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Dimensions and Directions

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

Volume 25

Fall 2018

From the Chair

Recent Dissertations

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Merideth Marie Garcia, Ph.D.

Textual Transactions: Recontextualizing Louise Rosenblatt's Transactional Theory for the College Writing Classroom

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The Past Year in the Joint Ph.D. Program in English & Education



Professor Anne R. Gere

JPEE recently underwent a Rackham review, something that happens every five years for all graduate programs. Although it was time-consuming to put all the materials together, it was both rewarding and encouraging to read the results. Our placement record continues to be impressively high especially as compared with many other programs. Students report considerable satisfaction with their overall graduate school experience, and they view the relatively new the one-to-one new student-mentor program as an unqualified success.

This new approach to mentoring pairs each entering student with a faculty member who has similar scholarly interests. The two agree on a mentoring plan and meet on a regular basis throughout the first year. In some cases the relationship continues on to the dissertation committee, and in others students move on to different mentors as their interests shift and change. Either way, though, students claim that faculty mentors provide invaluable support for navigating the transition to graduate school.

In looking over the Rackham list of current students as well as those who graduated recently, I am reminded of what an accomplished group it is. Most of this newsletter is devoted to lists of dissertations completed, conference papers given, leadership positions taken, articles and books published, and awards received. It is a very impressive collection of achievements, and it speaks to the very high levels of scholarship among JPEE students and graduates. I hope you enjoy reading about all of them.

Our newest group of students are also introduced in this newsletter, and we were delighted to welcome each of them this fall. They have all adjusted well and are beginning to make important contributions as both teachers and students. I am confident that they will follow the model of their peers and move on to, in the words of JPEE alum Morris Young, "do the JPEE proud."

Sincerely,

Anne Ruggles Gere

Fall 2018 Cohort



Andrew Moos grew up in Kansas where he first became interested in writing and education issues while attending school in a small, rural town. He continued his education and interests in issues related to writing by earning his undergraduate degrees in English and in Modern Languages from Emporia State University. During the time he spent working on his MA in English from the University of Kansas, he investigated issues related to responding to and assessing student writing as well as the training of teachers to respond to student writing. In continuing his education at the University of Michigan, he is excited to investigate further into issues of equitable and transparent writing assessment practices that aid all students in developing their writing abilities.

Kathryn (Katie) Van Zanen grew up between the Midwest and Eastern Europe, but calls Grand Rapids, Michigan, home. After earning a B.A. in Writing from Calvin College, she worked at an community development NGO in Cairo, Egypt. She returned to the States to earn an MA in English from Boston College. Her research interests include writing classes as sites for developing habits of citizenship and the ways in which college students use writing to enact social and political change.



After receiving her B. A. in Spanish from the University of Tennessee at Martin, **Crystal Zanders** spent seven years teaching in a variety settings and subjects (most often English or Language Arts) in the rural South where she witnessed first-hand the successes and limitations of educational trends in student literacy. During that time, she earned a M.A.T. in secondary education from Mississippi State University. She took a break from K-12 to focus on her own writing and attained an M.F.A. in poetry from the University of New Mexico, serving as a teaching assistant in the English department and as an adjunct in the adult education department at the local community college. Her goal in attending Michigan is to conduct research that promotes change in literacy instruction and educational inequity for historically underserved populations in rural settings.



JPEE Current Student Activities

In January 2019, the University of Michigan Press is publishing *Developing Writers in Higher Education: A longitudinal Study*, edited by **Anne Gere**. This book presents findings from a study of writing development among 169 undergraduate students. In addition to Anne Gere, the book's authors are **Laura Aull, Gail Gibson, Lizzie Hutton, Ben Keating, Anna Knutson, Zak Lancaster, Ryan McCarty**, Naomi Silver, **Sarah Swofford**, and **Emily Wilson**.

