

Contributors to *WPA 34.2*

Pamela Bedore is an assistant professor of English and the writing coordinator for the Avery Point campus at the University of Connecticut, where she teaches courses in American literature, popular literature, and the teaching of writing. Her research interests include peer review, library-writing center collaborations, detective fiction, and science fiction. Recent publications have appeared in *Writing Lab Newsletter*, *Academic Exchange Quarterly*, and *Studies in Popular Culture*, and she is currently working on a study of nineteenth-century detective dime novels, tracing the ways in which these ephemeral texts contributed substantially to much later developments in detective fiction.

Bill Condon is Professor of English at Washington State University. He has been a Writing Program Administrator at a variety of institutions—the University of Oklahoma, Arkansas Tech University, the University of Michigan, and WSU. Co-author of *Writing the Information Superhighway* and *Assessing the Portfolio: Principles for Theory, Practice, and Research*, he has published about writing assessment, WAC, program evaluation, and computers and writing. His teaching interests include writing assessment; theory and practice of teaching college composition; and any courses in which he can apply the innovative uses of assessment and computer-enhanced pedagogy that he has encountered over the years.

Collin Lamont Craig teaches rhetoric and composition at Wake Forest University. His research explores African American traditions of identity formation, cultural rhetorics, and writing program administration. His broad project is to investigate how African American identity and ideology work as rhetorical production. He is also interested in how students of color construct their literate lives in higher education. Currently, he is researching how black college males develop critical literacies to assess microinstitutional infrastructures that position them as learners in the academy. Craig writes, works out, and listens to music by Erykah Badu, Mos Def, and Common in his spare time.

Sue Doe, Assistant Professor of English at Colorado State University (CSU), directs a campus-wide writing integration effort and studies faculty development and WAC. She taught off the tenure track for over two decades before going on the tenure-track at CSU and now conducts research about labor issues and rhetorics. She helped to author the new NCTE position statement on contingent labor working conditions (<http://www.ncte>.

org/positions/statements/contingent_faculty) and recently co-edited (with Mike Palmquist) the special issue of *College English* (March 2011) dedicated to contingent faculty issues. She represents NCTE on the Coalition of the Academic Workforce and serves on the Executive Committee of the MLA Part-Time Discussion Group.

Peter Elbow is Professor of English Emeritus at UMass Amherst. He directed the Writing Program there and at SUNY Stony Brook, and taught at M.I.T., Franconia College, and Evergreen State College. He has written widely on writing and teaching writing. CEE gave him the James Britton Award for his *Everyone Can Write*; NCTE gave him the James Squire Award for his “lasting intellectual contribution”; in 2007 CCCC gave him the Exemplar Award. Oxford will bring out his new book in the fall: *Ver-nacular Eloquence: What Speech Can Bring to Writing*.

Claire Coleman Lamonica is currently the associate director of the Center for Teaching, Learning & Technology at Illinois State University, where she previously served as associate director of writing programs (1998-2005) and coordinator of student teaching for the English Department (2005-06). She has been teaching writing and the teaching of writing at the secondary, community college, and university levels since 1975 and is the author or co-author of a dozen articles related to the teaching of writing. She appreciates the opportunity to re-join the Council’s conversation about teacher preparation and development.

Margaret Lowry is Director of First-Year English at the University of Texas at Arlington. Lowry teaches undergraduate courses in composition, American literature, and Women’s Studies, and graduate-level teacher preparation courses. Her current scholarly interests include the role of common reading texts in first-year composition and the work of Ruth Millett, a nationally syndicated columnist from 1938-1968.

Brian O’Sullivan is an Assistant Professor of English and Director of the Writing Center at St. Mary’s College of Maryland. He teaches courses in basic writing, advanced composition, peer tutoring, parody and intertextuality, the rhetoric of politics, literary theory, and twentieth-century literature. His scholarly interests include the rhetoric of laughter, the relationship between literary modernism and the teaching of writing, and collaborative assessment.

Mike Palmquist is Associate Vice Provost for Learning and Teaching, Professor of English, and University Distinguished Teaching Scholar at

Colorado State University, where he directs the University's Institute for Learning and Teaching. His scholarly interests include writing across the curriculum, the effects of computer and network technologies on writing instruction, and new approaches to scholarly publishing.

Staci Perryman-Clark is Assistant Professor of English-Rhetoric and Writing Studies and Director of First-Year Writing at Western Michigan University, where she teaches graduate courses in methods for teaching college writing and composition theory. She is the 2008 recipient of the CCCC Scholars for the Dream award. She publishes on Afrocentric curriculum design, black women's intellectual traditions, and culturally relevant pedagogy.

Bradley Peters is Professor of English and coordinator of Writing Across the Curriculum at Northern Illinois University. He teaches courses in rhetoric and writing pedagogy. His recent publications have focused on assessment and medieval rhetoric. He is grateful to the high school colleagues with whom he consulted, including Deb Spears, Lynn Graczyk, David Carson, and Nancy Cleburn. He co-edits, with Joonna Trapp, the *Journal of the Assembly for Expanded Perspectives on Learning* (JAEPL).

Shirley K Rose is Professor of English and Director of Writing Programs at Arizona State University. She is a Past President of the Council of Writing Program Administrators. She regularly teaches graduate courses in writing program administration and has published numerous articles on writing pedagogy and on issues in archival research and practice. With Irwin Weiser, she has edited three collections on the intellectual work of writing program administration, including *The WPA as Researcher*, *The Writing Program Administrator as Theorist*, and *Going Public: What Writing Programs Learn from Engagement*. She and Professor Weiser will co-lead the 2011 WPA Summer Workshop in Baton Rouge.

Amy Rupiper Taggart is Associate Professor of English and Director of First-Year Writing at North Dakota State University. Her research focuses on issues in composition pedagogy, including community engagement practices, formative assessment, and student and teacher reflection. She recently co-authored *Research Matters* with Rebecca Moore Howard and is working on a second edition of the *Guide to Composition Pedagogies* with Kurt Schick and H. Brooke Hessler. Her article with Hessler on formative assessment and student reflection recently appeared in the *International Journal for the Scholarship of Teaching and Learning*.