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## Recent Dissertations

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*Digital Pedagogies and Teacher Networks: How Teachers' Professional Learning and Interpersonal Relationships Shape Classroom Digital Practices.*

- Elizabeth Homan, Ph.D.

*When does Literacy Professional Development Work? Understanding Urban High School Teachers' Learning About the Teaching of Writing*

- Danielle Lillge, Ph.D.

*Beyond the Written Comment: A Qualitative Case Study Exploring Student and Instructor Response to Feedback in the First-Year Writing Classroom*

- Justine Neiderhiser, Ph.D.

*Understanding Transfer in the Literacy Practices of Religiously Engaged Christian College Students*

- Melody Pugh, Ph.D.

*Linguistic and Rhetorical Ideologies in the Transition to College Writing: A Case Study of Southern Students*

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Sarah Swofford, Liz Homan and Justine Neiderhiser

# *Dimensions and Directions*

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

Volume 22

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## From the Chair

This has been a year of transitions. In May we said farewell to six students who finished their degrees and moved on to begin the next stages in their careers. Be sure to read about each of their dissertations and their new positions. We also greeted the three new students who joined us in the fall; you can learn more about them on the next page. Actually they no longer feel like "new students" because they have already become such an integral part of the JPEE community. In addition to these usual transitions, our leadership also experienced transitions.



Professor Anne Gere

Last winter semester I spent a sabbatical in Puebla, Mexico, working with colleagues who share my interest in integrating writing into STEM courses, and my good friend and colleague Anne Curzan chaired the Program in my absence. In the spring Anne was named Associate Dean for Humanities in the College of Literature Science and the Arts, and had to step away from her position as Co-chair of JPEE. I am serving as Program Chair for this academic year, but we are moving toward a different leadership structure.

Before I say more about that structure, I want to offer my thanks to Anne Curzan for her five years of service as Co-chair. An exemplary colleague, Anne made decision-making easy with her keen intelligence and wisdom. Always willing to do more than her share, she made the work of the Program very easy. As current students will attest, Anne is an outstanding teacher who pushes them to achieve more than they thought possible, but she does it in an encouraging and affirming way. She provides detailed and insightful feedback on their writing, and she supports and encourages their programmatic initiatives. Fortunately, Anne will continue to work with JPEE students in her capacity as Faculty Associate of the Program.

Indeed the new leadership structure includes multiple Faculty Associates, and each is taking up aspects of Program work. For example, Chandra Alston, Mary Schleppegrell, and Melanie Yergeau are each serving as mentors to one of our new students; David Gold and Melanie Yergeau are helping to develop our new website; Tom Toon is serving as our Faculty Ally with Rackham's Diversity Initiative; and Anne Curzan and David Gold are serving as faculty mentors for Language and Rhetorical Studies, A Rackham Interdisciplinary Workshop that involves many JPEE students. During the remainder of this academic year we will continue to restructure Program leadership.

Meanwhile, JPEE students and alumni continue to carry out fascinating projects, win awards for teaching and research, and make timely progress toward the degree. You can learn more about their accomplishments in the following pages and on our new website [www.jpee.lsa.umich.edu](http://www.jpee.lsa.umich.edu). One of the awards that the Program gives each year is the Linda Pinder Award. Created by alum Randall Pinder and his partner Paul Pearson, it is given to a student who is in the final year of the program, finishing the dissertation and looking for a job. (continues on next page)

Randy and Paul, whose hospitality and community-building shaped the lives of everyone in JPEE while Randy was a student, recognized the special stresses of that final year and created this semester of support in response. Named for Randy's mother, a teacher, it symbolizes the generous spirit that characterizes everyone in the Program. I am very grateful for the ways that all of you support our current students—meeting with them at conferences, contributing to the Stephen Dunning Student Support Fund, sharing your research with them, and incorporating them into the wider JPEE network.

## Fall 2015 Cohort



**Cassandra Otemuyiwa** lived most of her life in St. Louis, Missouri and attended Truman State University in rural Missouri. Because of her love of travel, she studied abroad in both Nanjing, China and Bavaria, Germany, developing an interest in teaching English as a second language while earning a BA in English and MA in English Education. Casey then returned to St. Louis to teach middle school English for six years in a linguistically and culturally diverse setting. While teaching here and developing a more personal connection to issues of social justice than she'd ever felt before, she earned an additional MA with a TESOL focus from the University of Missouri and achieved National Board Teaching Certification. She moved to Ann Arbor a year ago with her family for her husband to attend medical school and served as Education Director of a local tutoring company where she most enjoyed her role as a mentor to new teachers. In addition to teacher development and issues in ESL education, Casey is interested in the identity development of students of multiracial and multicultural backgrounds.

