

## Contributors to *WPA* 26.3

**Linda Adler-Kassner** and **Heidi Estrem** work together administering the writing program at Eastern Michigan University. Together, they have written about the program and EMU's approach to first-year composition. Separately, they have published articles on subjects ranging from portrayals of basic writers and basic writing to the experience of graduate students with preliminary exams.

**Laura Brady** is an Associate Professor of English and Director of the Center for Writing Excellence at West Virginia University. She welcomes any questions or comments about her article. You can reach her via email at [Laura.Brady@mail.wvu.edu](mailto:Laura.Brady@mail.wvu.edu)

**Parag K. Budhecha** earned her PhD from Miami University (Ohio) and is now on a post-doctoral teaching fellowship at Duke University

**Rhoda Cairns** is a PhD candidate in English at Miami University (Ohio), and for the past year has been an Assistant Director of the Center for Writing Excellence. Her fields of specialization are Renaissance literature and rhetoric and composition. She holds two degrees in English: a BA (Honors) from the University of Regina (Canada) and an MA from Xavier University (Ohio). Her current area of research is women's rhetorics in early modern England and New England.

**Juanita Rodgers Comfort** is incoming Co-Director of Composition for Curriculum Support and Development at West Chester University, where she teaches courses in composition, business writing, and black feminist essayists. Her work appears, among other places, in *The Relevance of English: Teaching that Matters in Students' Lives* (2002), *Beyond English, Inc* (2002), *Contrastive Rhetoric Revisited and Redefined* (2001), and *CCC* (June 2000). She has also presented at CCCC, RSA, CLA, the Penn State Conference, and the Watson Conference.

**Mary Jean Corbett** typically teaches and writes about nineteenth-century British literature. She served as Director of Graduate Studies in English at Miami University from 1999-2002

**Jennie Dautermann** is currently Associate Dean of Arts and Science at Miami University where she formerly served as Director of College Composition. She also teaches both composition and technical communication in Miami's English department. Her publications include *Writing at Good Hope: A Study of Negotiated Communication in a Community of Nurses* (ATTW) and numerous articles in NCTE and ATTW publications. For several years she has been teaching principles of business and technical communication in summer workshops for college teachers in China. In addition, she collaborates with a group of mathematicians

who explore similarities between learning to write and learning to do mathematics.

**Debra Frank Dew** is Assistant Professor of English and Director of the Writing Program at the University of Colorado-Colorado Springs. Her administrative effort to integrate diversity across the first-year writing curricula at UCCS earned her a 2003 service award from the University of Colorado Ethnic Minority Affairs Committee. She thanks UCCS writing faculty for their dedication to their students, and their professional commitment to the UCCS Writing Program.

**Suelynn Duffey** directs the First-Year Writing Program at Georgia Southern University and has also directed first-year, basic writing, and WAC programs at Ohio State University, Ohio University, and the University of Wisconsin-Eau Claire. Her scholarship includes work on writing program administration (collaborative structures, ethics, and generational metaphors), basic writing (issues concerning mainstreaming and pedagogy), and technology, aging, and literacy. She has also published in *Rhetoric Review*, *CCC*, and in edited collections.

**Christine Farris** is Associate Professor, Director of Composition, and former Associate Chair of the English Department at Indiana University in Bloomington, where she redesigned the first-year composition curriculum and teaches undergraduate and graduate courses in composition and cultural studies, literacy, and literature. She is the author of *Subject to Change: New Composition Instructors' Theory and Practice* (Hampton) and coeditor with Chris Anson of *Under Construction: Working at the Intersections of Composition Theory, Research, and Practice* (Utah State UP). She is currently coediting a volume on connecting the teaching of writing and the teaching of literature in first-year English.

**Karen Fitts** is Composition Co-Director for Faculty Development and a member of the faculty at West Chester University, where she teaches courses in composition and rhetoric. She has published works on cultural studies, composition pedagogy, and the rhetoric of medical discourse. She and Willam B. Lalicker have an article, begun with Alan W. France (1943-2001), forthcoming in *College English*, linking the MLA's representations of composition and rhetoric to needed curricular reforms in English.

**Margaret Himley** is Associate Professor of Writing and Rhetoric and Director of Undergraduate Studies at Syracuse University. She works in community and prison literacy, LGBT studies, and serves on the board of the Prospect Center, a network of educators committed to disciplined description as methodology for recognizing children's strengths and capacities as learners. Her most recent book is *From Another Angle:*

*Children's Strengths and School Standards—The Prospect Center's Descriptive Review of the Child*, edited with Patricia F. Carini.

