

# Notes on Contributors

**Betty Bamberg** is Professor of English and Composition Coordinator at California State University, Los Angeles. Previously she was a member of the English Department at the University of Southern California and directed the USC Freshman Writing Program from 1984-1996. She is a member of the WPA Board of Consultant-Evaluators and has published articles in *CCC*, *RTE*, *ADE Bulletin*, and *College English*.

**Elizabeth Birmingham** is a doctoral student at Iowa State University in Rhetoric and Professional Communication with a specialization in architectural history, theory, and criticism. She has taught first-year composition, professional writing, and introduction to women's studies.

**Lynn Z. Bloom** is Professor of English and Aetna Chair of Writing at the University of Connecticut. Along with Ed White and Don Daiker, she edited *Composition in the Twenty-First Century: Crisis and Change*, which grew out of the conference they organized. She is currently working on *Composition Studies as a Creative Art*, forthcoming from Utah State University Press.

**Geoffrey Chase** is Associate Professor of English at Northern Arizona University. He directed the English Composition program there for four years, and is currently serving as department chair. In addition, he is one of the coordinators of the Ponderosa Project at NAU, a development project aimed at helping faculty in all disciplines introduce issues of environmental sustainability into their courses.

**Jane Cogie** is Assistant Professor of English and Director of the Writing Centers at Southern Illinois University at Carbondale. Her scholarship focuses on the ethics and pedagogy of writing center work.

**Margaret Baker Graham** is a member of the Rhetoric and Professional Communication faculty and director of first-year composition at Iowa State University. She has published essays on power and disciplinarity in the academy in *Journal of Advanced Composition*, *Journal of Business and Technical Communication*, and *Academic Advancement in Composition Studies: Scholarship, Publication, Promotion, Tenure* (Erlbaum, 1997), edited by Richard Gebhardt and Barbara Genelle Smith Gebhardt.

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**Susan H. McLeod** chairs the English Department at Washington State University. She has published articles about writing program administration, issues of writing and affect, and writing across the curriculum. Her books include *Strengthening Programs for Writing Across the Curriculum*, *Writing Across the Curriculum: A Guide to Developing Programs* (co-edited with Margot Soven), and *Notes on the Heart: Affective Issues in the Writing Classroom* (1997). She last published in *WPA* in the spring 1997 issue.

**Brian Turner** is Assistant Professor in the Centre for Academic Writing at the University of Winnipeg, where he teaches rhetorical criticism, rhetoric in the disciplines, and writing on the environment. His work has recently appeared in *Rhetoric Review*, *Inkshed*, and the *Journal of Teaching Writing*, and he has an article forthcoming in *Teaching English in the Two Year College*.

**Mark Zachry** is a doctoral candidate in the Rhetoric and Professional Communication program at Iowa State University where he has taught first-year composition and professional writing. As an instructor, he is interested in computer-based writing and its interplay with academic and workplace practices. His research interests include the rhetoric of organizations, genre theory, and sociohistorical research methodologies.

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