

Inside this issue:	
2017 Cohort	pp. 2-3
Activities	pp. 4-5
Awards	p. 5
Dissertations	pp. 6-7
Alumni	pp. 8-11
Special Thanks	p. 12

Dimensions and Directions

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

Volume 22

Fall 2017

From the Chair

In my role as an officer of the Modern Language Association (I become president on January 7, 2018), I spend a fair amount of time looking at dismal statistics about the job market, about the sad state of the humanities, and about the struggles of graduate students. To cheer myself up I turn to JPEE's statistics. If sending a cohort of new PhD's off to full-time positions and producing alumni who have taken up professional leadership positions across the country are signs of health, then JPEE is indeed a healthy program. At a time when there is so much bad news in higher education, it is heartening to see how our current students and graduates are adapting to the new normal and to note the many contributions our former students are making to the field. You can learn about some of these in this newsletter.



Anne Gere

The future of the Program looks promising because of the impressive group of new students who arrived on campus this fall. You can learn more about them in the pages that follow, but I can assure you that they have already begun to make important contributions to the teaching of first-year writing, to discussions in graduate seminars, to Program social events, and to the overall feeling of community that pervades JPEE.

It will not surprise you to learn that the University of Michigan, like so many campuses, has faced its share of racist challenges this fall, and as you might have guessed, our students have been leaders in addressing these challenges, both pedagogically and intellectually. They have emphasized diversity, equity and inclusion in their teaching, and they have used that same lens to carry out research on topics ranging from assessment practices to the writing development of undergraduates.

Although the Program is healthy, we are not taking anything for granted, and the entire JPEE advisory group continues to work at improving the way we prepare our students. Professors Chandra Alston, Anne Curzan, Barry Fishman, David Gold, Mary Schleppegrell, Megan Sweeney, Thomas Toon, and Melanie Yergeau serve as mentors to individual students, read and respond to exams and dissertations, and provide support to students in many small and large ways. You can see the imprint of their work as you read about our students.



Recent Dissertations

Efficiency, Correctness, and the Authority of Automation: Technology in College Basic Writing Instruction
- Gail Gibson, Ph.D.

Ideologies about Gender and Literacy in the Academic Lives of Young Men: A Qualitative Study in Three High School English Classrooms
- Christopher Parsons, Ph.D.

Understanding the Literacies of Working Class First-Generation College Students
-Aubrey Schiavone, Ph.D.



Fall 2017 Cohort

Michael Hoffman first came to Ann Arbor in 1992, and has tried very hard to stay here. He recently completed his MA in education here at the University of Michigan, and spent the last three years teaching English and history at a high school in their Ann Arbor area. Prior to that, Michael served in the US Army, spending nine years in a lot of places that were not Ann Arbor. He is very happy to be back in Ann Arbor, and back at UM, and is looking forward to spending his time in the E&E program thinking about how peer response can help students not only with their writing skills, but also with social and emotional learning.



Sarah Hughes grew up in Geneva, Illinois, and earned her B.A. in English and M.A. in Writing, Rhetoric and Discourse, both from DePaul University in Chicago. She worked as a writing center tutor and an editor of the *Community Literacy Journal* before spending the last four years teaching developmental and first-year composition in Chicago and Ann Arbor. She is committed to supporting students' linguistic and discursive identity development, and her research interests include composition/rhetoric, pedagogy, and sociolinguistics.

Rusi (Ruth) Li has lived in China, Tennessee, New York, Iowa, Utah, Finland, Massachusetts, Rhode Island, Florida, and now Michigan. She earned a B.A. in English from Wellesley College and an M.A.T. in Secondary English Education from Brown University. While teaching high school English in charter schools in Utah and Florida for the past three years as a recipient of the Woodrow Wilson-Rockefeller Brothers Fund Fellowship for Aspiring Teachers of Color, she has become inspired to examine approaches to supporting the literacy of diverse learners. She developed a color-coding method to improve secondary students' essay writing, and her research interests include composition pedagogy and digital literacy.



Fall 2017 Cohort continues...



