

Dimensions and Directions

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

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Recent Dissertation Titles

“Taking a Page From Their Books: Negotiation Containment and Resuscitating Rhetoric in Writing Across Academic and Spoken-Word Genres”

Rebecca Lynn Ingalls
(2005)

“Forming Letters: Mount Holyoke, Emily Dickinson, and Nineteenth-Century Epistolary Compositions.”

Suzanne Spring
(2005)

From the Chairs

Greetings. We are well into what promises to be a year of satisfying purpose and productivity.

We are pleased to report that the success of JPEE students and the unique strengths of the program are being recognized. Applicants are telling us that they can't find another program like ours, and Rackham considers us one of the most successful programs on campus. As a result, we were given the go-ahead to expand, so that we are accepting five students each year and plan, eventually, to take in six so that our total population of active students will be about 30. Happily this expansion co-occurs with the arrival of a new School of Education faculty member, linguist Dr. Mary Schleppegrell. Mary is known internationally as an expert in English second language learning, and has joined our JPEE faculty. Our students are already thinking of ways to incorporate Mary's courses and expertise.

This year's five new students are already displaying their promise. Staci Shultz, Ben Gunsberg, Celeste Karzon, and Michael Bunn are teaching unique and exciting courses with the attentive mentorship of current students, and Ebony Thomas has joined Lesley in her Literacy in Action professional learning

community in Southfield. Our two graduates from last year have already established themselves in their new positions: Zandra Jordan is an Assistant Professor in the English Department at Spelman College, and Rebecca Ingalls is an Assistant Professor of English at Tampa University.

Anne has settled comfortably into Ann Arbor and isn't missing the St. Louis commute and Lesley is pleased to have Anne right next door so much more often. Anne continues to work 25% of the time as the Director of the Squire Office of Policy Research for NCTE, and JPEE students Christian Dallavis, Celeste Karzon, and Heather Thomson work with her on this. Check the Policy Research section of the NCTE website for a sampling of their work. *A Student Guide to Writing on Demand* (with JPEE student Kelly Sassi as a co-author) will be forthcoming from Heinemann in February, and Anne, along with JPEE students Jennifer Buehler, Amy Carpenter, Christian Dallavis, and alum Vicki Haviland, continues to build the Teachers for Tomorrow and Tutoring First programs in partnership with Willow Run Schools.

After a long production process, Lesley's new book is already



Lesley Rex and Anne Ruggles Gere

listed on Amazon.com. *Discourse of Opportunity: How Talk in Learning Situations Creates and Constrains*. She continues to work with McDiG, the Michigan Classroom Discourse Inquiry Group, which is planning to network with four other writing project sites around the country. Her chapter with JPEE alumna, Shari Steadman, and JPEE student, Mary Graciano, on methods for studying classroom teaching and learning in *The Handbook of Complementary Methods for Research in Education* will soon be available from Erlbaum. Literacy in Action, her professional learning community with English teachers in Southfield high schools, continues into its fifth year, with important contributions from JPEE students Jim Beitler and Ebony Thomas.

Both Anne and Lesley enjoyed seeing a number of current and former students at NCTE in Pittsburgh, and they look forward to hearing from you.

Fall 2005 Cohort



Mike Bunn was born in Oregon and has earned a BA in English from Santa Clara University and an MFA in creative writing from the University of Pittsburgh. He joins the E & E program after spending last winter as a Lecturer I in the English department. He is interested in Composition Studies, creative writing, education policy, and seeing the Pittsburgh Steelers win this year's Super Bowl.

Ben Gunsberg received a BA in Philosophy from Miami University (Ohio). After college Ben joined Teach for America and taught middle school in Newark, New Jersey for two years. Then he ventured to the University of Alabama and undertook an MFA in poetry. Bama was nice, but the skiing was terrible, so Ben and his wife, Andrea, headed to Chelsea, Vermont. After teaching middle school and high school in Chelsea for three years, he was accepted into to E & E.

Michigan is treating them well. JPEE is a supportive community that encourages a wide range of scholarly pursuits. Ben is enthusiastic about the many opportunities offered by both the English Department and the School of Education.



