their experiences as college writers, using hospitality as a conceptual framework to interpret their narratives. Hospitality is an orientation of openness to others and the practice of hosts receiving and welcoming guests. Viewing the classroom as a space where diverse individuals temporarily gather together, she outlines the possibilities and limitations of hospitality as a guiding pedagogical framework in the composition classroom. Her dissertation offers a model of the college composition classroom as a hospitable space, and she argues that hospitality draws necessary attention to axes of difference operating among classroom participants and to the temporary nature of any specific class. Based on student veteran informant narratives, she theorize teachers as hosts, students as guests, and teacher and students as strangers who can mutually influence one another.

Joanna is teaching in the writing program at Norte Dame.

The Yellow & Blue

Sing to the colors that float in the light;

Hurrah for the Yellow and Blue!

Yellow the stars as they ride through the night,

And reel in the rollicking crew;

Yellow the fields where ripens the grain,

And yellow the moon on the harvest wain;

Hail!

Hail to the colors that float in the light;

Hurrah for the Yellow and Blue!



In memory: Alumni William Craig Rice (1955 – 2016) received his Ph.D. from JPEE in 1991. At the time of his death he was an American educator. He was the Director of the Division of Education Programs of the National Endowment for the Humanities He received his bachelor's and master's degrees at the University of Virginia, where his studies focused on English and American literature. While at Michigan he won a Hopwood Writing Award and the Brubacher Prize in the History of Education. His publications include: *Public Discourse & Academic Inquiry*, *Characteristics of Exemplary Schools*; *Harvard Review* commemorating Seamus Heaney's Nobel Prize; and more than fifty articles, reviews, essays, stories, and poems. He has also worked as an Alfa Romeo mechanic, a warden at the Adirondack Mountain Reserve, and the manager of an antiques shop.

JPEE Alumni ...

Laura L. Aull ('11) received a Spencer Postdoctoral Fellowship from the National Academy of Education for 2016-2017 to support of her second book project. The project examines the development and use of generalist essays in U.S. schools and mass literacy over the past 100 years in light of corpus linguistic patterns across essays during that time. In particular, she aims to systematically examine patterns such as generalizations in light of essay history and implications for the frequent use of the essay in U.S. writing instruction and assessment. Laura will spend part of her time this year writing in the Cayman Islands, home to JPEE alum **Randall Pinder** and honorary alum Paul Pearson, where she will also complete her technical diver training to dive at deeper (200-foot) depths on rebreather systems. This year, Laura and JPEE alum **David West Brown** authored (and revised, and revised again) a forthcoming article in *Research in the Teaching of English* entitled "Elaborated Specificity vs. Emphatic Generality: A Corpus-Based Comparison of Higher and Lower Scoring Advanced Placement Exams in English." Laura will give a keynote address at the Writing Analytics conference at University of Southern Florida in January on using corpus analysis of metadiscourse features in student writing to inform program and student assessment. She is up for tenure this year at Wake Forest University.

Steve Bernhardt ('81) recently retired from the University of Delaware and now resides permanently in Santa Fe, New Mexico. He enjoyed 15 years as the Kirkpatrick Chair in Writing at UD, including five as department chair. He provided instructional leadership in writing in the disciplines and problem-based learning, while offering a range of courses in professional writing. Steve continues to consult with the pharmaceutical industry, most recently with Lilly on a project to reduce the size of their clinical trial reports. He also continues to develop content for *Writer's Help*, an online handbook from Bedford/Macmillan that is in use in 500 colleges and universities. Steve plans to continue to enjoy travel with his wife, Midge, with trips to Italy, Chile, Greece, and Spain and future plans for the southern Mediterranean. Midge and Steve will also be frequent visitors to DC to see daughter Grace (who writes contracts and bids for a large behavioral/mental healthcare provider) and her husband Daniel (who plays in the ceremonial Pershing Army Band at Arlington). They have two young children, Kaiden and Isabel Grace, who make grandparenting a wonderful part of life. Steve will attend CCCC in Portland and hopes to get together with JPEE students and faculty. He welcomes questions from current students or alumni about building careers in professional writing.