**Adrienne Raw** grew up just outside of Waterloo, Ontario, Canada and completed her BA in Rhetoric and Professional Writing, Anthropology, and Digital Arts Communication at the University of Waterloo. After her BA, she took a break from schooling to work in sales and business operations, but couldn't stay away from the educational world. While working in the education technologies sector, Adrienne completed her MA in Rhetoric and Communication Design (University of Waterloo) and BEd in Adult Education (Brock University). Inspired by the connections she saw between her work and academic interests, she is excited to join the E&E program and explore the interactions among her many research interests. Adrienne's research interests in fan and media studies are founded in a lifelong interest and involvement in fandom and fan culture. She is also interested in corpus linguistics, adaptation theory, and the pedagogical theories and practices of teacher training.



**Emily Wilson** was born in Hawaii and grew up as an Air Force kid; her relocation from San Diego to Ann Arbor was her 19th move. After graduating from Columbia International University, she married her college sweetheart, Tim, and they moved to Bradenton, Florida, where Emily began teaching high school English. She spent 11 wonderful years teaching in Florida, Colorado, and California. Some of her favorite pedagogical experiences involved leading students on educational tours of Central America and western Europe. In 2012, she graduated with a masters in English from Colorado State University-Pueblo, where she became interested in studying digital rhetoric, specifically in examining how the digital world was shaping her high school students as writers and thinkers. She is thrilled to join the E&E community!"



## JPEE Current Student Activities

**Ann Burke, Gail Gibson, James Hammond, Ryan McCarty, Christopher Parsons, Molly Parsons, Elizabeth Tacke, and Bonnie Tucker** contribute to the Policy Research Briefs that appear in each issue of the National Council of Teachers of English's quarterly *Council Chronicle*.

**Merideth Garcia** with **James Hammond** founded a Rackham Interdisciplinary Workshop on Teaching and Technology.

**Merideth Garcia** contributed an essay to an edited collection on the works of Neil Gaiman: Remixing Time and Space. In Tara Prescott (Ed.), *Neil Gaiman in the 21st Century Essays on the Novels, Children's Stories, Online Writings, Comics and Other Works*. She served as a Humanities, Arts, Science, and Technology Advanced Collaboratory(HASTAC) Scholar. Merideth became a Graduate Teaching Consultant with the Center for Research on Learning and Teaching (CRLT) and continues as the Graduate Student Associate for the Sweetland Digital Rhetoric Collaborative. She is currently serving as co-chair for the Graduate Student Community Organization.

**Merideth Garcia, Gail Gibson, Aubrey Schiavone** and **Joanna Want** presented "From the Blackboard to the Blogosphere: Using Course Blogs to Foster Undergraduate Student Professionalization across Disciplines" at the 2015 Council of Writing Program Administrators (CWPA) Annual Conference 2015.

**Merideth Garcia, Gail Gibson, Aubrey Schiavone**, and **Joanna Want** presented "Digital Possibilities for Pre-service English Teachers" at NCTE Annual Conference.

**Ben Keating** has had two poems published recently: "Ports of Long Beach, CA" in *Green Mountains Review* and "Sickbed Lists" in *Juked*.

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

**Ben Keating, Anna Knutson, Ryan McCarty, Molly Parsons, and Elizabeth Tacke** are serving on the Language and Rhetoric Studies steering committee alongside Michelle Kwok from Language, Literacy, and Culture in the School of Education. This year, they are planning a number of events, including an interdisciplinary graduate student conference featuring keynote speaker Suresh Canagarajah, and a qualitative methods workshop in the winter.

At the 2015 Council of Writing Program Administrators Conference in Boise, ID **Ben Keating** and **Anna Knutson** presented research on transfer students' writing transitions with **Anne Gere** and JPEE alumnus **Christie Toth ('14)**.

**Anna Knutson** published a co-authored article on preparing writing instructors to teach online in **Kairos** with Tiffany Bourelle, Andrew Bourelle, Stephanie Spong, Emilee Howland-Davis, and Natalie Kubasek.