Before moving to Ann Arbor, **Celeste Karzon** taught middle school English in Brooklyn, New York. For three years, she witnessed students' struggles with testing and reading comprehension, and noted how little most middle school teachers knew about the teaching of writing. Her experience teaching minority students led her to continue her own education here at the University of Michigan. Celeste's areas of interest are pedagogical theory, multicultural education, and Native American writing.

Staci Shultz is originally from Colorado and received her B.A. in literature from UC Berkeley and M.A. in literature from Boston College. She taught writing and literature at BC for four years and was the Associate Director of the First-Year Writing Program. In May 2005 Longman published Writing Places, a composition reader she co-edited. Her focus is composition and rhetoric, and within that she is interested in gender and writing, instructor training at the college level, and place-based pedagogy.



Ebony Thomas enters the Program with a bachelor's degree in English Education from Florida A&M University and a Master's degree in English (thesis in nineteenth-century "girls" fiction) from Wayne State University. She taught for six successful years with the Detroit Public Schools and has been an adjunct instructor in the College of Education at Wayne State University since 2003. On the university level, she teaches graduate-level children's and young adult literature courses for teachers and librarians. Her emerging research interests are secondary literacy, African-American rhetoric, and the criticism of children's and young adult literature.

In her spare time, Ebony enjoys reading, blogging, writing fiction, Latin and ballroom dancing, gourmet cooking, entertaining, and traveling the globe. She is an active alumnae member of Delta Sigma Theta Sorority, Inc. (Detroit Chapter), volunteers with the Detroit Public Library and Detroit Synergy Group, and is very involved in the civic life of her hometown, the city of Detroit.

Current Student Activities

David Brown was awarded the 2005 David and Linda Moscow Prize for Excellence in Teaching Composition.

Jennifer Buehler's article called "The Power of Questions and the Possibilities of Inquiry in English and Education" was published in *English Education*, July 2005. Jennifer presented "Innovations in Urban Teacher Education: Developing Dispositions for Culturally Relevant Pedagogy" with Anne Ruggles Gere and Vicki Haviland at this fall's NCTE annual convention.

Jill Lambertson completed the Women's Studies Certificate Program in April 2005. Jill has given two papers: "Historical Memory and Memorial Day Tea: The Case of Alice Longfellow and Radcliffe College," 5th Biennial International Feminism(s) and Rhetoric(s) Conference, October 8, 2005; and "A Duty to Do it if One Can: Women's Writing and Access to Elite Uni-

versities, 1860-1900," Conference on College Composition and Communication (Annual Convention), March 19, 2005. She has received the following awards: Outstanding Graduate Student Instructor Award, 2005; David and Linda Moscow Prize for Excellence in Teaching Composition, 2005; Schlesinger Library Dissertation Grant, Radcliffe Institute for Advanced Study, Harvard University, 2005; and the David L. Angus International Travel Award, 2005. Jill is currently receiving the Community of Scholars Fellowship, Institute for Research on Women and Gender, University of Michigan, 2005.

Jennifer Lutman received a Rackham Humanities Research fellowship for Winter-Summer 2005. Jennifer presented a paper, "Critical Thinking and the Rhetorics of Articulation", at the Feminism(s) &

Rhetoric(s) Conference in Houghton, MI on October 7, 2005. Jennifer is serving as co-coordinator of the Language & Rhetorical Studies Group. She, along with Anne Curzan, Donna K. Johnston, Chris Palmer, and Alisse Portnoy applied for and received \$6000 from the Rackham Graduate School for support of the group.

Staci Shultz presented at Conference on College Composition and Communication this year: "Kind, Fun, Supportive: Assigns Too Much Work: The Rhetoric of Evaluations." Staci also co-edited *Writing Places*, a reader for Longman that was published in May.

Heather Thomson is occupying a Junior Fellow position in the Sweetland Writing Seminar for Fall 2005 and Winter 2006, and she was awarded the 2005 David and Linda Moscow Prize for Excellence in Teaching Composition.

JPEE Alumni

Anne Reeves' (2000) book *Adolescents Talk About Reading: Exploring Resistance To and Engagement With Text* was published by the International Reading Association in 2004.