Jennifer Buehler ('09) is currently serving as President of ALAN (the Assembly on Literature for Adolescents of NCTE) and chaired the 2016 ALAN Workshop in Atlanta. Her workshop theme was "Innovators, Visionaries, and Rebels: Celebrating Risk Takers in Young Adult Literature." Jennifer's book, *Teaching Reading with YA Literature: Complex Texts, Complex Lives*, will be published this fall by the National Council of Teachers of English's Principles in Practice imprint, edited by fellow JPEE alum **Cathy Fleischer**. Her profile of Matt de la Peña, winner of the 2016 Newbery Award for *Last Stop on Market Street*, appeared in the annual July/August awards issue of *Horn Book Magazine*. Jennifer contributed front matter (an essay and suggestions for further exploration) for a new Penguin Classics Deluxe Edition of *Lord of the Flies* that will be published in November. She also published three final episodes to wrap up her work on ReadWriteThink's Text Messages YA lit podcast, which she has hosted since 2008. Now an Associate Professor of English Education at Saint Louis University, she was honored as 2016 Woman of the Year by the SLU Women's Commission.

Shawn Anthony Christian ('03), Associate Provost and Associate Professor of English and African American studies at Wheaton College (MA), has published *The Harlem Renaissance and the Idea of a New Negro Reader* (University of Massachusetts Press, 2016) and "Enacting 'Smoke, Lilies, and Jade' as Black Gay Print Culture" in *Ethnic Studies Review* 36.1,2 (Spring 2016 [2013]): 21-35.

Bethany Davila ('03) is an assistant professor at the University of New Mexico where she teaches in the Rhetoric and Writing program. Her research focuses on perceptions of written standardness in relationship to perceptions of student-author identities. She has articles on this topic in *Written Communication* and forthcoming in the *WPA Journal*. In 2016, Beth won the Award for Innovation from the Council on Basic Writing for developing and implementing a Stretch and Studio Composition program at UNM. Two articles about this program are forthcoming in *Composition Studies* and *Composition Forum*. She is also co-editing a collection on bullying in the WPA workplace.

Brett Griffiths ('15) What a year! Since she established the Reading and Writing Studio at Macomb Community College, it has held over 6000 appointments with approximately 1800 students. It has worked with faculty across the disciplines to help them incorporate notions of genre analysis and language diversity into their assignments, and it has collaborated to create in-class academic literacy supports for courses across the disciplines. Last winter, Brett co-founded a magazine of student writing and design with English and Media Arts faculty. The result, SKETCHES, celebrates multi-modality and interdisciplinary writing. Their team received \$6000 from the college to develop this innovation. In the future, they hope to host a truly multimodal journal online, where they can also showcase audio and visual, in addition to the print copy. Additionally, the Reading and Writing Studios have just been awarded a \$45,450 grant to collaborate on county initiatives to better foster the development of academic literacy in high schools, to support students' transfer of that knowledge, and to improve awareness about students' language identities and rights as one important aspect of both development and transfer in the region. Brett's scholarly work this year includes contributing to TYCA's white paper on placement and joining the editorial board for TETYC and hosting the MCEA/MIWCA Joint Conference in Michigan this fall, with keynote speaker Geneva Smitherman. She will be presenting at IWCA, CRLA, and NCTE this year, as well as contributing to the TYCA workshop at CCCC in the spring. She was grateful to be an invited lecturer at the Big Data Summer Institute at University of Michigan this past spring, she and her students explored expectations and strategies for scientific writing and teaching, and she has article proposals accepted and under review at three peer-reviewed journals. Look for *Class in the Composition Classroom*, due out from Utah State University Press in time for CCCC this spring and the article she wrote with Christie Toth, "Rethinking Class: Poverty, Pedagogy, and Two-Year Colleges." Hoping everyone in the JPEE community has a fantastic year. Onward, all!

Michael McClure ('93) contributed an article "The Sanity Project: How to Live in the Real Academia," published in *Forging a Rewarding Career in the Humanities: Advice for Academics*, ed. by Karla P. Zapeda and Ellen Mayock, Rotterdam: Sense Publishers, 2014. 113-124.

Tim Murnen ('02) is currently Interim Director of the School of Teaching & Learning at Bowling Green State University. In this role he oversees much of the teacher education of approximately 700 graduates each year. A key component of this has been the development of partnerships with area schools--the Adopt-An-Apprentice program--which has entailed revising and embedding coordinated field experiences across the teacher ed curriculum throughout students' four years at BGSU. He continues to teach Language Arts Methods as well as general methods courses in the Secondary and Middle Childhood Education programs. In 2014 he received a Fulbright-Hays grant to take 10 high school teachers to Poland, Hungary, and Greece to follow in the footsteps of six Toledo-Area Holocaust survivors. He continues to explore that research through interdisciplinary curriculum development projects with partners in the School of Art, and he currently serves on the board of the OCHGE (Ohio Council of Holocaust and Genocide Education), promoting Holocaust education in a state that has not yet embraced a mandate to teach about the Holocaust. In May he led a study abroad trip to Ireland (the Republic of, as well as Northern Ireland) to look at the impact of the 100 year anniversary of the Easter Rising. He continues to explore the intersection of language arts and social studies and its impact on literacy, particularly through the critical exploration of primary documents, personal narrative, media, and 21st century curriculum tools. In his spare time he rehabs vintage bicycles for use by international graduate students who come to BGSU.

continues...

