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Get-Together at NCTE in NYC

Alumni and current JPEE folk are all invited to get together during the annual NCTE convention. Anne and Lesley will be waiting for you in the lobby of the Marriott Marquis (the HQ hotel) at 9:00 on Friday evening.

See you there!

**Recent
Dissertation
Titles**

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

By **Zandra Jordan**,
2006

Reading Race: A Study of Critical Literacy and Racial Identity in an English language Arts Classroom

By **Laura Schneider
VanDerPloeg**, 2006

From the Chairs

Lesley Rex and Anne Ruggles Gere

As in past years, we can report that JPEE is thriving. We have an impressive new cohort of students, our graduates continue to find tenure-track positions from which they make significant contributions to the profession, and our own careers are still flourishing. But the most compelling evidence of JPEE's success is provided by this past year's program review. Initiated by Rackham Graduate School's new dean, Janet Weiss, the review included surveys of past and present students, examination of institutional records, and interviews with us. This review pronounced JPEE an excellent program.

To be sure, the review identified a few areas—such as making Program procedures more transparent for students—where we can improve, but the overall report was highly positive. Lines like these echoed throughout: "The Joint Program in English and Education is

unique in the U.S. and has an excellent national reputation;" "The program has a strong mentoring ethos: the directors and students care strongly about community. Students strongly agree that the intellectual environment is stimulating, and that there is a good sense of community among faculty and students;" and "Students are currently creating a website for themselves and for past and future students to exchange information and advice."

Mentoring was identified as a particularly strong feature throughout the Program. Rackham's report included this passage:

Mentoring is strongly focused on professionalization. [We] talk early about jobs and field preparation (English or Education) and where students' interests will fit into the job market. [We] work with students to prepare proposals for conferences and to publish; [we] also publish with students. Students are encouraged to be involved in [our] outreach projects, in literacy initiatives, in public education, and in making education accessible and effective. [We] help students with job application materials and

[our] students participate in the English Department's mock interviews. Students are mentored well beyond the first job; [we] continue to advise [our] students up to tenure. ...[S]tudents also advise each other, and their community extends beyond the cohort.

Nothing could make us more pleased than the recognition that the Program is fostering the development of a community of scholars who support one another during graduate school; providing the preparation students need to take up their places in the profession; and contributing substantially to the corps of leaders in the field. The pages that follow provide further documentation of JPEE's success.



Fall 2007 Cohort



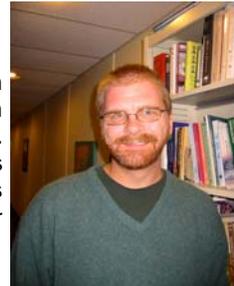
Stephanie L. Moody grew up in Cary, IL and received her BA in English with a certificate to teach from the University of Illinois at Urbana-Champaign. After her undergraduate studies, she taught for five years at Prairie Ridge High School in Crystal Lake, IL, while simultaneously completing her Masters in Education from Webster University. While leaving her home state was bittersweet, Stephanie is excited to join the E&E program and the Michigan culture. Specifically, Stephanie is interested in the study of grammar, best practices for teaching grammar, and the sociopolitical power intrinsic to language.

Carlton "Zak" Lancaster earned his B.A. in English from Emory University and his M.A. in TESOL from Teacher's College Columbia University. He spent the past six years as a Lecturer in the Department of English Language and Literature at Yonsei University in Seoul, Korea, where he taught courses mostly in English writing. It was through this experience that Zak developed his research interests in composition/rhetoric, genre analysis, and systemic functional linguistics. Having grown up in South Carolina and Georgia, Zak is nervous about Ann Arbor winters and open to advice about dealing with them.



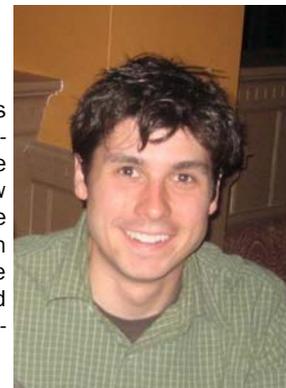
Tim Green was born and raised in Conroe, Texas – located about 3 miles west of Cut 'N' Shoot, Texas. He joins the JPEE this year after several years of teaching at Cristo Rey Jesuit High School, an innovative inner-city school serving the Hispanic immigrant population of Chicago's southwest side. Previously, he taught in Managua, Nicaragua and on the Texas-Mexico border where he began his lifelong quest (still continuing) for the perfect cheese enchilada. Tim is a graduate of the University of Notre Dame and holds a Masters degree in Education from Notre Dame and a Masters in English from DePaul University in Chicago. He is excited to begin his research at Michigan into English education among Latino students, and into the trout fishing opportunities of the greater Ann Arbor area.