Kendon Smith grew up in Western Washington, about halfway between Seattle and the Canadian border. He first became interested in the teaching of English when he began working as a writing tutor at Skagit Valley College after completing his undergraduate degree in English and philosophy at the University of Washington. He continued his education at Western Washington University, where he received an MA in English studies completed primarily through coursework in rhetoric and composition and language studies. He then taught first-year, basic, and advanced composition as well as professional and technical communication at Skagit Valley College. He is excited to continue to pursue his research interests at the intersections between writing pedagogy, teacher education, and sociolinguistics.



Kelly Wheeler grew up in Mount Vernon, Washington, Kelly always enjoyed school. As she progressed through her BA in English and then her MA in Teaching, both from the University of Puget Sound, that love for school translated into impassioned teaching. After teaching 21 years at the secondary level in Bethel School District, however, Kelly decided to try and make the move on up to the major league—collegiate teaching. To do this, she traveled to the University of South Carolina to get her MA in English Composition and Rhetoric and completed them this last May. With interest areas in multimodality, visual rhetoric, and material rhetoric, Kelly’s recent studies have examined how Composition coursework is defined and whether we are meeting the needs of future students in our Composition classrooms.

Elizabeth Witherite known to friends and colleagues as “Adelay,” earned her M.A. in English Composition and TESOL from Indiana University of Pennsylvania. She conducted qualitative research and composed her Master’s thesis on diversity and social justice issues in writing center tutoring sessions. Adelay has lived and worked in South Korea for a total of six years. Her experiences in Korea as a Montessori preschool teacher, a public elementary English teacher, an EFL program coordinator, and a regional teacher educator underlie her interests in cross-cultural communication and critical pedagogy. Adelay’s academic interests also include social justice education, rhetoric, and civic discourse. In her free time, she enjoys woodworking and rock climbing.



JPEE Current Student Activities...

The Sweetland Research Team has just completed a book manuscript showcasing the findings of their five-year longitudinal study on the development of undergraduate student writers. *Developing Writers: A Longitudinal Study*, edited by **Anne Ruggles Gere**, seeks to contribute to the ongoing conversation about the variety of ways undergraduate students develop as writers over time. The book features chapters written by current E&E students and alumni: **Laura Aull, Gail Gibson, Lizzie Hutton, Benjamin Keating, Anna V. Knutson, Zak Lancaster, Moisés Perales-Escudero, Ryan McCarty, Justin Post, Sarah Swofford, and Emily Wilson. Naitnaphit Limlamai** was essential to the process of providing feedback in the final stages of the manuscript and attending to editorial concerns.

Ann Burke has been working at the U-M Digital Innovation Greenhouse as a personalization intern to write and deliver relevant, research-based content through "ECoach," a personalized education support tool for undergraduate students.

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

Megan Carlson, Jathan Day, Naitnaphit Limlamai, Michelle Sprouse, and Kristin vanEyck presented "Cultivating a Peer Review Culture that Engages in Productive Conflict" at the GSCO/BET School of Education Graduate Student Research Conference.

Jathan Day, Ben Keating, Ryan McCarty, Adrienne Raw, Moira Saltzman (from Linguistics) and **Elizabeth Tacke** serve as the coordinators for the Language and Rhetorical Studies Interdisciplinary Workshop, and they were thrilled to host their biennial Graduate Student Conference, featuring keynote speakers Amy Vidali on disability and textual activism and Sami Schalk on disability in the American Girl brand. They are pleased to have Anne Curzan and David Gold continue in their roles as faculty sponsors.

Anne Gere, Anna Knutson, Ryan McCarty, and Emily Wilson spoke at the Writing Program Administrator's Conference in Knoxville about prompt design and the effects that genre have on student engagement in writing-to-learn tasks across the disciplines, drawing on data from the MWrite project at the Sweetland Center for Writing.

James Hammond's review of Zachary Stein's "Social Justice and Educational Measurement" was published in the journal *Assessing Writing*.

Ben Keating, Anna Knutson, Naitnaphit Limlamai, and Emily Wilson continue their work as Graduate Student Research Assistants in the Sweetland Center for Writing.

Anna Knutson along with Paul Anderson, Chuck Paine, and Darci Thoun, presented at the Council of Writing Program Program Administrators conference on uses of the National Survey of Student Engagement (NSSE) for writing program research. Also, alongside co-authors Andy Bourelle, Tiffany Bourelle, and Stephanie Spong, won the Ellen Nold Award for the best article in the field of computers and writing for "Sites of Multimodal Literacy: Comparing Student Learning in Online and Face-to-Face Environments" in *Computers and Composition*.

