

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

After the successful review of JPEE during the 2007-2008 year, we are settling in to consolidate the strengths the Rackham team identified. Chief among them, of course, are our students. As you will see elsewhere in this newsletter, we said goodbye to Christian Dallavis, Paul Feigenbaum, Matt Nelson, and Kelly Sassi as they completed their degrees and took up full-time positions, and we welcomed Denise Gray, Shelly Alilunas, and Anne Porter, the new students who joined us in the fall. While we miss the students who have moved on, we know that they will each make significant contributions to the profession. And, of course, we are delighted to have Denise, Shelly, and Anne in our midst; they have already begun contributing to aid our community. You can learn more about each of them in the following pages.

Both of us continue to enjoy working with students in the Program, and we enjoy finding ways to involve them in our various projects. With funding from Rackham, Lesley recruited Steve Engel to be the digital video manager for the *Teaching How to Argue in Writing* web site they are creating. When completed, the interactive site will showcase strategies for engaging students, with little interest in or ability with academic writing, in writing well-reasoned persuasive expositions. Video of

Lesley teaching 11th grade alternative high school students how to write stances and evidentiary warrants for the first time will be available on line. For less virtual readers, Ebony Thomas, who has been involved from the beginning of the project as research assistant, and Lesley will be drafting an article and eventual book. Lesley is thankful that Staci Shultz continues in her role as Assistant Editor for Lesley's *Discourse and Social Processes* book series for Hampton press. The series description and web page appear further along in the Newsletter. Cognizant that a review had yet to be written on the applications of discourse analysis in literacy literature, the editors of *Reading Research Quarterly*, invited Lesley to take on the project. Her broadcast of the invitation to the JPEE community netted seven co-authors: Mike Bunn, Amy Carpenter Ford, Beth Davila, Hannah Dickinson, Chris Gerben, Melinda McBee-Orzulak, Heather Thomson Bunn JPEE. Together the group read over 300 sources this past summer to reflect international classic as well as emergent discourse analytic research and scholarship in literacy over the past ten years.

Anne continues to serve as Director of NCTE's Squire Office of Policy Research, and a group of JPEE students, Shelly Alilunas, Laura Aull, Hannah Dickinson, Christopher Gerben, Denise Gray, Timothy Green, Stephanie Moody, Melinda McBee Orzulak, and Anne Porter join her to produce research briefs that are used by NCTE's Washington DC office and in the NCTE *Chronicle*. This year's research briefs focus on various aspects of 21st Century Literacies, and you can find them

in the center of each issue of the *Chronicle* as well as on the NCTE website.

In addition to the research briefs, Anne's team put together a survey to gather data about writing instruction in higher education. Working with the Institute for Social Research to develop the survey and gathering the contact information for the sample to be surveyed taught all of us new research skills. Another of Anne's projects, funded by a Whittaker II grant, involved making Education 118, an introductory course she developed two years ago, more digitally oriented. A group of students includes Heather Thomson Bunn, Chris Gerben, Brett Griffiths, and Ben Gunsberg worked with her to select film and video clips, digitize school-oriented songs and images, and store them electronically. Program Assistant Jeanie Laubenthal played a key and much appreciated role in creating a course website and helping to archive course materials in UM's digital archive, *Bluestream*. Anne's appointment as Director of the Sweetland Writing Center also engages students in research. JPEE students Laura Aull and Tim Green are serving as Graduate Student Research Assistants at Sweetland, and they are helping to create a data-based perspective on the needs and digital backgrounds of incoming UM students so that program and curricular decisions can be based on something more than anecdote.

For those of you who plan to attend NCTE, we are planning an informal get-together on Friday evening, beginning at 9:00. We'll plan to meet in the lobby of the Marriott River Center. Hope to see you there!

Fall 2008 Cohort

Shelly Alilunas was born and raised in the Northwest. She earned both her B.A. in English and M.Ed. in Middle/Secondary Education at the University of Oregon. After three years as an educator in Oregon, she moved to Austin, Texas. There she participated in the Texas Adolescent Literacy Project (through the Vaughn Gross Center for Reading and Language Arts) and worked as a Literacy Coach for the Round Rock ISD. Both experiences led her to pursue graduate studies in English and Education with an emphasis on assessment.



