

Notes on Contributors

Peggy F. Broder is the Director of Composition at Cleveland State University and served as supervisor of the Writing Center for ten years before assuming her present position. She teaches courses both in writing and in literature and has published articles in both fields. This is her second article for *WPA*.

Beverly Lyon Clark gets to misplace students at Wheaton College, Norton, Massachusetts, where she is Writing Coordinator. She is the author of *Talking about Writing: A Guide for Tutor and Teacher Conferences* and is currently working on a study of cross-gender school stories.

Roger Clark is an Assistant Professor of Sociology at Rhode Island College, where he's been a Writing Advisory Committee member and has taught writing-intensive courses in data analysis, the family and crime. The current *WPA* article has enabled him to realize a writing-across-the-curriculum fantasy, permitting him to employ data analysis skills with a family member to commit what some of his colleagues may see as the ultimate crime: interdisciplinary cooperation.

Margaret Flanders Darby is an Assistant Professor of Writing in the Colgate University Interdisciplinary Writing Program. Her interests in rhetoric include using feminist theory to read Victorian novels, and she has published on women characters in Dickens.

John T. Gage has written a number of articles on rhetoric and composition. His textbook, *The Shape of Reason: Argumentative Writing in College* (Macmillan, 1987), will be re-issued in a second edition in 1991.

David J. Hess is a cultural anthropologist who received his Ph.D. in 1987 from Cornell University. From 1987 to 1989 he taught as a Visiting Assistant Professor in the Interdisciplinary Writing Program at Colgate University, and he is currently an Assistant Professor in the Department of Science and Technology Studies at Rensselaer Polytechnic Institute. He has done fieldwork on spirit mediumship religions in Brazil and published in *Cultural Anthropology*, *Luso-Brazilian Review*, *Social Studies of Science*, *Anthropology and Education Quarterly*, and other journals.

Rebecca Moore Howard is an Assistant Professor of Writing and Director of the Interdisciplinary Writing Program at Colgate University. Her published articles and papers given at professional conferences have explored curriculum development and attendant philosophical and political issues. Her current research, *The Composing Habits of Undergraduate Writers*, is a four-year longitudinal study in the third year of data collection.

Suzanne S. Webb directs the writing program at Texas Woman's University where she teaches rhetorical theory and practice in the doctoral program in rhetoric. A board member of the Association of Professional Writing Consultants, she consults in and teaches professional writing. She has published textbooks in technical communication, developmental English, and freshman English, and is currently at work on an interdisciplinary critical thinking text.

Edward M. White is a professor of English and the Coordinator of the Upper-Division University Writing Program at California State University, San Bernardino. He is the author of numerous articles and books on assessment, literature, and the teaching of writing, including *Teaching and Assessing Writing* and, most recently, *Developing Successful College Writing Programs*, both with Jossey-Bass Publishers.