Naitnaphit Limlamai presented "Advocates for the Voiceless: Bringing Narratives into Mainstream Discourse" at the National Council of Teachers of English and "Reflection, Planning, and Evaluation: Developing a Culture of Inquiry, Investigation, and Collaboration" at the Japan-US Teacher Education Consortium. She also presented "Effective Presentations: Considering the Choices We Make" at the Michigan Historic Preservation Network.

Activities continued...

Elizabeth Hutton is currently supporting instructors in the English Department Writing Program as a Graduate Student Mentors for 2017-2018.

Ryan McCarty has an article forthcoming in *Discourse Studies*, co-authored with John Swales. The article follows up on John's research 20 years ago, investigating the genres and disciplinary practices of systematic botanists working at the University of Michigan Herbarium; Ryan is also co-authoring the epilogue to the new edition of *Other Floors, Other Voices*, the book-length write up of the original study.

Ryan McCarty and **Elizabeth Tacke** co-authored a teaching guide for Ruth Behar's new young adult novel, *Lucky Broken Girl*.

Kristin vanEyck presented her work on translingual differencing at the CCCC Summer Conference at the University of Cincinnati.

Kristin vanEyck is honored to work as Anne Curzan's graduate student research assistant during the 2017-2018 academic year. Kristin provides some research for Anne's show on Michigan Radio, *That's What They Say*, and they are also working on an exciting historical usage project.

JPEE Awards

Anne Burke and **Ben Keating** were awarded Rackham Graduate School Humanities Fellowships in 2017.

James Hammond was selected for a 2017-2018 Rackham Predoctoral Fellowship (declined). He is currently a 2017-2018 Humanities Institute graduate student fellow at the University of Michigan.

James Hammond, Ben Keating, Bonnie Tucker, and Elizabeth Tacke were awarded English and Education Research Grants.

During 2016-2017, the following students were awarded a Rackham One-term Dissertation Fellowship: **Merideth Garcia, Anna Knutson, and Elizabeth Tacke**.

Ryan McCarty, Elizabeth Tacke, and Emily Wilson received Rackham Graduate Student Research Grants.

Aubrey Schiavone received the 2017 Graduate Research Award from WPA for her dissertation research on first-generation students.

Michelle Sprouse has been named a 2017–2018 research fellow with the Open Education Group. Michelle was one of 27 research fellows selected for this honor from a very strong applicant pool. Recipients are part of a fellowship program that lasts for 18 months. With an increasing number of educators and students using open education resources, this fellowship provides an outstanding opportunity to increase the research base on open educational resources.

Bonnie Tucker was a recipient of the 2017 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.

2016-2017 Dissertations

Gail R. Gibson, Ph.D.

Efficiency, Correctness, and the Authority of Automation: Technology in College Basic Writing Instruction
Chairs: Anne Curzan and Anne Ruggles Gere

Nearly one-third of first-year college students are required to complete remedial courses, costing public institutions an estimated \$1 billion annually. This project examines a central tension in that much-debated policy space: whether colleges should pursue automated instructional tools to more efficiently prepare students in remedial classes for later coursework. Building on literature from composition and literacy studies with higher education research, this work investigates how pressures to make writing instruction for underprepared students faster and less costly risk restricting student access to complex literacy skills and, in turn, full access to college and professional pathways. The dissertation opens with a historical review of how technology has intersected with college literacy remediation across the twentieth century. A contemporary case study of a developmental writing course then examines student and instructor beliefs about the use of automated classroom tools in writing instruction. Three central themes—authority, constraint, and possibility—emerge from this study. From historical analysis, the dissertation argues that the push to make college remediation faster through technological interventions is not a new phenomenon but, in fact, has been a recurring theme for the past century. In the contemporary context of a developmental writing classroom at a regional community college, the project shows how automated instructional technologies assert strong authority over writing instruction and reduce the classroom focus almost exclusively to notions of correctness around language usage and conventions and standardization of form for written essays. Yet the work also shows moments of real possibility for broader learning as both students and teachers at various points bring their own critical questioning to bear in using the technology system to think more deeply about how language functions and the role of writing in their lives.