Anne Gere, Emily Wilson, Naitnaphit Limlamai, Kate Saylor, and Raymond Pugh's article entitled "Writing to Learn Science: An Analysis of Assignments" will be published in a special issue of *Written Communication* (Jan 2019). The issue focuses on writing-to-learn in Science, Technology, Engineering and Mathematics (STEM).

Recent JPEE alumni **Ann Burke** and **Naitnaphit Limlamai** teamed up with two local high school teachers to present at the Michigan Council of Teachers of English Fall Conference on reclaiming high school English classrooms in an "age of accountability."

Jathan, Day, Michael Hoffman, Megan Garver, Ruth Li, Naitnaphit Limlamai, Adrienne Raw, and **Emily Wilson** have been working with the Humanities Collaboratory Book Unbound project, where they are developing an online engagement platform to accompany *Developing Writers*.

Kelly Wheeler, Kendon Smith, Adriene Raw, Ruth Li, Megan Garver, and **Jathan Day** are serving on the Rackham Interdisciplinary Workshop Language and Rhetoric Studies steering committee.

Adrienne Raw and **Jathan Day** along with Professor David Gold from the English Department are working a research project on students' online writing practices.

Jathan Day presented "Course Management Systems as Sponsors of Accessibility" at Conference on College Composition and Communication (CCCC) in March 2018 and at Computers & Writing in May 2018.

E&E alum **Susan Gardner** from Walla Walla University and **Naitnaphit Limlamai** presented with colleagues from the University of Iowa on teaching writing in the neoliberal classroom at CCCC.

Megan Garver, Kelly Wheeler and recent JPEE alumna **Anna Knutson** presented at the Watson Conference in Louisville, KY.

James Hammond and **Adrienne Raw** continue the Rackham Interdisciplinary Workshop on Teaching and Technology.

James Hammond and **Adrienne Raw** are currently supporting instructors in the English Department Writing Program (EDWP) as a Graduate Student Mentors for 2018-2019.



James Hammond and Adrienne Raw

JPEE Current Student Activities continues...

Sarah Hughes, Naitnaphit Limlamai, and Adelay Witherite presented at the 2018 NCTE Annual Convention in Houston, TX. Their panel, titled “What We Talk About When We Talk About Racism: Digging Deeper with Discourse Analysis,” was based on critical discourse analyses of first-year composition students' written comments about the meaning of racism as well as Eula Biss's award-winning Notes from *No Man's Land* (2009).

Sarah Huges, Naitnaphit Limlamai, and Adelay Witherite will also present at the 2019 CCCC. Their presentation, “Getting Woke and Staying Woke: Reflective Approaches to Anti-Racist Dialectic Moves” pertains to promoting civic discourse in the composition classroom, developing anti-racist teacher training and teaching pedagogies, and using autoethnography as a means to surface racial bias.

Ruth Li, Ryan McCarty, Elizabeth Tacke, Kristin vanEyck, Katie Van Zanen, Kelly Wheeler, and Crystal Zanders facilitated the Detroit college admissions essay workshops for high school students.

Anna Knutson, Naitnaphit Limlamai, Ryan McCarty, Emily Wilson and **Anne Gere** have an article “A Tale of Two Writing Prompts” in a forthcoming issue of the *Writing Across the Curriculum* (WAC) journal.

Naitnaphit Limlamai presented at a Japan-US teacher education consortium in Honolulu, Naitnaphit and her former high school teaching colleagues presented on adapting Lesson Study for an American high school English classroom.

Emily Wilson collaborated with **Casey Otemuyiwa**, and **Naitnaphit Limlamai** to present on teaching for linguistic diversity at CCCC.

Naitnaphit Limlamai is recent article in *English Journal* deals with surfacing language ideology among high school students. She also serves as a representative-at-large for the Michigan Council of Teachers of English and reviews for the *Michigan Reading Journal*.