## JPEE Current Student Activities continues...

**Anna Knutson** coauthored with **Aubrey Schiavone** a chapter titled “Pedagogy at the Crossroads: Intersections Between Instructor and Student Identities Across Institutional Contexts” in the edited collection *Class in the Composition Classroom: Pedagogy and the Working Class* which is currently under review at Utah State University Press.

At the 2015 Conference on College Composition and Communication, **Anna Knutson** presented on the role of linguistic diversity in online writing curriculum with Tiffany Bourelle, Andrew Bourelle, and JPEE alumnus **Beth Davila** ('11).

**Rebecca Manery** organized, chaired, and presented on the panel, “Creative Writing in America: Considering the Past, Imagining the Future” at the 2015 Conference on College Composition and Communication in Tampa, Florida. An article based on her presentation, "Revisiting the Pedagogy and Theory Corral: Creative Writing Pedagogy Teachers' Conceptions of Pedagogic Identity," was published in *New Writing: International Journal for the Practice and Theory of Creative Writing*, in June of 2015. She is a section editor for the forthcoming *Journal of Creative Writing Studies* and a peer reviewer for *New Writing*. A proposal for an expanded edition of Vanderslice and Ritter's *Can It Really Be Taught?: Resisting Lore in Creative Writing Pedagogy*, to be edited by Vanderslice and Manery, is under consideration at Bloomsbury Press.

**Christopher Parsons** is currently supporting instructors in the English Department Writing Program as a Graduate Student Mentors for 2015-2016.

**Joanna Want** gave a poster presentation entitled “Hospitable Course Design & Student Diversity: Reading and Writing about War in the First-Year Composition Classroom” at the 2015 Conference on College Composition and Communication in Tampa, FL.



## JPEE Awards

**Elizabeth Hutton** is the 2015-2016 James A. Winn Graduate Student Fellow at the Institute for the Humanities her project, "New Reasons for Reading: Progressive Experiments in Cultural and Literary Literacy," argues for a refreshed view of the composition-literature divide that structures most post-secondary departments of English in America. Returning to the interwar period, Hutton consolidates a milieu of disciplinarily permeable thinkers who encouraged alternative models for a critically sophisticated higher education in literacy, literature, and the reading of culture. Through the early transatlantic career of the reading theorist Louise Rosenblatt, an ongoing conversation is charted between her work and Boasian anthropology, interwar French historicism and comparatism, Dewey's philosophies of education, experience and culture, and I.A. Richards's experiments in criticism, rhetoric and psycholinguistics. Hutton poses the question: How might this recovered moment inspire us to rethink our long-held assumptions about how and why literacy and literature ought to be taught at the college level?

**Elizabeth Hutton** was awarded an English and Education Research Grant.

**Merideth Garcia** received the Rackham Summer Award and a fellowship from the Institute for the Humanities to attend the 2015 Digital Humanities Summer Institute.

**Merideth Garcia, Gail Gibson, James Hammond, Ryan McCarty, Molly Parsons, and Aubrey Schiavone** received Rackham Graduate Student Research Grants.

During 2014-2015, the following students were awarded a Rackham One-term Dissertation Fellowship: **Gail Gibson, Rebecca (Becca) Manery, and Christopher Parsons.**

**Christopher Parsons** has been awarded an Outstanding Graduate Student Instructor Award from Rackham. Chris has taught with great success in the English Department Writing Program and in the teacher preparation program in the School of Education. Chris's students laud the ways in which he skillfully provides students with intensive individual support, genuine inspiration, highly practical pedagogical strategies, strong writing instruction, and the skills to reflect on their own learning and teaching.

**Molly Parsons** and **Aubrey Schiavone** were awarded Rackham Graduate School Humanities Fellowships in 2015.

**Ruth Anna Spooner** has been selected to receive a Rackham Predoctoral Fellowship.

**Sarah Swofford** received the Linda Pinder Fellowship for 2015. This Fellowship was created thanks to a generous gift from Randall Pinder and Paul Pearson, and it is named for Randy's mother, who was a teacher. In keeping with the sense of community they helped to create when they were in Ann Arbor, Randy and Paul chose to use their resources to provide support for a student who has achieved candidacy, is finishing the dissertation, is on the job market, and has teaching as the only other type of support during the final year.

**Joanna Want** was a recipient of the 2015 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. Joanna also received a King-Chavez Parks Future Faculty Fellowship from the Rackham Graduate School for Fall 2015.