Gail is the director of the Kessler Presidential Scholars Program at the University Michigan.

Christopher Michael Parsons, Ph.D.

Ideologies about Gender and Literacy in the Academic Lives of Young Men: A Qualitative Study in Three High School English Classrooms
Chair: Anne Curzan

Chris Parsons dissertation disrupts, but does not dismiss, panicked War against Boys rhetoric about the literacy of adolescent male students through a qualitative study drawing on interviews with 31 male and female high school students at three college-preparatory high schools (one coed, one all-female, and one all-male). In examining locally circulating ideologies about gender and literacy, the study found consistent patterns of belief about gender and English class across all sites even as these ideologies became raw material for idiosyncratic performances of identity relative to ELA literacy practices. Students almost unanimously accessed the belief that female students had more success and engagement in English class. Students also believed, somewhat paradoxically, that specific ELA literacy events (e.g. writing a literature analysis essay) were gender neutral—just a part of doing school. To explain the disconnect, students accessed a broad set of beliefs about gender and communication style, emotional maturity, work ethic, and commitment to gender-justice. The results recommend meta-analytic approaches to gender in ELA classrooms that increase students' repertoires for critical gender awareness and encourage them to disrupt the perceived neutrality of literacy events.

Chris is an assistant professor at Keene State College in the English Department.

Dissertations continue...

Aubrey Schiavone, Ph.D.

Understanding the Literacies of Working Class First-Generation College Students

Chairs: Anne Ruggles Gere and Melanie Yergeau

Aubrey's dissertation is a qualitative interview study with fifteen first-generation college students. Her research responds to an existing body of literature that often focuses on the challenges these students face to the exclusion of their successes. As such, Aubrey's project pays special attention to strengths that characterize first-gen students' literacy practices, both speaking and writing. Findings from the study suggest that in fact first-gens do possess many literacy strengths that they have developed both during and before their time in college. Namely, first-gens have developed a set of financial and college-going literacies—specialized speaking and writing practices that help these students to navigate pathways to college. Additionally, these students bring to their college classrooms a repertoire of inclusive speaking praxis that includes such specific features as rhetorical listening, invitational rhetoric, and audience awareness. Finally, where first-gens' written literacies are concerned, workplace contexts prove to be a major asset, and first-gens' workplace writing has helped them to develop a capacious, nuanced construct of writing that includes but also moves beyond academic writing alone.

Aubrey is teaching at the University of Denver in the their writing program.



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!

JPEE Alumni...

Laura Aull ('11) completed her National Academy of Education postdoctoral fellowship this year, which supported her corpus-based research on lexical and grammatical patterns in student writing across different genres and student levels. Some of this research has come out in articles this year: an article in the *Journal of Writing Analytics* titled “Corpus Analysis of Argumentative Versus Explanatory Discourse in Writing Task Genres”; an article in *Journal of English for Academic Purposes* written with two of her undergraduate students entitled “Generality in student and expert epistemic stance: A corpus analysis of first-year, upper-level, and published academic writing”; and an article in *Research in the Teaching of English* with lead co-author E&E alum **David West Brown**, “Elaborated Specificity vs. Emphatic Generality: A Corpus-Based Comparison of Higher and Lower Scoring Advanced Placement Exams in English.” This year, Laura began the role of series editor for the new assessment Tools and Tech review for *Assessing Writing*; and her introduction to the series, which addresses assessment history and challenges (“Tools and Tech: A New Forum”) is now available. Laura is currently teaching a writing seminar on slang and school-book English and an upper-level writing course on corpus analysis of writing, and she is working on her second book, *School Genres and Student Discourse*. She is now Associate Professor of English and Linguistics at Wake Forest University.