Sarah Robbins (1993) won the Kennesaw State Foundation award for outstanding scholarship in the Humanities and Social Sciences for the initial edition of her book, *Managing Literacy. Mothering America*, University of Pittsburgh Press, which will be coming out in paperback in spring 2006.

Sarah also co-edited a book of essays by K-College teachers involved in a collaborative community studies project called *Writing Our Communities: Local Learning and Public Culture*, NCTE and NWP, 2005. Also, articles have been published in *American Literature* and in the

Encyclopedia of New England Culture.

Margaret Willard-Traub (1998) has articles forthcoming in *College English* and *Feminist Studies*, and a book chapter in a volume edited by Pam Takayoshi and Pat Sullivan (part of Hampton Press's Computers and Composition series). Margaret is also taking part in developing an undergraduate degree program in rhetoric and writing studies at Oakland University (Rochester, MI), where she now has tenure.

Morris Young's (1997) book, *Minor Re/Visions: Asian American Literacy Narratives as a Rhetoric of Citizenship* (Southern Illinois UP) received the 2004 W. Ross Winterowd Award from *JAC: A Journal of Composition Theory* and the Association of Teachers of

Advanced Composition.

Morris will be presenting a paper at the 2005 MLA Convention, "Space and Containment: The Places of Asian American Rhetoric," and will be on a featured session at the 2006 CCCC, where he will present, "Rhetorical Ex/In-clusions: Reimagining the Rhetorical Space of the Asiatic Barred Zone." Morris continues to serve on the CCCC Executive Committee and MLA Division on the History and Theory of Rhetoric and Composition. His term as Director of Graduate Studies concluded and he is currently enjoying a year of research leave as he begins work on a book examining the conceptual spaces of Asian American rhetorical production. He'll also collaborate on an edited collection on Asian American rhetoric.



Photo: <http://www.freeimages.co.uk/>

Stephen Dunning Student Support Fund

Traditionally this has been the source of funding for special events and, when monies are available, travel/research costs for students, and those needs continue. In the face of budget cuts, however, the Program is in desperate need of support to “top-up” the stipends of those who wish to teach in the School of Education because SOE stipends are less than those offered by the English Department.

Contributions of all sizes are most welcome. Write checks to the University of Michigan E&E Gift Account and send them to: Jeannie Loughry, School of Education, University of Michigan, Ann Arbor, MI 48109-1259



Tutoring First

In an effort to make the UM teacher certification program more visible to undergraduates, Anne Gere and JPEE student Amy Carpenter have developed Tutoring First, a school-based tutoring program open to first and second year students. With funding from the Ginsburg Center, Tutoring First recruits undergraduates, provides them with training, and oversees their work with students at Willow Run High School.

Students in Teachers for Tomorrow, who are experienced tutors, serve as cohort leaders for groups of 5-7 frosh or sophomores. JPEE student Christian Dallavis serves as go-to person for the tutoring program at Willow Run, and this year tutors are focusing on the ninth grade because it has an unusually high number of students with special needs.

In addition to providing support for teachers and students at Willow Run and giving UM students an opportunity to develop their ability to help others learn, Tutoring First is designed to engage UM undergraduates in teacher-like activities early in their collegiate experience.

Teachers For Tomorrow

Now in its third year, Teachers for Tomorrow continues to recruit and support teacher candidates who have a special interest in working in under-resourced schools. TFT participants follow a three-semester sequence that parallels their certification program. In the first semester they take part in a study group that discusses topics relevant to under-resourced schools. These topics are more fully developed in the second semester, when participants take a course that focuses on culturally relevant pedagogy. During the final semester, participants work in a mentoring group that prepares them for taking up professional positions after they finish student teaching.

In addition to working with the logistical details of the program, JPEE students are taking an active role in research associated with TFT. Jennifer Buehler and Christian Dallavis will join Anne Gere and JPEE alum Vicki Haviland in giving a paper at AERA based on research carried out as part of TFT work.

We're on the web!

<http://www.lsa.umich.edu/english/grad/jpee/default.asp>