

Dimensions and Directions

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

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From the Chairs



Lesley Rex and Anne Ruggles Gere

The Joint Ph.D. in English and Education (JPEE) continues to grow and develop in positive and productive directions, as the current program evaluation by Rackham Graduate School shows. Rackham elected to evaluate about one-fourth of all graduate programs this year (beginning a four-year rotation), and the numbers and comments emerging from this process indicate that JPEE is above average on all dimensions.

Of course, we believe that the real reason for JPEE's success lies in the excellence of its students. This year, in accordance with the plan to expand the program slightly, we accepted six new students. You can learn more about **Laura Aull**, **Bethany Davila**, **Hannah Dickinson**, **Brett Griffiths**, **Melinda McBee Orzulak**, and **Randall Pinder** in the following pages, but we can tell you that they are already making substantial contributions to the intellectual and community life of the Program. Arrivals, of

course, are balanced by departures, and we said farewell to **Suzanne Spring** as she took a position as Assistant Professor of English at Colgate University this fall, and **Laura VanDerPloeg** is now a Senior Fellow at The Center for Educational Leadership at the University of Washington. **Lindsay Ellis** is an Adjunct Professor in the Writing Department at Grand Valley State University in Allendale, MI, and we also celebrate **Zandra Jordan**'s successful defense of her dissertation: *"It's Just Certain Words": Faith-Based Initiatives and the Challenge of Definition in a Suburban African-American Church*, after she returned from serving as a Melon Fellow in Ghana.

Students in the Program continue to take up a variety of leadership positions. **Kelly Sassi** and **Staci Schultz** are serving as Graduate Student Mentors to Graduate Student Instructors in the First Year Writing Program. **Jennifer Buehler** and **Christian Dallavis**, along with **Vicki Haviland**, a post-doc, are working with Anne on a project that studies the preparation of beginning teachers committed to working in under-resourced schools. Jennifer is also student representative on the School of Education's Executive Advisory Committee to the Dean. **Amy Carpenter Ford** is collaborating with Anne in

teaching a new course for first-year students, Introduction to Education: Schooling and Society in Multicultural Society as well as interning with Lesley in teaching a doctoral course in Discourse Analysis. **Laura Aull**, **Hannah Dickinson**, and **Ebony Thomas** are working with Anne on projects associated with NCTE's Squire Office of Policy Research. You can see some of their contributions in the Policy Research section of ncte.org. Ebony has also taken on the role of coordinator for Lesley's Literacy in Action professional development community.

Thanks to the generous contributions of our alumni, we have been able to provide small amounts of money to support student work and to make some social events possible. A perennial favorite is a pizza lunch at the final Chalk and Cheese in the spring when students read "predictions" made the year before and make new ones for the following year.

Lesley, Anne, and several current students will be at NCTE in Nashville. If you plan to be at the convention, please join us at 9:30 (after the Opening Banquet) at the Opryland Hotel registration desk on Thursday evening.

Recent Dissertation Titles

"Perspectives on Argumentation, Education, and Composition from the Lake Mohonk Conference on International Arbitration, 1895-1916."

By **Lindsay Maddox Ellis**, 2006

"'It's Just Certain Words': Faith-Based Initiatives and the Challenge of Definition in a Suburban African-American Church."

By **Zandra Jordan**, 2006

Fall 2006 Cohort



Laura L. Aull grew up in Peachtree City, Georgia, and earned her BA in English and Spanish Literature at the University of Notre Dame. After undergrad, she joined a service teaching program (ACE) and spent two years teaching literature at an all-male high school that serves the Mexican American population of the Westside of San Antonio, Texas, during which she earned her MEd also through Notre Dame. Inspired by this experience and the role of literature in education, Laura then turned her focus back to English, specifically on the literature of migrant communities, and earned her MA in English at Notre Dame. Thus, although it is quite an adjustment to be surrounded by people cheering for Michigan instead of for the Irish, she is very happy to join the E&E program. Among her many interests, Laura is interested in how literature and literature classrooms influence socio-cultural perspective-taking and development.

After completing a B.A. in French from the University of Michigan, **Beth Davila** fled the Midwest and began a Public Relations career in New York City. Several years later she has returned to academia to pursue her goals of helping others through teaching. Specifically, Beth is interested in improving education for historically underrepresented students.