Gary Salvner ('77) has been retired since 2012, living part of the year in North Carolina, but he is still active in the position of co-chair of the English Festival at Youngstown State University, a program to celebrate and reward reading and writing among young people. This is the first calendar year since 1968 that he has not done at least some teaching. At NCTE in Atlanta, He will receive the lifetime service ALAN Award for "distinguished contributions to the field of young adult literature."

In May 2016, **Sarah Ruffing Robbins** ('93) completed a term as interim dean of the Honors College and a global learning fellowship in the Koehler Center for Teaching and Learning at TCU. She is currently enjoying a semester's research leave. She's at work on several place-based civic engagement projects, including a partnership with the Juliette Gordon Low Birthplace of Girl Scouting in Savannah. Recent publications include "Social Action in Cross-Regional Letter Writing: Ednah Cheney's Correspondence with Post-Bellum Teachers in the US South" in the *The Edinburgh Companion to Nineteenth-Century American Letters and Letter-Writing*. Her new monograph, *Learning Legacies: Archive to Action through Women's Cross-Cultural Teaching*, will be published by the University of Michigan Press in spring 2017.

Kelly Sassi ('08) an Associate Professor at North Dakota State University, continues to direct the Red River Valley Writing Project and recently joined the national leadership team for the College-Ready Writers Program. She recently published an article titled, "Native American Adaptations of Culturally Relevant and Responsive Pedagogy in an Art and Writing Workshop at a Native American School" with Denise Lajimodiere in the online journal, *Ubiquity*.

In March 2017, **Jennifer Sinor** ('00) has two books coming out. The first, *Letters Like the Day: On Reading Georgia O'Keefe*, is a collection of lyric essays inspired by the letters of modernist Georgia O'Keefe. The essays are experimental in form, weaving together archival work, memoir, and a lifetime of studying women's writing. The second book, *Ordinary Trauma*, is a memoir that uses short, telegraphic pieces to reveal the moments in life that are made to appear ordinary but wound nonetheless. Both books are a continuation of the work Jennifer first began at Michigan when she studied the diary of her great, great, great aunt Annie Ray, a woman who homesteaded in the Dakotas in the late nineteenth century,

Lulu Sun ('89) has an update regarding the two complaints she filed at MCAD (Massachusetts Commission Against Discrimination), one in 2005 and one in 2006. In 2011, an MCAD Hearing Officer ruled that the University had unlawfully discriminated against her. The University appealed part of the Hearing Officer's Decision. In 2014, the Full Commission upheld the initial ruling. The two URLs (a press release and an article) discuss the complaints: American Association of University Women (AAUW) press release: <http://www.aauw.org/article/decision-in-sun-v-umass-dartmouth/> and an article titled "Sexist, racist discrimination in academia--the case of Lulu Sun:" <http://www.coffee-love-matrixalgebra.com/?p=159>

Crystal VanKooten ('14) had several articles published. "'The Video Was What Did It For Me': Developing Meta-Awareness about Composition across Media" in *College English*; "Singer, Writer: A Choric Exploration of Sound and Writing" in *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*; "Identifying Components of Meta-Awareness about Composition: Toward a Theory and Methodology for Writing Studies" in *Composition Forum*; and with Angela Berkley, "Messy Problem-Exploring through Video in First-Year Writing: Assessing What Counts" in *Computers and Composition*.