Emily Wilson, and **Naitnaphit Limlamai** continue their work as Graduate Student Research Assistants in the Sweetland Center for Writing, where they work on a wide variety of projects ranging from longitudinal research on undergraduate writing development to supporting student writing in large science courses and the effects of writing on the acquisition of content knowledge.

Ryan McCarty is serving as the Chemistry Science Communication writing mentor, teaching bi-weekly workshops.

Ryan McCarty's longitudinal study of Spanish-English speaking student experiences from high school to college is entering its 4th year. The first article from that study “Translational Learning” appeared in *Composition Studies* this fall. In March, he will be presenting more data from that study at CCCC.

Michelle Sprouse's article “Weaving Tapestries of Sexuality and Race in Woolf's *Orlando* and Alexie's *Flight*” was recently published in a *Virginia Woolf Miscellany* special issue on Woolf and indigenous literatures.

Elizabeth Tacke developed/published a 10th grade curriculum for Wolverine Pathways called “Writing Ourselves: Exploring Identity through Rhetorical Analysis and Critical Literacy.”

Co-founder and co-facilitator **Elizabeth Tacke** established the new Rackham Interdisciplinary Workshop Carceral Studies, that is focused on carceral studies. Their aim is to provide a space for graduate students to share and connect across their work on prisons, asylums, etc.

Elizabeth Tacke was part of three panels: “Animating Disclosure: Rhetorical Negotiations of Disability” at the Rhetoric Society of America Conference, in May 2018, “Rhetorical, Embodied, and Relational Laboring: Navigating Disability Disclosure” at CCCC in April 2018, and “More than Either/Or: Navigating Disclosure in Academic Spaces” at the Modern Language Association (MLA), January 2018.

Kristin vanEyck presented her work on translingual definitions and pedagogy at the annual CCCC convention, and she presented “Feeling Some Kind of Way: Deepening Considerations of Translingual Differencing” at the 2017 Midwest Modern Language Association (MMLA).

Kelly Wheeler presented at the 21st Great Plains Alliance for Computers and Writing Conference in Minneapolis. This summer she graded the AP Language and Composition exam for the College Board in Tampa, FL and evaluated over 1,000 essays in a week’s time. She also interned with Computers and Composition Digital Press (CCDP) <http://ccdigitalpress.org.proxy.lib.umich.edu/>. There she worked on vetting the two new publications for the press and checked the new website for errors. She also created webposts that focused on accessibility and authors of publications for the press.

Welcome Back Dinner Fall 2018



ElizabethTacke, Naitnaphit Limlamai, Michelle Sprouse, Emily Wilson, and Megan Garver

Sarah Hughes



Crystal Zanders with Professor Anne Curzan



JPEE Awards

Jathan Day was selected as an Open Education Research Fellow for the 2018-2019 year. Under this fellowship, he is working on a research project looking at how students use hypothesis (it is spelled this way) to supplement their classroom discussions about reading, and he attended this year's Open Ed Conference in Buffalo, New York.

James Hammond was the 2017-2018 James A. Winn Graduate Student Fellow at the Institute for the Humanities where his project was, "Composing Eugenics: Race and Ability in the History of Writing assessment, 1869-1938," "Despite showing that writing assessment has long been a site of race discrimination, scholars have yet to produce a study tracing this discrimination to eugenic ideology. Targeting this critical gap, "Composing Eugenics" interrogates how ideas about "writing" and how to assess it were influenced by emerging eugenic ideas and ideals between 1869 and 1938—a formative period for the emergence of writing assessment in the United States.

Michael Hoffman and **Elizabeth Tacke** have been selected to receive a Harold and Vivian Shapiro/John Malik/Jean Forrest Award

Students honored at the 2018 Rackham Celebration of Accomplishments for their support of students throughout the academic year included: **Lizzie Hutton, Meredith Garcia, Adrienne Raw, and Elizabeth Tacke.**

Ryan McCarty and **Elizabeth Tacke** were awarded Rackham Graduate School Humanities Fellowships in 2018.

