From the Chair

A year ago I was digging in collections at places like the National Archives, the Newberry, and the New York Public Library for records of Native American women who taught in Indian boarding schools between 1890 and 1930. Thanks to a fellowship from the Spencer Foundation, I was able to turn my sabbatical into a full year of reading and writing. But that's another story.

Today's story is that I'm back on duty full-time and delighted to see how well the Program is doing. Our new students, who are introduced here, bring a rich array of strengths and interests, and they have already made a place for themselves in the Program community. Continuing students, several of whose accomplishments are listed in the following pages, helped our newbies make the transition to life in Ann Arbor as well as to the Program. And our alums, whose recent news also appears here, continue to make important contributions to the profession. On a personal note, I'd like to call particular attention to the work of alum Patti Stock, the President-Elect of NCTE. She was too busy planning next year's convention in San Francisco to write about her recent contributions, but she took a major role in mounting NCTE's CoLearn project and has been leading important teacher education initiatives at MSU. It has been a real pleasure for me to work with Patti on the presidential team, and I can assure you that NCTE will be in very capable hands during her administration.

Speaking of alums, our newest group, last year's graduates, did very well on the job market, each receiving multiple offers. Jeff Buchanan took a position at Youngstown State University (that's right, he joined E&E alums Gary Salvner and Ginger Monseau), Sean Henne is teaching at Lakeshore Community College, Rona Kaufman at Pacific Lutheran University, and Tim Murnen at Bowling Green State University. Expect to hear from them.

Fall 2002 Cohort

Rebecca Ingalls, originally from Maine, comes to the JPEE after earning her Masters in Literature at Boston College. It was there that she first became interested in the field of Composition and Rhetoric, which she now studies here at Michigan. Prior to graduate work, and after graduating from Cornell with a BA in English literature and a concentration in gay studies, Rebecca spent some time in NYC as an actor, and then time in Boston as a folk singer/songwriter. She still practices both, in and out of the classroom.

Jennifer Lutman has been teaching college writing since 1990, beginning as a graduate student instructor at the University of Illinois while working toward her Masters degree in English. Upon completion of her Masters, she continued teaching as an adjunct instructor at Illinois until coming to Michigan in 1998 as a student in the Masters of Fine Arts program in poetry. In the fall of 2000, after receiving her MFA, Jennifer joined the faculty of Michigan's Sweetland Writing Center, tutoring students writing in all disciplines, at all levels, and teaching courses in composition, creative writing, and literature. Jennifer is especially interested in Writing across the Curriculum, student learning styles and cognitive/affective development, and students' transition from high school to college. Recently she had a poem, entitled "Remove," published in UM's LSA Magazine.
Sridevi Nair (Sri for short) is from Bangalore, India and has two Masters degrees from the University of Hyderabad, India, one in English and one in philosophy and gay studies. She taught undergraduate English for four years before coming to Michigan. Sri's interests are literacy in the context of developing nations, English for communication, cultural studies, women's studies, and gay studies. Other interests include writing poetry, street theater and involvement in activism for social justice.

Crystal Summers, her husband Curtis, and Sylvie (their cat) hail from the piney woods of East Texas. She recently completed a Master of Arts in Literature from Baylor University in Waco, TX and joined the E&E program at Michigan to unite her interest in classroom practice with research interests in composition studies.

Crystal hopes to pursue studies related to first-year writing—including not only the development of first-year students who take the class but also the development of the novice teachers who most commonly serve as instructors for the course. She has been warmly welcomed to the University by super-duper E&E folks. And though she’s still getting used to the ever-dropping temperatures, the rich colors of the fall in Ann Arbor were a refreshing surprise (heretofore, she had only seen fall in postcards). Even more refreshing has been spending some of her days with the serious scholars and terrific teachers who are the students of English & Education. She's honored to be a part of this group.

Randall Roorda (95) remains at the University of Kentucky, where, with an interdisciplinary faculty group, he’s spending an NEH grant to create a summer environmental writing program at a forest tract in eastern Kentucky--sort of an Appalachian NELP with scientists. Next year, he’ll take the helm as WPA at Kentucky--like turning the Queen Mary in harbor.

Todd DeStiger’s (96) book, Reflections of a Citizen Teacher (NCTE 2001) is this year’s co-winner (along with Cathy Fleischers’ (90) Teachers Organizing for Change) of NCTE’s Richard Mead Award for excellence in research in English Education.

Morris Young’s (97) big news this year is that his book, Minor Re/Visions: Asian American Literacy Narratives as a Rhetoric of Citizenship, will be published in the Studies in Writing and Rhetoric series out of Southern Illinois UP (probably in 2004). He has also begun a term as Director of Graduate Studies in English at Miami University. He’ll be presenting work at the 2002 NCTE and the 2003 CCCC Conventions and looks forward to seeing fellow E&E folks there.

