

Contributors to WPA 31.1/2

Linda Adler-Kassner is Director of the First-Year Writing Program at Eastern Michigan University. Her most recent research interests center around developing advocacy strategies for students and writing instructors. Most recently, she is the author of *The Activist Writing Program Administrator: Changing Stories About Writing and Writers* (Utah State UP, March 2008).

Linda S. Bergmann, associate professor of English at Purdue University and Director of the Purdue Writing Lab, has started WAC programs and directed writing centers at three universities. Her teaching experience includes undergraduate courses in composition, literature, pedagogy, and literacy, and graduate seminars in writing program administration. She has published articles in such journals as *Composition Studies*, *Language and Learning Across the Disciplines*, *Feminist Teacher*, *A/B: Auto/Biography Studies*, and *American Studies*; written chapters on teaching writing for various collections; and co-edited *Composition and/or Literature: The End(s) of Education* (NCTE 2006). She is currently writing a textbook on undergraduate research writing for Longman.

Elizabeth Chiseri-Strater directs the Composition Program at UNC-Greensboro where she has taught writing, rhetoric, ethnography and women's and gender studies for the past fifteen years. She is the author of three books, *Academic Literacies* (1991), *Fieldworking with Bonnie Sunstein* (1997, 2002, 2007) and *What Works?* with Bonnie Sunstein (2006). She and Donna Qualley are academic siblings and have researched, written, and presented together in the past twenty five years.

Ronda Leathers Dively is an associate professor and the Director of Writing Studies at Southern Illinois University-Carbondale. Her body of published scholarship centers on students' invention processes in a variety of rhetorical scenarios (including their management of religious expression in academic contexts). She is the author of *Preludes to Insight: Creativity, Incubation and Expository Writing* (Hampton Press, September, 2006).

Anthony Edgington is an assistant professor at the University of Toledo, where he also serves as Associate Director of the Composition Program and the Writing Center. His previous work has been published in *Teaching English in the Two-Year College*, the *Journal of Teaching Writing*, and the *Journal of Writing Assessment*. His current scholarship focus is on the teacher-responder identity and reading patterns among writing center tutors.

Heidi Estrem is an assistant professor of English and Director of the First-Year Writing Program at Boise State University. She previously served as associate director of the First-Year Writing Program and director of the WAC program at Eastern Michigan University. Her research interests focus on writers and learners in transitional spaces, and she is currently involved in projects focusing on writers in dual-enrollment composition courses in high school; new instructors of first-year writing; and writers encountering new research demands in first-year writing courses.

Lauren Fitzgerald is associate professor of English at Yeshiva University where she is Director of the Yeshiva College Writing Center and previously directed the YC Composition Program. Her chapters on teaching writing and administering writing programs at religiously affiliated institutions have appeared or are forthcoming in the edited collections *Negotiating Religious Faith in the Composition Classroom*, *Judaic Perspectives in Rhetoric and Composition Studies*, and (with T. Kenny Fountain) *Pluralizing Plagiarism: Identities, Contexts, Pedagogies*.

Alice Horning is a professor of Rhetoric and Linguistics at Oakland University in Rochester, Michigan, where she teaches courses in reading, writing, psycholinguistics and literacy development. She directs OU's writing program. Her scholarly work, which has appeared recently in *The Reading Matrix* and *Across the Disciplines*, focuses on the psycholinguistics of literacy.

Melissa Ianetta is an assistant professor of English and Director of Writing at the University of Delaware. Her administrative scholarship has appeared in *Composition Studies*, *WPA: Writing Program Administrator* and *The Writing Center Journal*. She is currently working on a feminist history of improvisational rhetoric.

Phillip P. Marzluf directs the expository writing program at Kansas State University. He researches teachers' and students' attitudes towards literacy and social issues of post-secondary education.

Mark McBeth is the Deputy Chair for Writing Programs and Writing Across the Curriculum Coordinator at the John Jay College of Criminal Justice/CUNY. His scholarly interests intersect the history of education, curricular design, and writing program administration as well as sociolinguistics.

Michael McCamley is an assistant professor of English at the University of Delaware. He recently completed his PhD in Composition at Oklahoma State University, where he served as Assistant Director of the First-Year Composition Program.

Cary Moskovitz is Director of Writing in the Disciplines at Duke University. He holds a Ph.D. in Aerospace Engineering and a Masters of

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Gerald Nelms is an associate professor of English at Southern Illinois University-Carbondale. He has held various administrative posts at Southern, most notably, Director of Communication Across the Curriculum and Writing Studies Director. He has published articles in the history of composition studies, writing assessment, writing across the curriculum, and writing in the disciplines. He is currently at work on a book on plagiarism.

Michael Petit teaches writing and literature at the University of North Carolina, Chapel Hill, and academic writing at Duke University. He holds an MA in creative writing and a PhD in eighteenth-century British literature. His current research interests include writing across the curriculum, writing pedagogy, and the intersections of popular culture and new information technology. He is the co-editor of *Everyday eBay: Culture, Collecting, and Desire* (Routledge, 2006), a collection of essays that examines the cultural, social and political implications of the online auction site. He is also the author of *Peacekeepers at War* (Faber and Faber, 1986), a memoir of his time as a U.S. Marine in Beirut.

Donna Qualley is an associate professor of English and the current Director of Composition at Western Washington University. She teaches classes in composition theory and pedagogy, writing, literacy studies, and young adult literature. Author of *Turns of Thought: Teaching Composition as Reflexive Inquiry* and Co-editor of *Pedagogy in the Age of Politics*, she is currently working on a long-term project about the pedagogical habits of mind of experienced English professors.

Catherine Quick is an assistant professor of English and Texas A&M University-Corpus Christi, where she teaches courses in technical and professional writing and English education. Her current work involves studying the writings of non-traditional students in introductory technical writing courses.

E. Shelley Reid is an assistant professor of English and director of the Composition Program at George Mason University, where she teaches writing as well as courses in composition theory and pedagogy. She has published articles on faculty development in writing programs, on the difficulty of teaching multiculturalism in first-year writing courses, and on approaches to teaching composition pedagogy.

Stacy Hartlage Taylor is the Academic Program Coordinator of the Chapman Writing Center and an Assistant Professor of English at Jefferson Community and Technical College where she teaches first year composition, literature, and humanities courses. Stacy's research interests include writing centers and technology, socio-economic status and students, women in literature and composition, and learning communities/linked courses for first year students.

Elizabeth Vander Lei is associate professor of English at Calvin College in Grand Rapids, Michigan. She teaches first year composition and advanced courses in writing and the teaching of writing. Co-editor of *Negotiating Religious Faith in the Composition Classroom*, Vander Lei was first drawn to this topic by her research into the effects of religious faith on African American rhetoric, particularly that of the modern civil rights movement.

Elizabeth Wardle is an assistant professor at the University of Dayton, where she also directs the writing program. She is interested in how research about writing informs classroom practice, how writing classroom experiences inform the writing students do in other contexts, and how the institutional status of composition studies affects classroom and program practices.

Janet Zepernick is an assistant professor of English at York College of Pennsylvania, where she teaches writing and rhetoric. Her current work is an analysis of the rhetorical dimensions of health care funding in America, entitled *Rhetorical Theory and Contemporary Public-policy Debate: The Intractable Disorders of the Health Care Crisis*.