## **2014-2015 Dissertations**

**Brett Griffiths, Ph.D.**

***"This is My Profession:" How Notions of Teaching Enable and Constrain Autonomy of Community College Writing Instructors***

**Co-chairs: Anne Ruggles Gere and Vilma Meza**

This study explores how the expectations writing instructors at two-year colleges perceive about their teaching from national policy administrators, and their colleagues, as well as how these instructors respond to those expectations and the tensions that conflicting expectations can foment in teaching environments. Using Sarfatti-Larson's conceptualization of professional autonomy as an interpretive lens, it identifies two kinds of instructional roles: independent contractors and semi-autonomous professionals. Independent contractors exert control over the techniques of their teaching within their classrooms. Semi-autonomous professionals exerted control over their classrooms and also draw on scholarship to exert control over their work, advancing teaching at the department and institutional levels. In most cases where instructors perform roles as semi-autonomous professionals, administrators position them to do so. Additionally, independent contractors typically avoid discussing differences in teaching approaches, preferring to perform "as if" they agreed with teaching expectations to protect classroom independence. These findings suggest that administrators play an important role in shaping how instructors conceive of teaching. They also suggest that instructors' disengagement from institutional knowledge-making may contribute to decreased autonomy and devaluing of disciplinary knowledge. In order for English instructors at community colleges to assert professional autonomy over their scope of service, they must see themselves and be seen by others as professionals with specialized knowledge.

Brett is Director of the Reading and Writing Studios at Macomb Community College, South and Center Campuses, in Michigan.

**Elizabeth Carol Homan, Ph.D.**

***Digital Pedagogies and Teacher Networks: How Teachers' Professional Learning and Interpersonal Relationships Shape Classroom Digital Practices***

**Co-chairs: Anne Ruggles Gere and Elizabeth Moje**

Though many studies have argued that digital integration is happening more slowly than one might expect, few studies have investigated how teachers' networks impact their digital learning and integration. To address this gap, this study combines interview and observation qualitative methods and social network analysis to examine how teacher relationships and teacher learning experiences shaped teachers' approaches to instruction using digital technologies. This dissertation argues that most teachers' digital pedagogies used digital technologies to complete tasks that could have otherwise been done in analog environments and separated technology from the space of the classroom. A smaller number used integrative digital pedagogies in content-based teaching and employed technologies as an interwoven component of the curriculum in the interest of increasing students' digital literacies. These findings have implications for how digital integration initiatives engage teachers in professional learning, suggesting that experiential learning and digital "play" are necessary components of teachers' digital learning and that teachers' in- and out-of-school professional networks are integral to teachers' digital literacy learning and digital pedagogical development.

Liz is the administrator of Educational Technology Integration for Waltham Public Schools, Waltham Massachusetts.

## Dissertations continue...

**Danielle Marie Lillge, Ph.D.**

***When Does Literacy Professional Development Work? Understanding Urban High School Teachers' Learning About the Teaching of Writing***

**Co-chairs: Anne Ruggles Gere and Lesley Rex**

Danielle's dissertation tackles a question that regularly challenges English educators. How can we know if in-service literacy instruction is effectively supporting instructors' learning? Common sense and existing research suggest a set of easy answers. For literacy professional development (PD) to work: Allocate the time necessary for instructors to learn about and try new writing pedagogy; invite them to rehearse and talk about their own literacy practices, including writing; and provide them with access to exemplary PD. This study reveals the inadequacy of those assumptions. Using ethnographic methods, it details how and why simply adding time, providing opportunities to practice literacy skills, and giving access to quality content are not a sufficient recipe for supporting instructors' ongoing professional learning needs. I describe a cross-disciplinary team's yearlong journey as they participated in research-based literacy training. By analyzing the instructors' discursive interactions during the training, in follow up meetings, and in their classroom instruction, I highlight a critical element missing from their learning experiences: framework analysis. Frameworks include the cognitive schemas, which emerge through social interactions bound by cultural norms, that instructors employ to make sense of conversations about writing. Frameworks also include how instructors define and redefine "what we are about" through their interactions with others. Analysis helps facilitators and instructors alike negotiate framework conflicts in order to develop understandings and pedagogical tools for improving writing instruction. I show how integrating framework analysis into existing writing pedagogy training requires only small adjustments and reorientations to make PD work. Importantly, framework analysis offers a concrete tool for more effectively responding to ongoing calls to improve the quality of writing instruction—and, by extension, student writing—within and across courses and disciplines.