Steve Engel, a native of Rochester, NY, received his undergraduate degree in English from SUNY Geneseo and completed his masters in English at SUNY Brockport. He taught high school English and theater at Brighton High School for 14 years, where he directed over twenty plays. Steve is the Director of Student Development for the 24 Hour Co., a theatrical experiment where a series of one act plays are created and performed in one day. It was while staying up late at night writing plays with his students that he noticed the connection between identity and writing. He relocated to Ann Arbor last year with his wife and kids.



After earning a B.A. in Modern Languages in his native Tabasco (a state in southeastern Mexico with no connection to the sauce of the same name), **Moises Perales Escudero** spent the next three years of his life working as a freelance translator and teaching English, Spanish and French to an assortment of individuals from all walks of life in a variety of teaching circumstances. In 2003, he arrived in beautiful Iowa to earn a M.A. in Teaching English as a Second Language and Applied Linguistics at Iowa State. There, he fell in love with composition. Back in Mexico, he has spent the past two years working as director of the ESL program at a very dysfunctional private high school and moonlighting as a lecturer in the Modern Languages program at Tabasco State University. His continuous engagement with composition teaching and biliteracy issues have brought him to the JPEE in the hope the new knowledge and skills will enable him to contribute to the improvement of first- and second-language education standards in his native country.

Chris Gerben graduated from the University of Michigan in 2001, convinced that he was leaving his home state forever. Born just south of Detroit, Chris went through years of public school before earning an English/Creative Writing degree from UM. Following that, he earned his MFA in poetry at the University of Notre Dame in Indiana, and then jumped into his expected career in publishing in New York. However, the lure of teaching proved too much, and Chris returned to Notre Dame where he taught first year composition for several years. He then moved to San Francisco and taught within Stanford's Program in Writing and Rhetoric before returning for his PhD at Michigan (again) in the autumn of 2007. At the beginning of grad school (part two), Chris is looking forward to studying and teaching composition/rhetoric as well as collaborative learning and writing using multimedia resources. He's also looking forward to being so close to his beloved Detroit Tigers.



JPEE Awards

James Beitler received the David and Linda Moscow Prize for Excellence in Teaching English Composition, University of Michigan, as well as the School of Education's Spencer mini-Grant for Student-Initiated Research. He was awarded a Rackham Graduate School Humanities Fellowship in 2007.

Jennifer Buehler received the Mary Malcomson Raphael Fellowship for 2007-2008 from the Center for the Education of Women.

Mike Bunn is one of the Sweetland Junior Fellows for fall 2007. 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.

Paul Feigenbaum has received a Rackham Outstanding Graduate Student Instructor Award for 2006-2007, and the David and Linda Moscow Prize for Excellence in Teaching English Composition, University of Michigan.

In 2007 **Amy Carpenter Ford** was awarded a Rackham Graduate School Humanities Fellowship and a School of Education Spencer Mini-Grant for Student-Initiated Research.

Ben Gunsberg won the national Hopwood Award for Graduate Poetry Writing. The judges for this year's were Chase Twitchell and Major Jackson.

Kelly Sassi has received a CARAT Learning Sciences GSI Fellowship Grant for Fall 2007 to study the ways in which students use technology such as discussion, forum, and chat to work collaboratively on their major projects. Her dissertation work was aided by a Rackham Dissertation Fellowship for Spring/Summer 2007 and a Rackham Research Grant.

JPEE Current Student Activities

Jennifer Buehler, Christian Dallavis, Anne Gere, and Vicki Haviland presented at **NCTE** in Nashville last November (*Lessons Learned from a University-School Partnership*, done jointly with a panel of colleagues from Willow Run Community Schools) and at **AERA** in Chicago in April (*Negotiating Cultural Competence: How Emotion, Race, and Location Complicate Culturally Relevant Pedagogy*). They will also be presenting at **NCTE** in New York this November (*Using Perspective-Taking Assignments to Prepare Culturally Responsive Educators*) and at **CCCC** in New Orleans next April with Jennifer Trainor of Santa Clara University (*Exploring Race in Teacher Education: Toward an Anti-Racist, Critical Pedagogy for Pre-Service Teachers*).

