

Contributors

Carolyn Calhoon-Dillahunt teaches English at Yakima Valley Community College in Washington state. Chair of TYCA, she primarily teaches developmental writing, but also regularly teaches courses in argument, research writing, public speaking, and American literature and has been involved in learning community work. She is a past Writing Center director of the YVCC's Grandview satellite campus and continues to volunteer as a writing consultant since moving to the main Yakima campus three years ago. She is also actively involved in assessment, both writing program assessment at the department level and institutional assessment. Prior to teaching community college, Carolyn taught at the middle and high school level.

Barbara Cambridge directs the Washington, DC office of the National Council of Teachers of English, responsible for advocacy and alliance building. She co-leads the Inter/National Coalition for Electronic Portfolio Research and sits on Boards of the Council for Accreditation of Educator Preparation, the Washington Internship Institute, and the Irish National Academy for Integration of Research and Teaching and Learning. Now professor emerita of English at Indiana University Purdue University Indianapolis, she directed at various times the English Department writing program, the writing center, and the campus writing program and served as associate dean of the faculties.

Sid Dobrin is an Associate Professor of English at the University of Florida. He is the author and editor of numerous books, including *Postcomposition* (Southern Illinois UP, 2011) and *Ecology, Writing Theory, and New Media: Writing Ecology* (Routledge, forthcoming 12/11) .

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: *Vernacular Eloquence: What Speech Can Bring to Writing*.

Collie Fulford is an Assistant Professor of English and Director of First Year Writing at North Carolina Central University. Her interests include writing across the curriculum; theory and practice of writing program administration; and qualitative research methodologies, particularly ethnography. She is currently collaborating with undergraduate research partners to investigate the literacy experiences of NCCU students. In 2011, she received the James Berlin Memorial Outstanding Dissertation Award for a study of WAC program development.

Li-Shih Huang is an Associate Professor of Applied Linguistics, and the Learning and Teaching Centre Scholar-in-Residence at the University of Victoria, Canada. She has over a decade of EAP instructional and curriculum design experience, and she was also the recipient of TESOL’s Award for Excellence in the Development of Pedagogical Materials. Recently, Li-Shih has been awarded two SSHRC (Social Sciences and the Humanities Research Council) grants to develop methods and tools that universities and instructors can use to improve the outcomes of their academic language-learning programs for students who speak English as an additional language.

Joyce Olewski Inman is the acting director of composition and a doctoral candidate at the University of Southern Mississippi. Her dissertation addresses the connections between legal discourse, conceptual metaphors, and basic writing programming. Her teaching and research interests include composition, legal discourse analysis, basic writing programming, and community service writing.

Kathryn Johnson Gindlesparger received her PhD in Rhetoric, Composition and the Teaching of English from the University of Arizona in 2009 and is an Assistant Professor of Writing and the Director of the Writing Program at Philadelphia University. Most recently, she was the Writing Director at VOICES: Community Stories Past and Present, a Tucson, AZ nonprofit that publishes the work of low-income youth on the radio, TV, and in print. Her research interests include the ethical dimensions of philanthropy, specifically community literacy, writing program administration and civic discourse.

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Steve Lamos is an assistant professor in the Program for Writing and Rhetoric and the English Department at the University of Colorado–Boulder. His publications include the book *Interests and Opportunities: Race, Racism, and University Writing Instruction in the Post-Civil Rights Era* (Pittsburgh UP, 2011) and various articles appearing in *CCC*, *College English*, and the *Journal of Basic Writing*. Currently, Lamos is working on a book analyzing the historical and contemporary status of professional writing teachers within the research-focused academy.

Paul Kei Matsuda is Professor of English and Director of Second Language Writing at Arizona State University, where he works closely with doctoral and master's students in applied linguistics, rhetoric and composition, and TESOL. Co-founding chair of the Symposium on Second Language Writing and the editor of the Parlor Press Series on Second Language Writing, he has published widely on issues surrounding second language writers in writing programs. His work appears in journals such as *College English*, *College Composition and Communication*, *English for Specific Purposes*, *Journal of Basic Writing*, *Journal of Second Language Writing*, *TESOL Quarterly*, *WPA: Writing Program Administration* and *Written Communication*.

Tim McCormack is the Director of Writing Programs, Deputy Chair and Assistant Professor in English at John Jay College of Criminal Justice, City University of New York (CUNY). He teaches composition, creative non-fiction, journalism and the graduate course practicum for new teachers of writing. He is currently completing a two-campus ethnographic study of remedial and first-semester composition courses. The study details the “literacyscape” of remedial writing and first-year composition at CUNY ten years after all basic writing courses were eliminated from senior college campuses.

Laura R. Micciche is Associate Professor and Director of Composition at the University of Cincinnati where she teaches courses on writing, rhetoric, and pedagogy. Her published work, some of which addresses administrative concerns, includes *Doing Emotion: Rhetoric, Writing, Teaching* (2007), *A Way to Move: Rhetorics of Emotion and Composition Studies* (2003), and numerous articles and book chapters.

Kelly Ritter is Associate Professor of English and Director of Composition at the University of North Carolina at Greensboro. Her work has appeared in *College English*, *Composition Studies*, *College Composition and Communication*, *JAC*, *Rhetoric Review*, *Pedagogy*, and *WPA: Writing Program Administration*. Her latest book, *To Know Her Own History: Writing at the Wom-*

an's College, 1943–1963, is forthcoming from the University of Pittsburgh Press in Spring 2012. She is the incoming editor of *College English*.

Todd Ruecker is a doctoral candidate in rhetoric and composition and recently served as the Assistant Director of FYC at the University of Texas at El Paso. His research is primarily focused on investigating issues surrounding the increasing linguistic and cultural diversity of higher education worldwide. His dissertation project is a year and a half study of Mexican-American students transitioning to college. As a doctoral student, he has been a regular presenter at conferences like WPA, CCCC, and TESOL while publishing articles and book reviews in journals such as *Composition Studies*, *ELT Journal*, and *TESOL Quarterly*.

Tanita Saenkhum is a doctoral candidate in the Rhetoric, Composition and Linguistics program and currently serves as Assistant Director of Second Language Writing at Arizona State University, where she specializes in second language writing with a focus on program administration. Her dissertation examines the notion of agency in multilingual writers' placement decisions and what goes into their placement decision process. She publishes in *Journal of English for Academic Purposes* and WPA-CompPile Research Bibliographies. A teaching associate in the Writing Programs at ASU, she has been teaching technical writing and both mainstream and multilingual first-year composition.

Darci L. Thoune is an assistant professor of English and the Freshman Writing Program Coordinator at the University of Wisconsin-La Crosse (UW-L). She teaches undergraduate rhetoric and writing courses and a graduate-level composition pedagogy course for area high school English teachers. Her current scholarly interests include the scholarship of teaching and learning, cookbooks and women's technical writing, and writing assessment.