Danielle is Assistant Professor of English Education at Missouri State University



**Justine Addie Neiderhiser, Ph.D.**

***Beyond the Written Comment: A Qualitative Case Study Exploring Student and Instructor Response to Feedback in the First-Year Writing Classroom***

**Chair: Anne Ruggles Gere**

This study seeks to complicate the ways that composition scholars think about feedback in the writing classroom and to draw attention to the experiences of those who are not well-represented in this literature. In charting how students with low levels of motivation or little belief in their capabilities as writers and their instructors understood the feedback they received from one another in a required first-year writing course, this study depicts feedback in a much broader sense than it is typically conceived, as part of an ongoing process of communication, interpretation, and negotiation that extends far beyond the written comments that students receive on their writing. This process, introduced in this dissertation as the feedback cycle, shaped the ways that students responded to their instructor's feedback and shaped the understandings that instructors developed of students' responses, ultimately informing students' and instructors' willingness to engage with one another throughout the writing process.

Justine took a position at Ohio Northern in Ada, Ohio as Assistant Professor of English and the Director of the Writing Center.

## Dissertations continue...

### **Melody Carol Pugh, Ph.D.**

***Understanding Transfer in the Literacy Practices of Religiously Engaged Christian College Students***

**Co-chairs: Anne Ruggles Gere and Megan Sweeney**

This qualitative interview and observation study examines the choices made by religiously-engaged Christian college students as they determine whether, and how, to transfer literacy practices from one discourse community into another. This study reveals that Christian college students' church-based literacy practices foster an acute awareness of the relationship between textual interpretation and rhetorical situation; this awareness enables them to make agentive, rhetorically savvy choices about when to compartmentalize, and when to integrate religious and academic learning. This study illuminates the mechanisms by which transfer occurs across curricular and extracurricular contexts. It also challenges composition instructors to help students develop and make visible both existing, and sometimes tacit, understandings of transfer.

Melody has taken a position as Assistant Professor of English at the United States Air Force Academy in Colorado Spring, CO.

### **Sarah Catherine Swofford, Ph.D.**

***Linguistic and Rhetorical Ideologies in the Transition to College Writing: A Case Study of Southern Students***

**Co-chairs: Anne Ruggles Gere and Anne Curzan**

Sarah's dissertation is a qualitative study that follows nine students from a high school in South Carolina as they navigate the transition from high school to college. This dissertation focuses on the first-year writing classroom in particular, and examines how the ideologies surrounding both local rhetorical practices and Southern American English influence students' transitions and experiences with first-year writing and the first year of college more generally. The nine rural, working-class students who participated in this study reveal how, for rural Southern students, the transition to college can be complicated by the popular beliefs about their dialect of English, their linguistic identities, and the ideologies about what is rhetorically effective in academic writing, which they bring with them to college from their local community. Sarah's dissertation explores the complex set of ideologies that simmer under the surface of students' talk about "rednecks," being "short, sweet, and to the point," and "MLA" in their first-year writing experiences.

Sarah is an Assistant Professor, in the Writing Department at the University of Central Arkansas.



## JPEE Alumni ...

**Laura Aull's** ('11) book *First-Year University Writing: A Corpus-Based Study with Implications for Pedagogy* came out this year (Palgrave Macmillan, 2015), as did three articles: "Genre Analysis: Considering the Initial Reviews" with John Swales in *Journal of English for Academic Purposes*; "Connecting Writing and Language in Assessment: Examining Style, Development, and Argument in the U.S. Common Core Standards and in Exemplary Student Writing" in *Assessing Writing*; and "Linguistic Attention in Rhetorical Genre Studies and First-Year Writing" in *Composition Forum*. She oversaw the Directed Self-Placement at Wake Forest with the help of **Zak Lancaster** ('12) this summer—with some happy visits to Ann Arbor and to see E&Er Randall Pinder (and honorary E&Er Paul Pearson) in Honduras and Grand Cayman—and is enjoying teaching a new WAC-based academic research and writing course this fall. Her newest research focuses on linguistic patterns related to generalizations in the essay genre.