Jennifer Buehler, Amy Carpenter Ford, and Ebony Thomas presented at **NWSA** (National Women's Studies Association) in St. Charles, Illinois in June (*Friendship and Intimacy in Research Relationships: A Multi-voiced Autoethnography*).

Christian Dallavis is working on his dissertation on urban Catholic education and immigrant communities, funded by a fellowship from the University of Notre Dame's Institute for Educational Initiatives. Also, this summer he had a chapter published in a book called *Beyond Alternative Teacher Education: Integrating Teaching, Leadership, Community, and Spirituality*.

Amy Carpenter Ford is coordinating a symposium for the School of Education and President Coleman's Ethics in Public Life Initiative entitled "Reflexive Research: Ethical Dilemmas of Qualitative Research Relationships in the Social Sciences," on November 3, 2007. **Lesley Rex** will be a keynote speaker. Amy presented "Local Literature and a 'New' New Orleans: The Ethics of Re-imagining and Rebuilding a City" at the College English Association Annual Conference, and "Feminist Pedagogy in Preservice Teacher Education: The Discursive Construction of Authority in a Field Instruction Seminar" at the annual conference of the Association of Teacher Educators.

Brett Griffiths is a second-year student in the JPEE program. She has been learning qualitative methods and has been working as an assistant on two qualitative projects over the summer. The first, with Access to Democracy through the National Forum on Higher Education for the Public Good, looks at the values and perceptions indicated by community members in town-hall style dialogues about higher education and access. The second, working with Vilma Mesa, looks at interviews with higher education mathematics instructors about their described pedagogy in relation to textbook use in the classroom. Brett has also been working with **Beth Davila** to help develop a student-run website where colleagues can clarify expectations and share advice within the Program.

Randy Pinder completed a summer project with Anne Curzan on language re-appropriation, focusing on the n-word. Randy serves as a peer mentor for a number of students in the I-Connect program, and is one of the student leaders of the Language and Rhetorical Studies group.

Kelly Sassi has had three conference papers accepted for this fall: "Leveling the Playing Field: Test Prep as Social Justice" with Kara Shuell, Julie Martinez and Gail Setter (NCTE), "Reframing Native American Literatures: Transcending Canon and Convention in the Literature Classroom" with **Ebony Thomas and Celeste Karzon**, and "Inscribing Stone Tablets: Literacy Challenges for Students Facing Timed Writing Tests" with **Anne Gere and Leila Christenbury** (NCTE).

JPEE Alumni

Jeffrey Buchanan (02) was tenured and promoted last year to Associate Professor of English and Teacher Education at Youngstown State University, and was named Ohio Outstanding English Language Arts Educator by OCTELA, Ohio's NCTE affiliate. His essay, "Making Places Work: Felt Sense, Identity, and Teaching" was published in Jennifer Sinor's and Rona Kaufman's book *Placing the Academy*. He is a cross-appointed faculty member whose primary work is with prospective English teachers. Jeff teaches methods courses for students wanting to be secondary English teachers, introductory composition courses, and then he teaches a few courses that are both about writing and writing pedagogy; these courses fall under the generic title of Writing for Teachers, but they have one section solely for future English teachers, one section for Middle Education language arts concentrators, and a few sections for education majors in other concentrations and at other grade levels. He also teaches graduate courses in English education and the teaching of writing.

In addition, he is the co-chair (with **Gary Salvner**, another JPEE alum!) of YSU's English Festival, a mad celebration of reading, writing, and young adult literature. They bring 2500-3000 middle and high school students to campus over the course of 3 days to write, attend presentations by YA authors and others, play writing and language games, and win prizes! 2008's Festival will be YSU's 30th, and they are planning a bigger than ever Festival. Authors include Joan Bauer, Chris Crutcher, Christopher Paul Curtis, and Naomi Shihab Nye. They are also inviting folks to participate in the Festival Forum, a conference-like event centered on the experience of the English Festival. See their Festival website for more info, including an application form, if anyone is interested in attending: www.ysuenglishfestival.org

Todd DeStigter (96) is continuing in his position as Associate Professor and Director of English Teacher Education in the English Department at the University of Illinois at Chicago, where he works closely with another JPEE Program graduate, **David Schaafsma** (90).