Denise Gray is looking forward to life as a student again. A Chicago native, Denise was a full-time lecturer responsible for teaching professional and technical writing courses to English and secondary education majors for the past three years. She appreciates what she has learned from her adult students and wants to be able to address their writing deficiencies more effectively so that they are better equipped to enter the professional world. Through the JPEE program, Denise wants to learn effective strategies for improving adult literacy and teaching grammar. Before she became a teacher, Denise was a marketing communications manager and a business reporter. She has bachelor's and master's degrees in journalism from Northwestern University.

Anne Porter completed an M.A. in Comparative Literature at the University of Wisconsin-Madison in 1992, focusing on contemporary Latin American literature, critical and feminist theory, and cultural studies. She worked professionally in social services for over a decade doing group and individual counseling and advocacy in Spanish and English. In 2004, she completed an M.S. in Counseling Psychology at the University of Wisconsin-Madison, specializing in community counseling and multicultural/ feminist/ interpersonal approaches. As she joins JPEE, Anne's interests include critical pedagogy; the critical study of adult lifespan (career, identity and ethical) development; contemporary global literature (esp. narrative) and its uses; issues in cross/ transcultural communication; and sociology of culture & education.



JPEE Awards

Heather Thomson Bunn, is one of this year's winners of the Outstanding Graduate Student Instructor Award from Rackham.

James Beitler has been selected to be a part of the Sweetland Fellows Seminar, Fall 2008. The Sweetland Writing Center Fellows Seminar brings together committed faculty and graduate student instructors from across LSA for sustained, advanced study of writing and writing pedagogy.

During 2007-08, the following students were awarded a Rackham One-term Dissertation Fellowships: **Ebony Thomas**, **Amy Carpenter Ford** and **James Beitler**.

Amy Carpenter Ford, **Melinda McBee Orzulak** and **Ebony Thomas** have received a Rackham Graduate Student Research Grant.

Randall Pinder received the Rackham International Student Fellowship, which assists outstanding international students.

JPEE Awards continues...

Jennifer Buehler has been awarded a Rackham Predoctoral Fellowship for the 2008-09 school year.

Michael Bunn and **Ben Gunsberg** were awarded Rackham Graduate School Humanities Fellowship in 2008.

Amy Carpenter Ford received a grant from the Institute for Research on Women and Gender.

Staci Shultz is a 2008 recipient of the David & Linda Moscow Prize for Excellence in Teaching English Composition. She has been named a 2008-2009 Humanities, Arts, Science, and Technology Advanced Collaboratory (HASTAC) Scholar. She is also the recipient of a Rackham One-term Dissertation Fellowship for Winter 2009.

Kelly Sassi has been awarded the 2008 David and Linda Moscow Prize for Excellence in Teaching Composition.

Ebony Thomas was selected as one of 12 NCTE Cultivating New Voices Among Scholars of Color Fellows nationally for 2008-2010.

JPEE Current Student Activities

Laura Aull: Published a Piece "Miracle on San Felipe Street" in a book called *The Spirit of Ace*.

Jim Beitler and **Hannah Dickinson** have been named the 2008-2009 Graduate Student Mentors (GSM) for the English Department Writing Program.

Jennifer Buehler has an article forthcoming in the January 2009 issue of *English Journal* (Ways of Joining the Living Conversation about Young Adult Literature). She has also begun producing monthly podcasts on young adult literature for ReadWriteThink (go to www.readwritethink.org/beyondtheclassroom), and she will present at NCTE in San Antonio this November (Navigating the Field of Young Adult Literature: Resources for Newcomers to the Genre).

Mike Bunn and **Staci Shultz** are Graduate Teaching Consultants for CRLT.

Hannah Dickinson was an editor for Kairos's review of CCCCs.

Beth Davila and **Brett Griffiths** designed the JPEE website.

Steve Engel is the data specialist and **Ebony Thomas** is the research assistant on the project Writing an Argument with Lesley Rex. They presented their work last year at the National Council of Teachers of English annual conference and will present the next installment at this year's conference.

Ebony Thomas published an article in *English Journal* (with Kelly Sassi(08)). "Walking the Talk: Examining Privilege and Race in a Ninth-Grade Classroom," 97(6).

Shelly Alilunas, **Laura Aull**, **Hannah Dickinson**, **Christopher Gerben**, **Denise Gray**, **Timothy Green**, **Stephanie Moody**, **Melinda McBee Orzulak**, and **Anne Porter** contribute to the Policy Research Briefs that appear in each issue of the National Council of Teachers of English's quarterly COUNCIL CHRONICLE.