Before moving to Ann Arbor, **Hannah Dickinson** taught humanities, drama, and conflict resolution in a New York City middle school. She received her BA in English from Haverford College and an MA in English Education for The City College of New York. While teaching middle school, Hannah became interested in the relationship between trauma and writing and its implications for writing instruction and standardized writing assessment.

Brett Griffiths is a first-year student in JPEE. She is currently interested in researching first-generation college students and the interactions between dialect, class, and culture in higher education environments. She has been recognized by Southern Illinois University (2002) and in Who's Who of American Teachers (2005) with awards for her teaching as a graduate student and university lecturer, respectively. She also writes poetry and nonfiction and is working on a book-length collection of personal essays.



Melinda McBee Orzulak's seven years of teaching experience exposed her to innovative and dysfunctional as well as traditional and alternative schools. Her most recent experiences in Chicago, teaching secondary school students and teachers, inspire her to think about the power of language as related to literacy. After growing up mostly in sunny Colorado, her educational experiences in Massachusetts, England, Oregon, Kansas, and Illinois prepared her for a Michigan winter. She earned a bachelor's in English and gender studies from Gordon College and a master's from Tufts University as a full time teaching intern at the Boston Arts Academy through the Urban Teacher Training Collaborative. Her interests include composition/rhetoric, gender studies, and urban secondary education/teacher preparation.

Randy Pinder is a first year PhD student in the Joint Program in English and Education. He began his studies in English and Education at the College of The Bahamas back in 1988 and then completed his Bachelor of Arts in English at Stetson University. After completing his Master's in English at Wake Forest University, he taught grades 7-12 at a private high school in Nassau, Bahamas. Following this, he lectured for six years at the College of The Bahamas where he was both College English Coordinator and Head of Department. It was at COB that he developed an interest in Composition and Rhetoric Studies and decided to pursue his PhD studies. In the last year, he has lived in Ireland, Spain and the Cayman Islands, and visited Mexico, England, Portugal, France, Canada, and The Bahamas. He plans to continue research in Composition and Rhetoric Studies, with particular emphasis on the connections and disconnections in community college and university systems.





JPEE Current Student Activities

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

Jim Beitler and **Donna Scheidt** are helping to lead the Language and Rhetorical Workshop (co-founded by Jenn Lutman) and they, along with some folks in the English Department, have received a renewal grant of Rackham Interdisciplinary Workshop funding. In addition, the Workshop received funding from LSA's Citizenship Theme Year to host a conference this spring on the theme of language, rhetoric, and citizenship. Altogether, this student-run group has obtained funding exceeding \$10,000 for the upcoming academic year.

Jennifer Buehler, Anne Gere, Vicki Haviland, **Christian Dalavis** presented at AERA in San Francisco in April 2006. The title of our session was "Fostering Cultural Competence: Preparing Culturally Responsive Teachers through Imaginative Engagement with Multicultural Literature." This same group, along with four partners from Willow Run Community Schools will present at NCTE in Nashville in November. The title of the session is "Lessons Learned from a University-School Partnership."

Amy Carpenter Ford, **Kelly Sassi**, **Heather Thomson**, and **Staci Shultz** presented "Locating Authority: A Cross-Disciplinary Conversation on Feminist Pedagogy," at the National Women's Studies Association Annual Conference in Oakland, CA.

Amy Carpenter Ford, **Heather Thomson**, and **Mike Bunn** presented "Making Authority Visible: Recentering the Student in the Composition Classroom," at the 2006 Conference on College Composition and Communication in Chicago, IL.

Celeste Karzon received a fellowship from the American Indian Graduate Center for this 2006-2007 academic year.

Celste Karzon, **Kelly Sassi** and **Ebony Thomas** have had a

proposal accepted for the 2006 NAME conference (National Association of Multicultural Education) Nov. 8-12 in Phoenix. The talk is titled "Exploring the Echoes of Allotment through Study of S. Alice Callahan's *Wynema* in a Secondary Classroom."

Jill Lamberton presented "'It's rather dreadful when you haven't got any particular lines': College Women Teach Each Other to Speak Their Minds, 1870-1900," Rhetoric Society of America Conference, May 27, 2006.