Todd is also currently at work on a book manuscript based on several years of ethnographic research at a Chicago alternative high school. He is using this experience as a way to argue against what he sees as the prevailing notion among teacher educators that preparing people to teach should involve getting them ready to apply in their own teaching sites "best practices" and

"sound theory." In contrast, he is making the case for an approach to English teacher education based on American pragmatism—one that asserts that there is no such thing as "best practices" in the abstract, that our theories about literacy teaching and learning should arise from the sites in which these literate activities occur, and that sets forth a view of teaching as the never-ending process of choosing between competing values.

Margaret Marshall (91) is now working as an Assistant Provost and Associate Director of The Reinvention Center, which has recently moved from SUNY Stony Brook to the University of Miami. The Reinvention Center, an outgrowth of the Boyer Report, aims to enhance undergraduate education at research universities. The Center hosts regional meetings and a biannual national conference, participates in studies, serves as a resource center for information and initiatives that improve undergraduate education, maintains several electronic lists that enable faculty and administrators at member institutions to discuss common challenges and collaborations, and maintains a Website at www.reinventioncenter.miami.edu. She would love to hear about interesting programs that are going on at other institutions, and if anyone is interested in writing a Spotlight essay featuring a particular program or project, or addressing an issue related to our mission, please contact her. You can see examples of Spotlight essays on the Website.

Her first-year composition text, *Composing Inquiry: Methods and Readings for Investigation and Writing*, will be out in early February from Prentice Hall. An essay on locating and using pressed letter books is forthcoming in an edited collection entitled *Working in the Archives*. She is co-editing a special edition of *Pedagogy* (fall 2008) focused on faculty development with Barbara Schneider, University of Toledo, and Joan Mullin, University of Texas, and she wrote an essay on teaching circles for that issue. She is still hoping to finish an article on her work with William Harris' 1892 *Atlantic Monthly* essay that dropped out of her dissertation all those years ago. So far the draft is about 80 pages, and Margaret trying hard not to let this morph into another book.

Tim Murnen (02) is now one of the editors of the Mid-Western Educational Review journal: <http://www.mwera.org/> This is a regional branch of American Educational Research Association (AERA).



Continued on the next page

cont... JPEE Alumni

William Craig Rice (91) is the new Director of the Division of Education Programs at the National Endowment for the Humanities. Since 2004, Mr. Rice has served as president of Shimer College, and as a professor of English, education, and humanities for the College. Prior to that he taught in the Expository Writing Program at Harvard University.

Sarah Robbins (93) is mid-way through a three-year term as Faculty Executive Assistant to the President at Kennesaw State. Among Sarah's responsibilities are helping coordinate the campus-wide diversity program and the conflict management units on campus. She is also serving as coordinator of new academic programs in American Studies and Gender and Women's Studies.

Sarah's fall travel calendar includes a trip to Morocco's Hassan II University as part of team developing a long-term partnership between the American Studies program there and KSU's counterpart. Sarah is working with historian Ann Pullen on an edition of the writings of Nellie Jane Arnott Darling, a missionary teacher who worked in Portuguese West Africa in the early twentieth century.

Gary Salvner (77) is in his 31st year as a faculty member at Youngstown State University and in his 10th year as chair of its English Department. He continues to serve as Executive Secretary of ALAN and on statewide committees on writing instruction and assessment. Current writing projects: a book on teaching the works of Gary Paulsen and a young adult novel (working title: *Playing the Moonlight*).

Salvner also serves as co-chair of YSU's renowned English Festival with fellow JPEE grad **Jeff Buchanan** (02). The English Festival celebrates its 30th anniversary next spring with a conference/forum on young adult literature. All welcome.

Most of **Aaron Schutz's** (98) recent work is on community organizing and education, and it's all at his new website: educationaction.org. He is chair of the Department of Education Policy & Communication Studies at the University of Wisconsin-Milwaukee.