James Hammond, Anna Knutson, and Elizabeth Tacke were awarded English and Education Research Grants.

Casey Otemuyiwa, Adrienne Raw, and Emily Wilson received Rackham Graduate Student Research Grants.

Elizabeth Tacke was awarded an Outstanding Graduate Student Instructor Award from Rackham. Elizabeth has taught with great success in the English Department Writing Program and in the teacher preparation program in the School of Education. She was also a recipient of the 2018 David and Linda Moscow Prize for Excellence in Teaching Composition. This award is given to instructors remarkable for the energy, passion, insight, pedagogical skill and creativity, and commitment they bring to the teaching of writing.

Kelly Wheeler is working as part of a team called First Five Med, which won a \$7,500 grant for Public Health's Innovation in Action <http://innovationinaction.umich.edu/winners/>.



Anne Ruggles Gere
Honored as a
Michigan Professor of the Year

Anne Ruggles Gere, an Arthur F. Thurnau Professor and Director of the Sweetland Center for Writing has been named a Michigan Distinguished Professor of the Year by the Michigan Association of State Universities.

Gere, the Gertrude Buck Collegiate Professor of Education and chair of the Joint PhD Program in English and Education, was honored April 20 by the organization that represents the state's 15 public universities, in recognition of her innovative approaches to pedagogy and the numerous programs she has initiated to strengthen undergraduate education.

“Professor Gere, a national leader in developing new writing pedagogies, combines close work with students, training of peer educators, engagement with faculty, and information from learning analytics to strengthen students' writing and the learning that accompanies it,” said U-M Provost Martin Philbert, who nominated Gere for the honor.



JPEE Welcome Back Dinner August 30, 2018

Anne recruiting future joint Ph.D. students for English and Education

The Victors
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!

2017-2018 Dissertations

Ann Carroll Burke, Ph.D.

Understanding College-bound Students' Perceived Preparedness and Expectations for College-level Writing

Co-chairs: Anne Ruggles Gere and Melanie Yergeau

Ann explores potential connections between college bound students' writing self-efficacy and perceived preparedness to write at the college level, based on how college-level writing has been previously represented to them. The qualitative interview study prompted students to reflect on their expectations for college-level writing and who and what influenced their expectations and perceived preparedness for college-level writing. The dissertation offers important implications for how educators and educational institutions represent college-level writing to students and the ways in which those representations influence students' perceived preparedness and expectations for college-level writing.

Ann is an Assistant Professor in the Writing, Rhetoric, and American Cultures (WRAC) department at Michigan State University.



Elizabeth Bachrach Hutton, Ph.D.

Textual Transactions: Recontextualizing Louise Rosenblatt's Transactional Theory for the College Writing Classroom

Chair: Anne Ruggles Gere

Lizzie's dissertation, reconsiders Louise Rosenblatt's late-career transactional theory of reading and writing (1991) in light of her little-scrutinized early affiliations with Boasian anthropology, French literary comparatism, and Deweyan aesthetics of the 1920s and 30s. Such an historical recontextualization shows Rosenblatt's early work and later transactional theory to have developed an increasingly sophisticated alternate model for college-level instruction in literacy and cultural interpretation, one that resists the disaggregations of reading (literature) and writing (composition) that have so long structured U.S. English departments. Even more specifically, Hutton finds Rosenblatt's consolidation of transatlantic progressive pragmatism and anthropologically inflected literary criticism to be especially germane for generating more robust theorizations of the college-level reading-writing connection, or the dynamics of literacy knowledge transfer across the activities of culturally-sensitive reading and writing.



Lizzie Hutton, Director, Howe Writing Center & Assistant Professor of English, Miami University (Ohio).

Dissertations continue...

Merideth Marie Garcia, Ph.D.