Sandra Balkema ('84) is starting her 33rd year at Ferris State University. For most of this time, she has been a professor of English, and coordinator of the Technical & Professional Writing (BS) program. For the past eight years, she also served as the Dissertation Director for the Doctoral program in Community College Leadership (EdD) — in this role, she assisted all of the students with the dissertation process, from choosing their topics, committee chairs and members, research topics, and research methods to applying for IRB research approvals, organizing and writing their dissertations, preparing for their defenses, finishing final editing and formatting, and submitting their dissertations to the university. Her activities at the university include working on all of their HLC accreditation processes/cycles in the time she has been here (including serving as the editor of all of the Self-Study reports in that time), serving as co-chair of the university's most recent strategic planning process, and leading numerous curricular and assessment projects. She also done extensive Instructional Design and Tech Writing consulting work with local and national companies (including HP, Amway, Meijer, Anheuser-Busch, and Gentex). Her research as been focused in those areas as well: effective teaching, writing/editing issues, assessment, etc.

This fall, **Jeff Buchanan** ('02) began a 5-year term as English department chair at Youngstown State University. His latest essay, “English Education and the Teaching of Literature,” appeared online in The CEA Forum in 2016 (<https://journals.tdl.org/ceaforum/index.php/ceaforum/article/view/7084/6177>). He teaches courses in English methods for middle school education majors, general education courses in reading literature, and courses in introductory and advanced composition. He remains Co-chair of the YSU English Festival (and cherishes every moment working on it with fellow JPEE alum **Gary Salvner**), a university/local school collaboration that brings 3000 students, teachers, parents, and librarians to campus over three days in the spring to hear YA authors, participate in reading and writing activities, and meet readers and writers from other schools. This year, the YSU English Festival celebrates 40 years and welcomes Chris Crutcher, Laurie Halse Anderson, and Kekla Magoon. Visitors are welcome! (www.ysuenglishfestival.org).

Heather Thomson-Bunn ('10) Heather Thomson-Bunn is an associate professor of English and the Director of First-Year Writing at Pepperdine University. She teaches courses in composition, rhetoric, language theory, professional writing, and creative writing. Her research focuses primarily on the interplay between religious and academic discourses, and her work has appeared in *College English*, *Composition Forum*, *Pedagogy*, and in the edited collection *Mapping Christian Rhetorics*.

JPEE Alumni continues...

In August **Christian Dallavis** ('08) was honored to be named a Pahara-Aspen Education Fellow. The fellowship is a partnership of the Aspen Institute and the Pahara Institute and is intended to identify and sustain a diverse group of leaders who are reimagining education. Over the next two years he will gather with 23 other people in his cohort for leadership seminars and will complete a leadership project over the next five years. Christian is in his 10th year at the University of Notre Dame; for the last four he has been the senior director of leadership programs in the Alliance for Catholic Education (ACE), where he oversees three programs that form school leaders who drive student success. He initially served as the founding director of the Notre Dame ACE Academies, a university-school partnership that now helps to operate 15 schools serving 4,000 kids in Arizona, Florida, and Indiana. Since 2013, he has also directed Notre Dame's K-12 school leader formation program, the Mary Ann Remick Leadership Program, and has secured more than \$25 million in endowment gifts to double the size of that program. In 2016, Notre Dame began a new pilot program, the Center for Transformational Educational Leadership, a professional formation institute for sitting principals that is working with 20 school leaders to strengthen schools in the Archdiocese of Chicago. He will be presenting some research on how their aspiring principals take up culturally responsive leadership at UCEA in Denver in November. If anyone else is going to be there, let me know! He is living in South Bend where his wife, Julie, is a 5th-year sociology grad student working on a dissertation on the impact of school mission on student achievement, and their three boys Max (10), Oliver (7), and Leo (5) are keeping them plenty busy outside of work.

Chris Gerben ('12) left full-time, TT teaching after fifteen plus years in academia. He is now the social media manager at consulting firm A.T. Kearney, continuing the writing and research he studied as part of his 2012 dissertation on social media writing. He will continue, however, to teach rhetoric and style courses online through NYU's School of Professional Studies.

Brett Griffiths ('15) is the director of the Reading and Writing Studios at Macomb Community College. She also contributes to professional development opportunities related to academic literacy and writing in the disciplines. She currently serves as an advisory committee member to TYCA. Her work appears and/or is forthcoming this year in *Teaching English in the Two-Year College*, *Praxis*, and *Pedagogy*.