**Steve Bernhardt's** ('81) big news is that he is on a one-year retirement sabbatical from the University of Delaware. Steve is continuing to work with Bedford on his Writer's Help, an online resource for college writers. And he is continuing to do pharmaceutical consulting, working most recently with Lilly on a project to streamline their clinical trial reports. Steve and his wife Midge will split their time between Delaware and Santa Fe.

**Liz Homan** ('14) spent a year as a Digital Learning Specialist for Boston Public Schools while finishing her dissertation last year; she took a new position in August as the Administrator of Educational Technology Integration for nearby Waltham Public Schools. Her new position involves oversight of all technology purchasing, infrastructure improvements, professional development, and technology planning for the district. She is building connections and attending conferences in the Boston area while trying to carve out time to continue writing! Liz was recently awarded a McCarthey-Dressman Teacher Development Grant to implement a three year teacher technology integration research and practice project in her district. She is presenting at the local National Council of Teachers of English (NCTE) affiliate conference in October with two Boston teachers who will also attend NCTE in November. Sadly and gladly, she will have to miss that conference because she and her husband, Kristoff, are also expecting their first child in early December.

**Jill Lamberton** ('07) is Assistant Professor of English at Wabash College in Crawfordsville, Indiana, where she teaches a wide range of composition and literature courses. She has recently developed a course titled "Audio Rhetoric and Creative Writing," where students produce podcasts and other audio essays. You can listen to some of her students' work, along with their reflections about the course, in this Wabash College podcast: <http://blog.wabash.edu/magazine/2015/09/15/listening-to-each-other/>. With Jennifer Abbott, Todd McDorman, and David Timmerman, Jill co-authored "Public Speaking and Democratic Participation: Speech, Deliberation, and Analysis in the Civil Realm", a textbook just published by Oxford University Press (October 2015). An article based on her JPEE dissertation, titled "A Revelation and a Delight: Nineteenth-century Cambridge Women, Academic Collaboration, and the Cultural Work of Extracurricular Writing" was published in *College Composition and Communication* in June 2014.

**Melinda McBee Orzulak** ('11) now serves in the elected role as English Education Coordinator at Bradley University, where she is an assistant professor of English. Her recent publications continue to reflect her focus on language and equity in English education: She is co-author with fellow E&Ers **Danielle Lille** ('15), **Steven Engel** ('14), and **Vicki Haviland** ('10), "Contemplating Trust in Times of Uncertainty: Uniting Practice and Interactional Awareness to Address Ethical Dilemmas in English Teacher Education," in *English Education*. Forthcoming in November her article, "Disinviting Deficit Ideologies: Beyond That's 'Standard', 'That's Racist', and 'That's Your Mother Tongue'" in *Research in the Teaching of English*.

**continues...**

**William Craig Rice** ('91) Director of Education Progress at the National Endowment for the Humanities reports the launch of two new grant programs: Humanities Initiatives at Community Colleges and Dialogues on the Experience of War. The latter grew out of special grants that Bill arranged for the Great Books Foundation and the Warrior-Scholar Project, an "academic boot camp" for recent veterans at Yale, Michigan (yay!), Harvard, Chicago, Syracuse, Georgetown, Chapel Hill, Cornell, Vassar, Oklahoma, and Southern California. A third new program will support the New Faculty Majority (contingents, adjuncts). Last spring Bill attended the Aspen Seminar on Leadership, Values and the Good Society and published a sonnet on canine evolution in *The New Criterion*. He also has joined the board of Adventures of the Mind, a week-long summer camp that brings talented teens (most on full scholarship) together with mentors that include Nobel Laureates, MacArthur and Pulitzer winners, primatologists, entomologists, astronomers, glass artists, furniture makers, linguists, internet entrepreneurs, a birth-order theorist, a comedian, chess grandmasters, and the first woman to win the World Series of Poker.

**Kelly Sassi** ('08) just completed her first year as Director of the Red River Valley Writing Project, which received several grants, including a \$100,000 grant from the state legislature to improve the teaching of writing in Eastern North Dakota and Northwestern Minnesota. Special projects included workshops for Native American teens at Turtle Mountain reservation and Circle of Nations School. Kelly co-presented with Samuel Reed of the Philadelphia Writing Project and Alana Benoit of Scholastic about partnerships between writing project sites and Scholastic at the NWP conference. Kelly was inducted into the Tapestry of Diverse Talents at North Dakota State University for diversity and contributions to the campus community. She was elected as the college representative on the board of the North Dakota Council of Teachers of English (NDCTE). Yes, there really are "Be Nice" billboards along highways in North Dakota.