Networked Ethics: A Qualitative Study of Digital Device Use in Two High School ELA Classrooms

Co-chairs: Chandra Alston and Anne Ruggles Gere

Drawing on interviews with 24 students and three teachers in two small, suburban, public high schools, this qualitative study asks how networked devices matter to students and teachers who use them daily in both personal and academic spaces. The study investigates the ways in which public and policy discourses contribute to the practices and perspectives of students and teachers as they negotiate the role of networked devices in English Language Arts (ELA) classrooms, developing personal norms for what constitutes acceptable uses of cell phones, tablets, and laptops and making decisions about what aspects of digital literacies belong to the ELA curriculum. The findings suggest that students and teachers see their decisions about personal device use through ethical frames—the dynamic and flexible boundaries that people draw around their networked reading and writing opportunities for the purpose of creating or maintaining relationships with a particular ethical character. Understanding networked device use as bound up in students' and teachers' ethical frames reorients our attention from devices as agents of distraction to the ethical relationships that students and teachers wish to propose through digital reading and writing in and for the classroom. It reframes questions of appropriate use of technology as questions of identity, agency, and power because it holds each reading and writing act on a networked device as a potential representation of a relationship with the self, with known others, with school, or with society.



Merideth is an Assistant Professor of English at the University of Wisconsin-La Crosse with a joint appointment in the School of Education.

Benjamin Keating, Ph.D.

Ideologies of Language, Authority, and Disability in College Writing Peer Review

Co-chairs: Anne Curzan and Anne Ruggles Gere

Peer review is intended to help students cultivate a sense of authority over the texts they produce and to support them as they position themselves as new members of scholarly or professional communities. Yet questions about equity in peer review remain vexing: Does peer review, which remains widespread in the writing classroom, work as intended for all students, or can it reproduce the same hierarchies, boundaries, and systems of oppression it seeks to destabilize? In my dissertation, *Ideologies of Language, Authority, and Disability in College Writing Peer Review*, I explore these questions by examining the role of difference in peer review groups. Based on ethnographic observations, interviews with students, and audio-recordings of peer writing groups at a linguistically diverse and non-selective regional university in the Midwest, I argue that for multilingual students and students who identify as disabled, peer review can become an inequitable space that de-authorizes rather than authorizes them as writers and peer reviewers. I conclude that inclusive models of peer review will require an intersectional approach grounded in scholarship around language diversity, disability studies, and antiracist theory.

Ben is an Assistant Professor at Wake Forest University, Winston-Salem, NC.



Dissertations continue...

Anna Victoria Knutson, Ph.D.

"It's All Part of an Education:" Case Studies of Writing Knowledge. Transfer across Academic and Social Media Domains Among Four Feminist College Students

Co-chairs: Anne Ruggles Gere and Melanie Yergeau



In response to ongoing questions about writing knowledge transfer generally and transfer between online and academic contexts more specifically, this longitudinal study of eight intersectional feminist college students was designed to explore whether and how these writers made connections between digital extracurricular and academic contexts of writing. Through my analysis of four writers' experiences writing within and across domains, this dissertation sheds light on two previously under-explored types of writing knowledge transfer across domains, moving in both directions: the transfer (and transformation) of genre knowledge from academic contexts into digital extracurricular contexts, and the transfer of content knowledge forged through online reading into academic writing assignments. Ultimately, this study found that in some cases undergraduate writers may transfer writing knowledge across online and academic domains, and that they demonstrate considerable resourcefulness

when doing so: when faced with an unprecedented, unfamiliar, or ill-defined rhetorical situation in one domain, four participants in this study drew on resources from another domain (e.g., academic genre knowledge; extracurricular content knowledge) in order to support their performance. These participants' experiences reinforce models of writing knowledge transfer that emphasize adaptation or transformation, and they also suggest that more sustained attention should be paid to the roles of digital extracurricular writing, multimodal composition, and reading in future transfer research.

