



The Making of

The Juneberry Review

How publishing with and for each other can make students become better writers, readers, and editors

The problem: The audience for most student writing is both very limited and artificial.



A teacher watching a student write a paper
[stock image]

Students typically write for one person—the teacher—their sole reader, and one who is usually knows more about the subject than the student-writer does.

For students, this is not an ideal arrangement for authentic communication or intrinsically motivated writing.

For teachers, this arrangement means receiving student work that is often at best dutiful

—and being the sole reader also requires them to be too many things at once: interested audience, coach, editor, judge, grader, etc.

Challenges, Workarounds, Benefits

of Students Publishing with and for Each Other

Challenges

1. Student reluctance to “publish” work
- 2 Technology
3. Demands on Time of Students
— and their Teacher



Workarounds

1. Students can draft publication policy (and exceptions to it).
2. Simple platforms (Google Docs) can work well.

For more ambitious platforms, templates can be developed (thank you DLI!) .
3. Not everything needs to be published, and production and editorial work can be divvied up among students.

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Benefits

Students

- get a real—and broader—sense of audience for their work.
- gain experience in editing and publishing.
- gain a greater sense of ownership of their own work, and a greater sense of responsibility for the work and success of their classmates.

Teachers get to share the burden—and joy—of being an audience.

The publication itself can connect current students to those who have previously taken the course—and to those who will take it in the future.

Contributors

Lamar AlSibhi is a junior at Boston University, pursuing a Bachelor's degree in Computer Science with a minor in English. Originally from Saudi Arabia, she is a recipient of the prestigious KAUST Gifted Student Program (KGSP) scholarship, awarded by the King Abdullah University of Science & Technology. Lamar has a deep appreciation for the creative elements of video games and enjoys exploring their storytelling potential.

Melissa Cook grew up in the Pacific Northwest. A National Geographic Governor Fellow and an MFA candidate at Boston University, she holds a BA in creative writing and history from Pacific Lutheran University and an MAT from the University of Washington.

Rachel M. Dillon is a teacher, poet, and book reviewer. She received her BA in English and Creative Writing and her MAT from Brandeis University. She is an MFA candidate in Poetry at Boston University, where she is a teaching fellow, an editorial assistant at AGNI Magazine, and a curriculum development intern for the Favorite Poem Project. She is also a poetry reader for the Los Angeles Review. Her poem "Every Time I Sharpen the Knives" was recently chosen as one of five finalists in *Scholar Literary Magazine's* annual contest.

Lauren Chaplin is a fourth-year Boston University undergraduate majoring in Art History and minoring in English. She received the undergraduate art publication "Squash Magazine" in the Spring of 2022 and has since served as its editor-in-chief. She has a passion for art history and aims to make research her full-time gig. With a strong interest in avant-garde art and modernist literature, she especially works to understand the understructure of both art and society.

Jody Hartkamp is a MFA candidate in poetry at Boston University. Her work has appeared in *The Briar Cliff Review* and *The Adroit Journal*. She frequently writes about growing up in love and her Lithuanian heritage.

E. May Hartman is a second-year Master of Theological Studies Dean's Fellow at the Boston University School of Theology. She moved to Boston from Nashville, Tennessee where she earned a BA in Law, Justice, and Society from Lipscomb University. *The Juniper Review* is her literary nonfiction debut, and she's excited to continue writing essays as well as reading the work of her brilliant co-authors. Her work has appeared in *The Contributor*.

E. S. Lowe is a student, teacher, poet, son, and brother who is currently working his way toward a Master's degree in English Education. His focus tends toward the subjects of gender and identity, and he finds fulfillment in telling a story (though he has trouble with endings). He loves taking long walks in nature, capturing photos of trees, and coming home to his cat, Goose.

Bailey Martin is a poet and MFA candidate at Boston University. Her work can be found in *Harper's Poets*, *Danvers Quarterly*, and elsewhere.

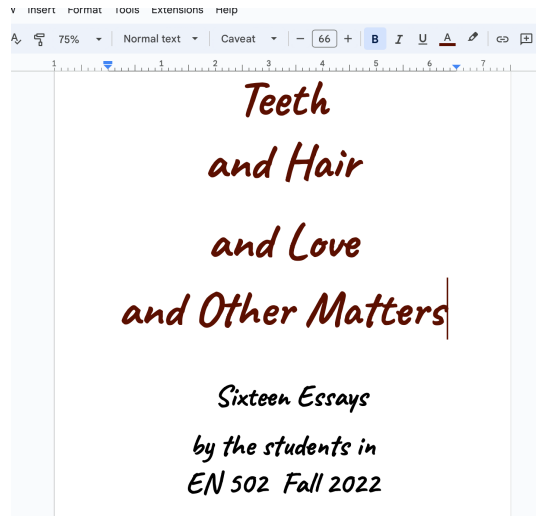
Katie Robinson is a fiction MFA candidate at Boston University and the social media editor at *Electric Literature*. Her writing has appeared in *Grist*, *Hooligan Mag*, *Rejection Letters*, *Amifocus*, and elsewhere.

Jack Solomon is a student at Boston University pursuing a bachelor's in history and English. His concentrations are foreign policy and creative writing. Along with Ben, Jack enjoys the work of James Baldwin, Italian food, and going on walks with his Basset Hound-sharpei mix named Ivy.

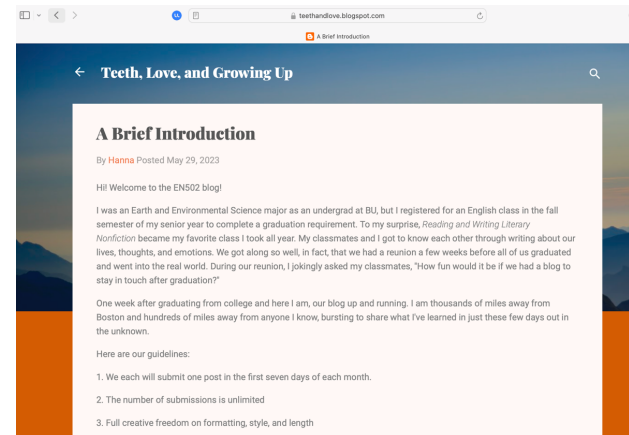
Heather Thompson-Brenner is a MFA candidate in fiction at Boston University and a Clinical Psychologist. Her prior publications are all loosely related to treatment outcomes for eating disorders. She lives with her husband, four children, three dachshunds, and a snake in Somerville, MA.

Thomas Gonzalez is a multimedia journalist and writer. He graduated from Emerson College in 2022, and his work can be found in *Boston Magazine*, *The Christian Science Monitor*, and *Latino News Network*. This magazine was designed and produced by him.

Contributors Page: *The Juniper Review* Summer 2023



Cover Page for the EN 502 Class
Magazine/Google Doc
the year before the Premier of *The JR*



After graduating, Fall 2022 EN 502 Class created
an EN 502 Blog, to which many still regularly
contribute.

THANK YOU !

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