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## Front Matter

KEB Editorial Board

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# *Kentucky English Bulletin*

*A publication of the Kentucky Council of Teachers of English*

*In this issue:*

- *Developing Writing Skills with Elders*
- *Books, Students, and Inequities in the COVID Era*
- *What an English Teacher Learned from Online (Exercise) Instruction*

*...and more*

*Summer 2022*



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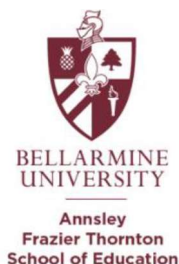
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If you are interested in serving as a reviewer for *KEB*, please send an email to Dr. Winn Wheeler at [wwheeler@bellarmine.edu](mailto:wwheeler@bellarmine.edu). Please include your experience and areas of interest.



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Eve Lee, editorial director

# Kentucky English Bulletin

*A publication of the Kentucky Council of Teachers of English*

*Summer 2022*

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## Letter from the Editors

Greetings, KEB Readers—

For many educators, the 2021–2022 school year was one of the most challenging yet and record numbers of educators are leaving schools and classrooms. Summer break was a necessary pause from our new normal. Teachers and teacher educators though, have continued to find ways to engage students with literacies despite the challenges of the last two years. In this issue of *Kentucky English Bulletin*, we asked English educators to share about their own evolutions and the ways they reimagined their own teaching and learning.

In “Relationship-Rich Service Learning: Developing Writing Skills with Elders,” Bedetti and Horn elevate the social and collaborative elements of writing in their remote partnership with a retirement community. College students collaborated with elders to help them share their stories in writing. In “Smart Home Gym Instruction and What an English Professor Learned from Spinning Her Wheels,” Daoud draws lessons and inspiration from their own pandemic wellness practice on the stationary bike, reminding readers of humanizing practices that we might all strive to include in our teaching through thoughtful metaphor. Wilhoit’s reflective piece, “Growing as a University English Teacher: Some Lessons Learned During the Pandemic,” offers specific and tangible guidance for how online teaching practices could be incorporated into in-person classes. In “Reading for Change: Teachers Talk About Books, Students, and Inequities During the COVID-19 Pandemic,” Anders offers a look at a teacher book club that grew into a larger study. Anders shares what took place in the book club and shares a reading list with readers who might also wish to engage with similar work in their own school or space. The final article, “Emerging From a Pandemic: The Evolution of the Classroom,” written by Legget, Taylor, and Stanley, the authors reflect on individual experiences with pandemic-influenced teaching and learning. They share patterns and trends they noticed as in-person teaching resumed.

It is our hope that the generous reflections and thoughts of each contributor to this issue may serve as a springboard for you to consider what Fall 2022 may look like, or that our contributors’ reflections may serve as inspiration for your own reflective practice as you rest before a new school year.

As we savor this break from the hustle of the school year, we hope that you are able to truly rest and nourish your spirit.

Warmly,

Elizabeth G. Dinkins, Ph.D.

Caitlin E. Murphy, Ph.D.

Winn C. Wheeler, Ph.D.

Co-Editors, *Kentucky English Bulletin*

## Kentucky Council of Teachers of English/Language Arts Writing Contest for Students

Please support the efforts of KCTE/LA in recognizing the exceptional writing of your Kentucky students! We are pleased to announce that we have modified our writing contest with the following details:

- Elementary Level has now been split into Primary (grades K-2) and Intermediate (grades 3-5)
- Middle School is now Grades 6-8.
  - *If you are in a middle school with grade 5, you should choose Intermediate for your entry grade level.*
- Multimodal Composition is now a category for all grades.
  - *Multimodal compositions can be submitted as a variety of file types or a link to a video published online and include any compositions that incorporate two or more modes of creation, such as video, text, sound, voiceover, photographs (found or original), music, etc.*
- Be sure that all outside sources, including images and music, are properly cited.

**Teachers with a first-place winner in any category will receive a \$25 gift card and free KCTE/LA membership for the year. Please note this when you register for the conference.**

### **General Guidelines:**

Teachers may submit up to three (3) total student entries in each of the categories (for example, one middle school teacher may submit three student entries in the Narrative category, three entries in the Poetry category, and so on).