Ben Gunsberg ('12) is currently in his sixth year at Utah State University, where he has a dual appointment in English Education and Creative Writing. He continues to publish in both areas, though his emphasis remains poetry writing. A collection of his poems, *Welcome, Dangerous Life*, will be published in the fall of 2018. JPEE Doctoral Candidate **Lizzie Hutton** and Ben will present "How We (Creative) Teach: Close, Hyper, Machine" at the 2018 Association of Writers and Writing Programs Conference. Their panel considers how digital natives and novices alike can integrate web-thinking into creative writing classrooms. In the spirit of protest, Ben recently presented work on the lessons of Civil Rights Era Poetry for the Utah League of Writers Annual Conference. He sends best wishes to JPEE friends near and far.

Liz Homan ('14) is currently Administrator of Educational Technology for Waltham Public Schools, an urban k-12 district just outside of Boston, Massachusetts. In this role, Liz serves on the Superintendent's Leadership Team and oversees all aspects of technology and libraries, including curriculum development and implementation; professional development for teachers and administrators; supervision and evaluation of 20 administrators and teachers; software and hardware planning and purchasing; network maintenance and improvement; systems maintenance and improvement; and library purchasing and programming. She has overseen systemic initiatives to implement 1:1 student devices, upgrade systems, redesign the district website, and infuse innovative curricular approaches in the arts and STEM fields. She also regularly collaborates with local leaders from other districts on projects and she is the proud director of the Waltham Integration Network, soon to become the New England Integration Network, a regional group of teacher action researchers who blog about their practice and engage in digital writing..

JPEE Alumni continues...

John Lofty ('86) retired from the University of New Hampshire in 2012 where he directed the English teaching major for preservice teachers. In 2015, he completed a second edition of *Time to Write: The influence of time and culture on learning to write* (SUNY Press). Returning to the Maine-island fishing community twenty-five years after completing an ethnographic dissertation and the first edition (1991), he explored how the time values of seasonal work that had previously informed students' literacy learning have now been transformed by "outside influences," including digital technology, social media and the influx of new residents from urban areas. John spends his retirement in his former home town in England and on coastal Maine. He admires the diverse research conducted by JPEE alumni and the richness of current students' professional activities.

Rebecca Manery ('16) is an assistant professor of English at Ball State University. This year, Becca's book of poetry, *View from the Hotel de l'Etoile*, was published.

Melissa McBee Orzulak ('11) an associate professor of English and English Education Coordinator at Bradley University. Her recent scholarship includes: *Understanding Language: Supporting ELL Students in Responsive ELA Classrooms*, published by the National Council of Teachers of English. Her article "Positive positions: Preparing teachers to respond to the writing of ELL students," appeared in *Teaching English Language Arts to English Language Learners: Preparing Pre-service and In-service Teachers*, edited by Luciano de Oliveira and Melanie Shoffer. She is also excited to be serving as an ALAN State Representative for Illinois. Melinda is forever grateful to alum **Jennifer Buehler** ('09) for introducing her to ALAN (Assembly on Literature for Adolescents of the NCTE). Teaching the young adult literature courses, conducting research related to young adult literature, and advocating for reading in her local community have become invigorating parts of her work life post-tenure.

After a year's self-claimed sabbatical, **Randall Pinder** ('11) has accepted a position at the University College of the Cayman Islands (UCCI) as Associate Professor in the Department of Humanities and the Arts. He began teaching college English courses in August 2017 and is enjoying his work in the small institution that has big plans for expansion. He and Paul are finally living full-time together in Grand Cayman after many years of back-and-forth living between Cayman and the Bahamas. He looks forward to further networking in the community and to fostering research and teaching opportunities between UCCI and other educational institutions.

Ann Porter ('14) is in her second year as Assistant Professor of English and Director of the Writing Center at Alma College in Michigan. At the Alma College Writing Center, she has enjoyed developing new initiatives in support of writing and writing instruction. One of these initiatives recently was awarded a small Mellon Curricular Innovations grant. She also fulfills the role of Composition Director for the English Department. Anne moved to Alma to be closer to home after two years at Providence College, where she was an Assistant Professor of English and Writing Specialist. There, she directed the composition program and was a Faculty Fellow for Writing with the Center for Teaching Excellence. In 2016, she published a piece called "Responsibilizing the Youth: The Rhetoric of Civic Participation in the World Bank's 2009 Climate Change Essay Competition" in an edited volume, titled, *Rhetoric, Knowledge and the Public Sphere*. She currently teaches first-year composition, advanced rhetoric, and courses in the teaching of writing.



