

Contributors to WPA 33.3

Barclay Barrios is an assistant professor and the Director of Writing Programs at Florida Atlantic University. His work focuses on writing program administration, queer composition, digital media, pedagogy, and computers and composition. He has been published in *Computers and Composition* and *Computers and Composition Online* and is the author of the freshman composition reader *Emerging: Contemporary Readings for Writers* (Bedford / St. Martin's, 2010).

Dan Fraizer is an associate professor of English at Springfield College, where he has directed the Writing Center, spearheaded Writing Across the Curriculum efforts, and taught primarily first-year writing courses and Writing Studio. His articles on writing textbooks, high-stakes writing assessment, service-learning in FYC, and writing about the wars in Iraq and Afghanistan in FYC have appeared in *The Writing Instructor*, *Michigan Journal of Community Service Learning*, *Journal of Writing Assessment*, and *Composition Forum*. He has contributed chapters to *The Literacy Connection* and *The Politics of Writing in the Two-Year College*.

Richard Haswell, Haas Professor Emeritus at Texas A&M University-Corpus Christi, divides his time between Corpus Christi and Del Norte, Colorado. Recently, he and Janis Haswell have published *Authoring: An Essay for the English Profession on Potentiality and Singularity* (Utah State University Press, 2010). They are working at a sequel on authoring and hospitality. With Glenn Blalock, Rich carries on with CompPile, an online bibliography of writing studies now nearing 100,000 records. Currently, Rich's attached glossary of writing-studies terminology has over 4,700 entries.

Rebecca Moore Howard is a graduate of West Virginia University and is now Professor of Writing and Rhetoric at Syracuse University. She has written and edited a number of scholarly books and essays, including *Standing in the Shadows of Giants* (1999); *Pluralizing Plagiarism: Identities, Contexts, Pedagogies* (2008); and *Writing Matters: A Handbook for Writing and Research* (2010). With fourteen other scholars, she is now involved in Citation Project <citationproject.net>, a multi-site data-based study of college students' use of research sources.

Asao B. Inoue is the Assessment Expert for the College of Arts and Humanities and Co-Director of First Year Writing at California State University, Fresno. He has published on classroom and large-scale writing

assessment, particularly validity and racism studies. Currently, he is finishing a co-edited collection with Mya Poe that investigates race in writing assessment practices and theories, and completing a manuscript-length treatment of racial formations in writing assessment, which in part considers data gathered from the Directed Self-Placement program he co-directs.

Mark McBeth is Associate Professor at John Jay College of Criminal Justice/CUNY where until recently he was Deputy Chair for Writing Programs and Writing Across the Curriculum Coordinator. He is also co-chair of the CCCC Queer Caucus. His scholarship explores the relationships between language and sexuality, including theories of writing, gay urban vernacular, and the history of education.

Melissa Nicolas is Associate Professor of English and Writing Across the Curriculum Coordinator at Drew University. Her research focuses on the institutional and sexual politics of writing programs and writing program administration. In addition to authoring various book chapters and journal articles, she has edited two collections: *By Any Other Name: Writing Groups Inside and Outside the Classroom* (with Beverly Moss and Nels Highberg) and *(E)Merging Identities: Graduate Students in the Writing Center*.

Jacqueline Rhodes is Professor of English at California State University, San Bernardino, where she is Associate Graduate Coordinator of the M.A. in English Composition. She is author of *Radical Feminism, Writing, and Critical Agency: From Manifesto to Modern* (SUNY, 2005). Her work has appeared in *College Composition & Communication*, *Computers & Composition*, and *JAC*, among other venues.

Keith Rhodes is an assistant professor and the Director of Writing 150 in the Department of Writing at Grand Valley State University. He has previously held similar positions in English Departments at Missouri Western State University and Northwest Missouri State University, and he has spent several years in an alternate career as a business lawyer. His publication and research interests include composition pedagogy, style, empirical research on writing, and the applications of pragmatist philosophy and market concepts to composition teaching and writing program administration.

James E. Warren is Assistant Professor of English at the University of Texas at Arlington. He has directed high-school/college partnerships at UT-Austin and UT-Arlington over the past four years, and his research interests include students' transitions from high school to college writing.

Missy Watson is a doctoral student in Composition and Cultural Rhetoric at Syracuse University. Her research interests include composition theories, composition for nonnative English speakers, critical pedagogies, genre studies, authorship studies, and rhetorical analysis. She is currently working on research projects where her interests are more specifically applied to studying methods and methodologies utilized by scholars of plagiarism, investigating the reflections and perceptions of nonnative English speaking U.S. faculty, and exploring the ethical implications for technical communicators designing virtual communities.