Jennifer Lutman is still at work on her dissertation, but she has also started a job as Director of the Writing Center at Colgate University. Jennifer has received a Moscow Prize for Excellence in Teaching Composition; a Rackham Outstanding GSI Award; and presented a paper, "Articulation: A Theory to Reconcile 'Grammar vs. Content'" at the National Writing Across the Curriculum Conference, Clemson, South Carolina, May of 2006.

Melinda McBee Orzulak's article "Reviving Empathy and Imagination: Arts Integration Enlivens Teaching and Learning," was published in the September 2006 issue of the *English Journal*.

Kelly Sassi, Anne Gere, and Leila Christenbury will be presenting on "Successful On-Demand Writers: What Teachers Can Learn from Them" at the 2006 NCTE conference in Nashville. Kelly also presented at the Michigan Council of Teachers of English Conference on October 6 in Lansing on "Resisting Test Prep: How Writing on Demand Fits within a Writing Process Classroom."

Donna Scheidt received a Sweetland Fellowship for Winter 2006 and Fall 2007.

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, 2014 School of Education, University of Michigan, Ann Arbor, MI 48109-1259

JPEE Alumni

Anne Berggren's (1998) paper "Do Thesis Statements Short-circuit Originality in Students' Writing?" which she presented at the Sweetland Writing Center's conference on "Originality, Imitation, Plagiarism" in September 2005 will be included in the anthology of essays from the conference, forthcoming from the University of Michigan Press.

Colleen Fairbanks (1992) has taken a position at the University of North Carolina at Greensboro in the Department of Curriculum and Instruction where she will teach courses in adolescent literacy and direct the program in middle grades education.

Cathy Fleischer (1990) is still at Eastern Michigan University where she coordinates the English Education program. Her recent *English Journal* article (co-authored with Ann Arbor teacher Sarah Andrew-Vaughan) has received the 2006 Edwin M. Hopkins Award from NCTE. Additionally, her book *Becoming a Writing Researcher*, co-authored with EMU colleague Ann Blakeslee, will be out from Lawrence Erlbaum in spring 2007.

Vicki Haviland (2004) was awarded the NCTE Promising Researcher Award for her dissertation study and will present her research at NCTE in Nashville, TN, this year. Vicki is continuing her research and teaching with Anne Gere and Teachers for Tomorrow, a program at UM for undergraduates who want to teach in urban and under-resourced schools.

Cheryl Johnson (1988) gave a talk at a conference sponsored by the University of Stellenbosch, Stellenbosch, South Africa, July 2006 (she had a year-long Fulbright teaching and research fellowship in 2002 at the University of the Western Cape and the University of Stellenbosch). Women's Studies will have a symposium, Race, Gender, Class, and Sexuality: Immigrations and Borders, on February 23, 2007. If you are interested, please submit a proposal to Cheryl Johnson at johnsocl@muohio.edu. Personal (if I may) Paula and Shirley, where are you?

Ted Lardner (1991) and Arnetha Ball's book, *African American Literacies Unleashed*, was published in the Series in Writing and Rhetoric by SIUP in December, 2005. Dr. Ball and Dr. Lardner are delighted to share our work with teachers, students and researchers. Because the seeds of this inquiry were first planted there, Ted feels especially grateful to teachers in and around the JPEE whom he was fortunate to work with: Anne Gere, Jay Robinson, Biff Barrett, Bernie Van't Hul, and Dick Meisler.

Virginia (Ginger) Monseau (1986) is amazed and gratified to learn that she will be receiving the 2006 ALAN Award at the NCTE convention in Nashville this November. The award is presented annually at the ALAN Breakfast by the Assembly on Literature for Adolescents of NCTE for outstanding contributions to young adult literature. Also, her newest book, *Teaching the Selected Works of Robert Cormier*, will be published in late January.

Anne Reeves (2001) received tenure and promotion to Associate Professor at Susquehanna University last May.

Sarah Robbins (1993) to be published in early 2007: *The Cambridge Introduction to Harriet Beecher Stowe*, Cambridge University Press and *Teachers' Writing Groups* (co-edited with Kathleen Blake Yancey and Dede Yow; Kennesaw State U Press).