Heather Thomson Bunn, **Mike Bunn**, **Beth Davila**, **Hannah Dickinson**, **Amy Carpenter Ford**, **Chris Gerben**, and **Melinda McBee Orzulak** with **Lesley Rex** are writing an invited review for *Reading Research Quarterly* of literacy of research literature that applies discourse analysis to literacy studies.

Jim Beitler, **Amy Carpenter Ford**, **Staci Shultz**, and **Lesley Rex** presented their panel—*Responsible Civic Identity and Globalization: How can discourse studies inform schooling?* along with Jim Barber and Julie McGraw of CSHPE and Tayyib Zaidi of ES at the American Educational Research Association's annual conference. The papers will appear as chapters in a forthcoming book.

Jennifer Buehler, **Christian Dallavis**, **Anne Gere**, and **Vicki Haviland** presented at AERA in New York in March (*When Language Fails: Religion, Emotion, and Location in Culturally Relevant Pedagogy*). They will present at NCTE in San Antonio in November (*Demystifying Culturally Responsive Pedagogy: Translating Theory into Classroom Practice*).

Hannah Dickinson, **Brett Griffiths**, **Zak Lancaster**, **Stephanie Moody**, and **Randy Pinder** are the coordinators of this year's Language and Rhetorical Studies Interdisciplinary Workshop.

At CCCC in 2009, **Hannah Dickinson**, **Stephanie Moody**, and **Staci Shultz** will present their panel, "When Marginal Literacies go Public".



2007-2008 Dissertations

David Brown *Curricular Approaches to Linguistic Diversity: Code-Switching, Register-Shifting and Academic Language*
Chair: Anne Curzan

David's doctoral research addresses the need for implementable models of curricula informed by linguistic knowledge and research. The project was carried out in a high school in the Washington, D.C. area. Almost all of the participating school's students spoke nonstandard varieties of English in their homes and communities—and most were struggling with academic language, particularly in their writing. The dissertation, first, describes the process of creating a language curriculum designed to increase teachers' and students' awareness of the logic and systematicity of nonstandard and standard varieties of English and aims to develop students' facility with academic written English by having them explore some of the linguistic features that are privileged in the kinds of texts they are frequently asked to produce in school. The study evidences important changes in the metalinguistic awareness of the teacher and her students—development that can promote students' academic achievement. The study's attention to students' language use and the language expectations of teachers and schools has implications for linguists, educators and compositionists interested in developing language and grammar curricular materials—whether those materials are designed for nonstandard English speakers, English Language Learners or a more general population.

Christian Dallavis *“Extending theories of culturally responsive pedagogy: Urban Catholic schools and immigrant communities.”*
Chair: Anne Ruggles Gere

This dissertation reflects a historical and ethnographic study of an urban Catholic school serving a Mexican American community that examines the intersection of theories of culturally responsive pedagogy and historical and contemporary urban Catholic schooling for immigrants. The findings of this qualitative research resonate with existing quantitative research that suggests Catholic schools are particularly effective at educating poor and minority students. In this case, a shared Discourse rooted in common religious beliefs, identities, and practices fostered social capital in ways that enhanced the student experience of schooling. As a result, this dissertation suggests that theories of culturally responsive pedagogy might be enhanced by a consideration of student and teacher religious belief, identity, and practice. In particular, this research points toward an enhanced variety of cultural competence that may be possible when teachers and students share a common Discourse like the Discourse of Catholic Schooling identified in this study. In addition, this dissertation suggests that urban Catholic schools might enhance the educational experience they offer immigrant students by more explicitly considering both their own historical service to immigrant communities and contemporary theories of culturally responsive pedagogy.



Paul Feigenbaum *Community Action: A Framework for Egalitarian, Reciprocal Community Engagement in the Field of Rhetoric and Composition*
Co-Chairs: Carla O'Connor and Anne Ruggles Gere

This dissertation's central aim is to articulate a framework for scholars of rhetoric and composition to engage in egalitarian literacy-based community engagement while producing intellectually rigorous academic work. Community action establishes its theoretical framework from merging two recently developed praxes of engagement within rhetoric and composition: hybrid literacies and tactical collaboration. Through this conjoined framework the study articulates a model of literacy-based engagement that engenders projects designed mutually by, and producing shared benefits for, academic and community partners. Community action, in its egalitarian vision of how universities and communities can develop and carry out collaborative projects, complicates our understanding of how literacy practices influence the teaching of writing. In this respect, the field can respond actively and pragmatically to economic and demographic shifts that, in coming decades, will increasingly impact both where and how writing is taught.