After ten great years at Miami University, **Morris Young** (97) decided to take on a new opportunity and has joined the faculty at the University of Wisconsin, Madison as associate professor of English and director of English 100. He is getting used to life in the "big city" but glad to be back in the Big 10. He is currently in the early stages of a new research project on Asian American rhetorical space, and also preparing the manuscript for a co-edited collection on Asian American rhetoric (with LuMing Mao). If you're ever in Madison or just want to reconnect, please send him an e-mail at: mryoung4@wisc.edu

New Alumni

Zandra L. Jordan (06), Assistant Professor of English at Spelman College in Atlanta, GA, participated in the 2006 UNCF/Mellon Faculty Research Seminar in Accra, Ghana and the 2007 Digital Media and Composition Institute at Ohio State University. She presented papers based on her dissertation at the 2007 CCCC and the J. McCleary Symposium on the Black Church, and will present at the 2008 CCCC on the panel Black Women Represent: Critical Reflections of Students/Multi-modal and Multi-media Compositions. Zandra has developed a new course—Ethnographic Writing, which is crosslisted in the English writing minor and the Sociology and Anthropology Department. She is working on several articles and has two entries forthcoming in the Greenwood Encyclopedia of Hip Hop Literature. Zandra serves on Spelman's Institutional Review Board and the Educational Technology Committee.

Laura Schneider VanDerPloeg (06) is in her second year as a Senior Literacy Fellow at the Center for Educational Leadership at the University of Washington in Seattle. She works with district leadership teams, literacy coaches, and teachers to improve secondary literacy teaching and learning in several districts in the Pacific Northwest, focusing particularly on helping districts meet the needs of underserved student populations. She graduated from JPEE in December of 2006 and is working on publications from her dissertation, "Reading Race: A Study of Critical Literacy and Racial Identity in a 9th Grade ELA Classroom." She will be presenting on her research at NCTE this November and is expecting a new baby in March.

The JPEE is Proud to Announce: **Anne Ruggles Gere, Gertrude Buck Collegiate Professor**



Anne has been named a Collegiate Professor, effective September 1, 2007. Collegiate Professorships provide a unique way for the University to honor both its historical figures and its current distinguished faculty because they are named for individuals associated with the University of Michigan. Anne chose Gertrude Buck, a remarkable woman who received all of her degrees from the University of Michigan, concluding with a Ph. D. in rhetoric and composition in 1898. She taught at Vassar from 1897-1922, using Dewey's ideas to shape the English Department there, contributing to the field of rhetoric and composition, and collaborating with students and colleagues at Radcliffe to create a regional theatre program.

In addition, Anne received a Global and Ethnic Literary Studies fellowship for the fall semester and a Michigan Humanities Award for the 2008 winter semester. Together, these should enable her to finish her book on American Indian Teachers.

Lesley Rex, Editor of the Discourse and Social Processes

In her role as editor of the Discourse and Social Processes series for Hampton Press, Co-Chair Lesley Rex is pleased to have nine volumes under contract. Three will appear in time for AERA's next conference in New York. They are Edward St. John's *Action, Reflection, and Social Justice: Integrating Moral Reasoning into Professional Development*; Margaret Sheehy's *Classroom Topologies: the Time/Space Politics of Classroom Locations*; and, Mary Juzwik's *A Rhetoric of Teaching: Understanding the Dynamics of Holocaust Narratives in an English Classroom*. All three are emblematic of Lesley's effort to publish books accessible for educators that bring together theory, research and practice to address current educational issues.

In addition, chapters by JPEE students Jim Beitler, Amy Carpenter, and Staci Shultz will appear in Lesley's edited volume *Authoring and Authorizing Self, Community and Globalized Society* to be available summer 2008. This sequel to *Discourse of Opportunity: How Talk in Learning Situations Creates and Constrains* reveals the local processes by which authority affects self-authoring and becoming socially legitimate. Chapters exploring authority in a truth and reconciliation committee, an English education classroom, and a pro-ana website illuminate how being creators and consumers of texts reinforce and reconfigure the global processes that produce the self in relation to society. The volume is not only a study of discourse and self, but a look at a quickly changing world from a variety of methodological and disciplinary lenses.

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, JPEE has a greater than usual need to provide student support.

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

We're on the web!

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

Check out the new 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 from your experience.