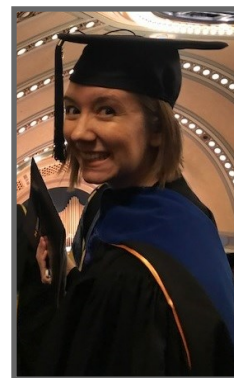
Anna took a position at East Tennessee State University, Johnson City, TN as Assistant Professor of Literature & Language and Director of Composition.

Bonnie Tucker, Ph.D.

For-Profit Colleges as Literacy Sponsors: A Turn to Students' Voices

Chair: Anne Ruggles Gere

Bonnie's dissertation analyzes large publicly traded for-profit colleges' writing courses and students' reports of their literacy practices in these courses. She combines the reports of 14 current students at two large publicly traded for-profit colleges with recent news media descriptions of literacy at for-profits to provide a fuller view of literacy sponsorship at these unique universities. Although news media reports describe for-profit students as ignorant, illiterate victims of aggressive corrupt recruiting tactics or even criminals complicit in federal financial aid fraud, participants' reports in this dissertation show that even before attending a for-profit college, they had extensive experience with a variety of literacy practices, and many are enthusiastic about writing. However, Bonnie's dissertation also reveals that large publicly traded for-profit colleges provide a narrow model of writing with courses focused on standardized conventions and on writing as an asocial activity, which means students do not gain a sense of writing as a rhetorical, social activity or understand audience awareness. She concludes that this privatized literacy sponsorship model shifts both the risks of college costs and the responsibility for benefiting from writing courses or literacy activities onto students themselves—resulting in a system where the few rare well-prepared, focused students flourish but the majority of students flounder.



Bonnie is an Assistant Professor of English at the St. Mary's College, Moraga, CA.

JPEE Alumni ...

Laura Aull ('11) spent much of last year working on her book *Student Discourse and School Genres*, which offers a corpus linguistic analysis of key discourse and stance patterns in argumentative and explanatory genres written by successful first-year and upper-level students. The book is under contract with MLA and should come out in late 2019 or early 2020. Laura has also enjoyed teaching first-year writing, an advanced academic research and writing seminar (with a largely WAC approach), and structure of English over the past year. Laura continues to enjoy living between North Carolina and the Cayman Islands (where her partner lives), where she is happy to regularly see JPEE alum **Randall Pinder** ('11) and honorary alum Paul Pearson. Three other highlights from the year include hosting JEPP alum **David West Brown** ('08) as a speaker at Wake Forest, collaborating with JPEE alum **Zak Lancaster** ('12) on a chapter on stance as style, and serving as the editor of the new *Assessing Writing* Tools and Tech Forum, which offers brief reviews of assessment resources (if you have an assessment tool you want to review, let her know!).

Steve Bernhardt ('81) is enjoying retirement from the University of Delaware, where he was the Kirkpatrick Chair in Writing for 15 years. He does miss teaching, particularly the work with multidisciplinary Ph.D. students in a NSF-funded project to build ethics, teamwork, communication, and business development into graduate science education. He misses working across disciplines with various faculty on active, problem-based learning (work that began for Steve as a member of the ECB team in 1977-80). And he misses his work as a Health Science faculty member, contributing to the development of a new health science and technology campus. But he is keeping busy writing guides to writing in various disciplines (most recently, engineering, art, nursing, psychology, professional writing, and science). He and his co-author, Nancy Sommers at Harvard, are developing these guides as part of Version 3.0 of *Writer's Help*, from Bedford/Macmillan. Each guide is approximately 100 screens. Beta testing begins next fall. Steve continues to work with various pharmaceutical companies (currently Pfizer and GSK) on the design and development of clinical trial protocols and reports. He and Midge both enjoy good health, two beautiful grandchildren in DC, and lots of travel (Amsterdam and Paris next week).