2007-2008 Dissertations continued...

Matthew Nelson “What Would You Advise Us To Do?": Status, Knowledge, and Asymmetry in Cross-Level Interactions among Teachers of Writing

Chair: Lesley A. Rex

This study provides the results of a qualitative analysis of conversations among small groups of high school English teachers and college writing instructors. Such conversations have been advocated as a means of addressing first-year college students' difficulties transitioning from high school to college writing. The study argues that existing notions of both the benefits and challenges of school/college conversations about writing have been oversimplified, and a framework for facilitating cross-level conversations that acknowledges and values the inherent asymmetry of these conversations is offered.



Jill Lamberton *Claiming an Education: The Transatlantic Performance and Circulation of Intellectual Identities in College Women's Writing, 1870-1900*

Co-Chairs: Yopi Prins and Anne Ruggles Gere

This dissertation surveys nine different archives of late nineteenth-century college women's writing to illuminate the significant role that student writing played in establishing women's university education on both sides of the Atlantic. More than we have previously understood, college students' writing was *the* forum for circulating methods of securing access to, and succeeding in, the elite higher education newly opened to women. In letters, diaries, campus-based magazines, and writing published in popular nineteenth-century periodicals, college women continuously discussed what it meant to be an educated woman in the late nineteenth century—how the college-educated woman was received in her family and in her old social circles after college; what effects her public behavior and academic performance had on the future of women's higher education; and what social responsibilities were implicit in her privileged study. When we look closely at the rich variety of writing that college women circulated, we see that they were savvy rhetorical agents, constituting their own intellectual identities through language, and collaborating to claim an education through persuasive performances of their own intellectual abilities.

Kelly Sassi *Rhetorics of Authority, Space, Friendship, and Race: A Qualitative Study of the Culturally Responsive Teaching of Native American Literatures*

Chair: Anne Ruggles Gere

Kelly's dissertation is a qualitative research study of a ninth grade English classroom in which the teacher and students are reading the first novel by a woman of American Indian descent: *Wynema: A Child of the Forest* (1891) by S. Alice Callahan (Muscogee Creek). The researcher posits the term “understanding gap” as a site of inquiry into the difficulties faced by non-Native students and teachers. Using a grounded theory approach to data analysis, which emphasizes critical discourse analysis in concert with visual and spatial analysis, the study explores teacher authority, space, race, and friendship as methodology.



JPEE Alumni

Christian Dallavis (08) started a job at the University of Notre Dame as Assistant Professor of Practice in the Institute for Educational Initiatives, with his primary responsibility as program director of the Notre Dame Magnificat Schools. The Magnificat initiative is an attempt to effect comprehensive school reform in under-resourced urban Catholic schools that are on the verge of closure. He is responsible for researching and developing the model of university-school partnership that ND implements in these schools and for doing research to assess the effectiveness of these interventions. He also teaches a few English education courses for the Alliance for Catholic Education, ND's alternative teacher education program.

Jeffrey Buchanan (02) is Associate Professor of English and Teacher Education at Youngstown State. He published the essay "Reading and Understanding: Tim O'Brien and the Narrative of Failure" in *The CEA Forum* (37.1: Winter/Spring 2008). The essay appears online at: <http://www2.widener.edu/~cea/371index.htm>.

Todd DeStigter (96) continues his work with JPEE alumnus David Schaafsma at the University of Illinois at Chicago. Todd's chapter, "Lifting the Veil of Ignorance: Thoughts on the Future of Social Justice Teaching," concludes the recent book, *Narratives of Social Justice Teaching: How English Teachers Negotiate Theory and Practice in Inservice Spaces* (New York: Peter Lang, 2008). He is currently at work on an introductory chapter in a book edited by Dave Schaafsma on the educational legacy of Jane Addams. Todd is also working on a book that draws on his teaching and research at a Chicago "alternative" high school to answer neo-Marxist and neo-liberal critiques of American pragmatism and reassert pragmatism as a viable theoretical method for educators.

