

ABOUT THE AUTHORS

Peg Brigham Alden, Ed.D., is Associate Professor at Landmark College, a college designed exclusively for student with learning disabilities and attentional disorders. She served for three years as director of a Title III grant which supported faculty at Landmark College to undertake research projects that can expand understanding of effective post-secondary education for students who learn differently.

Daniel Collins, Associate Professor at Manhattan College, directs the writing program and the writing center. He is interested in exploring writing driven by student attachment (to place, people, work, whatever) to remedy feeling of alienation and meaninglessness (propagated by the academy, mass media, among other social forces). He hopes that such writing provides a platform for students to explore their condition for writing and living. And he hopes that such writing expands existing notions of academic writing to include a greater reference to everyday worlds and social futures.

Anne Dalke is a member of the English Department at Bryn Mawr College. Her research interests include emergent pedagogies, feminist theory and narrative traditions, revisionary work in the canon of American literatures, and the intersection between scientist and literature.

Paul Grobstein is Eleanor A. Bliss Professor of Biology at Bryn Mawr College and Director of the College's Center for Science in Society. A neurobiologist, he is currently interested in the intersections of science, education, public policy, and philosophy.

Judith Landrum directs The Master of Arts in Teaching Program and teaches at Bethel University in St. Paul, Minnesota. She has taught a wide range of writing classes and education

classes. Landrum has published articles on young adult literature in the *Journal of Adolescent and Adult Literacy* and *The Reading Teacher* and articles on writing instruction practices and on education issues in the *Minnesota English Journal*.

Lesle Lewis, Associate Professor of English at Landmark College, teaches composition, creative writing, and literature courses. Her books of poems include *Small Boat* (University of Iowa Press, 2003) and *Landscapes I & II* (Alice James Books, 2006).

Beth L. Virtanen, Ph.D., Associate Professor of English at the University of Puerto Rico at Mayaguez, teaches in the graduate and undergraduate programs and directs the English Department Writing Center. Her research interests include writing theory and pedagogy as they are informed by issues of identity, and she engages in critical as well as creative writing, including work in diaspora literatures.

Anne Whitney is a doctoral candidate in language, literacy, and composition at the University of California, Santa Barbara. Her research interests include writing's role in transformative learning, teachers' professional development, and the teaching of writing in secondary and post-secondary settings.

ANNOUNCEMENTS

Call for Proposals:

We invite proposals for essays for a collection that draws on the upcoming 25th anniversary of Steven North's *The Making of Knowledge in Composition (MKC)* as an occasion to assess the discipline of composition and its future. Because *MKC* remains one of composition's monumental works, we invite retrospective accounts (rhetorical and critical analyses, reception histories, reflective narratives, and other scholarly treatments) of North's unreservedly sweeping, undoubtedly important, and undeniably controversial book. Rather than being merely retrospective, this collection seeks works that critically re-assess such things as *MKC's* influence/impact, rhetoric, aims, and values—with an eye toward using such re-assessments to comment on the present and future of composition studies. By May 2007, please attach 500 word proposals to the editors, Lance Massey (lmasey@bgnet.bgsu.edu) and Richard Gebhart (richgeb@bgnet.bgsu.edu).

Journal of the Assembly for Expanded Perspectives on Learning (JAEPL)

Dedicated to teaching and learning beyond traditional disciplines and interests, JAEPL invites submissions for its twelfth annual issue. We solicit theory-grounded manuscripts that explore teaching and learning beyond traditional disciplines and methodologies.

Send by February 1, 2008, an electronic submission in rich text format (RTF) (preferred) or 4 copies of letter quality manuscript (attach postage for mailing 3 copies to readers) in MLA style, approximately 12-15 pages including works cited to Linda Calendrillo, JAEPL Co-Editor, College of Arts and Sciences, Valdosta State University, Valdosta, GA 31601 lcalend@valdosta.edu

Send editorial inquiries to Kristie S. Fleckenstein, JAEPL Co-Editor, English Department, Ball State University, Muncie, IN 47306 kfleckenstein@english.fsu.edu. Visit our website at: <http://www.sworps.utk.edu/aepl/JAEPL/Default.htm>

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