Bethany Davila ('11) is an associate professor of Rhetoric and Writing at the University of New Mexico. She recently won the Council of Writing Program Administrators' Outstanding Scholarship Award for her article, "The Inevitability of Standard English" published in *Written Communication* in 2016. Her co-edited collection *Defining, Locating, and Addressing Bullying in the WPA Workplace* (Utah State University Press) will be out in December 2018.

Brett Griffiths ('15) is the director of the Reading and Writing Studios (RWS) at Macomb Community College. For the past two years, she has overseen a grant-funded initiative that brings writing instructors at high schools, two-year colleges, and four-year universities together for the purpose of making more visible the cultural expectations and pedagogical approaches across institutions. Ultimately, this work aims to help students navigate and adapt to shifting expectations and approaches in their writing curriculum. Some of the tools developed to support the RWS and the collaborations across high schools and college are being incorporated into the early middle college professional development curriculum for the Michigan Department of Education. She currently serves as a member of the Executive Committee for TYCA Midwest. Her scholarship has appeared in CCC, TETYC, and Praxis. Additional work is forthcoming in *Pedagogy* and in the anthology *11 Teachers Teaching*.

continues...

Rafael Heller ('02) is the Editor-in-chief of *Phi Delta Kappan* magazine. Check out their brand new website: www.kappanonline.org. He co-edited the book *Rethinking Readiness: Deeper Learning for College, Work, and Life* (Harvard Education Press, 2017): <http://hepg.org/hep-home/books/rethinking-readiness>. Always happy to host or have coffee with any JPEE folks passing through Washington, DC. Hope all's well in A2.

Lizzie Hutton ('18) has a chapter co-authored with JPEE alum **Gail Gibson** ('17) forthcoming in **Anne Ruggles Gere's** *Developing Writers*, and an article on the "Grammatical Status of However," co-authored with Professor Anne Curzan, forthcoming in the *Journal of English Linguistics*. She presented at the Association of Departments of English in July, attended the International Writing Center Association's Summer Institute, and this coming academic year, she will present two papers at MLA, one with JPEE alum **Ann Porter** ('14), and one at CCCCs. She also has a set of poems forthcoming in *Crab Orchard Review*.

Christopher M. Parsons ('17) is a recipient of the 2018 Stanley E. and Ruth B. Dimond Best Dissertation Award for *Ideologies about Gender and Literacy in the Academic Lives of Young Men: A Qualitative Study in Three High School English Classrooms*. The Dimond Best Dissertation Award was established to give recognition to the premiere doctoral dissertation completed in each of the four doctoral programs in the School of Education in the prior year.

Tom Phillion ('93) remains as Dean of the College of Education at Roosevelt University, but has added on the role of Associate Provost for Strategic Initiatives, which involves leading the university's efforts to develop online programs and corporate partnerships. He is very excited about the new role and the new academic year, especially because the College of Education has recently joined with four other educator preparation programs, two large school districts, and a group called Deans for Impact to create the Illinois Ed Prep Impact Network. With two years of support from the Joyce Foundation, this network will ask what might be done to improve the instruction of beginning teachers, especially as it relates to diverse learners. It's a great opportunity to step outside of the box with respect to program improvement and to perhaps create a model for how programs and universities can work together with districts to improve teaching and student learning.

Sarah Ruffing Robbins ('93) is Lorraine Sherley Professor at Texas Christian University in Fort Worth, TX, where she was thrilled to help host fellow JPEE alum **Morris Young** ('97) as the English Department's Green Chair speaker in spring 2018. Besides her work in the English Department there, she's affiliated faculty in both Women and Gender Studies and the new program in Comparative Race and Ethnic Studies. Sarah's recent publications include these:

Branson, Tyler, James C. Sanchez, Sarah R. Robbins, and Catherine Wehlburg. "Collaborative Ecologies of Emergent Assessment: Challenges and Benefits Linked to a Writing-based Institutional Partnership." *College Composition and Communication (CCC)* 69.2 (December 2017): 287-316. Robbins, Sarah Ruffing. "Sustaining Gendered Philanthropy through Transatlantic Friendship: Jane Addams, Henrietta Barnett, and Writing for Reciprocal Mentoring." *Philanthropic Discourse in Anglo-American Literature, 1850-1920*. Edited by Frank Q. Christianson and Leslee Thorne-Murphy. Bloomington: Indiana University Press, 2017. 211-235. Branson, Tyler and Sarah R. Robbins. "Going Public in the Humanities: Undoing Myths, Facing Challenges." In *The Cambridge Handbook of Service Learning and Community Engagement*. Edited by Corey Dolgon, Tania D. Mitchell, and Timothy K. Eatman. Cambridge: Cambridge University Press, 2017. 244-255.

continues...

Gary Salvner ('77) was honored with the Heritage Award last spring at Youngstown (OH) State University, where he taught for nearly 40 years. The Heritage Award is YSU's most prestigious lifetime achievement award, given for academic achievements at the local, state, and national levels. Introducing Salvner for the award was fellow JPEE graduate and colleague, **Jeff Buchanan** ('02). Salvner also continues to co-chair (with Buchanan and one other) the Youngstown State University English Festival for area young people, a program he helped to create. The English Festival celebrated its 40th anniversary in April, with three distinguished young adult authors and over 3,000 students and teachers in attendance over the program's three days. Salvner and his wife Kathy currently live in Durham, NC, with frequent trips back to Youngstown.

Currently a tenure-track assistant professor of English at the Rochester Institute of Technology in Rochester (RIT), NY, **Ruth Anna Spooner** ('16) teaches a variety of classes to deaf students, including first-year writing, critical reading and writing, and creative writing. She also teaches supplementary grammar courses for first-year writing students. In January, however, Ruth Anna will be leaving her job at RIT and moving to Minneapolis to begin a new job at a non-profit organization as a full-time translator. In her new position, she will be translating English texts into American Sign Language, and also, on occasion, traveling to other countries to do short-term teaching of linguistics, English, and/or translation in places where higher education opportunities are limited for deaf people.

Joanna Lin Want ('16) continues her third year of teaching in the Writing Program at the University of Notre Dame. In February, she delivered the presentation "Making MLK Day and the College Composition Classroom Co-Curricular in the Era of Black Lives Matter and Charlottesville" as part of the inaugural Writing Innovation Symposium at Marquette University. In the spring, she contributed to the roundtable "Putting Policy Into Practice: Teaching Writing Across the Military-Civilian Divide" at the CCCC in Kansas City. Most recently, she presented at the Regional CCCC, hosted by the University of Denver, on a panel entitled "Promoting a Culture of Rhetorical Listening."

Morris Young ('97) continues as director of English 100 and Professor of English at the University of Wisconsin-Madison. With Terese Guinsatao Monberg, he co-edited a special issue of *Enculturation: A Journal of Rhetoric, Writing, and Culture* focusing on Asian American

Rhetoric. The issue will be available later in Fall 2018. Last April, Morris was honored to be the Cecil and Ida Green Honors Professor at Texas Christian University where he delivered the talk, "Beyond Representation: Temporal, Spatial, and Transnational Movement of Asian/American Rhetoric." Morris and fellow E&E alum, Sarah Ruffing Robbins, who is the Lorraine Sherley Professor of American Literature at TCU, were happy to do the JPEE proud.



Professor Robbins and Professor Morris



Angell Hall

Mission

The mission of the University of Michigan is to serve the people of Michigan and the world through preeminence in creating, communicating, preserving and applying knowledge, art, and academic values, and in developing leaders and citizens who will challenge the present and enrich the future.



School of Education

A Special Thank You to 2018 Contributors:

Timothy P. Anderson
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 John Lofty
 Lawrence J. McDoniel
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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.