

## Contributors

**Chris Anson** is University Distinguished Professor of English and Director of the Campus Writing and Speaking Program at North Carolina State University, where he works with faculty in nine colleges to enhance the role of communication in the disciplines. Before joining NC State in 1999, he spent fifteen years at the University of Minnesota, where he directed the Program in Composition from 1988 to 1996. He has published 15 books and over 90 articles and book chapters, and has spoken at conferences and universities across the U.S. and in 18 other countries. He is past president of the Council of Writing Program Administrators.

**Anis Bawarshi** is Associate professor of English and Director of the Expository Writing Program at the University of Washington. He teaches a range of graduate and undergraduate courses in composition theory and pedagogy, genre theory, discourse analysis, rhetoric, and language policy. He is currently Program Profiles Co-Editor (with Mary Jo Reiff) for *Composition Forum*. His publications include *Genre and the Invention of the Writer: Reconsidering the Place of Invention in Composition* (2003); *Scenes of Writing: Strategies for Composing with Genre* (2004; with Amy J. Devitt and Mary Jo Reiff); *A Closer Look: A Writer's Reader* (2003; with Sidney I. Dobrin); and articles and book chapters on genre, invention, and cross-language relations in composition.

**Beth Brunk-Chavez** is the Director of First-Year Composition and an Assistant Professor in the Rhetoric and Writing Studies Program at The University of Texas at El Paso. Her research is currently focused on the areas of teaching with technology, writing and technology, and composition pedagogy. She teaches a variety of graduate and undergraduate courses in writing and rhetoric.

**Michelle Navarre Cleary** is an assistant professor and director of the writing program at DePaul University's School for New Learning, a school for adult students. She has also taught literature and writing courses to adults at the City Colleges of Chicago, Northwestern University's School of Con-

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**William DeGenaro** is Assistant Professor of Rhetoric and Composition at the University of Michigan Dearborn. The editor of *Who Says? Working-Class Rhetoric, Class Consciousness, and Community* (Pittsburgh Press, 2007), DeGenaro's work on social class and open-access education has appeared in journals including *Rhetoric Review*, *JAC*, and *Teaching English in the Two-Year College*.

**Elaine Fredericksen** is an associate professor of English at the University of Texas at El Paso. For six years she directed the First-Year Composition Program at the UTEP. She has authored many scholarly articles, and her first book, *A New World of Writers: Teaching Writing in a Diverse Society*, was published in January 2003 by Peter Lang. Her second book, a genre reader and rhetoric, will be published by Prentice-Hall in 2009. She serves on the editorial board for the *Journal of Hispanic Higher*. Her 1999 FIPSE grant was instrumental in the establishment of the country's first Bilingual Professional Writing Certificate program.

**Rachel T. Goldberg** is a doctoral candidate in the Department of English at the University of Washington. Her teaching and research interests include Composition, Critical Discourse Analysis, Public Sphere Theory, and Contentious Rhetorics.

**Ed Jones** is the Director of Basic Skills at Seton Hall University and Assistant Professor of Writing. He is currently immersed in planning how to assess the new core curriculum for the university. His research interests have included self-efficacy in relation to basic writers, race, and class; machine scoring of essays; the facilitation of dialogical academic talk in the classroom; and knowledge transfer. He has published articles in both composition and educational psychology venues.

**Carrie Leverenz** is currently Associate Professor of English and Director of the New Media Writing Studio at Texas Christian University where she teaches courses in composition, magazine writing, rhetorical theory, composition theory, research methods, and writing program administration. She has spent most of her career as a writing program administrator, including serving as TCU's Director of Composition and as Director of the Reading/Writing Center and Computer-Supported Writing Classrooms at Florida State. Her research interests include collaboration, digital literacy,

and administrative ethics. She is currently co-editing a collection aimed at redefining success in rhetoric and composition.

**Dara Rossman Regaignon** is Director of College Writing and Assistant Professor of English at Pomona College. She's published articles in *Pedagogy*, *Women's Writing*, and *Victorian Literature and Culture*. In addition to research projects on the configuration of WPA positions at small liberal arts colleges and on the impact of writing fellows on students' arcs of improvement in writing-intensive courses, she's currently working on a book manuscript, *Writing Maternity: Mothers and Doctors in an Anxious Age*, that brings rhetorical genre theory into conversation with work in Victorian Studies.

**Kathleen J. Ryan** is Assistant Professor of English and Director of Composition at the University of Montana. She currently teaches courses in composition pedagogy and rhetorical studies, and her research interests include writing program administration and feminist rhetorical studies. Her publications have appeared in *Composition Studies*, *Rhetoric Review*, *WPA: Journal of the Council of Writing Program Administrators*, and *Feminist Teacher*. She is currently working on a collaborative book manuscript, *GenAdmin: Theorizing WPA Identities in the 21st Century*, with Colin Charlton, Jonikka Charlton, Tarez Graban, and Amy Ferdinandt Stolley.

**Angela Rounsaville** is a doctoral candidate in Language and Rhetoric at the University of Washington. She is currently working on her dissertation, which theorizes a place for "global literacies" within composition studies. Angela has served as an Assistant Director to the Expository Writing Program and has taught first-year writing as well as writing in the disciplines courses.

**Edward M. White** has written or edited 13 books and about 100 articles or book chapters on writing, writing instruction, and writing assessment. In 2007, he co-edited (with a former student) his fifth textbook for college writing students, *The Promise of America*, and fully revised the fourth edition of his book for teachers, *Assigning, Responding, Evaluating*. His best-known books are *Teaching and Assessing Writing*, which won a Shaughnessey award from the Modern Language Association in 1994, and *Assessment of Writing*, an MLA research volume, in 1996. After taking early retirement in 1997 as an emeritus professor of English at the CSU San Bernardino campus, where he was named "Outstanding Professor" in 1994, he joined the University of Arizona English department, where he continues to teach graduate courses in writing assessment, writing research, and writing program administration. Now in his 51st year of teaching, he is also rewriting *Teaching and Assessing Writing* for a third edition, working on another writing textbook, and—that supreme indulgence of the elderly—writing a memoir.