**Ebony Elizabeth Thomas** ('10) successfully completed her third year review at Penn GSE and was reappointed as Assistant Professor in the Reading/Writing/Literacy Division. This year, she has forthcoming articles in *Research in the Teaching of English* and *Race Ethnicity and Education*. While finishing her book manuscript, she is taking courses in Koru Mindfulness meditation practices, and attending every comics convention that she can.



Anne Gere,

Laura Aull,

Zak Lancaster,

Moisés Perales Escudero ,

and

Elizabeth VanderLei

receive an award for their  
article "Local Assessment:  
Using Genre Analysis to  
Validate Directed Self-  
Placement"

## continues...

**Christie Toth** ('14) is in her second year in the University of Utah's Department of Writing and Rhetoric Studies, where she is involved in several collaborations with English faculty at Salt Lake Community College (SLCC). She received a university Dee Council grant to research and develop courses for transfer student writers and has several SLCC transfer students working on that project as undergraduate research assistants. She serves on a number of Two-Year College English Association (TYCA) committees, including the TYCA West executive committee, the TYCA research committee, and the task force revising TYCA's Guidelines for the Academic Preparation of Two-Year College English Faculty. Her article, "Unmeasured Engagement: Two-Year College English Faculty and Disciplinary Professional Organizations," won the 2015 Mark Reynolds *Teaching English in the Two-Year College* Best Article Award. *The Critical Sourcebook Teaching Writing in the Two-Year College*, which she co-edited with Patrick Sullivan, will be published by Bedford/St. Martins in 2016.



Christie Toth

**Margaret Willard-Traub** ('98) has a jointly authored chapter entitled "'Literacy Narratives Across Borders: Beirut and Dearborn as 21st Century Transnational Spaces,'" forthcoming in the WAC Clearinghouse volume *Writing Research and Pedagogy in the MENA Region*. She is also working on a contribution to a collection tentatively titled The Internationalization of U.S. Writing Programs. Ongoing, transnational teaching projects with colleagues in Lebanon and France continue to be a focus for her work, along with a book project examining 21st century higher educational policies and practices through a feminist, rhetorical lens. She currently serves on the Faculty Senate at the University of Michigan-Dearborn. On a personal note, her husband Paul is senior economist at the Detroit Branch of the Federal Reserve Bank of Chicago, and her son William (ten years old and now in fifth grade) is an uncle to two nieces and a nephew. Both are also very busy.

**Crystal VanKooten** ('14) an assistant professor of Writing and Rhetoric, at Oakland University recently received the 2014 Hugh Burns Best Dissertation Award from the journal *Computers and Composition*. Her dissertation, "Developing Meta-Awareness about Composition through New Media in the First-Year Writing Classroom," explored how college writing courses can use digital composition assignments, such as composing a digital video, to support student learning.

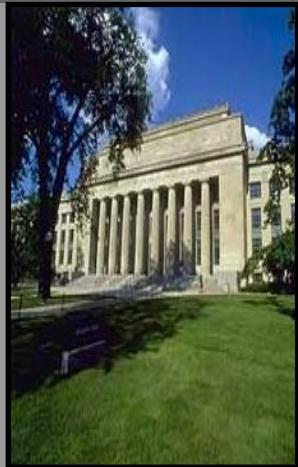


We're on the Web: <https://jpee.lsa.umich.edu/>

## Stephen Dunning Student Support Fund

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.



Angell Hall

U-M's graduates have gone on to rocket to the moon, to create cultural phenomena and to lead the country. No matter where they go, they always seem to find their way back. We're fortunate to have one of the largest and proudest groups of living alumni across the globe. Go Blue!



School of Education

## A Special Thank You to Contributors:

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Stephanie L. Moody

Emily Nye

Francis & Melinda McBee Orzulak

Lee Odell

Paul Pearson and Randall Pinder

Thomas R. Philion

Margaret B. Pigott

William Craig Rice

Sarah Robbins

Randall Roorda

Gary and Kathy Salvner

Enrico and Kelly Sassi

John C. Schafer

Suzanne B. Spring

John & Sharlyn Steadman

Patricia Stock

Richard E. Templeton

Ebony E. Thomas

Margaret K. Willard-Traub

Carla L. Verderame

Alisea Williams

Morris Young