

## Contributors

**Chris Anson** is University Distinguished Professor and Director of the Campus Writing and Speaking Program at North Carolina State University, where he teaches graduate and undergraduate courses in language, composition, and literacy and works with faculty in nine colleges to reform undergraduate education in the areas of writing and speaking. He has published fifteen books and over 100 articles and book chapters relating to writing and has spoken widely across the U.S. and in 27 other countries. He is currently Chair of the Conference on College Composition and Communication. His full c.v. is at [www.ansonica.net](http://www.ansonica.net)

**Faye Halpern** teaches nineteenth-century American literature at the University of Calgary, where she is an associate professor. Her research explores sentimental rhetoric, contemporary writing pedagogy, and the relationship between them. Her book, *Sentimental Readers: The Rise, Fall, and Revival of a Disparaged Rhetoric*, is due out in Fall 2013 from the University of Iowa Press. It tracks the variable fortunes of sentimental rhetoric in the nineteenth-century and reflects on what this strange rhetoric can disclose to contemporary readers and literary critics about their own habits of reading.

**Elena Lawrick** is an assistant professor and coordinator of the English as a Second Language Program at Reading Area Community College in Reading, PA. Prior to her current position, she taught ESL undergraduate and graduate writing courses at Purdue University in West Lafayette. Her scholarship spans the fields of world Englishes and second language writing, particularly focusing on the impact of globalization on the use of English worldwide and on the U.S. higher education. Her work as program administrator is guided by a belief that educational institutions have a responsibility to provide the environment supportive of ESL students' needs.

**Kendall Leon** is an Assistant Professor of Rhetoric and Composition at Purdue University where she teaches classes in composition theory, gender and rhetoric, and the composition practicum for new teaching assistants. Her research interests include cultural rhetorics, research methodology, digital writing, and community engagement. Her work has appeared in *Computers and Composition*, *Interdisciplinary Humanities*, and various edited collections. Her current research projects are an assessment of the rhetorical learning of students and instructors engaged in service learning, and an archival research project on one of the first Chicana feminist community organizations.

**Dan Melzer** is the University Reading and Writing Coordinator and Associate Professor of Rhetoric and Composition at California State University, Sacramento. His research interests include writing across the curriculum, writing program administration, and multiliteracies. His work has appeared in *College Composition and Communication*, *Kairos*, *Language and Learning across the Disciplines*, and *The WAC Journal*. He is the author of the textbook *Exploring College Writing: Reading, Writing, and Researching across the Curriculum* and the coauthor with Deborah Coxwell Teague of the textbook *Everything's a Text*.

**Laura R. Micciche** teaches writing, rhetorical theory, and writing pedagogy at the University of Cincinnati. A former WPA, she has written about her administrative experiences in *Doing Emotion: Rhetoric, Writing, Teaching* (2007) and in essays published in *College English*, *WPA*, and *Computers and Composition Online*.

**Mark Mullen** is an assistant professor of writing and former director of first-year writing at the George Washington University in Washington, DC. He has published on nineteenth-century US theatre and the pedagogical uses of information technology. His current work focuses on the connections between the worlds of videogames, writing, and pedagogy and has been published in *Computers and Composition Online*, *Eludamos*, and *The Journal of Gaming & Virtual Worlds*. His article "On Second Thought . . ." is included in the recent collection *Rhetoric/Composition/Play Through Videogames* published by Palgrave Macmillan.

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**Donna Strickland** is Associate Professor of English and Director of Composition at the University of Missouri. She is the author of *The Managerial Unconscious in the History of Composition Studies*, and, with Jeanne Gunner, co-editor of *The Writing Program Interrupted: Making Space for Critical Discourse*.

**Sandra L. Tarabochia** is Assistant Professor and Co-Director of First-Year Composition at the University of Oklahoma. She regularly teaches first-year writing as well as courses in writing, rhetoric, and composition. Interests include writing pedagogy and program administration, academic literacy studies, and Writing Across the Curriculum/Writing in the Disciplines. She is working on a qualitative research study that uses discourse analysis to study interdisciplinary collaboration among writing specialists and disciplinary content experts involved in cross-curricular literacy projects.

A WPA since 1979, **Chris Thaiss** is Clark Kerr Presidential Chair and Professor in the independent University Writing Program at UC Davis. He chairs the interdisciplinary PhD emphasis in Writing, Rhetoric, and Composition Studies; directs the Center for Excellence in Teaching and Learning; and serves as PI of the California capital region site of the National Writing Project. He teaches writing in science and graduate seminars in writing theory, pedagogy, research methods, and program administration. His latest book (2012), co-edited with an international team, is *Writing Programs Worldwide: Profiles of Academic Writing in Many Places* (Parlor Press; the WAC Clearinghouse).