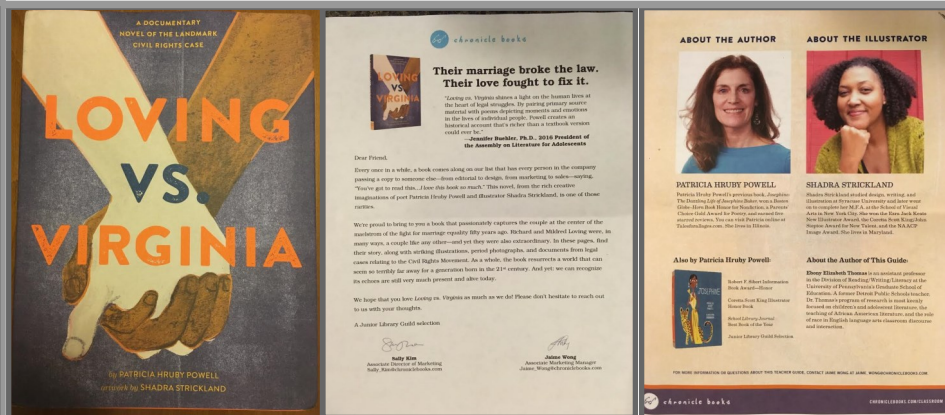
Morris Young ('97) has just begun his tenth year as a faculty member at the University of Wisconsin-Madison where he directs the first-year writing program. He also been appointed to a five-year term as a Nancy C. Hoefs Professor of English which provides additional research support for his work. Morris is currently working on a special issue of *Enculturation* with his colleague, Terese Guinsatao Monberg (Michigan State), continuing to work on a project that examines Asian American rhetorical space, and supervising many graduate students. He was recently back in Ann Arbor for the 2016 IWAC conference and couldn't believe that it had been 25 years since he began the JPEE.

JPEE takes great pride having Jennifer Buehler and Ebony Thomas representing the Program in this space!

LOVING VS. VIRGINIA

By Patricia Hruby Powell and artwork by Shandra Strickland

In the spring of 2016 the marketing team at Chronicle Books asked Jennifer Buehler ('09) if she would write a blurb for the documentary novel of the landmark civil rights case. Who knew they would use her blurb in their catalog and at the very top of their promotional letter? And at the same time, Ebony Thomas ('10) was working on a reader's guide for the book.



Results of the 2015 MLA Elections

Anne Ruggles Gere was elected second vice president of the association. She will serve in that office from 11 January 2016 through the close of the January 2017 convention and will automatically become first vice president in 2017, serving in that office through the close of the January 2018 convention. Her term as president will begin after the close of the January 2018 convention and will continue through the close of the January 2019 convention.



Stephen Dunning Student Support Fund

As you think about your end-of-year charitable contributions, please consider a gift to the Stephen Dunning Student Support Fund. This is the fund that supports special events, provides Chalk and Cheese refreshment, and, when monies permit, supplements research-related expenses for graduate students.

Contributions of all sizes are most welcome. Write checks to the University of Michigan E&E Gift Account and send them to Jeanie Laubenthal, Joint Ph.D. Program in English & Education, 610 E. University, 4204 SEB, Ann Arbor, MI 48109-1259.

We're on the Web: <https://jpee.lsa.umich.edu/>

A Special Thank You to Contributors:



School of Education

The University of Michigan's strategic plan for diversity, equity and inclusion outlines a commitment of \$85 million in new resources over the next five years to initiatives that will create an inclusive and equitable campus; recruit, retain and develop a diverse university community; and support innovation and inclusive scholarship and teaching"



Angell Hall

Timothy P. Anderson
Sandra Balkema
Paula Barnes
James and Brita Beitler III
Anne G. Berggren
Stephen Bernhardt
James and Julie Bradford
Judson and Catharine Bradford
Thomas and Kathryn Bradford
Charles and Suanna Breed
David West Brown
Martha K. Burnstein
Jeffrey Buchanan
Jennifer L. Buehler
Michael and Heather Bunn
Anne L. Curzan
Ken and Bette Davis
Todd D. DeStigter
Lahna F. Diskin
Rollin G. Douma
Edward W. Ducharme
Sarah Dunning
Lindsay M. Ellis
Edmund and JoAnn Farrell
Paul and Bayan Feigenbaum
William and Janice Feigenbaum
Cathy A. Fleischer
June Ferrill
Harold and Greta Foster
Gail Schaefer Fu
Susan Gardner
Anne Ruggles Gere
Jeanne W. Halpern
Victoria Haviland
Harold & Lynne Henderson
Roberta J. Herter
Christine Hult
Marion L. Huyck
Rona Kaufman
William and Virginia Knox
Barry Koops
Carlton & Pam Lancaster
David F. Lardner
Pamela Larmee
John S. Lofty
Ann B. Loveland
Elizabeth A. Masciale
Lawrence J. McDoniel
Virginia Monseau
Stephanie L. Moody
Emily Nye
Francis & Melinda McBee Orzulak
Lee Odell
Paul Pearson and Randall Pinder
Thomas R. Pillion
Margaret B. Pigott
William Craig Rice
Sarah Robbins
Randall Roorda
Gary and Kathy Salvner
Enrico and Kelly Sassi
John C. Schafer
Suzanne B. Spring
John & Sharilyn Steadman
Patricia Stock
Richard E. Templeton
Ebony E. Thomas
Margaret K. Willard-Traub
Carla L. Verderame
Alisea Williams
Morris Young