**William B. Lickler** has 15 years of experience administering composition programs, teaches writing and composition theory from the basic to the graduate levels, and is Associate Professor of English at West Chester University. Co-chair of the Conference on Basic Writing and coeditor of the peer-reviewed online journal, *BWe: Basic Writing e-Journal*, his articles and reviews appear in *WPA*, *BWe*, *Writing on the Edge*, and in several collections.

**Meredith A. Love** is an Assistant Professor of English at Francis Marion University. She recently completed her doctorate at Miami University, where she taught first-year composition, advanced composition, composition theory and research, and worked as a writing consultant in the School of Business Administration. Her research interests include performance theory, the rhetoric of third-wave feminism, and writing across the curriculum.

**Dennis Lynch** is Associate Professor of Rhetoric and Composition at Michigan Technological University and coeditor of *WPA: Writing Program Administration*. He has published in *CCC*, *Rhetoric Society Quarterly*, and *Rhetoric Review*. He was WPA at MTU from 1992-2001.

**Moira Amado Miller** recently completed her PhD at Miami University. Her dissertation addresses the consequences of using the Marxian branch of Hegelian interpretation—as opposed to the Deweyan—to inform composition theory and pedagogy. In the fall, she will join the faculty at the University of South Alabama as Assistant Professor of English, teaching argument theory, rhetoric and philosophy, feminist rhetorics, and the rhetoric of science.

**Gretchen Flesher Moon** is Associate Professor of English and Director of the Writing Center at Willamette University. She was previously the first director of the writing program at Gustavus Adolphus College (1987-1999). In both positions, she has directed campus-wide WAC programs. A founding member of the CCC SIG on Composition in the Small College/University, she has written on teaching writing in liberal arts colleges. Her essay on pathos is forthcoming in *A Way to Move: Rhetorics of Emotion and Composition Studies*, edited by Laura Micciche and Dale Jacobs (Boynton/Cook, 2003). Her continuing passion is for women's overland trail diaries.

**Tara Pauliny** is Assistant Professor of English/Rhetoric and Composition and Director of the Writing Center at the University of Wisconsin Oshkosh. Her work focuses on feminist rhetorics, queer rhetorics/theory, and identity studies. She has articles forthcoming in *The Drag King Anthology* (Jean Nobel, Kathleen LeBesco, and Donna Jean Troka,

eds.), and *Labor, Writing Technologies, and the Shaping of Composition in the Academy* (Patricia Sullivan and Pamela Takayoshi, eds.).

**E. Shelley Reid** is Assistant Professor of English and Associate Director of the Composition Program at Oklahoma State University. She coordinates mentoring and professional development programs for composition instructors and teaches the composition pedagogy seminar for graduate TAs. Her research focuses on the ways in which curriculum design and teacher-preparation interact and overlap in composition programs.

**Diana Royer** is Professor of English at Miami University. Her most recent book is *A Critical Study of the Works of Nawal El Saadawi, Egyptian Writer and Activist* (Edwin Mellen, 2001). She has coedited anthologies on the commercialization and appropriation of American Indian cultures and on regional women writers. Currently she is co-authoring a collection of essays on film, forthcoming from the Haworth Press in 2004. She has also has written articles, book chapters, and conference papers on Virginia Woolf, horror cinema, and death in nineteenth-century American literature.

**Christopher Teutsch** is Associate Professor of English at West Chester University of Pennsylvania, where for the past 14 years he has taught courses ranging from basic writing to composition theory. He has presented at CCCC as well as at international meetings on literacy, assessment and developmental writing. He has published and coauthored articles appearing in *CCC* and elsewhere. For several years, he has served as Basic Writing Director as well as Academic Development Program English Coordinator.

**Victoria M. Tischio** is Associate Professor of English at West Chester University of Pennsylvania. She has presented on critical and feminist pedagogies, and writing center theory and administration at CCCC, IWCA, Feminisms and Rhetorics, and NWAC, and has published a co-authored article on teaching critical thinking in the *Journal of Public Affairs Education*. She teaches basic writing, first-year composition, advanced writing, and graduate courses in composition and rhetoric. She is the outgoing Composition Co-Director for Curriculum Support and Development at WCU.

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