Cathy Fleischer (90) continues her work as an English education professor at Eastern Michigan University where she teaches, co-directs the Eastern Michigan Writing Project, and has developed (with UM alum Kim Pavlock—whom some of you may remember as undergraduate Kim Coop) the Family Literacy Initiative—a series of workshops for parents and families on how to support their children and teens as writers (over 1000 parents and family members in southeast Michigan have attended workshops in the last 18 months!). In addition, she's begun a new venture: She's now Special Imprint Editor for NCTE, developing an imprint entitled *Principles to Practice* which will publish a series of books connecting NCTE policy statements and research briefs to classroom practice. The first lineup of books focuses on Adolescent Literature and will include titles by Deborah Appleman, Sara Kajder, Glynda Hull, and

Rebecca Sipe. Her new book *Writing Outside Your Comfort Zone: Helping Students Investigate Unfamiliar Genres*, co-authored by Ann Arbor high school teacher Sarah Andrew-Vaughan, will be published by Heinemann in January.

Rebecca Ingalls (05) has taken a tenure-track Assistant Professorship in Composition and Rhetoric at Drexel University. She has an article forthcoming in *The Journal of Popular Culture* titled, "'Stealing the Air': the Poet-Citizens of Youth Spoken-Word"; and her chapter '(Still) Calling Out from the Closet? The Rhetoric of Visibility in Queer TV and Film' will appear in the collection *Agency in the Margins: The Story of Outsider Rhetoric* (Farleigh Dickinson University Press). She recently received her RYT certification from Yoga Alliance.

Zandra L. Jordan (06) is Assistant Professor of English at Spelman College where she also serves as co-director of SpEI.Folio—Spelman's electronic portfolio project. Her course offerings include Argumentation, Ethnographic Writing, First-year Composition, Grammar and Style, Grammar for the Professions, and Investigation and Introduction to Critical Studies in English. Zandra is a 2008 recipient of the NCTE Early Career Literacy Educator of Color Award and a 2008 finalist in the SUNY Press Dissertation First Book Prize in African American Studies. She's currently writing a chapter on African American English for a collection on race and writing assessment. Her upcoming conference presentations include the Watson Conference on "The New Work of Composing" at the University of Louisville and the Faculty Resource Network National Symposium on "Defining Student Success" in San Francisco, CA. Zandra has been awarded a junior faculty research leave for the Spring 2009 semester. She plans to continue her research on African American English and college writers.

Margaret Marshall (91) returned to the English department at the University of Miami after spending a year in the Provost's Office working as the Associate Director for The Reinvention Center. Her textbook, *Composing Inquiry: Methods and Readings for Investigation and Writing* (Prentice Hall) is out and she developed a website for teaching resources (<http://www.as.miami.edu/composinginquiry/>). She co-edited, with Barbara Schneider and Joan Mullin, a special edition of the journal *Pedagogy* focused on faculty development. Her piece for that collection considers the use of teaching circles in our program at UM and she had some fun playing with the form to include the comments of instructors who had participated in those circles. She also has completed an essay for the forthcoming collection *Working in the Archives* that traces her search for correspondence surrounding the 1892 *Atlantic Monthly* essay by the commissioner of education.

JPEE Alumni Continue...

That essay continues to figure in an ongoing project about public discussions of education and race in the post reconstruction era. This term she is teaching a women's literature survey and an advanced course on language and gender. Next term she is introducing a course on language controversies and plans to focus on the national language debate as well as other public discussions where language and language teaching are central. On the personal side, Randall and Margaret moved out of their positions in the residential college in May and are having fun settling into a new home.

Matthew Nelson (08) is Assistant Professor of English at Francis Marion University in Florence, SC where he also serves as Co-Director of the Swamp Fox Writing Project and faculty advisor for the local chapter of Sigma Tau Delta. His article on the politics of education in the television show *Gilmore Girls* will be published later this year by Syracuse UP as part of an edited collection about the show.

Shari Steadman (04) will be leaving Florida State University at the end of this semester and traveling north - to North Carolina, to be exact - to join the English Education faculty of East Carolina University. A university-wide commitment to teacher education and a well organized and clearly articulated undergraduate and graduate English Education program hold tremendous appeal for her. In the spring, *Bridging Literacy Scholars with Today's Best Classroom Practices*, co-authored with Susan Wood and John Simmons and published by Christopher Gordon, should be in print. In this text, Shari and her co-authors explore the literacy work of twenty scholars from the twentieth century and examine how their concepts are enacted in P-12 classrooms today. Each chapter features a synopsis of the scholar's concepts, a case in point (a real teacher's classroom practices), and questions to consider regarding the intersection of the two. Shari is also co-PI on a Carnegie Corporation of New York adolescent literacy grant that concludes at the end of this semester and that, hopefully, will produce some interesting data in regard to programmatic changes made across multiple teacher education courses in an attempt to heighten teacher candidates' understanding of the ways that adolescents engage in today's new literacies. If any JPEE alums or current program members are ever passing through North Carolina, Shari invites, "Y'all come!"