JPEE Alumni continues...

Sarah Ruffing Robbins ('93) is currently serving as the chair of the MLA's new K-16 committee and is working with several sites of the National Writing Project on a new public humanities program, "Writing Home," for which you can visit the draft website here: <http://writinghome.nwp.org/>. (JPEE alum **Todd DeStigter** is on the advisory board for "Writing Home." Thank you, Todd.) A major milestone of Sarah's year is the publication of her new monograph, *Learning Legacies: Archive to Action through Women's Cross-Cultural Teaching*, with the U of M Press. (One project highlighted in a chapter on the legacies of the Hull-House settlement is the collaborative process behind *Jane Addams in the Classroom*, edited by JPEE alumnus **Dave Schaafsma**.) At TCU, Sarah is co-facilitating GlobalEX a new global learning initiative for undergraduates, which you can read about here: <https://newmedia.tcu.edu/projects/globalex/>. Now in its second year, GlobalEX is ready for EXport to other universities. Contact Sarah if you'd like to know more: s.robbins@tcu.edu.

Laura Roop ('99) an assistant professor at University of Pittsburgh School of Education, a Center for Urban Education faculty fellow, and director of the Western Pennsylvania Writing Project, a National Writing Project site. Since arriving in Pittsburgh, she has organized and co-facilitated four four-week Summer Institutes for Teachers, launching 57 new teacher-consultants into Writing Project work. This semester, with Alvin Pearson and Dana Thompson-Dorsey, she co-teaches a course for 50+ Ed.D. students on developing literature reviews, and she also teaches a M.Ed. multicultural literature course online. In October, she will keynote Carnegie Mellon CREATE Lab's CONTEXT Conference. She thoroughly enjoys the amazing collaborations and partnerships that can be forged with museums, centers, and non-profits on behalf of young people in this city.

Kelly Sassi ('08) is starting her tenth year in a joint appointment in English and education at North Dakota State University in Fargo. She serves as Director of the Red River Valley Writing Project and is on the leadership team of the College, Career, and Community Writers Program of the National Writing Project. She has a chapter titled, "Bending the Arc of Writing Assessment Toward Social Justice: Enacting Culturally Responsive Professional Development at Standing Rock," in a forthcoming book on writing assessment and social justice edited by Mya Poe, Asao Inoue, and Norbert Elliott. This year she collaborated with JPEE alum **Sarah Robbins** on an NEH grant proposal titled "Writing Home," to which she contributed a vision for writing programming at Fort Totten State Historical Site to explore the displacement of Ojibwe and Dakota children from their homes to attend boarding school.

Ruth Anna Spooner ('16) wrote a dissertation that was chosen for Honorable Mention among those that were nominated for the Rackham Graduate School's 2016 ProQuest Distinguished Dissertation Awards. She was nominated for this recognition of scholarly excellence from among the many students who completed doctoral degrees last year at the University of Michigan. Nominees like Ruth Anna are among a select group who represent the best scholarly work published in Rackham dissertations across a broad range of disciplines.

Margaret Willard-Traub ('98) is currently serving as Writing Program Director at the University of Michigan-Dearborn. In recent years her research, scholarship and teaching have focused on transnational and cross-cultural curricula and pedagogies. With colleagues at UM-Dearborn and the American University of Beirut she co-authored, "'Literacy Narratives Across Borders: Beirut and Dearborn as 21st Century Transnational Spaces'" which appeared in January 2017 in the volume *Emerging Writing Research from the Middle East-North Africa Region*, part of the International Exchanges on the Study of Writing series from the WAC Clearinghouse and University Press of Colorado. Her profile of UM-Dearborn's transnational initiatives appeared in the August 2017 issue of *Composition Forum*. Forthcoming pieces include "Writing Programs and a New Ethos for 'Globalization'" in the volume *The Internationalization of U.S. Writing Programs*, edited by Shirley Rose and Irwin Weiser (Utah State UP, March 2018); and "Learning Resilience from Second-language Students" for a special issue of *Pedagogy* (Fall 2018).



Angell Hall

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

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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.