Anne Berggren (98) enjoys her work at the Sweetland Writing Center at UM. In addition to teaching classes, she conducts graduate student workshops for Rackham each semester on “Writing with Style” and “Editing for Style.” She’ll be presenting at CCCC in New York City on a panel entitled “Reading/Writing Sites of Social Difference” which deals with her article in an anthology, Reading Sites, edited by Elizabeth Flynn and Patsy Schweichart, that’s (finally!) being published by MLA, allegedly by March. Anne also is presenting research at the Research Network Forum (RNF). She’s still working with her material on women readers who are lifelong passionate readers of novels, and would appreciate stories anyone has about such readers, from history, diaries, letters, personal experience, or fiction.

Alisea McLeod (98) has left St. Augustine’s College in North Carolina, where she was the director of writing and is now teaching in the English Department at Indiana University at South Bend and coordinating minority enhancement activities. Presently, she has placed on the table what will be the University's first real diversity requirement. She is glad to say that most of what she knows about diversity requirements she learned while at Michigan during the first years (the '90s) of its diversity requirement. She’s proposing a three-part program, where freshmen will be brought in for a pre-college institute in critical thinking. From there, some will move into a year-long, diversity-linked composition course. After the course, these students will become involved in a website devoted to the critical discussion of diversity-related issues. While her proposal has not yet been approved, many faculty feel this would be a step in the right direction. On a more personal note, she and her three older children are very pleased to be nearer to their homes.
in Detroit, Ann Arbor/Ypsi. and are re-adjusting quite nicely.

**Jennifer Sinor 's (01) book recently came out. It is entitled, The Extraordinary Work of Ordinary Writing: Annie Ray’s Diary and was published by the University of Iowa Press.**

**Current EE Students**

**Vicki Haviland, Jeff Buchanan (02),** Anne Gere and Lesley Rex have had "Making the Invisible Visible: Planning Methods with Our Students" accepted, pending revisions, at *English Education.* The article is about their experiences teaching English Methods together and including their students in their weekly planning meetings. Vicki is also glowing about the birth of her second son, Robby, last May.

**Suzanne Spring** has been awarded the David & Linda Moscow Award for Excellence in Teaching Composition, as well as the Rackham Outstanding GSI Award

**Mary Graciano** presented a paper entitled, "Fred Newton Scott and the Contradictions of Progressivism" at the History of Education Society's Annual Conference in Pittsburgh.

**Rebecca Ingalls** presented a paper at a conference at the University of New Hampshire "Breaking the Mold: Experimenting with Nonfiction." Her paper was titled "Fact-Finding, Group-Writing and Fruitful Frustration: Research Teams in First-Year Writing Seminar." At the University of Louisville’s Watson Conference: "Composing Identity," she gave a paper titled, "Reassessment of Self-Assessment in the Postmodern Writing Classroom."

**Shari Steadman** will be participating in two AERA presentations. One with members of The Michigan Classroom Discourse Group and one with Kathy Morris, Mary Yonkers, and Ravin Pan entitled, "When learners take up the role of teacher: Implications for Learning within Diverse Educational Settings." Shari wrote Chapter 9 of the book that Lesley Rex is editing for Hampton Press, *Discourse of Opportunity: How Talk in Learning Situations Creates and Constrains.* Her chapter is entitled, "Extending Opportunities, Expanding Boundaries: Addressing Gendered Discourse Through Multiple Subjectivities in a High School English Classroom." She is developing a website on young adult literature and was awarded a two semester Rackham Humanities Fellowship to work on her dissertation.

**Teacher Quality Grant Received**

In early October, Anne Gere received word that her proposal for a project titled Teacher Quality Enhancement has been funded by the Department of Education at a level of $1 M over a three-year period. This project, which includes partnerships with Willow Run Community Schools, Wayne State University, and the Institute for Research on Women and Gender, as well as LSA, has two dimensions.

The campus focus will be on recruiting into the teacher certification program a more diverse population of undergraduates interested in urban education. It will include collaboration with the Comprehensive Studies Program as well as a Saturday school program, and other campus units that provide career counseling. Willow Run Community Schools will provide mentoring and supervision of preservice teachers interested in urban education, and faculty there will, in turn, have professional development opportunities designed to make them even more effective mentors. A UM committee of LSA and Ed School faculty will work collaboratively with Willow Run teachers to develop programs of professional development.

The project is just beginning its work. Stay tuned for further developments.

**Lesley Rex**

Lesley Rex has published two articles this year that extend her program of research into English teachers’ classroom practices. “Exploring Orientation in Remaking High School Readers’ Literacies and Identities,” which appears in *Linguistics and Education,* pursues possible reasons for the quick success of a “general” student in a tracked class with a “gifted and talented” curriculum. Also, with JPEE doctoral student Tim Murnen (now an assistant professor at Bowling Green University) she has studied the influence of stories English teachers tell as part of their classroom instruction. Their article “Teachers Pedagogical Stories and the Shaping of Classroom Participation: ‘The Dancer’ and ‘Graveyard Shift at the 7-11’” can be found in the *American Educational Research Journal.* Responding to requests for examples of the ethnographic and discourse analytic methodology she uses in her work, she is putting together a collection of studies by her doctoral students. She’ll let you know when *Discourse of Opportunity: How Talk in Learning Situations Creates and Constrains. Interactional Ethnographic Studies in Teaching and Learning* is available in bookstores.