Anne Reeves (00) is currently Department Head at Susquehanna University.



After a year in Madison, WI **Morris Young(97)** became reacquainted with real midwest winters (100 inches of snow here). His tenure as Director of English 100 continues and he is getting more involved with initiatives related to the first-year experience and general education mission of the university. The co-edited collection, *Representations: Doing Asian American Rhetoric*, he has been working on with LuMing Mao, his colleague from Miami University, is forthcoming from Utah State University Press this fall.

DISCOURSE AND SOCIAL PROCESSES Book Series

Book titles and descriptions:

<http://www-personal.umich.edu/~shultzst/>

This series provides a platform for scholarship about discourse and social processes that is purposefully designed to contribute to positive change in society. Volumes in this series explore how discourse as language-in-use within and across social contexts constructs social processes, relationships, identities and structures. These explorations highlight the consequences of such social constructions for individuals, groups, and society at large.

Research is invited that employs a variety of theoretical and methodological perspectives, including those of anthropology, sociology, communications, education, linguistics, literary theory, and psychology. Of particular interest are books that explore previously unrecognized or infrequently considered important social phenomena, that provide conceptual as well as applied transformative insights, and that contribute to the growth of participants or to the improvement of their conditions.

Stephen Dunning Student Support Fund

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

Contributions of all sizes are most welcome. Write checks to the University of Michigan E&E Gift Account and send them to: Jeanie Mahoney Laubenthal, 2014 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.

The JPEE is Very Proud to Announce :

Lesley A. Rex is the recipient of the 2008 D'Arms Faculty Award for Distinguished Graduate Mentoring in the Humanities.

This award was created in honor of John H. D'Arms, Vice Provost for Academic Affairs and Dean of the Graduate School (1985-1995), to recognize scholars and/or creative artists of extraordinary depth and breadth who have provided their students with the quality of intellectual support that only remarkable learning, coupled with boundless generosity of spirit, can bestow. Nominees for this award must be tenured faculty members in the humanities and have directed a substantial number of dissertations over the past several years.

Lesley received her Ph.D. in Education (with an emphasis on Language, Culture and Literacy) from the University of California, Santa Barbara and came to the University of Michigan in 1997. She holds a faculty appointment in Educational Studies, where she serves as faculty leader of English education, as well as in JPEE. She has received the Pattishall Award for early career research, the Krips Award for a research program focused on the delivery of effective public education, and the UM Class of 1923 Award for outstanding undergraduate teaching.

To promote equitable opportunities for student participation and achievement, Lesley studies classroom discourses and their complex sociopolitical contexts to understand and represent teaching and learning practices. She works interdisciplinarily, and her research has appeared in leading education journals and handbooks in the fields of educational linguistics, English education, teacher education, literacy education, communication education, and research methodologies. She is considered a leading scholar in classroom interaction research. Among her books are the edited volume *Discourse of Opportunity: How Talk in Learning Situations Creates and Constrains*, *Interactional Ethnographic Studies in Teaching and Learning*, 2006, and her book with co-author Laura Schiller, *Using Discourse Analysis to Improve Classroom Interaction*, is in production at Routledge Taylor & Francis. She also serves as the editor of the Hampton Press book series on Discourse and Social Processes.

Anne Ruggles Gere, Gertrude S. Buck Collegiate Professor of English and of Education, began as Director of the University of Michigan's Sweetland Writing Center on July 1, 2008. Anne will continue to co-direct the Joint Program in English and Education, and to collaborate on School of Education projects. One of her goals is to build more connections between the School of Education and Sweetland. Professor Gere also had a Global and Ethnic Literary Studies fellowship in Fall 2007 and a Michigan Humanities Award in Winter 2008. Congratulations, Anne! For more information about the Gayle Morris Sweetland Writing Center, go to: <http://www.lsa.umich.edu/swc/>



We're on the web!

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

Check out the new student run JPEE website. While all components to the site are not up and running quite yet, we have great hopes of maintaining the JPEE community legacy online through Wiki interaction and informal discussion. If you are an alum who no longer has an active username, you can request to be added as a user of the website where you can update your bio, post information, and give advice to current students from your experience.