***Remember: Teachers who submit more than three entries per category will be disqualified and all entries from the teacher will be disqualified.***

**For detailed information on guidelines, rules, and submissions, visit:  
<https://www.kctela.org/writing-contest>**

## ***Kentucky English Bulletin Call for Manuscripts***

In their newly published Freedom to Teach Statement, NCTE (along with NCSS, NCTM, NSTA, and NCAC) states, “Teachers are being maligned as “harming” children and are subjected to constant scrutiny (and even direct surveillance) by many parents, school administrators, and activist groups. Some are afraid to offer their students award-winning books that may violate vaguely stated laws about teaching the history of racism or that may be misleadingly labeled as pornographic. As a result, teachers’ very ability to do their job is under threat.”

In this issue, we invite submissions in which authors share the ways they feel empowered in curricular decisions “to determine how to help young people navigate the psychological and social challenges of growing up.”

- What inspires you as an educator?
- How do you know when it is time to make a change in your curriculum?
- How do you decide which texts your students need to hear and see in the classroom?
- How might writing help strengthen us as teachers and our students as “future members of a democratic society”?
- What texts, writing assignments, activities have helped students consider and engage with “making responsible and informed contributions and decisions about our world”?
- How can ELA be a place to engage students in change making?
- How might professional collaborations provide support in engaging curricular decisions that may be labeled controversial or deemed unlawful?

Please consider sharing the powerful work and thinking that you are doing in your classrooms with your students, PLCs, and/or individually.

***Deadline: September 1, 2022***

### **Author Guidelines:**

The Kentucky English Bulletin (KEB) is the official journal of the Kentucky Council of Teachers of English Language Arts (KCTE). Published three times a year (including a student writing edition), the KEB circulates to all KCTE members, including English language arts teachers of elementary, middle, secondary, and college/university students. We seek a variety of submissions with this audience in mind, including feature articles, literary submissions, teaching ideas, recommendations for professional reading, reviews of YA and Children’s Literature, and editorials.

### **Feature Articles**

See the Call for Manuscripts section of this issue or the KCTE website: <https://www.kctela.org/ky-english-bulletin-online> for theme descriptions and full calls for submission.

### **Teachers as Writers: Poetry, Essays, Letters, and Short Stories**

We accept literacy submissions of any genre including short fiction, creative non-fiction, poetry, humor, and essays.

### **KEB Teaching Strategy Exchange**

Submissions focused on classroom strategies and instruction to support the teaching of English Language Arts at all levels P-College. Descriptions of activities, practices, and procedures should be accompanied by relevant citations (as appropriate) and should include rationale, how methods were developed, modified, and used and for what purpose.

### **Professional Reading Recommendations**

Short reviews of professional texts particularly those that have been recently published including such topics as instructional strategies, pedagogy, professional learning, and coaching as related to the teaching of English Language Arts.

### **What's New IN Young Adult/Children's Literature?**

Short reviews of recently published (past five years) young adult and children's literature.

### **Speak Out: Professional Issues**

Formatted as a "letters to the editor" sort of section, members are encouraged to share ideas, thinking, and arguments that are relevant to the teaching of English Language Arts.

*Queries may be directed to the editorial board of the Kentucky English Bulletin:*

*Winn Crenshaw Wheeler at [wwheeler@bellarmine.edu](mailto:wwheeler@bellarmine.edu)*

*Caitlin Murphy at [cmurphy@bellarmine.edu](mailto:cmurphy@bellarmine.edu)*

*Elizabeth Dinkins at [edinkins@bellarmine.edu](mailto:edinkins@bellarmine.edu)*

### **Manuscript Guidelines:**

The following guidelines are intended to support authors' understanding of the preparation and submission of manuscripts to KEB. More detailed questions and other questions may be directed to the KEB editorial board:

- Winn Crenshaw Wheeler at [wwheeler@bellarmine.edu](mailto:wwheeler@bellarmine.edu)
- Caitlin Murphy at [cmurphy@bellarmine.edu](mailto:cmurphy@bellarmine.edu)
- Elizabeth Dinkins at [edinkins@bellarmine.edu](mailto:edinkins@bellarmine.edu)

Manuscripts should be submitted electronically and follow these formatting guidelines:

- 12-point font
- Double Spaced
- APA or MLA Style (consistent style should be evident within the text of the submission)
- Feature Articles 2,500–5,000 words; other areas 2,500 or less

Manuscripts should be submitted as two attachments in Microsoft Word:

- 1) Cover sheet that lists the title of the manuscript, author's name, school affiliation, telephone number, email address, and brief author bio.
- 2) Title of manuscript and manuscript text which should be free of references to the author's identity.