

Contributors

Susan Naomi Bernstein's publications include *Teaching Developmental Writing: Background Readings*, now in its third edition (Bedford/St. Martin's, 2007), and the textbook *A Brief Guide to the Novel* (Longman, 2002). Her articles on teaching writing have appeared in the *Chronicle of Higher Education*, *Journal of Basic Writing*, *Modern Language Studies*, *English in Texas*, and elsewhere. She is a past co-chair of the Conference on Basic Writing (CBW) with Kathleen Baca and co-edits *BWe*, CBW's web journal, with Shannon Carter. She is at work on a book about teaching basic writing in urban, open admissions settings and currently teaches at LaGuardia Community College, City University of New York.

Doug Downs is Assistant Professor of Rhetoric and Composition in the Department of English at Montana State University and was previously a WPA at Utah Valley University. He also sits on the steering committee of the CWPA's Network for Media Action. His research interests center on cultural and personal conceptions of writing and their influence on writers and writing instruction, specifically—with respect to WPA work—on instructor preparation.

Dana Lynn Driscoll is a recent graduate of the rhetoric and composition program at Purdue University. While at Purdue, she served as Purdue OWL Coordinator, Purdue OWL Webmaster, and technology mentor for the university's introductory composition program. In fall 2009, she will be an Assistant Professor in the Department of Writing and Rhetoric at Oakland University. Her research interests include the transfer of knowledge, attitudes and perceptions about writing, writing program administration, assessment, and technology and writing.

Cristyn Elder is a PhD student in rhetoric and composition at Purdue University where she teaches introductory composition and tutors in the Purdue Writing Lab. Her interests include writing program administration,

visual and textual composition, multilingual writers, writing center theory, and service learning.

Jill Gladstein is an Assistant Professor and Director of the Writing Associates Program at Swarthmore College. She has presented conference papers and published on the topics of the peer tutor's role in a WID context and the construction of tutor identity when working with ESL students. She is currently working on a project where she used a mixed methods research design to explore the role of peer tutors in an introductory biology course from the perspective of the faculty, peer tutors, and students enrolled in the course.

Brian Huot has administered writing programs for over twenty years at five different colleges or universities. He has authored and co-authored numerous articles and book chapters and co-edited five scholarly books, the most recent being *Assessing Writing: A Critical Sourcebook* (edited with Peggy O'Neill). In 2002 he published the monograph *(Re)Articulating Writing Assessment for Teaching and Learning*. Recently published is a co-authored (with Peggy O'Neill and Cindy Moore) book *Guide to Writing Assessment*. He is Professor of English and Coordinator of the Writing Program at Kent State University.

Kelly Kinney is Assistant Professor of English, General Literature and Rhetoric at Binghamton University, State University of New York, where she co-founded the Binghamton University Writing Initiative with Rebecca Moore Howard and is Director of Composition. Previously, she served as the Coordinator of First-Year Composition at the University of Notre Dame and as a Composition Fellow in the Department of Writing at Grand Valley State University. She teaches graduate and undergraduate courses in rhetoric and writing, and her scholarship examines the relationship between rhetoric and politics in the history of writing instruction, academic labor, and writing program administration.

Lisa Lebduska is an Associate Professor of English at Wheaton College in Norton, Massachusetts, where she teaches writing and directs the college writing program. Her work includes publications in the *Writing Center Journal* and *Composition Studies*. Her most recent article, "Sustainable Digital Ecologies and Considered Limits," appears in the anthology *Technological Ecologies and Sustainability*, edited by Dànielle Nicole DeVoss, Heidi A. McKee and Richard Selfe and published by Computers and Composition Digital Press.

Randall McClure is associate professor of English and Director of First-Year Composition at Florida Gulf Coast University. He has held similar posts at Minnesota State University, Mankato and Cleveland State University. His scholarship has appeared in *Composition Studies*, *Computers and Composition Online*, portal: *Libraries and the Academy*, and *The Journal of Literacy and Technology*. His current work includes studying the information behaviors of primary and secondary students, authoring an update to his dissertation on interaction analysis, and writing a textbook for first-year composition.

Dara Rossman Regaignon is assistant professor of English and Director of College Writing at Pomona College. She publishes in Victorian Studies as well as Writing Studies and is currently at work on a book-length manuscript in which she uses rhetorical genre theory to understand how anxiety became—and remains—one of the constitutive features of middle-class motherhood. Her articles have appeared in *Pedagogy*, *Victorian Literature and Culture*, and *Women's Writing*.

Megan Schoen is a PhD student in rhetoric and composition at Purdue University where she teaches introductory composition, tutors in the Purdue Writing Lab, and serves as an editorial assistant for the *Sycamore Review* literary magazine. Her interests include writing program administration, comparative rhetoric, and theory and cultural studies.

Tom Sura is a PhD candidate in rhetoric and composition at Purdue University where he teaches introductory composition and serves as an assistant director of the university's introductory composition program. His interests include memory, visual rhetoric, and archives. He is currently beginning work on his dissertation, which investigates the use of archives and new media in introductory composition courses.

Pamela Takayoshi is Associate Professor in the Department of English at Kent State University, where she also coordinates teaching and learning technologies for the Writing Program. Her work includes *Teaching Writing with Computers* (co-edited with Brian Huot), which was the recipient of the *Computers and Composition: An International Journal for Teachers of Writing* 2003 Distinguished Book Award; and *Labor, Writing Technologies, and the Shaping of Composition in the Academy*, co-edited with Patricia Sullivan. Additionally, her writing has appeared in *College Composition and Communication*, *Computers and Composition*, and numerous edited collections. She

is currently writing a data-based book with Christina Haas on new media language forms and practices.

Tim N. Taylor is Assistant Professor of Composition-Rhetoric, Director of the Writing Center, and Director of Writing Across the Curriculum at Eastern Illinois University. He teaches undergraduate courses in basic writing, composition, and professional writing along with graduate courses in rhetoric, writing center pedagogy, and composition theory and pedagogy. His work has appeared in *Teaching English in the Two-Year College* and *College English*. He is currently writing a basic writing textbook and working on projects related to writing center praxis.

Jaclyn M. Wells is a PhD candidate in rhetoric and composition at Purdue University, where she teaches introductory composition and serves as a mentor to new teaching assistants in the university's introductory composition program. Her interests include community engagement, public rhetoric, and writing program administration. She is currently working on her dissertation, which investigates a community engagement project that partners the Purdue Online Writing Lab with a local adult basic literacy organization.