Jennifer Sinor (2000) was tenured and promoted to Associate Professor at Utah State University last spring.

Sharilyn Steadman (2004) has an article coming out in Phi Delta Kappan about the "cost" to veteran teachers who are charged with mentoring new alternatively certified classroom teachers and also a book review that will be published soon in the *Journal of Adolescent and Adult Literacy*. Shari also has two articles in review at the moment. She has become very involved in FSU's Writing Project site and this summer headed up a new project for rising 6th-9th graders called the Young Writers' Camp. In addition, she is teaching two new classes: Applied Linguistics and A Survey of British Literature for Secondary English Teachers (both courses cross-listed for undergrads and grad students). FSU has never offered the Brit Lit course before, so it has been interesting to develop that from scratch. Shari mentored the president of FSU, Dr. T.K. Wetherell, in the supervision of student teachers last fall, and they are now working on an article about his experiences.

Morris Young (1997) began work on a co-edited collection on Asian American rhetoric during his leave last year. He also had an essay appear in *College English*, and chapters in the edited collections, *Poetry and Pedagogy*, *Service-Learning in Higher Education*, and *East Main Street*. He's also very honored that his book, *Minor Re/Visions*, received the 2006 CCCO Outstanding Book Award. This year he will be presenting work at the Watson Conference and 2007 CCCO Convention.

The JPEE is Very Proud to Announce that Anne Ruggles Gere is this Year's Recipient of the Regents' Distinguished Public Service Award

The Regent's Award for Distinguished Public Service honors extraordinary distinction in public service by a member of the University faculty. Nominations come from the ranks of the University Senate (assistant, associate and full professors, research scientists and librarians who are Senate members). The award recognizes public service activities that relate closely to teaching and research and reflect professional and academic expertise. Service activities may occur outside the University in local, state, national or international arenas. (The University Record. Vol.62, No. 5, Oct 6, 2006.)

Anne's award reads:

With no trace of exaggeration, it can be truly said that Anne Ruggles Gere's public service has not only touched but actually benefited hundreds of thousands of people since she earned her Ph.D. from the University of Michigan in 1974. Few scholars engage in a quality and quantity of national public service that can be called visionary, yet that term is often used to describe Professor Gere's national service. She has created multiple opportunities for teachers, undergraduates, graduates, and University faculty to come together and learn from each other.

Professor Gere's public service began at the University of Washington, where she founded and developed the Puget Sound Writing Program, the nation's first secondary-level project on writing across the curriculum. Under her direction the program produced *Roots in the Sawdust*, a ground-breaking book on writing across the curriculum that relates closely to her teaching and research but derives from her distinguished public service. Twenty-eight years later the program continues to contribute to excellence in the teaching of writing.

Since she joined Michigan's faculty in 1987, Professor Gere's public service has only increased. Particularly compelling is the "Teachers for Tomorrow" program that she developed, which supports teaching and teacher education in several of Detroit's, Ypsilanti's, and Willow Run's under-resourced public schools as it prepares Michigan undergraduates for teaching in such schools across the country. She also took the lead on two especially important endeavors in the Farmington public school system: building bridges among diverse racial and ethnic groups, and improving the academic achievement of students in Farmington.

Professor Gere's institutionally specific service often becomes national public service. As an overseer and then trustee for Colby College, for example, she has served on education policy and search committees, reviewed and led workshops for different departments, and otherwise helped shape liberal education there.

Executive directors of the largest professional organizations at the center of her fields separately attest to Professor Gere's influential public service. According to one of them: "While many have lent their support to building a national community among English teachers, there may be no one who has done more Anne in providing leadership in so many realms.: Her service in the Modern Language Association includes the founding of one and chairing of two divisions that specialize in teaching, and she currently serves on the MLA Executive Council. She was also selected as a member of the Advisory board for the association's flagship journal *PMLA*.

Finally, Professor Gere has worked unstintingly with "Room at the Inn," a program that provides shelter, food and support for homeless individuals and families.

In sum, Anne Ruggles Gere's public service is inspired and inspiring, and the University is proud to present her with the Regents' Award for Distinguished Public Service.



We're on the web!

<http://www.soe.umich.edu/jointenglished/index.html>